

Markscheme

May 2016

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.**

18–20:	Answers are clearly focused, with a high degree of 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.
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.
12–14:	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
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.
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. There is 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.
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.
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.
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.
0:	Answers not meeting the requirements of descriptors should be awarded no marks.

Examiners and moderators are reminded of the need to apply the markbands that provide the **“best fit”** to the responses given by candidates and to **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (eg, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme: *ie*, responses that offer good coverage of some of the criteria should be rewarded accordingly.

Colonialism in South and Southeast Asia and Oceania—late 18th to the mid-19th century

1. Examine the reasons for the changing nature of the rule of the British East India Company between 1757 and 1858.

Candidates are required to consider why the rule of the British East India Company changed over the stated period of time. There should be some attempt at a reasoned conclusion.

Indicative content

- The rule of the British East India Company spanned the period 1757 to 1858, although initially there was no interference from the British government on how it ruled India.
- Early on, the Company had been able to increase its dominance over India as a result of the defeat of other European powers there. The decline of the Mughals had also benefitted the Company. However, by the end of the 18th century the company was in trouble; the need for private armies to protect its lands had become too onerous and, alongside increased administrative costs, the financial burden became too large.
- The ability of the company to govern was also brought into question when there was a famine in Bengal (1769–1770).
- The Regulating Act of 1773 resulted in greater parliamentary control over the affairs of the Company and regulated their business in India.
- By the early 19th century India was under the rule of a Governor-General and subsequent holders of the office attempted to “reform” aspects of Indian society.
- Company rule was still primarily concerned with the preservation of its own economic interests. The practice of free trade meant that the Company’s policies were exploitative and had a negative impact on the Indian people.
- Dalhousie introduced the Doctrine of Lapse, which annexed the princely states without heirs and this acquired more territory for the Company. It also altered traditional inheritance patterns. Many Indian rulers were displaced following the annexations of Indian lands and this meant some princely states rebelled.
- Many candidates may conclude their responses by explaining how the Indian Mutiny/Revolt ended the rule of the British East India Company. The British Crown took control of India as a result of the Government of India Act 1858.

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2. Evaluate the extent of opposition to colonial rule in any **two** Southeast Asian countries from the late 18th century to the mid-19th century.

Candidates are required to select any two Southeast Asian countries and appraise the extent to which colonial rule was opposed in both of their choices. Reference can be made to British and/or Dutch and/or French and/or Spanish colonies in the region.

Indicative content

- The nature of colonial rule and its impact on indigenous communities.
- The methods used by colonists to “divide and rule”. When this was done it kept local populations weak and strengthened the position of the colonists.
- The agricultural nature of many of the indigenous societies meant they were not directly or always affected by colonial rule.
- For some people in some areas colonial rule brought benefits. The urban elite in particular often collaborated with the colonists.
- The level of opposition could be affected by the nature of the colonial leadership and the calibre of its officials.
- Policies of repression in some colonies where there was limited resistance (for example in Java and the Philippines) curbed further opposition.
- The heterogeneity of Southeast Asian society, including its religious and ethnic differences, made unified resistance more difficult.

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Traditional East Asian societies—late 18th to the mid-19th century

3. “Between the late 18th century and 1820, internal **and** external challenges undermined the imperial rule of the Qing (Ch’ing) dynasty.” Discuss.

Candidates are required to provide a considered and balanced review of the assessment that both internal and external challenges undermined the rule of the Qing (Ch’ing) dynasty. A reasoned conclusion is expected and some candidates may elect to adjudicate which was the most significant issue for the Qing dynasty: internal or external forces.

Indicative content

- The reign of the Emperor Qianlong (Ch’ien-Lung) (1735–1796) during the eighteenth century saw the height of the Qing (Ch’ing) dynasty’s power. He was followed by Jiaqing (Chia-chi’ing) (1796–1820).
- During this period the Qing government in Beijing (Peking) appeared to be one of wealth and power. The institutions of the state included the Mandarin bureaucracy, the Imperial Examination System and the tribute system.
- By the end of Qianlong’s long reign there were unresolved issues: an increased population, which put pressure on the land and was beginning to create discontent; the situation of the peasants and the entrenched feudal nature of land ownership; rising prices; increased taxation; official corruption and incompetence; secret society activity; religious and ethnic discrimination; and the decline in military effectiveness.
- Corruption within the system was also an issue, as were economic hardships, natural disasters, the impact of provincialism and the rebellions—for example, the White Lotus (1796–1804) and Miao (1754–1806) rebellions—all indicate that the Qing dynasty faced internal challenges.
- The Macartney (1793) and Amherst (1816) trade missions and the effects of Western trade demands to change the Canton system of trade all put external pressure on the dynasty.
- Economic changes brought about by the introduction of the opium trade began to undermine imperial rule.

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4. Discuss the consequences, up to the 1860s, of the unequal treaties that the Western powers made with China and Japan.

Candidates are required to offer a considered and balanced review of the consequences of the unequal treaties, including territorial changes, extraterritoriality and economic provisions. Many candidates will attempt to order or rank the consequences; however no set approach is prescribed. Nevertheless, candidates should attempt to reach a substantiated judgment.

Indicative content

China

- The 1842 Treaty of Nanjing (Nanking) opened up the five Treaty Ports to trade and Hong Kong was ceded to Britain. This was followed by the supplementary Treaty of the Bogue in 1843 that gave most favoured nation status and extraterritoriality to Britain. In 1844, the Treaty of Wangxia (Wanghsia) with the United States was signed. This granted the US extraterritoriality and the right to maintain churches and hospitals in the Treaty Ports. The Treaty of Huangpu (Whampoa) with France was also signed in 1844 and this gave the French the right to freely spread Catholicism.
- The consequences included humiliation, the decay of the Qing dynasty, internal unrest and serious challenges to Qing power, such as the Taiping Rebellion. The effects were the continuation of the opium trade and the further extension of western influence. The various indemnities had severe economic consequences for China.
- Sino-Western relations deteriorated further and after the Second Opium War the 1858 Treaty of Tianjin (Tientsin) proposed further Western intrusion in to China. Eleven more Treaty Ports were to be opened up, Western powers gained the right to establish legations in Beijing, foreigners could travel and trade freely throughout China, Christian missions were able to expand and religious tolerance was to be accepted, and further indemnities were to be paid.
- This treaty was not initially ratified by China and as a consequence of which was the Anglo-French expedition that razed the Summer Palace in 1860. The terms were then formally accepted at the Convention of Beijing.
- Further consequences were more humiliation, the destabilizing effect of Western cultural values and Christianity, further weakening of the dynasty and the rise of the Treaty Ports as places of discontent.

Japan

- The unequal treaties were the 1854 Treaty of Kanagawa and the 1858 Treaty of Edo (Harris Treaty). These forced Japan to end its isolation and open up its trade.
- The consequences included 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 from 1860 until 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 fall of the Tokugawa Shogunate in 1867, the Meiji Restoration in 1868 and the Charter Oath.

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Developing identities—mid-19th to the early 20th century

5. Examine the reasons for the growth of nationalism in Indonesia (Dutch East Indies).

Candidates are required to consider why nationalism grew in Indonesia during this period. Many candidates will attempt to order or rank the reasons; however no set approach is prescribed. Nevertheless, candidates should attempt to make a substantiated judgment.

Indicative content

- Initially the Indonesian archipelago was under the rule of the United East India Company (VOC). In 1800 this was dissolved and its possessions in the archipelago were nationalized and became the Dutch East Indies. The term Indonesia began to be used from the late 19th century as the Dutch tried to create hegemony. This enabled locals to develop the concept of Indonesia as a nation state and from this the ideas of nationalism and independence would grow.
- Throughout the 19th century the Dutch expanded their territory in the region and it became one of the wealthiest European colonial possessions. Economic exploitation of Indonesia's spice trade increased support for the growing nationalist movements.
- To expand their territory the Dutch fought many wars against local leaders. The most prolonged was in Aceh where there was fierce guerrilla resistance against the Dutch from their invasion in 1873 until 1912, when the Acehnese surrendered. Resistance in the areas of Bali, Java, Sumatra and Batak was all quashed by Dutch forces who believed that the Indonesians would benefit from Dutch rule rather than indigenous leaders who were perceived to be backward and oppressive.
- The Dutch Ethical Policy initiated from 1901 led to more Indonesians experiencing western-style education. This gave Indonesians the skills required to organize resistance to Dutch rule.
- From the beginnings of the 20th century nationalist movements emerged. University students formed the movement *Perhimpunan Indonesia*. This movement was radicalized by the First World War and, by 1920, their newspaper had changed its name to *Indonesia Merdeka* (Free Indonesia). Before the war they had opposed colonization but had cooperated with the Dutch; however, from the 1920s they adopted a policy of non-cooperation. There were other nationalist groups including the *Budi Utomo* and the *Indonesische Studieclub* but initial attempts to unite all these groups failed.
- In Indonesia the vast majority of the population was Muslim and, in 1911, *Sarekat Islam* (Islamic Union) was founded. Dutch creation of the Volksraad did not satisfy Indonesian nationalism, which was influenced by 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 *Perserikatan Komunis di Hindia*, PKH (Communist Union of the Indies), which was changed in 1924 to the *Partai Komunis Indonesia*, PKI (Communist Party of Indonesia). Communist members were expelled from *Sarekat Islam*. The latter campaigned against the suppression of Indonesians, and Islamic ideology became the foundation of its political struggle.
- In 1927 the *Partai Nasional Indonesia* was formed and Sukarno became its first leader. The party opposed both imperialism and capitalism and also sought to unify all Indonesian people. This was the beginning of a mass movement promoting nationalism and independence for Indonesia.

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6. “The First World War was the turning point in the development of a national identity.” Discuss with reference to **either** Australia **or** New Zealand.

Candidates are required to offer a considered and balanced review of the impact of the First World War on the development of a national identity in *either* country. Other factors may be considered; however no set response is prescribed.

Indicative content

The development of national identity up until the First World War:

- There had already been an emerging sense of national identity in both Australia and New Zealand prior to the war.
- In Australia the key factors included the movement towards and the achievement of Federation in 1901, the celebration of Australia’s uniqueness with reference to the flora and fauna, the adoption of the bushman image (despite the fact that most people lived in towns and cities), the art and writing of this period, the different strands of nationalism, radical republicanism and dual loyalty to both Australia and the British Empire.
- In New Zealand similar sentiments prevailed. For example, involvement in the Boer War, the granting of Dominion status in 1907, the rugged and enterprising man alone and against nature, egalitarianism, double patriotism and also cultural nationalism.

The role of the First World War:

- The impact of Australia’s or New Zealand’s involvement in the First World War is significant in that it both consolidated the emerging sense of national identity in each country and changed the nature of it.
- For both countries the key points include the initial enthusiasm for the war, the idea that Gallipoli was a defining moment in nationhood (for Australia, “baptism by fire” and New Zealand, “baptism of blood”), the soldiers come to represent the typical Australian or New Zealander in uniform with his values of resourcefulness and mateship, war correspondents and cartoonists popularized this image.
- Despite the fact that the Gallipoli campaign ended in withdrawal, the Anzac legend came to symbolize Australia’s or New Zealand’s involvement in the First World War and subsequent wars, and Anzac Day became a public holiday and *de facto* national day.
- After the First World War, in both countries, the sense of national identity was linked with commemoration and remembrance and it became part of a conservative imperialist nationalism in the 1920s. An example of this is the establishment of returned servicemen’s associations, which become the keepers of the legend.

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Early modernization and imperial decline in East Asia—mid-19th to the early 20th century

7. Examine the reasons why the “Double Ten” Nationalist Revolution occurred in China in 1911.

Candidates are expected to consider the reasons behind the “Double Ten” movement. Many candidates will attempt to order or rank the reasons; however no set approach is prescribed. Nevertheless, candidates should attempt to make a substantiated judgment.

Indicative content

- Long term reasons may include the failure of the Self-Strengthening Movement by 1894, defeat in the Sino-Japanese War (1894–1895), failure of the 100 Days Reform Movement in 1898, the return of Cixi (Tz’u-hsi) and the conservatives to power and hence a rigidity in approach to government, the scramble for concessions by the European powers, and the growth of anti-foreign sentiments culminating in the Boxer Rebellion (1900–1901).
- The humiliation of the Boxer Protocol may be addressed. China had to pay huge indemnities and lost territory, there was a two year ban on the importation and manufacture of armaments, China’s sovereignty was violated (forts could not be rebuilt and foreign troops were stationed indefinitely in Beijing (Peking) and other places), officials were to be punished, memorials had to be erected and the examination system was abolished.
- In 1901, facing defeat by the Western powers, Cixi indicated that she would institute political reform so that she could retain power. However, this did not stem the tide. Anti-Qing sentiment re-emerged, there was a widening of the division between Manchu and Han, and there was resentment amongst the middle class and commercial interests due to the higher taxes imposed that were needed to fund the reforms. Furthermore, the railway recovery movement opposed the nationalization of the railways and there was frustration that constitutional reform was too slow.
- Reformist and revolutionary groups flourished in exile and increasing numbers saw the violent overthrow of the Qing dynasty as the only option. This increased support for the ideas of Sun Yixian (Sun Yat-sen) and his 1905 Tongmenghui (T’ung-meng hui) or Revolutionary Alliance, which made eight unsuccessful attempts to overthrow the Qing government between 1906 and 1911.
- Yuan Shikai (Yüan Shih-k’ai) was also significant as was the accidental nature of the start of the 1911 Revolution.

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8. To what extent did Japan challenge the power of the Western nations in East Asia by the early 20th century?

Candidates are required to consider the merits or otherwise of the suggestion that Japan may have been in a position to alter the balance of power in East Asia by the early 20th century. The end point is flexible so candidates may stop either before or after the First World War, but material beyond 1922 is really out of the timeframe.

Indicative content

- In 1894, at the start of the Sino-Japanese War, the major Western powers in East Asia were Britain, France, the US and Russia. They expected China to win the war and the balance of power to remain the same. However, Japanese industrial and military modernization after 1868 had been extensive and more thorough than China's and so Japan was victorious.
- The Treaty of Shimonoseki (1895) made China concede territory to Japan, pay an indemnity, open new ports to Japanese trade and recognize the independence of Korea. The 1895 Triple Intervention of Russia, France and Germany forced Japan to return the Liaodong (Liaotung) Peninsula to China, indicating these countries' view that their interests in the region were under threat.
- Britain saw Japan as a useful potential ally against Russia and the Anglo-Japanese Alliance (1902) suited both Japan and Britain. However, Japan was not regarded as an equal.
- The defeat of Russia in the Russo-Japanese War (1904–1905) shocked the Western powers. The Treaty of Portsmouth (1905) recognized Japanese interests in Korea and China.
- Although Britain, France and the US were greater powers on the world stage, none had military or naval bases of any importance in northeast Asia and Japan continued to develop its military and imperial ambitions in the region (for example, its annexation of Korea in 1910). Thus, there was some shift of power towards Japan in East Asia.
- Japan entered the First World War as an ally of Britain in August 1914. 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). Japan also saw opportunities in China and issued the 21 Demands in 1915.
- The Treaty of Versailles (1919) was a disappointment for Japan because of the failure of the racial equality clause, but Japan did gain Shandong (Shantung) and Germany's north Pacific possessions.
- The Western powers felt that Japan threatened their interests in the region and the Washington Conference in 1922 attempted to address this issue.

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Impact of the World Wars on South and Southeast Asia to the mid-20th century

9. Examine the factors that led to the partition of India in 1947.

Candidates are required to consider the reasons why the partition of India took place in 1947. These factors could be ranked or grouped into themes as there is no prescribed response. Nevertheless, a reasoned conclusion is expected.

Indicative content

- British policies of “divide and rule” contributed to partition, for example, the 1909 Morley-Minto reforms; the 1919 Government of India Act and the creation of the diarchy; the 1935 Government of India Act 1935 and the retention of separate electorates.
- The relationship between Hindus and Muslims deteriorated after the leadership of the League was taken over by Sir Muhammad Iqbal (who put forward the demand for a separate Muslim state in India). The “Two-Nation Theory” (Hindus and Muslims) gained popularity among Muslims.
- Gandhi’s vision of an inclusive and united India may be mentioned. Even though there was division in the Indian National Congress (Congress) about Gandhi’s methods, it supported his non-cooperation campaigns such as the Salt March, 1930 and Quit India, 1942.
- The 1935 Government of India Act was a disappointment. The franchise remained limited, it abolished the diarchy, aimed for a federation of British India and the princely states, and promised eventual dominion status. Some in the Congress supported the proposed changes, but Nehru called it a “charter of slavery”.
- Jinnah and the All India Muslim League were pleased about the retention of separate electorates, but still feared Hindu domination. The League’s Lahore Resolution was adopted on 23 March 1940, and its principles formed the foundation for Pakistan’s first constitution.
- During the Cripps mission (1942), Jinnah demanded parity between the number of Congress and League ministers, the League’s exclusive right to appoint Muslims and a right for Muslim-majority provinces to secede, which led to the breakdown of talks. Jinnah supported the British effort in the Second World War, and opposed the Indian National Congress’s Quit India movement.
- Talks between Jinnah and Gandhi in 1944 in Bombay failed to achieve agreement. This was the last attempt to reach a single-state solution. The 1946 election for the Constituent Assembly of India, the British Government’s proposals, and the actions of Wavell and Mountbatten may all be examined.
- External factors may include the timing of independence, which owed a great deal to the Second World War, and the ongoing pressures it placed on Britain. The Labour Party, which was voted to power in 1945, traditionally supported Indian claims for self-rule.

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10. Examine the political effects of the First World War **or** the Second World War on **one** country in South **or** Southeast Asia. **Note:** Cambodia, India, Indonesia (Dutch East Indies), Laos (French Indo-China), Pakistan, Sri Lanka (Ceylon) and Vietnam are not appropriate examples.

Candidates must consider the political impact of either the First or Second World War on one country in South or Southeast Asia (with reference to the exclusions outlined in the History Guide). Relevant choices may include Bhutan, Burma, the Philippines, Malaya, Singapore and Thailand. Many countries were affected by the colonial powers' involvement in the wars and many colonial subjects fought or were employed as non-combatants.

Indicative content

First World War:

- The war was a catalyst for the fledgling nationalist movements in these countries: colonial subjects became disillusioned with European civilization; many nationalist leaders were increasingly politicized and this led to a desire for democracy, independence and, in some cases, socialism.
- The colonial powers responded in different ways, ranging from repression to making concessions. By the start of the Second World War the independence movements in the different countries were at various levels of development.
- Siam/Thailand remained independent under a monarchy and supported the Allies in the First World War. From 1932, Thailand was ruled by military dictatorships until the Japanese occupation.

Second World War:

- The Second World War and Japanese occupation may be seen as a watershed compared with the pre-war period of colonial rule during which the nationalist movements initially developed.
- Although the political effects in the different countries did not follow exactly the same path there are some common themes: Japanese atrocities; resistance to Japanese rule; the way the Japanese restructured the government (Burma, Thailand, Philippines); the way the Japanese used the colonial administration of country (Malaya, Singapore); 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.
- After the war various issues emerged: the return of the colonial power and the subsequent struggle until the final achievement of independence (Malaya, Singapore, Burma); the development of internal factional fighting and the need for the colonial power to unite the country again (Malaya); the return of the country to its own sovereign power (Thailand, the Philippines).
- The impact of the war on charismatic nationalist leaders may also be examined.

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The Republic of China 1912–1949 and the rise of Communism

11. Examine the impact of the 21 Demands (1915) **and** the Treaty of Versailles (1919) on cultural **and** political developments in China up to 1924.

Candidates are required to consider the impact on cultural and political developments in China of these two external events.

Indicative content

- Cultural and political attitudes had not changed markedly following the 1911 Revolution and the establishment of the Republic led Yuan Shikai (Yuan Shih-k'ai).
- The New Culture Movement emerged as a result of several factors: Yuan's weak central government acquiesced to Japan's 21 Demands, which caused an outcry in China; China's relationship with the West during the First World War and the failure of the revolution to bring about significant change.
- The New Culture Movement aimed to develop a new cultural identity for China. Intellectuals from Beijing (Peking) University were heavily involved in this intellectual and literary revolution that promoted the publication of magazines in everyday language and characters.
- *New Youth* magazine and other New Culture Movement publications had an emphasis on youth and favoured Western ideas (for example, liberalism, democracy, socialism and Marxism) over China's traditional society and Confucian values.
- China's treatment in the Treaty of Versailles sparked demonstrations by workers and students (May Fourth Movement). It was an urban, political response that was anti-imperialist, patriotic, favoured student and worker involvement in politics and the establishment of unions. It was against the warlordism rife in China and favoured national unity.
- It could be argued that the two events had a combined impact: the May Fourth Movement arose in the context of the New Culture Movement.
- It could also be argued that the New Culture Movement/May Fourth Movement destroyed traditional Chinese values and society and that Western cultural and political ideas began to dominate.
- Some may argue that the course of Chinese politics was changed by the New Culture Movement/May Fourth Movement, that this intellectual milieu gave rise to the Chinese Communist Party in 1921 and Sun Yixian's (Sun Yat-sen's) revamped Guomindang, GMD (Kuomintang, KMT) in 1924.

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12. “Jiang Jieshi’s (Chiang Kai-shek’s) rule between 1927 and 1937 unified and modernized China.” Discuss.

Candidates must offer a considered and balanced review of Jiang Jieshi’s (Chiang Kai-shek’s) rule and its impact on China. Candidates may challenge or support the assumption in the question; however some views on both sides are to be expected.

Indicative content

- The problems facing China included the need for financial and economic reform, tariff autonomy, the recovery of foreign concessions, communications, industrial development, education, the need for social reform, and the plight of the peasants. Jiang Jieshi appealed to nationalism and justified his rule in terms of Sun Yixian’s (Sun Yat-sen’s) principles. He was a single-party leader who indicated no significant move towards democracy, relied on the military and attempted to create a mass movement and enforce ideological control.
- Aspects of modernization include improved foreign diplomacy, international recognition, the revision of the treaty system, the return of foreign concessions, developments in industry and communications, and some attempt to reform aspects of social and cultural life (for example, the 1934 New Life Movement).
- However problems persisted: injustices towards the peasantry remained unaddressed; the government focused on industrial and land-owning interests; oppression was endemic with Jiang creating the fascist-like organization, the Blue Shirts.
- Jiang seemed more intent on eliminating challenges to his rule than dealing with the threat of Japanese invasion. This eventually led to the 1936 Xian (Sian) incident, during which his own officers kidnapped him and insisted on the creation of the Second United Front with the Chinese Communist Party (CCP) to fight the Japanese.

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Imperial Japan: empire and aftermath 1912–1952

13. Evaluate the strengths and weaknesses of the Taisho Democracy.

Candidates must make an appraisal of the Taisho Democracy that draws out an assessment of both its strengths and weaknesses. Whilst some candidates may choose to finish their response with the end of the Taisho Democracy in 1926, others may choose to discuss the effects of the Democracy up to 1931. Both methods are permissible.

Indicative content

Strengths:

- The Japanese Diet had two houses and the House of Representatives was directly elected by the people.
- Party politics flourished at this time with a wide range of political parties that represented all elements of society.
- Japan was becoming a key player in international relations, for example the League of Nations and Washington Conference.
- In 1925 universal male suffrage was granted and the electorate increased from 3 million to 14 million.

Weaknesses:

- Economic problems existed throughout the period: both inflation and debt were evident at the close of the First World War.
- The assassination of Prime Minister Hara in 1921 led to some instability.
- Changes to the political structure were banned by the Peace Preservation Law.
- There was suppression of the Communists.
- Politicians were perceived to be corrupt and with little interest in the peasantry and workers.
- The inability of Taisho politicians to deal with effects of the Great Depression (1929) also undermined the Democracy.

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14. To what extent did the social and cultural reforms of the US Occupation (1945–1952) transform Japan as a nation?

Candidates must consider the merits or otherwise of the suggestion that Japan was significantly changed by the social and cultural reforms introduced during the US occupation.

Indicative content

- Social reforms included an increase in the availability of education for all. The repeal of the Imperial Rescript on Education meant that education was more modern, westernized and was based on the US system.
- The status of women changed dramatically; as well as gaining the vote as a result of the 1947 constitution, more women became involved in politics. In the 1946 election 39 women candidates were elected.
- Shintoism was abolished as a state religion; the Emperor was no longer regarded as divine and Japan essentially became a constitutional monarchy although Emperor Hirohito was still revered by the Japanese people.
- The processes of democratization and liberalization may be discussed. Although these are political concepts, it could be argued that they made Japanese society more open and liberal. However, with the intensifying of the Cold War conflict in Asia these ideals were not pursued as vigorously after 1950.
- Some candidates may argue that it was not so much the introduction of reforms that transformed Japanese society but rather the presence of the Americans themselves. It could be argued that the US presence led to westernization of their culture and this could be seen in film, music and theatre.

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Developments in Australia and New Zealand, and in the Pacific Islands 1941–2000

15. Evaluate the successes **and** failures of the Hawke/Keating government (1983–1996) in Australia.

Candidates must appraise the successes and failures of the Hawke/Keating government and arrive at a reasoned conclusion.

Indicative content

- The Hawke government (1983–1991) was successful in increasing welfare provisions and there was indexation of various allowances. The basic wage was increased; superannuation schemes were made compulsory; and there were some income support programmes for the lowest paid in society. Healthcare and health insurance schemes were extended and educational funding was expanded, particularly in the post-secondary area. There were new environmental policies and the controversial Franklin Dam project was abandoned.
- Keating, as Treasurer (1983–1991), introduced successful fiscal reform, which involved the floating of the Australian dollar and deregulation of the financial system. He dismantled the tariff system and privatized state sector industries and ended government subsidization of some industries. He also introduced a fringe benefits tax and a capital gains tax. These changes boosted the Australian economy and trade.
- Some of these measures placed the government in conflict with traditional Australian Labor Party (ALP) values and many of their supporters resented the government's cooperation with big business and its uncompromising approach to industrial action. Australian politics became more disconnected from society with the development of "elite pluralism" and media monopolies, like the Murdoch empire, were influential.
- The Hawke/Keating government further developed relations with countries within the Asia Pacific region and participated in the setting up of Asia-Pacific Economic Cooperation (APEC).
- Keating's government (1991–1996) endorsed a multicultural society, but immigration was tightened and, in 1992, mandatory detention for asylum seekers was introduced.
- During Keating's government, welfare and educational policies were continued and expanded with more funding for the arts and improvements to industrial relations and discrimination laws. Reconciliation with indigenous Australians was also prioritized and in 1993, the Native Title Act was passed in response to the High Court's Mabo decision.
- In the early 1990s, Australia experienced a recession that Keating maintained the country "had to have" to curb inflation. Yet, despite widespread discontent he managed to win the election of 1993. Keating lost the 1996 election and his goal of creating an Australian republic by 2001 was thwarted in the 1998 referendum.

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16. Discuss the economic and political effects on New Zealand of Britain joining the European Union (EU).

Candidates should offer a balanced review of the ways in which, and the extent to which, New Zealand was affected, both economically and politically, by the United Kingdom's entry into the European Union (EU). They should aim to reach a supported conclusion.

Indicative content

- Britain's entry into the (EU) reduced the access of former British colonies and dominions in the region to British trade and markets. One effect on New Zealand was that it contributed significantly to New Zealand's economic difficulties in the 1970s and 1980s. These were based on an import and export imbalance and high unemployment that replaced the prosperity of the 1950s and 1960s. They also included: inflation; welfare spending; immigration of Pacific Islanders; and Maori urbanization.
- Britain joining the EU also caused New Zealand to turn to East and Southeast Asia in its search for economic partners, particularly to China. New Zealand formally recognized the People's Republic of China in 1972 and this bilateral relationship grew to become one of New Zealand's most important relationships.
- The political effect was apparent in the domestic struggle between the Labour Party and the National Party that created general dissatisfaction within the electorate. The differing ideologies and policies tended to converge in an effort to win support in elections and to solve New Zealand's economic problems.
- The wider political effect was the impact on New Zealand's foreign policy, much of which became focused on the Pacific region. New Zealand continued to play a key role in the Colombo Plan and was also instrumental in establishing, in 1971, the South Pacific Forum (later the Pacific Island Forum). This met annually to discuss issues of mutual concern to the region such as economic development, tourism, trade, security and education.
- In the late 20th century New Zealand followed an increasingly isolationist policy and a strong anti-nuclear stance that was opposed to French and US policies in the region.
- Despite these economic and political shifts, membership of the British Commonwealth remained significant to New Zealand.

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Developments in South and Southeast Asia from the mid-20th century to 2000

17. Examine the successes and failures of Rajiv Gandhi's leadership of India.

Candidates are required to consider how well the India fared due to the policies and actions of Rajiv Gandhi. Conclusions should be presented clearly and supported with appropriate evidence.

Indicative content

Successes:

- Economic successes discussed could include the reduction of taxes and import quotas on consumer goods. Gandhi also developed information technology and telecommunications industries. Provisions were made to support the creation of new businesses and remove bureaucratic constraints.
- Social successes may include an assessment of his education policies, which included making primary education more accessible in rural areas and increasing higher education opportunities. The subjects of science and technology were also developed.
- Political successes include Rajiv Gandhi's maintenance of good relations with both the US and the USSR.

Failures:

- Political problems could include discussion of the tensions in Punjab, which eventually resulted in the introduction of martial law. His support for the Sri Lankan government during their civil war was unpopular amongst the Indian people.
- Rumours of political and financial corruption damaged Rajiv Gandhi's reputation and leadership.
- There was also unease about his rule due to its dynastic nature.

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18. With reference to any **two** countries in South/Southeast Asia, examine the social **and** economic developments that have occurred in the second half of the 20th century.

In their responses, candidates will need to select two appropriate countries (both from one sub-region, or one from each sub-region) and they will need to consider both the social and economic developments that their chosen states have experienced. Answers should be supported with relevant detail and there should be some attempt to reach a reasoned conclusion.

Indicative content

Social developments:

- A growing sense of national identity.
- The impact of immigration/migration.
- The nature and degree of equality for women.
- Increased accessibility to education.
- Relations between different religious and ethnic groups.
- The introduction of health and welfare systems.

Economic developments:

- Recovery from the devastation of the Second World War.
- The impact of urbanization.
- Increasing industrialization and technological advances.
- State control of the economy and trade.
- Globalization.

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China: the regional superpower from the mid-20th century to 2000

19. Examine the achievements **and** failures of Mao Zedong's (Mao Tse-tung's) leadership between 1949 and 1976.

Candidates must demonstrate a clear understanding of the requirements of the question and effectively deploy knowledge of the key issues raised by the question; in this they must consider the positive and negative aspects of Mao Zedong's (Mao Tse-tung's) leadership of the People's Republic of China between 1949 and 1976.

Indicative content

- Some distinction may be made between Mao, the popular revolutionary leader who gained power in 1949, and Mao, the national leader who made mistakes. The Chinese Communist Party (CCP) reassessment of Mao in July 1981 gave the split of 70 per cent good and 30 per cent bad and this has become the accepted official Chinese view of Mao.
- Mao's policies and campaigns throughout the 27 year period are likely to be a focus of discussion and may include: the New China reconstruction period 1949–1952; the First Five Year Plan 1952–1957; the 100 Flowers and Anti-Rightist Campaigns 1956–1957; the Great Leap Forward 1958–1961; the moderate period 1961–1965; the Socialist Education Movement 1962; and the Great Proletarian Cultural Revolution 1966–1976.
- There may be an analysis of Maoism including: the concepts of land redistribution; peasant socialism; working alongside the peasants; class struggle; gender equality; right thinking; rectification; continuous revolution; the mass line; the Yan'an (Yenan) Spirit and Chinese nationalism. This may be followed by an evaluation of the extent to which Mao achieved or failed to implement these goals during the period.
- Furthermore, there could be arguments suggesting that Mao achieved some measure of economic success until the disastrous Great Leap Forward (1958–1961), the famine (1959–1961) and, in the mid-1960s, the upheaval of the Cultural Revolution.
- In terms of social reforms, Mao's policies of the early 1950s, such as gender equality, education, health and welfare, enjoyed some success, but the later campaigns had a negative impact on all of these areas.
- Politically over the time period, Mao consolidated his leadership, developed the cult of Mao and became a ruthless dictator.
- Candidates may also discuss Mao's leadership in relation to the roles of other leaders, including Deng Xiaoping (Teng Hsiao-p'ing), Zhou Enlai (Chou En-lai) or the Gang of Four.
- Candidates may discuss his leadership in terms of foreign policy, for example the deterioration of Sino-Soviet relations and Mao's rapprochement with the US in 1972.

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20. “Jiang Zemin (Chiang T’sse-min) promoted economic development at the expense of political development.” Discuss with reference to Jiang Zemin’s (Chiang T’sse-min’s) leadership of China between 1989 and 2000.

Candidates must offer a considered and balanced review of Jiang Zemin’s (Chiang T’sse-min’s) leadership of China with an emphasis on the extent to which there was economic reform when compared to political reform. A reasoned conclusion is expected.

Indicative content

- Jiang Zemin (Chiang T’sse-min) was General Secretary of the Chinese Communist Party (CCP) from 1989 to 2002, Chairman of the Central Military Commission from 1989 to 2004 and President of the People’s Republic of China from 1993 to 2003.
- Jiang Zemin replaced Zhao Ziyang (Chao T’zu-yang) as General Secretary because the latter was considered too liberal in his handling of the Tiananmen Square demonstrators. He believed that China under Deng Xiaoping (Teng Hsiao-p’ing) during the 1980s had achieved economic reform, but had been too lenient politically. He advocated more political control, increased funding for propaganda and suppressed any vestiges of the democracy movement.
- At the 14th Party Congress in 1992, Jiang proposed further economic reform to create a “socialist market economy” (public ownership, individual household industry, private enterprise and foreign investment would all compete equally) in which government would, to an extent, decentralise and allow more capitalist practices although Special Economic Zones (SEZs) were still supported.
- At the Asia-Pacific Economic Cooperation (APEC) forum in the US in 1993, Jiang refused to engage with President Clinton with regard to China’s human rights record, maintaining the importance of non-interference in the internal affairs of other countries. Under Jiang’s leadership the campaign against Falun Gong became particularly repressive.
- Jiang believed that China should aim to become a socialist democracy. Abolishing the Central Advisory Committee, he advocated the theory of the “Three Represents”: Marxist-Leninism; Mao Zedong Thought; Deng Xiaoping Theory as the guiding principle.
- During Jiang’s leadership, Hong Kong returned to China; the 2008 Olympics were secured; public works in local communities were supported; the construction of the Three Gorges Dam began; and in foreign affairs he maintained cordial relations with the United States and Russia. However, he did not fully address the rising issues of unemployment; corruption and cronyism; the increase in organised crime; the widening wealth gap; the damage to the environment. He also used the media to develop a cult of personality.

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Global impact of the region in the second half of the 20th century

21. Examine the reasons why Japan emerged as an economic superpower after 1952.

Candidates must demonstrate a clear understanding of Japan's economic development between 1945 and 2000 and the reasons for it. Consequently, responses should go beyond the US Occupation and the 1950s.

Indicative content

- Japan's economic growth after the Second World War began with post-war US Occupation reconstruction and then the changing priorities of the "Reverse Course" after the Communist victory in China in 1949 and the outbreak of the Korean War in 1950.
- The political stability resulting from the US Occupation reforms and social factors such as the culture and character of the Japanese people, also contributed to the rapid economic development.
- The impact of the Korean War was a major factor. Japan became an important supplier of materials to US forces, for which it received payment that helped regenerate and modernize Japanese industry. Trade between Japan and the US flourished in the post-war years due to advantageous tariffs and Japanese imports flooded into the US.
- Japanese management and work practices proved effective in preventing industrial action, and effective marketing and servicing won and retained customers.
- War reparations to those countries occupied during the war were converted into orders for Japanese products, thus opening new markets. The repaired infrastructure was modern and efficient providing a boost for economic expansion in the 1960s.
- Japan dominated the Pacific Asian economy and 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 20th century. Japan effectively expanded its available labour force to include those of other Asian countries as well.
- Japan diversified economic production to sell Japanese products for foreign markets, ranging from children's toys to electronics and automobiles. Globalization played a key role in the economic development of Japan.

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22. Compare and contrast the economic changes in Singapore and Taiwan since 1945.

Candidates are required to give an account of the similarities and differences with regard to the economic changes that have taken place in both countries since the end of the Second World War.

Indicative content

Comparisons:

- Both countries adopted capitalist systems that generally share the characteristics of private ownership of property and the means of production and the encouragement of private enterprise to respond to market forces.
- Other factors that influenced the economic growth may include outside forces such as: a steady expansion of world trade; globalization and the tendency for large multinational companies to grow to service global markets; the ease of access to foreign markets; and the role and influence of the American market.
- Cultural traditions may also have contributed significantly to promoting economic changes because both Singapore and Taiwan had a dominant Chinese culture: Confucian values may have favoured labour discipline; the postponement of personal gratification for the national good; the reliance upon family, clan and community support systems.
- In both countries the government played a key role in economic development and welfare was subordinated to economic growth.

Contrasts:

- There was variation between the two over the nature and degree of state control and intervention in economic planning and development and therefore political differences are relevant.
- Taiwan was established as a separate country by Jiang Jieshi (Chiang Kai-shek) after the Guomindang, GMD (Kuomintang, KMT) defeat in 1949. In Taiwan, the new government introduced land reform that created a prosperous peasantry. It benefited from economic and military aid from the US and from investment from Chinese people living overseas. By 1968 some 90 per cent of Taiwanese farming land was owned by those who worked it. Four Year Plans for industry produced an annual growth rate of 9.7 per cent in the ten year period after 1963.
- Changes in mainland China's economy since the 1980s provided investment opportunities and Taiwan became highly industrialized and specialized in information technology.
- Singapore was initially a British colony and then it was part of the newly formed Malaysian federation, but became independent in 1965. Under the People's Action Party (PAP), it developed as an industrial, commercial, business and tourist centre.
- Singapore developed a market economy and rapidly industrialized. International companies invested in Singapore due to its location, corruption-free system, highly educated workforce, low tax rates and reliable infrastructure. The use of English as a working language helped facilitate these changes.
- Singapore became a major port for the region and a hub for commerce, trade and banking.

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Social and economic developments 1945–2000

23. With reference to **one** country in the region during the period from 1945 to 2000, evaluate the impact of health reforms on the development of the country.

Candidates are required to appraise the health reforms employed in the chosen country and how they far they have contributed to that country's development.

Indicative content

- Candidates may discuss the impact of state-subsidized health care on their chosen country. This could include a discussion of increased life expectancy but also the pressures that an ageing population has placed on that society.
- It could be argued that health reforms have helped to bring about greater equality in society. Public health programmes that focused on rural areas and/or the poorest in society have improved the quality of life for many.
- Women have also benefited greatly from health reforms in many countries. Family planning advice and treatment being freely accessible has allowed women greater control over their lives.
- Children have benefitted from uniform health care in many countries. These include mass immunization, regular medical and dental check-ups and access to free or low cost medical care.
- However, the nature of the state in the regulation of reproduction in countries such as China, Singapore and India also raised human rights issues. The better health of children therefore has put pressure on governments to expand educational facilities.
- In Australia, government investment in biomedical research had an impact on infectious diseases and mental health.

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24. “Film, music and literature reflect the values, issues and nature of a society.” With reference to **one** country in the region during the period from 1945 to 2000, to what extent do you agree with this statement?

Responses should offer a consideration of the merits or otherwise of the given statement. There should be recourse to specific examples and a reasoned and supported conclusion is expected. Note that any country in the region is valid although for some chosen countries it may be difficult to discuss film, music and literature equally.

Indicative content

- New Zealand may be a popular choice and candidates may discuss how films such as “Once Were Warriors” or novels like the “The Bone People” reflected many of the problems within Maori communities at this time and also the issue of unity and integration. Maori music and the Maori traditional art of *kappa haka* became increasingly popular by the end of the 20th century as many saw the maintenance of Maori culture and language as increasingly important.
- Other choices may include Japan and candidates may discuss how film, music and literature reflected the effects of the Americanisation of their society.
- Candidates may also choose China and show the ways communist ideals were reflected in these areas of the arts.

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