



MARKSCHEME

MAY 2006

HISTORY – EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

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1. “The First Anglo-Chinese War of 1839-42 was about more than opium.” To what extent do you agree with this statement?

Candidates should be aware of factors relating to trade in general, the restrictions placed upon it by the “Canton System”, diplomatic relations, legal jurisdiction and the cultural differences underpinning these. Expect the actual outbreak of war to be placed within the context of an informed discussion of all relevant factors. Better candidates may refer to the terms of the post-war treaties to deduce causes of British dissatisfaction with the situation prevailing before the war.

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

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

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

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

[17+ marks] for balanced, detailed analysis and assessment of all the factors concerned and revealing accurate historical knowledge of personalities, policies and events contributing to the crisis and assessing the relative importance of the opium issue.

2. To what extent did the Taiping Rebellion (1851-64) highlight the weakness of the Qing (Ch'ing) dynasty?

This is not just about the causes of rebellion. Candidates need to consider how its initial successes and ultimate failure demonstrated weaknesses and failings within the Qing (Ch'ing) dynasty and system of government; while elements of strength within the dynasty – particularly its ability to retain the loyalty of Chinese provincial officials – partly explain the dynasty's survival and its move towards reform. Expect a balanced discussion of causes such as population pressure on the land, official corruption and incompetence, natural disasters, the effects of the Opium War and the unequal treaties, national humiliation, the introduction of new ideas and unsettling economic changes and the grievances and leadership of Hong Xiuquan (Hung Hsiu-ch'uan). Discerning candidates will recognise that the dynasty's survival sprang largely from the failings and mistakes of the Taiping regime established at Nanjing (Nanking), from the decision by the western powers to support the Qing (Ch'ing) rather than the rebels, and the loyalty to the dynasty of powerful Chinese provincial officials.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for an attempt to discuss Qing (Ch'ing) weaknesses.

[11 to 13 marks] for a simple analysis of weaknesses and their effect on the causes and course of the rebellion.

[14 to 16 marks] for detailed analysis covering the whole period of the rebellion.

[17+ marks] for balanced, detailed analysis and assessment of the dynasty's weaknesses which were displayed during the rebellion and of those factors and strengths which enabled it to survive.

3. Analyse the role of the Satsuma and Chōshū clans in bringing about the collapse of the Tokugawa Shogunate (Bakufu) in Japan between 1850 and 1868.

Candidates need to recognize the position in which these clans (and those of Hizen and Tosa) were placed in relation to the Tokugawa Shogunate at the beginning of the period. Their frustration with Tokugawa rule was increased by their perception of the changes within Japanese society and by their awareness of the threat from the west. Candidates should show awareness of the changes taking place within these two clans and of the way their leaders exploited the situation created by the arrival of Perry's mission in 1853 to embarrass the Shogun and create a following for themselves in the name of the Emperor. This is not a simple question and the situation was complex so award those candidates who recognize this and make a reasonable attempt to analyse different factors and motives involved.

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

[8 to 10 marks] for awareness of the difficulties facing the Shogun and of the attitudes held by the leaders of the two clans to his rule and policies.

[11 to 13 marks] for a simple analysis of the Shogun's problems and of the policies and actions of the two clans.

[14 to 16 marks] for detailed analysis of all areas covering these factors and recognizing both the difficulty and complexity of the Shogun's position and the opportunism and policy which informed the Daimyo's actions and responses.

[17+ marks] for balanced, detailed analysis and assessment of the complexity of the situation in Japan at the time and of the policies and actions of the Chōshū-Satsuma alliance in particular.

4. To what extent did Thailand's (Siam's) ability to retain independence depend on the skills of King Mongkut (Rama IV) between 1851-68?

Mongkut came to the throne at a time when Britain in particular was placing pressure on Thailand (Siam) to open itself to trade. During his years as a monk, Mongkut had gained a more intimate knowledge of his country and people than his predecessor and had developed contacts with Europeans. Despite being a very traditional ruler, he had sufficient awareness of the outside world to recognize the need for change, including the need to provide a western education for his children. By opening Thailand to the west he was able to balance the influence of the different European powers. Most importantly, when he died prematurely in 1868, his successor, King Chulalongkorn (Rama V), who reigned until 1910, continued his modernising policies and diplomatic balancing act between the British and the French and maintained Thailand's independence.

[0 to 7 marks] for a general outline of events only.

[8 to 10 marks] for recognizing Mongkut's awareness of the western threat and his ability to make concessions when necessary.

[11 to 13 marks] for a simple analysis of Mongkut's policies and the extent of his reforms.

[14 to 16 marks] for detailed analysis covering all areas of domestic and foreign policy and recognizing the role of his successor in maintaining these policies and Thailand's independence.

[17+ marks] for balanced, detailed analysis and assessment of Mongkut's reign, drawing attention to his wisdom in educating his successor and other princes so that his policies could continue and be adapted to meet the threats to Thailand from Britain and France during the years of High Imperialism. Award any candidate who contrasts this achievement with that of Mongkut's contemporary, the Burmese King Mindon (1852-78), whose successor, Thibaw, antagonised the British or who draws comparisons with the Meiji regime in Japan, to which historians sometimes also refer.

5. Assess the impact of the 1850s gold rushes on the development of Australia up to 1860.

This excludes reference to the gold discoveries in Western Australia in the 1890s. The greatest impact of the mid-century discoveries was felt in Victoria and New South Wales. Discoveries in Queensland and South Australia had local but less far-reaching impacts as they were smaller. South Australia, however, profited by its handling of gold shipments and Chinese immigration. The impact of the gold discoveries was economic, demographic, social, political and cultural. Candidates may well focus on the Victorian gold fields and the events associated with the Eureka Stockade.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for some recognition of the impact on life and society, perhaps limited to Victoria.

[11 to 13 marks] for a simple analysis of at least some aspects of this impact over a broader area than Victoria.

[14 to 16 marks] for detailed analysis covering all areas, although the main focus may be on Victoria.

[17+ marks] for balanced, detailed analysis and assessment of the impact and showing awareness of the economic, demographic, social, political and cultural factors.

6. Compare and contrast the New Zealand Government's policies towards the Maoris before and after the First Maori War of 1843-8.

Government in this case refers to the colonial government established on 21 May 1840. The situation was complicated because the New Zealand Land Company, founded in May 1839, had bought land rights obtained by an earlier New Zealand Company formed in 1826. These land rights had been obtained in deals between European adventurers and Maori chiefs. Christian missionary societies had established missions but generally wished to keep the land in Maori hands. The first British colonists had landed on 22 January 1840, acquired land from the Maoris and founded Wellington. The British Government proclaimed British sovereignty over New Zealand on 30 January, but it was not until 21 May that Governor William Hobson, proclaimed British sovereignty on New Zealand soil and established Auckland as capital. Prior to that he had, with the aid of missionaries, negotiated the Treaty of Waitangi, signed on 6 February 1840, with Maori leaders, who were guaranteed their lands and possessions. Now that British sovereignty had been officially proclaimed he passed an ordinance declaring all land claims void until investigated and approved by his government. The New Zealand Company eventually received rights to 283 000 acres. Governor Fitzroy (1843-5) permitted settlers to purchase land directly from the Maoris, but this was disallowed by the British Government.

Disputes over land led to open conflict between Maoris and settlers – the First Maori War. Governor George Grey (1845-54) cancelled Fitzroy's land ordinances, gained the confidence of many Maori leaders and in 1846 forbade direct purchase. However, the British Government in 1846 was more friendly to settler interests and settlements were made in the South Island, which was largely empty of Maoris. The New Zealand Company was dissolved in 1851. In 1852 New Zealand received a constitution, but land policy remained in the hands of the British Government. Governor Grey reduced the price of crown lands in 1853 to encourage small farmers. In 1856, responsible government was established and the provincial councils were given power to dispose of the crown lands in their districts. The rapid acquisition of native land in the North Island by the government sparked off the Second Maori War in 1860. Government policy was contradictory and from the Maori point of view little had changed after the First Maori War. The British desire to occupy and settle New Zealand could not be reconciled with Maori desire to retain their lands.

If only one aspect is addressed **[8 marks]** cannot be reached.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for awareness of the conflict of interests between settlers and Maoris.

[11 to 13 marks] for a simple analysis of the conflict of interest and of the Government's attempts to reconcile the two.

[14 to 16 marks] for detailed analysis of the conflicts of interest and the Government's changing policies, in its efforts to reconcile both sides, while protecting Maori interests.

[17+ marks] for balanced, detailed analysis, which may look ahead to further developments such as the Second Maori War.

7. “During the period 1860 to 1912 the treaty ports in China became centres for Chinese nationalism and modernisation.” To what extent do you agree with this statement?

If the British territory of Hong Kong, acquired by the Treaty of Nanjing (Nanking) and added to by the acquisition of Kowloon and the New Territories, is included, the statement is undoubtedly true. Even if Hong Kong as a treaty port is disputed, the impact of Shanghai equals it. Not all treaty ports prospered as the European powers desired, but generally they were territories where Chinese could operate outside the control of the Imperial Government. Outside influences flowed into China through these ports and they were connected closely with the growing societies of Chinese overseas, themselves influenced by western ideas and values. Candidates may name examples, in particular that of Sun Yatsen (Sun Yat-sen). Chinese gained experience in foreign firms, acted as compradors or go-betweens with Chinese companies and enterprises and acquired the skills required for surviving in a modern society. Opponents of the Qing (Ch’ing) found sanctuary and gathered followers. Candidates may be aware that Chinese suffered many indignities and hardships in the treaty ports and that these also were spurs to nationalism and revolt.

[0 to 7 marks] for a general narrative or list of examples only.

[8 to 10 marks] for awareness of the link between the treaty ports and modernisation and political thought and activity.

[11 to 13 marks] for a simple analysis of how the ports exerted an influence.

[14 to 16 marks] for detailed analysis covering all areas of social, economic, political and cultural activity, with awareness of the negative and positive aspects of life in the treaty ports and their influence upon nationalism and the desire for modernisation.

[17+ marks] for balanced, detailed analysis and assessment revealing awareness also of nationalist and modernisation processes occurring within China and outside the ports. Candidates may make reference to the influence of the overseas Chinese communities.

8. To what extent were changes in Japanese society between 1868 and 1889 reflected in the Meiji Constitution?

Expect candidates to comment on the granting of the Constitution and on its main features. They should recognise that it fulfilled an earlier promise of constitutional government and that this was regarded as a form of modernisation in keeping with the Meiji reforms in general. That it was a conservative constitution based upon that of Germany, but with features also from other powers; that it was a gift from the Emperor and was followed in 1890 by the Imperial Rescript on Education, which reasserted Confucian and Shinto values; and that the number of people entitled to vote was about 1 % of the population is evidence of its limitations. Nevertheless, it was indicative of Japan's modernisation programme, was no less liberal or democratic than earlier European constitutions and represented hope for the future. In the way it was granted and in the powers invested in the established authority it reflected the practice of the Meiji leaders. It is open to debate as to how far it reflected real change. Award candidates who pursue that debate with evidence from the historical record.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for comment on the provisions of the Constitution and some awareness of the persistence of traditional attitudes it reflected.

[11 to 13 marks] for a simple analysis of the Constitution's provision and how far it reflected change.

[14 to 16 marks] for detailed analysis of the constitution and of how it was promulgated, the rights and duties it conferred and roles it defined for the Emperor, his ministers and his subjects. Expect reference to the Imperial Rescript of 1890 and reward reference to other Rescripts which reinforced the position of the Emperor.

[17+ marks] for balanced, detailed analysis and assessment of the Constitution and all the factors mentioned above. Better candidates will clearly differentiate between those changes which transformed Japan in material terms and the persistence of traditional values.

9. In what ways and for what reasons was the Tonghak Rebellion of 1894 a disaster for Korea?

Candidates may well agree. The Tonghak or “Eastern Learning” movement was an anti-western religious cult founded in the mid-nineteenth century and inspired by the Taiping movement in China. Uprisings in southern Korea in the 1860s were crushed, but the movement, although banned, continued to gain adherents. The revolt staged in 1894 caused the Korean government to call on Chinese aid, which crushed the rebels. The Japanese then sent troops and demanded reform of the Korean government. After negotiations failed war broke out and the Chinese were defeated. By the Treaty of Shimonoseki, Korea was recognized as independent and no longer paid tribute to China. This started the developments which led eventually to the Russo-Japanese War of 1904-5. Russia’s defeat following that of China left Korea dominated by Japan, which formally annexed it in 1910. Whether this sequence of events constituted a disaster for Korea may be disputed, but expect candidates to support their conclusion with accurate historical data and references, and to demonstrate a sound knowledge of the events of the period. Note that the conclusion must be based upon the effects of events upon the country and people of Korea.

[0 to 7 marks] for a general narrative or for vague generalisations only.

[8 to 10 marks] for an accurate description of the sequence of events stemming from the uprising of 1894.

[11 to 13 marks] for a simple analysis of those events and of the changing status of Korea with respect to China, Russia and Japan.

[14 to 16 marks] for detailed analysis covering all of the above and looking forward to the Korean experience of Japanese rule after annexation in 1910.

[17+ marks] for balanced, detailed analysis and assessment of events supporting a clear argument and arriving at a conclusion supported by the evidence.

10. To what extent did the Sino-Japanese war (1894-5) and the Russo-Japanese war (1904-5) 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 modernisation 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 remained largely unchanged, except that China's traditional claim to superiority had been decisively discredited. The balance of power had shifted towards Japan, to the extent that Britain saw it as a useful potential ally against her traditional rival, Russia. The Anglo-Japanese alliance of 1902 suited both Japan and Britain. However, Japan was not seen as an equal to the European power. The war with Russia in 1904-5 further upset great power calculations. The defeat of Russia left Japan dominant 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. It was not fully recognised at the time, but the balance of power in North East Asia had shifted to Japan, especially as Russia was soon engulfed in revolution and the European powers and then the United States in the First World War. Better students may note that this war altered the balance of power again in Japan's favour in East Asia as a whole.

If only one war is addressed **[8 marks]** cannot be reached.

[0 to 7 marks] for a general narrative only.

[8-10 marks] for some awareness of what is meant by the term 'balance of power' and its application to the region.

[11-13 marks] for a simple analysis of the evidence for a shift in the balance of power.

[14-16 marks] for detailed analysis covering the consequences of both wars and providing evidence to support the contention that the balance of power was shifting.

[17+ marks] for balanced, detailed analysis and assessment of the shift in the balance of power over the whole period and with reference to all relevant countries, possibly looking forward to the period of the First World War.

11. Compare and contrast the policies and achievements of *two* colonial powers in South East Asia in the period 1900 to 1941.

The period covers the rise of modern nationalist movements up to the Japanese conquest and occupation of the region. Colonial governments had to deal with these movements and in different proportions resorted to suppression, intimidation, compromise and concession. By 1941 in most cases moderate nationalists had been absorbed into the colonial system and hope was being held out for some form of eventual partial if not full independence. The United States was furthest down this road in the Philippines, the British in Burma had embarked on the process, as had, more hesitantly, the Dutch in Indonesia, where the most significant nationalists were imprisoned or in internal exile in the 1930s. The most savage repression occurred under the French in Vietnam. Nationalism in British Malaya was largely held in check by the difficulties in developing other than ethnic movements in a plural society.

While this theme will occupy many candidates expect policies and achievements to include economic development (agriculture, trade, industry, commerce and transport), social change (education, health, demographics, migration), law, public security, political expression and participation, cultural expression and living conditions. Candidates need to comparatively assess both government policies and actual achievements and reach a balanced conclusion. There is broad scope for candidates to display their knowledge.

If only one country is addressed **[8 marks]** cannot be reached.

[0 to 7 marks] for a general narrative only or for an answer which mentions only one colonial system.

[8 to 10 marks] for simple comparison between two colonial systems.

[11 to 13 marks] for a simple comparative analysis of any two colonial systems, supported by specific examples.

[14 to 16 marks] for detailed comparative analysis covering a wide range of policies and achievements.

[17+ marks] for balanced, detailed analysis and assessment arriving at a reasoned conclusion.

12. Why did militarism triumph over liberal ideas and values in Japan between 1918 and 1937?

Liberal values appeared to have triumphed at the end of the First World War and the Japanese benefited by being on the side of the successful alliance. Japan had acquired the mandates of German islands in the north Pacific and concessions in China. It became a member of the League of Nations and, although not happy with western attitudes towards Japanese immigration nor with the ending of Anglo-Japanese alliance and the terms of the Washington Naval Conference, the Japanese government realized that the balance of power in the region had shifted further in Japan's favour. The 1920s saw more liberal internal policies, including the introduction of universal male suffrage in 1925 and the beginning of what appeared could develop into genuine cabinet government. This all occurred in a period of economic growth as Japanese manufacturers made inroads in world markets. The Depression of 1929 threatened Japanese industries and livelihoods as countries closed their markets to Japanese manufactures. At the same time, the establishment and consolidation of the nationalist government in China threatened Japanese interests there and the revival of the Soviet Union under Stalin provided another potential threat. Hence the revived Japanese interest in Manchuria and the increasing influence of extreme nationalist factions upon the military as well as the general population. Reaction to the Manchurian incident increased Japanese resentment; assassinations of political leaders deterred the liberals and the military and naval ministers gained increasing influence in the cabinet. The rise of Fascism in Europe provided encouragement and nationalists turned to Japan's military traditions and to Shinto to provide an ideology. The apparent threats to Japan's interest by the rise of a stronger China and Soviet Union provided rational arguments for militarism based on power politics.

Candidates will not necessarily follow this pattern, but expect something like it. Better candidates will cite particular incidents and some may mention the liberal foreign policies of Baron Shidehara Kijuo, Foreign Minister June 1924 - April 1927 and July 1929 - December 1931. The question is not about the rise of militarism per se: expect candidates to explain the reasons for the failure of liberalism. Some should be aware that liberals and liberalism were not exterminated in Japan and re-emerged to help shape post-war Japan.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for an account which shows awareness of both the decline in liberalism and the rise of militarism.

[11 to 13 marks] for a simple analysis of the changing circumstances over the two decades.

[14 to 16 marks] for detailed analysis supported by accurate knowledge and examples.

[17+ marks] for balanced, detailed analysis and assessment of the various domestic and international factors – economic, social, cultural, political, constitutional – which contributed to the decline of liberalism and to the rise of militarism.

13. Assess the impact on Australia of the Second World War (1939–V45).

Australia's involvement in the war may be divided into two parts. From September 1939 to December 1941 Australia fought in defence of Britain against Nazi Germany and Fascist Italy. Their most significant field of action was in North Africa. From December 1941 until August 1945 the main enemy for Australia was Japan, its main theatres of action South East Asia and New Guinea and its main ally the United States. The war impacted in several ways. Australia became a source of food and war materials for Britain, but its main contribution was manpower as Australian army, navy and air units were moved largely to the North African theatre.

Industry and agriculture turned to the war effort and Australia emerged from the depression of the 1930s. The Japanese attack in the Pacific and on South East Asia was not entirely unexpected, but Australia relied on the British base at Singapore to provide protection. Australian forces were diverted there and were captured. This left a lingering resentment and a sense of betrayal. Australia then became the base for the US led campaign against Japan. Australian forces were mainly involved in regaining New Guinea and Borneo. Industry expanded rapidly to meet the demand for war material and supplies, creating a demand for labour after the war, which, along with the awareness that Australia was a relatively sparsely populated continent, encouraged the post war immigration policy.

The main consequence of the war was to loosen ties with Britain and increase those with the United States. Post-war immigration from Europe led to important changes in Australian society, which, as Australia realised its proximity to the new countries of South East Asia, made acceptable the ending of the White Australia policy and the country's increasing perception of itself as a part of the Asia-Pacific region.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for awareness of the impact made by the threat to Australia's own territory in December 1941.

[11 to 13 marks] for a simple analysis of the role Australia played in the war and the impact this had on developments in Australia and for Australian policy during and after the war.

[14 to 16 marks] for detailed analysis covering all areas of Australia's participation and the impacts this had during the war and after.

[17+ marks] for balanced, detailed analysis and assessment of all the issues mentioned with awareness that the war had a far-reaching impact reflecting economic, political, diplomatic, cultural and demographic impacts extending beyond the war years.

14. Analyse the reasons for changes in New Zealand's foreign policy between 1945 and 1995.

The Pacific War in particular caused New Zealand to realise that it could not depend on Britain for defence and to enter the ANZUS pact with the United States and Australia providing for mutual defence. The rise of Communism in East Asia presented another perceived threat and again New Zealand joined with others in order to meet it, this time entering the South East Asia Treaty Organisation (SEATO). Both agreements assumed a policy of forward defence so that New Zealand forces were sent to fight in Malaya during the Emergency, Korea, Borneo during Confrontation and in Vietnam. New Zealand was an active member of the United Nations and of the British Commonwealth. It played an active role in the Colombo Plan, which provided developing nations in the region with aid and expertise. Britain's entry into the European Economic Community (EEC) in 1972 reduced New Zealand's access to the British market and further caused it to turn to East and South East Asia as economic partners. At the same time it increased its interest in the island nations of the South Pacific, otherwise following an increasingly isolationist policy and a strong anti-nuclear stance opposed to French and US policies in the region. Candidates should also refer to the ending of the Cold War and to the impact of the changes in China.

[0 to 7 marks] for a general narrative or for vague generalisations.

[8 to 10 marks] for awareness of how New Zealand's foreign policy responded to changing perceived threats to the country's security.

[11 to 13 marks] for a simple analysis of these threats and of the policy changes they caused.

[14 to 16 marks] for detailed analysis covering all areas of foreign policy over the period.

[17+ marks] for balanced, detailed analysis and assessment of the changing international scene and New Zealand's changing foreign policy.

15. **“The United Front between the Chinese Communist Party and the Guomintang (Kuomintang), formed after the Xian (Sian) Incident in 1936, was never likely to last.” How far do you agree with this assessment?**

The implication is that the Second United Front was not genuinely entered into in order to create a united China prepared to resist the threat from Japan, but rather a short-term agreement to satisfy the increasing demand from the Chinese people that the Japanese threat be faced and internal conflict ended. The Communists played on this broader national consensus because they were under pressure from the Guomintang (Kuomintang). Jiang Jieshi (Chiang Kai-shek), after the Xian (Sian) incident, realised that he had little support from the military commanders in northern China or from the people for a final extermination campaign against the Communists.

The outbreak of fighting between Chinese and Japanese forces in July 1937 developed into a Japanese invasion of China. The Guomintang (Kuomintang) forces bore the brunt of the fighting and retreated eventually to Chungking. The main Communist forces remained in the north-west and there were pockets of resistance elsewhere. Over the next few years, especially after the attack on Pearl Harbor brought the United States into the war against Japan, the Guomintang and the Communists were as much preparing to renew their own contest for China as fighting the Japanese. When the war ended in August 1945 each raced to acquire as much territory as possible. The various post-war attempts to reconcile the two parties failed and civil war began.

There is ample material for candidates to argue their case. Most will probably agree with the statement in the light of the events that followed. The danger may be that they write of the civil war and the causes of Communist victory. All discussion and comment should link back to the question and be related to the reasons at the time for creating the United Front.

[0 to 7 marks] for a general narrative.

[8 to 10 marks] for awareness that events as late as the outbreak of the civil war may have relevance.

[11 to 13 marks] for a simple analysis of the events of 1936 leading to the creation of the United Front with some reference to later events.

[14 to 16 marks] for detailed analysis of the period leading up to the United Front, the period prior to the outbreak of war with Japan and the policies and actions of the two parties during the war and to the outbreak of the civil war.

[17+ marks] for balanced, detailed and sophisticated analysis and assessment of all relevant factors. Better candidates should be aware of changing circumstances and perceptions and focus on the issues raised by the question as to how far the United Front was merely a marriage of convenience in 1936.

16. Why did the Japanese Government decide to go to war against the United States and the Western colonial powers in December 1941?

Candidates will require knowledge of the international situation, of the position in which the Japanese Government found itself and of the arguments for and against war which were stated at the time. A few candidates may refer to the “Strike North”, “Strike South”, debate within the Japanese military and comment on the reasons for not taking advantage of the Soviet Union’s preoccupation with Germany to attack Siberia.

[0 to 7 marks] for a general narrative of events leading to the decision to go to war.

[8 to 10 marks] for awareness of the arguments for and against going to war.

[11 to 13 marks] for a simple analysis of the pre-war situation and the arguments for and against war.

[14 to 16 marks] for detailed analysis of the international situation, including the war in Europe, the situation in China, the effects of the American oil embargo and the possible consequences of not going to war.

[17+ marks] for balanced, detailed analysis and assessment of all factors involved based upon the options open to Japan and the calculations, assessments, knowledge and prejudices which informed the decision.

17. Assess the foreign policy of China's Government between 1949 and 1975.

Although 1975 is the year before Mao's death, the question refers to the Chinese Government and not to Mao. Achievements in foreign policy may include the treaty with the Soviet Union; links to the unaligned movement; the Korean War; the Taiwan question; influence in the under-developed world. Less successful elements of foreign policy may be the failure to settle the Taiwan question; the ideological differences with the Soviet Union; lack of international recognition; poor relations with the United States and its allies, although by 1975 the situation was changing, and so on. Candidates will not be able to cover everything, but should be able to provide a balanced overall assessment of the government's foreign policy over those years.

[0 to 7 marks] for a general narrative or list only or for concentration on only domestic or foreign policies.

[8 to 10 marks] for awareness that there were successes and failures in both domestic and foreign affairs.

[11 to 13 marks] for a simple analysis of performance in both foreign and domestic policy with awareness of the policies and influence of leaders other than Mao.

[14 to 16 marks] for detailed analysis covering most areas of government activity with emphasis on a thematic rather than a chronological approach.

[17+ marks] for balanced, detailed analysis and assessment of the government's overall performance showing awareness of both successes and failures and of the difficulties faced. Expect candidates to acknowledge that Mao and ideology were factors affecting the performance of government but that Mao was not himself the government.

18. Explain the emergence of Japan as an economic superpower in the 1960s.

Japan's economic growth after the Second World War began during the Occupation, when the United States required a supply base for the Korean War. Japanese industry was revived and the old *zaibatsu* re-emerged as the *keiretsu*. Thereafter, Japan remained under United States protection while officially renouncing war. Japanese expenditure on Self-Defence forces was low, freeing capital for investment. The Japanese were able to acquire American patents upon which they improved and with a disciplined workforce concentrated on developing an export oriented economy. The government, through the Ministry of Trade and Industry (MITI), encouraged industries which it favoured. 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. For these and other reasons candidates may mention, Japanese export production grew rapidly. The Japanese people deferred spending and tended to save, thus providing financial institutions with capital for investment. The profits made were turned into new investment. Social services were relatively neglected.

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

[8 to 10 marks] for awareness of some factors related to economic growth, such as post-war reconstruction, the Korean War and the security pact with the United States.

[11 to 13 marks] for a simple analysis of factors relating to economic growth.

[14 to 16 marks] for detailed analysis covering both domestic and international factors and revealing awareness of changing circumstances and of specific events and decisions which favoured growth.

[17+ marks] for balanced, detailed analysis and assessment of a wide range of factors set in their historical context. Some candidates may show awareness of weaknesses within the Japanese economic system, which became evident in the 1970s, and some may be aware of recent critical analysis, which has thrown some doubt on the validity of Japan's statistics.

19. **“The ethnic and cultural diversity of the countries of South East Asia made it difficult to develop a sense of national unity and identity after independence.” With reference to two countries in the region assess the validity of this statement.**

Candidates will probably agree that this was so. They will need to identify the ethnic and cultural diversity within countries of their choice and provide evidence of the problems and difficulties this generated, from resistance and rebellion at one extreme to forms of integration on the other. In some cases the national identity may have been based on the culture and symbols of one group, in others a broader range of national symbols may have been incorporated. Expect references to integration or otherwise in occupations, areas of residence, political representation, religious observance and so on. Expect candidates to provide clear examples and analysis.

[0 to 7 marks] for a general description only.

[8 to 10 marks] for awareness of the various ways cultural and ethnic diversity impacted on the national society.

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

[14 to 16 marks] for detailed analysis of these differences and impacts and of the solutions attempted to create a national identity.

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

20. Assess the impact of the Bandung Conference (1955) on international relations in East and South East Asia after 1955.

The Bandung Conference was an attempt to create a non-aligned bloc of newly independent countries independent of the two superpowers and their allies in the Cold War. It was called by Indonesia, Burma, Sri Lanka (Ceylon), India and Pakistan to discuss issues of concern, particularly colonialism. A ten point Declaration was unanimously approved, but despite the evident spirit of goodwill manifest at the conference, the countries were divided on many issues. Terms like the “Bandung spirit” and “Bandung policy” were connected with non-aggression and the peaceful settlement of disputes, but these were statements of principle rather than policies. China used the conference to good effect to mark its rise on the world stage as a leader of anti-imperialism and as the proponent of a new form of agrarian communism attractive to developing nations with large rural populations. This marked the beginning of the rivalry in the developing world between the Soviet Union and China and saw the emergence of Zhou Enlai (Chou En-lai) as a central figure in international diplomacy. China had a specific agenda in trying to weaken pro-Western influences and gain non-aligned support in the United Nations, but most countries had middle class led governments and saw their national communist parties as a threat. After the Conference, the Bandung spirit began to evaporate. Events in Tibet and the Chinese incursion into India in 1962 caused China to be regarded with increasing suspicion and when, in 1965, China and Indonesia pressed for a second meeting, rival conferences were organised which refused to take a strong anti-Western stance.

[0 to 7 marks] for a general account of the Bandung conference itself or for vague generalisations about it.

[8 to 10 marks] for a reasonably accurate account of who participated and what took place with some awareness of developments afterwards.

[11 to 13 marks] for a simple analysis of the conference, its participants, the Declaration and the failure to maintain the Bandung spirit.

[14 to 16 marks] for detailed analysis covering these areas and the differing policies and perspectives of the participants and how these affected subsequent events.

[17+ marks] for balanced, detailed analysis and assessment of all factors mentioned above. There must be clear emphasis on international relations and recognition of the different aims, views and national interests of the nations connected with the conference at the time and over the following ten years.

21. Compare and contrast the political ideals and achievements of Deng Xiaoping (Teng Hsiao-p'ing) and Mao Zedong (Mao Tse-tung) as leaders of China after 1949.

Stronger candidates should be able to follow their careers in tandem until Mao's death and then continue with Deng's (Teng's) reformist policies once he came to power. Expect the best candidates to isolate and compare their actual ideals and achievements while placing them within the context of their careers. Most will recognize the main difference as being between the ideologue and idealist on the one hand and the practical pragmatist on the other; but the better candidates should recognize that Mao was not devoid of pragmatism, nor Deng (Teng) of ideals.

[0 to 7 marks] for a general account of their respective careers or for a detailed account of one leader's career only.

[8 to 10 marks] for attempts to compare and contrast their careers in general terms.

[11 to 13 marks] for a simple comparative analysis of the ideals and achievements of each leader.

[14 to 16 marks] for detailed running comparative analysis of the ideals and achievements of both leaders showing awareness of the complexity of their respective roles within the broader leadership of the Chinese Communist Party.

[17+ marks] for balanced, detailed running analysis and assessment of both men, their respective careers and their ideals and achievements with awareness of the complexity of the situation in which each was placed. At this level expect critical analysis and an attempt at an overall assessment.

22. Analyse the social, economic and cultural consequences of urbanisation. Specific examples must be used.

This topic requires not only a study of the effects of urbanisation upon those who live and work in cities but also awareness of the effects of urbanisation upon the countryside. Candidates may choose one country or may write more generally on the issue with reference to a number of countries. The best answers will consider the social, economic and cultural aspects in turn before reaching more general conclusions. Look for clarity of thought, the statement of opinion based upon factual knowledge and specific reference. Weaker candidates will make sweeping generalisations with little factual reference. Better candidates should reveal knowledge, backed with evidence, of what urbanisation entails and its impact for good or bad upon the people and country/countries chosen.

[0 to 7 marks] for a general comment only.

[8 to 10 marks] for general comment backed by some evidence and revealing an awareness of the complexity of the issues involved.

[11 to 13 marks] for a simple analysis of the issues involved.

[14 to 16 marks] for detailed analysis covering the social, economic and cultural effects of urbanisation upon particular groups in society. Expect reference to the consequences in rural and urban areas of the country or countries of choice. Candidates at this level should be attempting a thematic approach.

[17+ marks] for balanced, detailed analysis and assessment of the social, economic and cultural consequences of urbanisation backed by factual knowledge and arriving at a reasoned conclusion based on the evidence provided.

23. Account for Singapore's success as an independent state after 1965.

Singapore separated from Malaysia (created in 1963) in 1965 and under the People's Action Party led by Lee Kuan Yew developed as an industrial, commercial, business and tourist centre. Its port facilities made it a major shipping centre. In this it built on a reputation already established. A strong government was created and a sense of Singaporean identity enforced. The PAP in power defeated rival parties and active opposition was silenced. Corruption was checked and active steps taken to attract tourists and to make Singapore known on the world stage. The armed forces were built up to deter possible aggression and agreements and alliances entered into, with Singapore joining SEATO and later ASEAN and other regional bodies.

[0 to 7 marks] for a general narrative only or list of policies only.

[8 to 10 marks] for awareness of the difficulties Singapore faced in 1965 with its departure from Malaysia.

[11 to 13 marks] for a simple analysis of Singapore's policies after 1965.

[14 to 16 marks] for detailed analysis of these policies, their effects and the development of a Singaporean identity and of a strong economy.

[17+ marks] for balanced, sophisticated analysis and assessment of the leadership, the policies followed and their achievements. Expect critical discussion of the role played by the PAP and of the argument that it has been repressive of personal liberties.

24. Explain the changing relationship between China and the United States between October 1949 and 1980.

Expect candidates to place this in the context of the Cold War with better candidates realising that each power had national interests and priorities, which changed over time, most importantly with regard to their own relationships with the Soviet Union.

American policy on its relationship to the new Communist regime in Beijing (Peking) was undecided in October 1949. The Korean War changed that as the United States came to regard China as acting as an ally of the Soviet Union, blocked its entry into the United Nations and supported the Nationalist regime on Taiwan as the true government of China. In the 1960s ideological differences between the Soviet Union and China led to worsening relations between them and a split in the international Communist movement. The United States, involved in Vietnam, continued to regard China as opposing its policies and providing assistance to the Vietnamese, but was also aware of the growing tension between China and the Soviet Union, marked by a Soviet military build-up on its borders with China in the late 1960s. Both China and the United States saw advantages in reconciliation, marked by President Nixon's visit to China in 1972 (followed soon after by that of Tanaka of Japan). The United States established mutually beneficial trade links (as did Japan) and the Soviet Union's strategic position was weakened. American withdrawal from Vietnam followed. Tensions did not disappear, but the emergence of a pragmatic, modernising leadership in China by 1980 and the advantages each power received from the relationship saw it maintained, despite persistent differences over Taiwan.

[0 to 7 marks] for a general narrative only.

[8 to 10 marks] for awareness of the impact of the Cold War upon policy decisions in both Washington and Beijing (Peking).

[11 to 13 marks] for a simple analysis of United States and Chinese policies over the period.

[14 to 16 marks] for detailed analysis covering a variety of issues affecting relations between the two countries and studying how policies changed.

[17+ marks] for balanced, detailed analysis and assessment of relations over the period demonstrating awareness of the changing priorities and interests of the two powers and those of other powers in the region.

25. To what extent have environmental pressure groups influenced the policies and activities of *one or more* governments in the region between 1960 and 1995?

Candidates may consider the environmental issues such as those associated with industrialisation: over-fishing in the Pacific; extensive logging in Indonesia, Thailand and Malaysia; wild-life management and national parks; dam building, and so on. Candidates may consider the influence of pressure groups like Greenpeace or Friends of the Earth, regional or national chapters of such organizations, or indigenous national and local groups. Some may mention the roles of international agencies and the United Nations. Environmental concerns must be balanced by discussion of why potentially environmentally threatening policies and projects may be followed by governments. Award answers which address the issues, whether it be a detailed study of one country or a broader, possibly thematic, study of more than one.

[0 to 7 marks] for description or narrative only.

[8 to 10 marks] for awareness of the reasons for concern about the environment and of the actions of environmentalists and governments.

[11 to 13 marks] for a simple analysis of these environmental concerns and of the activities of environment pressure groups and their influence on government.

[14 to 16 marks] for detailed analysis of environmental issues, the activities of pressure groups and the responses of government.

[17+ marks] for a sophisticated analysis looking at the issue from a variety of perspectives and analysing the impact pressure groups have had. Candidates should be aware that even where policies appear to be environmentally sound they may not be translated into action because of ineffectual government or cronyism and corruption.
