



MARKSCHEME

May 2009

**HISTORY – EAST AND SOUTH
EAST ASIA AND OCEANIA**

Higher Level

PAPER 3

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1. **“China’s failure to deal effectively with the threat from the Western powers before 1839 was a consequence of its traditional attitude to foreign states.” To what extent do you agree with this assessment?**

Most candidates will probably agree, but should also analyse other reasons for China’s inability to respond effectively. Expect analysis of the tribute system and the concept of China’s position as the Middle Kingdom, but also analysis of the attitudes of the Western powers which caused them to reject the Chinese view of the world and to place pressure upon China which it had not the means to resist. Expect candidates to place the diplomatic issues within the context of the economic and social pressures for change building within China.

[0 to 7 marks] maximum for narrative only or for simple reference to the tribute system.

[8 to 10 marks] for some reference to both the internal factors and external pressures upon China and its government.

[11 to 13 marks] for simple analysis of both the threat from the Western powers and the inability of the Chinese government to respond effectively.

[14 to 16 marks] for detailed analysis of Chinese attitudes, the tribute system and the policies and actions of the Western powers.

[17+ marks] for balanced detailed analysis supported by historical evidence.

2. **To what extent do you agree with the view that the Tokugawa Shogunate was facing collapse before the arrival of Commodore Perry’s mission in 1853?**

Candidates will probably agree that the Tokugawa were facing a challenge from several quarters, partly from external factors, like the increasing presence of the European powers in the region; partly from internal problems posed by economic changes, the rise of the merchant class, a money economy and the decline of the feudal system; partly the emergence of the *kokugaka* or National Learning movement and its call for the restoration of the Emperor. Better answers will acknowledge that these factors were not necessarily in themselves enough to bring about the collapse of the Tokugawa and will consider the greater impact of Commodore Perry’s visit and the resultant treaties which created a national crisis.

[0 to 7 marks] maximum for simple narrative only.

[8 to 10 marks] for some reference to the impact of Commodore Perry’s visit on subsequent events.

[11 to 13 marks] for simple analysis of the causes of Tokugawa decline and of the impact of Perry’s visit.

[14 to 16 marks] for detailed analysis of the weaknesses of and pressures upon the Tokugawa Shogunate before and after Perry’s visit.

[17+ marks] for detailed analysis leading to a balanced conclusion.

3. “The failure of the Taiping Rebellion (1851–1864) was a consequence of its own weaknesses.” To what extent do you agree with this statement?

Candidates should realise that the Taiping movement stagnated after its original successes while the position of the Imperial Government was strengthened by the loyalty of key provincial officials like Zeng Guofan (Tseng Kuo-fan), and Li Hongzhang (Li Hung-chang). The Taiping failure to march on Beijing (Peking) and to break out of the region it conquered gave its opponents time to re-group. Of great significance was its failure to win support from the European powers, which were offended by its ideology and supported the Qing (Ch’ing). An important factor was the lack of dynamic leadership once Hong Xiuquan (Hung Hsiu-Ch’uan) was established in his palace and other capable leaders had died. Candidates will consider both the weaknesses of the Taiping rebellion and the strengths of those opposing it.

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

[8 to 10 marks] for some reference to the weaknesses of the Taiping which contributed to its final defeat.

[11 to 13 marks] for simple analysis of the initial strengths of the Taiping rebellion and of the weaknesses increasingly evident.

[14 to 16 marks] for detailed analysis of both the weaknesses of the Taiping rebellion and its leadership and also of the strength of its opponents.

[17+ marks] For balanced well-argued exposition and analysis of the weaknesses of the Taiping after its initial success and of the development of those forces and factors which contributed to its defeat.

4. How successful was the Culture System in Java and why was it discontinued by the Dutch in the mid-nineteenth century?

The Culture System was introduced into Java in 1830 by the new Governor-General, Johannes van den Bosch (1830-33), who became Minister for the Colonies (1833–40) on his return to Holland. The Culture System was officially replaced by the Liberal Policy in the 1860s. However, vestiges persisted for some commodities until 1917. The aim was to contribute to paying off the East Indies Government debt by making the East Indies profitable to Holland and in this it proved very successful. The Government of the East Indies paid off its debt and began remitting payments averaging 10 million guilders a year to the Dutch Government. 20 percent of cultivated land was set aside for government crops, replacing the land tax. Safeguards had been put in place to prevent exploitation but from 1840 these were ignored. The land tax was re-imposed, forced labour on public works and in processing crops increased, the amount of land allocated to cash crops increased and the time peasants devoted to them, rather than to the growing of rice, increased. Local authorities and officials received a percentage of all crops produced in their area and so pressured the peasants to plant cash crops. In 1843 rice was included as an export crop. The result was famine in various areas in the years 1843-49, culminating in a major famine in Central Java in 1849-59 in which 350 000 died. Money continued to be remitted to Holland.

Opposition to the Culture System grew in Holland on humanitarian grounds and economic grounds. Constitutional changes in the Netherlands in 1848 increased the influence of the business community who resented the government monopoly in Indonesia and saw great hopes for business opportunities in the Outer Islands. Candidates may mention the novel *Max Havelaar* (1860) which roused humanitarian opposition to the system. Over the following years the Government began giving up its cultures to private enterprise, although the most profitable crop, coffee, remained a government culture until 1917. The Agrarian Law of 1874 is regarded as marking the official end of the Culture System and the introduction of what was known as the Liberal Policy.

[0 to 7 marks] maximum for a general account.

[8 to 10 marks] for some reference to reasons for the introduction of the Culture System and why it was discontinued.

[11 to 13 marks] for simple analysis of the Culture System, how it operated, its effects and the reasons for change.

[14 to 16 marks] for detailed analysis supported by historical evidence of both its success and abuse and the introduction of the Liberal Policy.

[17+ marks] for a detailed running analysis of the culture System and its implementation, the effects and the reasons for its end; with recognition that aspects of the culture System continued for the most profitable crop. Expect better answers to express criticism of aspects of the incoming Liberal Policy.

5. Analyse the effects of the discovery of gold in the 1850s upon developments in Australia up to 1870.

The effects of the gold discoveries were economic, demographic, social, political and cultural. The greatest impact was felt in Victoria and New South Wales. Discoveries in Queensland and South Australia were smaller, but had important though local and less far-reaching effects. South Australia, however, profited by its handling of gold shipments and Chinese immigration. Candidates may well focus on the Victorian gold fields and the events associated with the Eureka Stockade, but expect reference to the other regions as well. The gold rush attracted a variety of immigrants who were to influence politics and culture in various ways. Note that the important gold discoveries in Western Australia occurred after 1870.

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

[8 to 10 marks] for some reference to the impact of specific gold discoveries, possibly limited to Victoria and/or New South Wales.

[11 to 13 marks] for simple analysis of the economic, social, demographic and political effects of the discoveries.

[14 to 16 marks] for detailed analysis extending over all relevant geographic areas, though the main focus may be on Victoria.

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

6. Analyse the relationship between the Maoris and European settlers in New Zealand between 1841 and 1870.

The relationship was very much based on the ownership of and rights to the land. 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 earlier years in various deals between European adventurers and Maori chiefs. Opposing these deals were Christian missionary societies which had established missions but generally wished to keep the land in Maori hands. The first officially sanctioned British colonists 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. With British sovereignty officially proclaimed, he passed an ordinance declaring all land claims void until all were investigated and approved by his government. This angered the New Zealand Company, which eventually received rights to 283 000 acres. Governor Fitzroy (1843–45) permitted settlers to purchase land directly from the Maoris, but this was disallowed by the British Government. Meanwhile, disputes over land led to open conflict between Maoris and settlers – the First Maori War (1843–48). Governor George Grey (1845–54) cancelled Fitzroy’s land ordinances, gained the confidence of many Maori leaders, most of whom had not supported violence, and in 1846 forbade direct purchase on penalty of a heavy fine. 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 (1860–70).

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

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

[11 to 13 marks] for simple analysis of the sources of this conflict and the Government’s attempts to reconcile them.

[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 and conclusion.

7. To what extent was the Tonghak Rebellion in Korea in 1894 a response to Western intrusion?

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, but also set the scene for the Sino-Japanese War. Candidates should consider the ideology of the movement which was anti-foreign rather than solely anti-Western. Candidates should reveal awareness of the outside pressures upon Korea from China, Japan and Russia as well as from the European colonial powers and the United States.

[0 to 7 marks] maximum 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 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.

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

8. Assess the reasons for and the consequences of the growth of provincial authority in China following the Taiping and Nien (Nian) rebellions.

The provincial leaders who had emerged to defend the Qing (Ch'ing) from the Taiping rebellion also played leading roles in China in the following years. The traditional system of control from the centre, whereby officials had been rotated in their terms of office, was largely discontinued, and powerful provincial leaders emerged who built up their own provincial administrations and military forces. The most important figures were those who became leaders of China's Self-Strengthening movement, Zeng Guofan (Tseng Kuo-fan), Li Hongzhang (Li Hung-chang) and Zuo Zongtang (Tso Tsung-t'ang). Expect candidates to balance the achievements of these figures against the relative failure of the Qing government; and to balance their analysis of provincial authority and its achievements with recognition that the Qing government did adapt to some extent, especially during the so-called Tongzhi (Tung Chih) Restoration (1861–74), and remained the recognised government of China. However, its inability to exert authority over the provinces, its conservative attitudes and the suspicion of Manchu officials of the Chinese provincial leaders, undermined any sense of national unity. Expect reference to the failure to create national armed forces. Candidates may cite the events of the Sino-Franco War of 1885 and the Sino-Japanese War (1894–95) as examples.

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

[8 to 10 marks] for some reference to the attitudes of the provincial authorities and/or the Qing (Ch'ing) government.

[11 to 13 marks] for simple analysis of examples of the activities of particular provincial leaders along with similar analysis of the central government.

[14 to 16 marks] for detailed analysis of the reasons for the growth of provincial power and the relationship of provincial authorities with the central government.

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

9. Why did Japan experience rapid modernisation in the second half of the nineteenth century?

This is not a question about the Meiji Restoration per se. Expect candidates to recognize that change was apparent in some areas of Japan by 1850 and that the crisis caused by Admiral Perry's visit focused Japanese attention on the outside world. This prompted changes which created a strong state with leaders committed to change who were able to defeat internal opposition and promote far-reaching social and economic change, while retaining the ancient monarchy. Expect candidates to refer to factors such as Japan's physical size, its relatively high level of education, firm social structures, enterprising commercial sector, awareness of what had happened in China and the futility of resistance to change, its military traditions, an elite which embraced the need for modernisation, a tradition of accepting ideas from abroad and a strong sense of purpose within the ruling elite. Some candidates may make comparisons with China. Award such comment where relevant, but this is not a comparative study.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for general awareness of factors accounting for change.

[11 to 13 marks] for simple analysis of those factors in Japanese society which favoured modernisation.

[14 to 16 marks] for detailed analysis of such factors in the historical context.

[17+ marks] for a detailed, balanced analysis of the historical, geographical, social, political and cultural factors which contributed to Japan's modernisation, indicating also awareness of favourable Western attitudes towards Japan.

10. “Between 1894 and 1905 Japan emerged as the most powerful military presence in North East Asia.” To what extent do you agree with this statement?

1894 saw the outbreak of the Sino-Japanese War (1894–1895) resulting in China’s defeat and withdrawal from Korea. 1905 marked the end of the Russo-Japanese War in which Japan defeated Russia and expanded its influence in Manchuria and North East Asia. Expect candidates to compare Japan’s military presence in the region with that of the European powers, the United States and of China itself.

[12 marks] maximum if only one conflict is discussed.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for reference to both conflicts and their impact.

[11 to 13 marks] for simple analysis of the conflicts and their impact on Japan’s military presence in the region.

[14 to 16 marks] for detailed analysis of the military power of Japan, China and other foreign powers in the region.

[17+ marks] for detailed running analysis of Japan’s military and political influence compared with the strengths and weaknesses of the other powers in the region and that of China.

11. “The emergence of the Commonwealth of Australia in 1901 was a triumph of nationalism over provincialism.” To what extent do you agree with this statement?

Candidates should show awareness of the conflict between state interests and the ideals of the federal movements. The Australian states had different histories of settlement and development which provided each with a distinctive character. Geography played a part in that distances were vast, particularly between Perth, the capital of Western Australia, and the capitals of the eastern states. Tasmania was a separate island, its capital to the south. Differences between convict and non-convict colonies; rivalries between Sydney and Melbourne; differing levels and styles of development, all encouraged provincial feelings. State leaders felt challenged; other politicians saw opportunity in a federal government and administration. A federal form of government was the solution to these tensions and differences, but what powers should be surrendered to the federal government and which retained by the states led to prolonged debate. The creation of the Federal Council in 1885 provided a forum for discussion of economic commercial, financial, political and defence issues. Candidates may mention the roles of figures like Barton, Deakin, Griffith, Kingston and Parkes. On the cultural level, the emergence of a distinctive Australian literature provided a cultural bond across state boundaries. Disputes over the citing of the national capital and the late accession of Western Australia illustrate the problems. Candidates may also mention the involvement of New Zealand and the continued provision for its potential accession.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for some awareness of the problems and differences to be overcome and reference to some particular issues and political figures.

[11 to 13 marks] for simple analysis of the issues involved and the difficulties of reaching agreement.

[14 to 16 marks] for detailed analysis of the issues and personalities and the process of resolving differences between state and national interests.

[17+ marks] for a well-constructed critical analysis of the issues involved, focusing on the provincial and national issues and arriving at a conclusion as to how far the federal solution resolved them.

- 12. “The role of Sun Yatsen (Sun Yat-sen) in the emergence of modern China has been greatly exaggerated.” To what extent do you agree with this statement?**

Sun Yatsen (Sun Yat-sen) is remembered as the “father” of modern China, whose opposition to the Qing (Ch’ing) led to their overthrow in 1911. Sun’s uprising in Canton in 1895 failed and he spent most of the following years abroad, organizing opposition to the Qing (Ch’ing) and raising support for the revolutionary cause in Europe and the United States and amongst the Overseas Chinese in general. In 1905 he formed the Tongmenghui (Tung Meng Hui) in Tokyo, along with another revolutionary, Huang Xing (Huang Hsing) (1874–1916). In the following years several unsuccessful revolutionary incidents occurred in the South. In 1911 the situation was worsened by severe flooding in central China, economic depression, opposition to the proposed nationalisation of the railways and discontent within army units. The 1911 rising began when a planned insurrection was brought forward after the plot was discovered. Sun was abroad and did not return to China, instead raising support in the United States for the revolution which was supported by the provincial assemblies of southern and central China. Though Sun returned to China and accepted the presidency of the revolutionary government, he turned it over to Yuan Shikai (Yuan Shih-kai). Sun continued to play an active role until his death in 1924. Expect reference to his role in reorganizing the Guomindang (Kuoimintang) and defining the Three Principles of the people.

[0 to 7 marks] maximum for narrative or unstructured general comment.

[8 to 10 marks] for an uncritical account of the role of Sun Yatsen.

[11 to 13 marks] for simple analysis of Sun’s role with reference to other revolutionaries and events leading to the revolution of 1911 and in the period thereafter to 1924.

[14 to 16 marks] for detailed comparative analysis of Sun’s role and that of other revolutionaries and events.

[17+ marks] for detailed analysis and comment on the role of Sun in the events leading to the establishment of the republic and in the years after.

13. Why was Manchuria of such importance in international affairs in the region during the period 1918 to 1931?

Manchuria possessed land and minerals and was sparsely populated. Strategically, it was the meeting place for three empires, China, Russia and Japan. China's imperial dynasty originated from Manchuria. Russia's expansion towards the Pacific and its desire for a warm water port and for the shortest route for the Trans-Siberian railway made Manchuria desirable. Japan sought land for its growing population, minerals for its industries and protection for its interests in Korea. These issues changed over time, but Manchuria remained at the frontier of three major powers. The invasion of Manchuria in 1931 brought these issues to a head and involved the international community.

[0 to 7 marks] maximum for narrative alone or for vague, general comment.

[8 to 10 marks] for reference to events over the period and awareness of the issues involved.

[11 to 13 marks] for simple analysis of the issues and their connection to events.

[14 to 16 marks] for detailed analysis of the international context of events and of their importance.

[17+ marks] detailed running analysis embracing the aims and ambitions of all three countries and the impact of events and the issue upon the international community.

14. Compare and contrast the relative successes and failures of any *two* independence movements in South East Asia before the Second World War.

There is considerable choice for comment. Expect candidates to define the degree of success and failure in the period, set against the expectations of the nationalists and the interests of the colonial power involved. Expect a comparative study rather than two separate essays.

[7 marks] maximum if only one country is discussed.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for simple comparative comment.

[11 to 13 marks] for simple comparative analysis.

[14 to 16 marks] for detailed running comparative analysis.

[17+ marks] for detailed running comparative analysis of successes and failures, arriving at a reasoned conclusion.

15. Assess the impact of the Great Depression of the 1930s upon Japan and its domestic policies and foreign policy up to 1938.

In the 1920s Japan appeared to be developing as a liberal state. The introduction of universal male suffrage appeared to be a step towards fuller democracy. The acceptance of the terms of the London Naval Conference of 1930 appeared to indicate a restrained naval policy, even though events like the assassination of Zhang Zoulin (Chang Tso-lin) in Manchuria in 1928 indicated militaristic ambitions among the military. However, the collapse of the world economy had a great impact on Japan, and the new electorate turned against the civilian and often corrupt politicians and the army reasserted itself. Many saw expansion into Manchuria as a means of acquiring land for Japan's crowded population, minerals for its industries and a safe field for investment. The rise of militarism and of political conservatism with its return to traditional Japanese values encouraged the invasion of Manchuria in 1931, the attack on Shanghai in 1932, Japan's withdrawal from the League of Nations in 1933 and war with China in 1937. With the Western democracies pre-occupied with the effect of the Depression in their own countries, Japan turned to rearmament to encourage its industries and to China and South East Asia as sources of materials and markets. Domestically, this went hand in hand with a revival of nationalism based on the military and the Emperor.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for a balanced account including both foreign and domestic policies and events.

[11 to 13 marks] for simple analysis of domestic and foreign policies.

[14 to 16 marks] for detailed analysis of the effects of the Depression upon domestic and foreign policies.

[17+ marks] for balanced detailed analysis of the effects and arriving at a conclusion as to how far domestic and foreign policies of the 1930s were a consequence of the Depression or of other factors.

16. Compare and contrast the aims and policies of the Communists and the Nationalists in China during the First United Front established in 1924.

Candidates will probably conclude that each party had its own agenda but a common immediate purpose; the defeat of the warlords and the establishment of a unified government for China. However, they differed as to the ultimate form of that government. Jiang Jieshi (Chiang Kai Shek) used the Communists' support among the peasantry and workers to gain popular support for the military drive to the north. The Communists used the opportunities created by the northern advance to spread their ideology among the people. With the capture of Shanghai, Jiang Jieshi (Chiang Kai Shek) and the Nationalists gained access to the wealth and influence of the powerful commercial classes and turned on the Communists. The Communists, on the other hand, had also their agenda of social revolution in both town and country. The Nationalists struck first, but expect candidates to recognise that the programmes of the two parties were basically incompatible. Candidates may also note the role of Stalin and the Comintern in support of the United Front, even after the events in Shanghai in 1927, and the role of factional leaders in both parties.

N.B. [7 marks] maximum if only one party is discussed.

[0 to 7 marks] maximum for a narrative account only.

[8 to 10 marks] for a simple comparative account.

[11 to 13 marks] for simple comparative analysis of the policies and aims of the two parties over the period.

[14 to 16 marks] for detailed analysis of the ideologies and aims of the two parties and awareness of the changing relationship as the forces of the United Front advanced.

[17+ marks] for running comparative analysis of the aims, policies and actions of the two parties showing awareness of the complexity of the situation.

17. Compare and contrast the causes of the Communist uprisings and the reasons for their failure in Malaya (the Malayan Emergency 1948–1960) and the Philippines (the Hukbalahap Rebellion 1945–1951).

In both cases the Communists had suffered under the Japanese and waged a guerrilla war. The Hukbalahap had been formed in 1942 to continue resistance to the Japanese after the American surrender. Their ultimate aim was a Communist state and they acted against landowners in central and southern Luzon and confiscated and redistributed their land. The Americans arrested the Hukbalahap leaders in February 1945 and the movement went underground. In 1950 they controlled much of central Luzon and called for the overthrow of the national government. Ramon Magsaysay, newly appointed as national secretary for national defence, had an early success in October 1950 when the Communist leadership was captured. Reform programmes in the countryside won over the peasantry, while Magsaysay's personal appeal and popularity won him support. Whilst the rebellion was largely under control by 1957 due to a combination of unpopular tactics and an increase in army strength, some candidates may point out that it was not finally over until 1954.

The leadership and most of the membership of the Communist movement in Malaya were Chinese and it was possible by resettlement and welfare programmes to establish the rural Chinese in so-called New Villages where they could receive government services but also be isolated from the Communist forces. British forces, including Australian, New Zealand and other Commonwealth forces were provided in sufficient numbers to confine the Communists to the Malayan-Thai border area by the mid-1950s, but an official end to the conflict was not signed until 1989.

N.B. [7 marks] maximum if only one country is discussed.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for some awareness of causes for the revolts and for their failure.

[11 to 13 marks] for simple comparative analysis of the causes of the revolts and their failure.

[14 to 16 marks] for detailed comparative analysis of the causes of the revolts and their failure.

[17+ marks] for detailed running comparative analysis backed by accurate historical knowledge.

18. Analyse the international and domestic factors which caused the Japanese Government to attack Pearl Harbor and targets in South East Asia in December 1941.

This requires knowledge of the international situation and of the domestic pressures upon the Japanese Government in December 1941.

N.B. *[12 marks]* maximum for only international or domestic factors.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for awareness of the Japanese Government's dilemma, faced with continuing resistance in China, the American oil embargo and dwindling oil reserves and demands of the ultra-nationalists and factions within the military.

[11 to 13 marks] for some analysis of these factors and of the broader international situation with only Britain of the colonial powers still resisting Germany, with Russia facing the German invasion and the United States unprepared for war.

[14 to 16 marks] for analysis which includes both the international factors and the situation within Japan and the preoccupations and opinions of the Japanese armed services and the Emperor's advisers, especially with regard to the situation within China and the long-term consequences of accepting American demands.

[17+ marks] for balanced, detailed analysis which encompasses all of the above and assesses the options open to Japan and the calculations, assessments and prejudices which informed the decision to go to war.

19. With reference to other Chinese leaders of the period, to what extent, if any, has the role of Mao Zedong (Mao Tse-tung) in China's development between 1949 and 1976 been over-estimated?

Candidates will have a large amount of material to draw upon and should not be tempted into long explanatory narrative. Better answers should be able to analyse briefly the roles played at significant moments by other leaders who at times had to restrain Mao's ambitions and to modify programmes and repair the damage caused by excesses he inspired. Expect a balanced discussion in which Mao's charismatic role is clearly delineated and his achievements, weaknesses and failures acknowledged, along with the contributions to China's growth, its rise to international recognition and importance made by other leaders and personalities.

[0 to 7 marks] maximum for narrative only.

[8 to 10 marks] for some reference to the roles of other Chinese leaders.

[11 to 13 marks] for simple analysis of Mao's policies, their consequences and the roles of other leaders.

[14 to 16 marks] for detailed, critical analysis of Mao's leadership and of the roles of other leaders.

[17+ marks] detailed critical comparative analysis arriving at a conclusion backed by evidence.

- 20. “The post-war allied occupation of Japan laid the foundations of Japan’s emergence as a major economic power in the 1960s.” To what extent do you agree with this statement?**

Candidates should show awareness of the change in the American strategy towards Japan as Communism made progress in China. At first Japan was to be reduced to economic insignificance but this was reversed in 1947 with the development of the Cold War and America’s awareness that Japan’s industry could be revived to America’s advantage. The victory of the Communists in China made this strategy paramount. Japan was provided with a democratic form of government but socialist tendencies were strongly discouraged and the old financial, business and industrial interests returned in modified form. During the Korean War, Japan became an important supplier of materials to US forces, for which it received payment which helped regenerate and modernise Japanese industry. Japan had minimal self defence forces and minimal defence expenditure. Its repaired infrastructure was modern and efficient. By the end of the Occupation in 1951, Japan was recovering from the devastation of the War and well on its way to economic recovery and growth.

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

[8 to 10 marks] for some reference to the changes in US policy in favour of Japan’s recovery and its economic effect.

[11 to 13 marks] for simple analysis of the changes in Japan which favoured economic recovery and growth.

[14 to 16 marks] for detailed analysis of these policies and their effects.

[17+ marks] for balanced detailed analysis linking the policies of the Occupation period to Japan’s economic growth into the 1960s.

21. Analyse the impact of changing immigration patterns upon Australia since the end of the Second World War.

Australia adopted an active immigration policy after the war, aware that its relatively small population rendered it vulnerable. Post-war immigration was largely from the United Kingdom and Europe. Assisted passages encouraged skilled people to migrate from post-war Britain. Immigration re-located refugees from post-war Europe and continued as people fled the Soviet occupation of the Baltic States and Eastern Europe and from poverty in southern Europe, the latter largely from Greece and Italy. Asian and Pacific Islander immigration grew in the 1970s with the lifting of restrictions. A large proportion of Asian immigrants were from Vietnam.

The impact has been great, providing an expanding labour force which has underpinned Australia's economic growth. Life-styles have changed as Australia has absorbed the cultures and cuisines of the immigrants. Tensions have been present but the expanding economy and growth in prosperity, based largely upon this immigration, has tempered resentment. There is cultural diversity and tension amongst the immigrants themselves, with immigrants carrying old feuds with them. There are also generational tensions as the younger generation accept an Australian way of life and abandon many of their parents' traditions.

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

[8 to 10 marks] for reference to difference and assimilation.

[11 to 13 marks] for simple analysis of the types of immigration and their impact.

[14 to 16 marks] for detailed analysis of the different impacts of immigration on aspects of Australian life – cultural, social, economic and political.

[17+ marks] for sophisticated analysis of the impact of immigration over time.

22. Analyse the changing role of New Zealand in the Asia Pacific region since 1945.

The Second World War had produced a new awareness in New Zealand of its isolation and of the impossibility of continuing to rely on the ability of Britain to provide protection. American forces had played the major role against Japan and after the war New Zealand joined in the ANZUS Pact with the United States and Australia for the defence of the Pacific. New Zealand retained strong ties with Britain, but increasingly turned its attention to the islands of the Pacific and to Asia. Thus New Zealand forces fought in Malaya during the Emergency, Korea, Borneo during Confrontation and in Vietnam. New Zealand played an active role in the Colombo Plan and, because of its proximity, played an increasingly active role in the Pacific islands as they moved towards independence. Immigration from the Pacific Islands into New Zealand increased. As New Zealand Maoris acquired education and a higher profile in New Zealand an awareness of the cultural links of New Zealand with the Pacific increased. At the same time, New Zealand's economic links grew as new markets emerged for New Zealand products in the new nations of South East Asia. Award candidates for any discussion relevant to the theme of New Zealand's changing role in the region.

[0 to 7 marks] maximum for narrative only or unstructured general comment.

[8 to 10 marks] for awareness of the changing situation in the region and New Zealand's response to it.

[11 to 13 marks] for simple analysis of the changing relationship and the reasons for it.

[14 to 16 marks] for detailed analysis of the changes over time backed by specific examples.

[17+ marks] for detailed analysis placing New Zealand firmly in the context of the Asia Pacific region.

23. Assess the impact of technological developments on any *one* country in the region since the Second World War.

Expect candidates to discuss the impact of technological development in a range of fields such as communications, media, transport, agriculture, fishing, business, education and health, culture, national cohesion and sense of identity. Impact may be positive or negative, undermining traditional ways of life and traditional cultures or improving standards of living and welfare. Reward candidates who recognise that technology may have positive effects on traditional culture.

[0 to 7 marks] for disconnected statements or narrative only.

[8 to 10 marks] for simple discussion of a limited number of developments.

[11 to 13 marks] for simple analysis.

[14 to 16 marks] for detailed analysis covering a wide range of factors and developing a coherent argument.

[17+ marks] for a sophisticated running analysis of the positive and negative impacts, arriving at a clear conclusion.

24. With reference to specific island nations other than Australia and New Zealand, assess the impact of the outside world upon Pacific Island nation states since 1960.

This should provide scope for the candidate with knowledge of and interest in the region. Possible choices include Vanuatu, the Solomon Islands, Tonga, Fiji, the Cook Islands and others. Accept New Guinea in this context, but not West Irian. New Caledonia remains French. The impact may take many forms. Expect discussion of changes in government and politics, economic activity, culture, religion and tradition, migration and settlement, communications, education, ethnic balance, racial relations, environment and so on.

[12 marks] maximum if only one state is discussed.

[0 to 7 marks] maximum for general and simplistic statements only.

[8 to 10 marks] for awareness of change supported by specific examples.

[11 to 13 marks] for simple analysis of the changes and their causes and effects.

[14 to 16 marks] for detailed comparative analysis of changes, their causes and effects.

[17+ marks] for detailed, sophisticated comparative analysis based upon clear historical knowledge.

25. With reference to at least *two* countries in the region, analyse the role of sport in the development of national identity since 1945.

Sport has become a major activity in the region since 1945 and sporting events have often been occasions where aspects of national culture are displayed. National sports have been developed on modern lines as expressions of national identity, while international sports, largely developed in the West, have become globalized, so that participation is a measure of international recognition and also of national identity. Sports champions are national heroes and sports stadiums national monuments. The ability to host international sporting events is a sign of international acceptance and a source of prestige. Over the same period, newly independent nations have encouraged their specific national cultures to reinforce their new national identity. Traditional songs, dances and art forms may be taken from their localised settings and incorporated into national displays to produce a sense of national identity. Candidates may make connections between the rise in the profile of sport and national cultural display and the use of the media and improved communications by government and national business interests.

N.B. [12 marks] maximum if only one country is discussed.

[0 to 7 marks] maximum for generalized comment.

[8 to 10 marks] for some reference to evidence of the connections between sporting activity and developing a national identity in more than one country.

[11 to 13 marks] for simple analysis of the impact of sport upon national identity with reference to specific examples from more than one country.

[14 to 16 marks] for detailed analysis of the roles of sport which shows awareness of tensions which may also develop.

[17+ marks] for a wide-ranging comparative analysis supported by specific examples.
