



MARKSCHEME

May 1999

HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA

Higher Level

Paper 3

Paper 3 mark bands

The method of assessment used by the IBO is criterion-referenced and not norm-referenced. That is to say that candidates are judged by their performance in relation to the identified assessment criteria and not in relation to the rest of the population being assessed.

The mark bands concentrate on positive achievement.

mark band 19-20

It is not expected that an essay in this mark band would be a 'perfect' answer but it should be directly focused and show a depth of historical understanding. There is likely to be evidence of wide reading. In addition, the candidate's answer will demonstrate **one** of the following: a highly developed awareness of historiographical issues, a high level of conceptual ability, or a successful challenge to the assumptions implied in the question.

mark band 17-18

The specific question is answered in a direct and focused manner. There is likely to be evidence of reading which has been effectively used in the answer. There may be an appreciation of historiographical issues. Arguments and concepts will be well developed.

mark band 14-16

The question is effectively and relevantly addressed and the answer is supported by accurate knowledge. The answer demonstrates a consistent level of analytical ability, although not all aspects of the issues have necessarily been addressed.

mark band 11-13

The knowledge shown is generally accurate, relevant and adequate to support a sound answer. The candidate's analysis is not fully developed.

mark band 8-10

The answer is mainly descriptive or in narrative form and has some explicit or implicit relevance, or is made relevant by its conclusion. Alternatively, there is a coherent argument based on barely sufficient material.

mark band 6-7

The question is only partially addressed and there is a limited demonstration of appropriate skills. There is a limited degree of accurate and relevant knowledge.

mark band 4-5

The knowledge shown is limited, often inaccurate and of marginal relevance to the question. The question is not addressed effectively and there is very little evidence of appropriate skills.

mark band 1-3

There is very little relevant knowledge and little or no understanding of the question. The candidate's answer is no more than a collection of isolated facts or generalisations bearing little relation to each other or the question. There is no evidence of appropriate skills.

mark band 0

If a candidate does not achieve the standard described by mark band 1-3 then 0 should be recorded.

Notes on Individual Questions

These notes must be read in conjunction with current mark bands.

1. **In what ways and for what reasons was the economic structure of Chinese society changing between the arrival of Macartney in 1793 and the beginning of the Opium Wars in 1839?**

Between 1793 and 1839 China's economic structure underwent massive changes. Macartney requested several changes, among them the end of the Canton trading system, open ports and fair tariffs. China rejected all of these requests. The development of the opium trade with its cash payment system which replaced barter and the prohibition of its sale by the Cohong led to increased opportunities for foreign traders. Canton developed as an important private and country trading centre and throughout the Cohong corruption became rife. Payments for opium led to a flow of silver leaving China, which resulted in increased prices, a debasement of copper and an increase in taxation for the peasants. In 1838 China banned the trade of opium and the power of the Cohong was weakened. Britain protested at the demand for Dent's arrest and the Opium War began. Narrative accounts with implicit explanation 8 to 10 marks, reward clear linkage with 14+ marks. If only one part of the question is attempted mark up to a maximum of 12 marks.

2. **In what ways, and for what reasons, was Japan in a stage of political transition between 1850 and 1871?**

Before the arrival of Commodore Perry in 1853 political change was occurring due to a decline in feudalism resulting from discontent with the Shogunate. This visit combined with the financial weakness of the *bakufu*, the reform programmes of Chōshū and Satsuma and the resultant rebellions, criticisms of the traditional exclusion policies, and the example of China led to the overthrow of the *bakufu* and the establishment of the Meiji Restoration. This led to the creation of a centralised government and the abolition of the *han*. Candidates must be able to identify the changes and explain the reasons behind them to achieve 14+ marks. Descriptive answers with some implicit comment might score 8 to 10 marks.

3. **For what reasons, and with what results to 1898, was a treaty signed between Korea and the United States in 1882?**

China wanted to introduce the old system of 'tributary relationships' with Korea in the nineteenth century as it had been strongly resisted by the Koreans. The Japanese annexation of the Ryūkyūs in 1879 persuaded the Koreans that external help might be necessary and led to the signing of a number of treaties including one with the USA in 1882. This recognised Korean independence and initially helped to prevent the Japanese from gaining a foothold in Korea. External pressures and the 1884 rebellion weakened the Korean government's position and led to the Tientsin convention which virtually reduced Korea to a co-protectorate of China and Japan. In the Sino-Japanese War Korea's independence was threatened and, not receiving the expected Russian intervention, Korea appealed to the USA who could do nothing to modify Japan's policy. After the war Korea's independence was recognised by the Treaty of Shimonoseki. By 1898 the USA was involved with the Spanish American War and had virtually abandoned Korea. Candidates must explain the reasons behind the signing of the treaty and why this had little ultimate effect to receive 14+ marks. If only one part is mentioned award up to 12 marks.

4. **To what extent can it be argued that 'without the influence of Sun Yat-sen the Qing (Ch'ing) dynasty would not have been overthrown'?**

Candidates should not turn this question into a 'causes of the 1911 Revolution' response. While this is clearly relevant the specific role of Sun Yat-sen must be examined to receive more than 9 marks. The effects of the Reform Movement's failure, the Boxer Rebellion, Cixi's (Tz'u-hsi) role, internal failures after 1900, and the general weakness of the Qing (Ch'ing) could all be mentioned as laying the background for the revolution. Sun Yat-sen, although leader of the Revolutionary Alliance (Tongmeng hui), was not in China at the time of the Revolution which could not have succeeded without the support of the army under Yüan Shih-k'ai (Yuan Shikai). Between 1894 and 1911 Sun Yat-sen campaigned tirelessly. His Three People's Principles and Revive China Society were important catalysts for change which led to the formation of the Tongmeng hui which was multi-provincial and multiclass. It was Sun Yat-sen's consistent attempts to overthrow the Qing between 1906 - 1911 which eventually persuaded others to support his revolutionary cause. His plans were not always clear or successful but without him the revolution is unlikely to have succeeded. This is not an easy question but candidates should be able to make judgements which, when supported by evidence, will receive 14+ marks.

5. **With reference to two of the following powers - Britain, France, the Netherlands and Spain - comment on the statement that the 1880s were 'a decade of successful European colonial expansion' in South East Asia.**

The main examples: for Britain, Upper Burma (1885), Negri Sembilan, Pahang in Malaya, British North Borneo (1881); for France, Tonkin, Treaty of Hue (1884), Union Indo-Chinese (1887); for the Netherlands, Sumatra, Borneo, the Outer Islands; for Spain, Mindanao, Sulu. Narrative with implicit explanation could score 8 to 10 marks, and higher with explicit explanation. Better candidates should give some indication of motivation and circumstances. For 13+ marks candidates should show awareness that the process began in the 1870s or earlier and continued through the 1890s. For 16+ marks expect candidates to place these events in the context of the New Imperialism, to question the assumption that expansion was always successful, and to provide evidence of resistance and compromise.

6. **How far were proponents of an Australian Federation in the 1890s successful in achieving their aims?**

A simple narrative of events might score 8 marks. For 8+ marks expect some reference to particular leaders and awareness of differences among proponents of federation with regard to the distribution of powers between the states and a federal government. For 12+ marks these factors require more sophisticated treatment with a clear attempt at deciding how far aims had been met with the creation of the Commonwealth in 1901. For 16+ marks expect awareness of the limitations of the Federal Council created in 1885 and discussion of the economic, commercial, financial and defence arguments for federation and of the roles of leaders like Parkes, Griffith, Barton, Deakin and Kingston. Better students will realise that while there was widespread support for federation, there was also opposition, that not all federalists had the same aims and that compromise was necessary.

7. Evaluate the impact of the Depression (1869-1870) on the New Zealand economy between 1870 and 1900.

The immediate effects were a decline in gold mining, losses in land-based investment, and declining wool prices. This latter led to an increase in wheat-cropping as an alternative to sheep-farming resulting in a shift in sections of the agriculture. The depression also revealed more clearly New Zealand's dependence on the British economy which itself was depressed and loan repayments became more difficult. A banking crisis in 1878 and a severe downswing led to stagnation, low wages, unemployment and poverty. Prices for primary exports fell, secondary industries were unable to keep up with population growth, and debt repayment blocked development. Emigration to Australia increased. The Bank of New Zealand almost collapsed in 1894 but by 1895 New Zealand had begun to climb out of the depression. Evaluation must be evident for 14+ marks, and implicit explanation with narrative might score 8 to 10 marks.

8. What were the causes of the Taisho political crisis (1912-1913), and what effects did it have on Japanese internal affairs up to 1924?

The transition between the Meiji and Taisho Emperors in 1912 was marked by crisis. The change meant a loss of continuity in Japan, and social and economic conditions were in decline as a financial crisis meant a cutback in government spending. This later led to conflict between the Seiyūkai and the army. A strong second political party emerged which resulted in a battle for control of the lower house. This crisis initiated a two-party system and conformed the importance of the Diet. The economic effects of World War One led to inflation and an increase in the price of rice. Riots erupted and the political effect was the collapse of the Terauchi government. Political events between 1918 and 1924 were confused. Scandal and narrow partisanship resulted in public apathy and the failure of the two-party system until 1924 under Katō. Candidates must avoid foreign affairs and concentrate on domestic issues. The settlement of Versailles contributed to political discontent but this should not be the focus of the answer. Candidates who cover the whole period and look for cause/effect in their responses should receive 14+ marks; partial and unbalanced responses will score lower.

9. What was the domestic significance for Korea of the March 1st Movement (1919)?

After the 1910 annexation of Korea by Japan opposition was widespread. Up to 1919 Japanese rule was uncompromising. On March 1st 1919 there was a massive nationalist protest against the Japanese administration, which was ferociously repressed. The effects included the development of a strong nationalist movement internally (Kim Il-sung as leader of Korean guerrilla fighters) and among Koreans in exile (Syngman Rhee in Hawaii) both of which demanded Korean independence. However, somewhat surprisingly, there was a relaxation of the colonial administration in the 1920s which lasted until the beginning of the 1930s when the Japanese relentlessly stamped out Korean nationalism. Total forced cultural assimilation followed with the outlawing of the Korean cultural identity and language. Korean newspapers were suppressed and efforts were made to propagate Shinto. Economically there were changes as rice production increased and industrial development was begun in the north. Candidates are expected to provide specific examples. Mainly narrative accounts will score 8 to 10 marks, but reward balanced argument with 14+ marks.

10. What effects did the proclamation by the United States in 1898 of an 'Open Door' policy in Asia have on China and Japan up to the outbreak of World War One?

Candidates should be aware of the relative position of both countries in 1900. China was defeated in the 1894-95 Sino-Japanese War which gave Japan extraterritorial rights in China and reduced tariff autonomy for China. Imperialism led to disputes over Taiwan and Korea (annexed by Japan in 1910) and led to the Anglo-Japanese alliance of 1902, which recognised each countries' interests in China and promised respective neutrality. This treaty helped to negate concern over Russia's plans in Asia, which were finally suppressed after the Russo-Japanese war (1904-1905). Japan's successes contributed to the downfall of the Qing (Ch'ing) in 1911 in China. This is a complicated question which should be well-known by candidates. Responses that are well supported and analytical will score 14+ marks. If only one country is dealt with give a maximum of 12 marks.

11. The United States suppressed the Philippines Republic in 1889-1901 and then declared its colonial aim was to promote the independence of the Philippines. With reference to the period 1901-1936 explain this apparent contradiction.

A full narrative which includes the development and shifts of American policy may receive 11 to 13. For higher marks expect discussion of the following: reasons for the American decision to acquire the Philippines; the support US policy received from Ilustrados and others; the tension between American democratic ideals and economic and strategic interests as shown by the differing policies adopted by Democratic and Republican administrations; the significance of the limited powers passed to the Commonwealth of the Philippines (1935) under the Tydings-McDuffie Act (1934); the emergence of a political elite which benefited from the United States connection and was ambivalent about full political and economic independence. For 16+ marks this analysis should focus on the problem posed by the words 'apparent contradiction'.

12. With reference to *either* Australia *or* New Zealand comment on the statement that in the late 1920s and early 1930s government economic policies were 'without any focus'.

Candidates should challenge the question and ask focus on what? There has been considerable criticism of the policies both countries took during the Great Depression. Economic policy making in Australia was extremely difficult after 1929 and the Labour government under Scullin pursued four policies in two years. The focus was the economic plight of the country but the policies appeared to be 'without focus'. Following the Premiers' Plan Labour was defeated due to the votes of its own members. The Lyons government of 1932 helped Australia to gradually recover by increasing production and providing balanced budgeting.

In New Zealand governments before 1933 did not pursue well defined fiscal and economic policies. Banking was not regulated and direct taxation affected few people. The structural weaknesses of the economy and the misdirection of government policy was exposed when prices for primary products fell in 1929. It was not until 1935 under the Labour government that the economy regained focus.

Narrative accounts with some implicit explanation or comment could score 8 to 10 marks, but clear definitions of 'focus' and well supported argument may attain 14+ marks.

13. **'Japan's victory over China toward the end of the nineteenth century has helped to produce a stark and misleading image of Japanese success and Chinese failure'. How far do you agree with this statement?**

The classic interpretation is that the victory of Japan over China in the Sino-Japanese War (1894-95) 'proves' that Japan was strong and successful, and that China was weak and a failure. This analysis ignores several key factors and the question invites candidates to argue against this traditional viewpoint. It can be argued that Confucian statesman in China had, by 1894, developed industry, improved education, and successfully applied foreign technology to Qing (Ch'ing) society. The defeats by the French and Japanese shattered Chinese society and led to conservative opposition despite the 1898 Reform Movement. On the other hand candidates may argue that Japan, by 1900, was showing signs of strain despite its military successes and that the reforms introduced by the Meiji Constitution had not been as far-reaching as intended. The Taisho crisis of 1912 in Japan indicates that all is not well internally. Candidates can argue both ways here and it is important that responses be judged on the merit of their argument and how well this is supported by evidence. Reward balanced analysis with 16+ marks, and short narratives with no more than 8 marks. Traditional interpretations which do not appreciate the subtleties of the question should not receive more than 13 marks.

14. **For what reasons, and with what consequences for each country, did China and Japan join the Allies in opposing Germany during World War One?**

Japan declared war on Germany in August 1914 while China waited until May 1917. The reasons for each country vary. Japan had been allied with Britain since 1902 and saw war as a chance to acquire German holdings in Shantung and the Pacific. Japan therefore became established in China and used this as the grounds for issuing the 21 Demands to China in January 1915. China was in internal turmoil after the 1911 Revolution, Yüan Shih-kai declared himself president, but suddenly died in 1916. This led China into the Warlord Era and, after American prodding, China declared war. When the war ended both countries expected allied support for their claims to German territory. Japan initially had its rights confirmed but did not obtain a declaration of racial equality. Japan attended the Washington Conference and in 1922 reached an agreement with China over Shantung. This led to discontent in Japan and a desire to regain territory (Manchuria-1931). In China discontent over the terms of Versailles led to the May 4 Movement in 1919 which paved the way for the establishment of the Chinese Communist Party and the re-establishment of the Guomintang (Kuomintang) under Sun Yat-sen. This is a complicated question in terms of organisation although the details should be well known by the candidates. Responses should show a clear link between cause/effect and identify the results for each country. If only one country is chosen award a maximum of 12 marks. Balanced analysis should obtain 14+ marks.

15. **How far is it true to argue that ‘the ending of the Warlord Era (1916-1927) paved the way for the direction China was destined to take in the future leading to eventual communist success in 1949’?**

Candidates should be aware that after the Civil War (1946-49) China was divided into the People’s Republic of China on the mainland and the Nationalist government in Formosa (Taiwan). The First Coalition between the Communists and the Nationalists resulted in the establishment of a Nationalist government in Nanking in 1928 but the Shanghai Massacre, in which the Nationalists attempted to eliminate the Communists, broke the Coalition. Candidates should then judge whether the victory of the Communists over the Nationalists in 1949 was predestined. Could Jiang (Chiang) have eliminated the CCP through the Extermination Campaigns which would have brought a different result for China? If so why did Mao emerge successful? Reasons could include the weakness of the Guomindang, the Long March, Japan’s attack on China, the withdrawal of US support for Jiang *etc.* Thoughtful analysis should be rewarded with 14+ marks. A mere listing of events without any attempt at assessment should receive no more than 8 marks.

16. **In what ways, and for what reasons, were the Malayan and Indonesian Communist parties affected by the Second World War and Japanese occupation?**

Unsupported generalisation should be rewarded by no more than 8 marks. For 8 to 10 marks expect some comparison and recognition of the different nature of the two communist movements in ethnic and nationalist terms. For 12+ marks there should be awareness of the strong anti-Communist attitudes of the Japanese, the understanding between the collaborating nationalists and the communist underground in Indonesia, the wartime co-operation of the Malayan Communist Party (cf. role of Lai Teck) with the British, the relative strength of the returning colonial powers. For 16+ marks expect a close comparative analysis of these factors with possibly a look forward to the uprisings undertaken by each party in 1947-48 and the influence of the international communist movement upon the policies of both parties.

17. **To what extent were the policies of Mao Zedong (Mao Tse-tung) (1949-1976) based on opportunism rather than principle?**

This is not an easy question and candidates will have to define the key terms. By principle they should identify the principles of Maoist thought *i.e.* the twin pillars of Maoism - the perfection of the mass line and the sharpening of revolutionary nationalism in the countryside. Six major campaigns were launched which could be said to be the principles of Maoism as seen by the Yunnan (Yenan) way-simple administration, rent reduction, mutual aid co-operatives, new education movements, an organisational economy, and the mixing of party cadres with workers and peasants. Candidates are not expected to identify all of these principles but they should have a working knowledge of Maoist ideology. Mao’s policies between 1949 and 1976 should be assessed against this framework. Candidates should judge how consistently Mao followed principles in his policies. Assessment could be made of the 1949 Organic Law, the Agrarian Reform Law, the Marriage Reforms, the Five Year Plans, the Hundred Flowers Campaign, the Cultural Revolution and the Cult of Personality. Reward linkage and balanced argument with 14+ marks. Narrative answers with implicit reference to principles 8 to 10 marks, with explicit explanation 11 to 13 marks.

18. **Assess the view that ‘democratisation, demythification, and demilitarisation were the key ingredients in the United States’ occupation of Japan (1945-1952).’**

Candidates should examine the three key terms. Democratisation refers to the establishment of a constitutional government which went into effect in May 1947; demythification refers to the requirement that the Emperor adopt a more open life style and accept the Constitution; demilitarisation entails the dismantling of the military establishment and a purge of militarists from leadership in government and business. While these three aims were overt the US knew that changes in Japanese society were also needed to accomplish the transitions they desired. The education system was changed as were textbooks. Moves to enhance the role of women were also included as was an overhaul of the economic system. Unions were depoliticized and the *zaibatsu* were purged. The Occupation had unplanned side effects such as the invasion of western culture. Candidates should recognise that the question is partly accurate but that there are other factors which must be taken into account. Narrative accounts with only implicit focus on the quotation should not receive more than 8 to 10 marks. For 16+ marks candidates must weigh up the importance of the three points mentioned in the question and balance them against other factors. For example, without support by the Japanese none of these measures would have succeeded.

19. **Assess the successes and failures of the presidency of Dr Sukarno in Indonesia between 1945 and 1967.**

For 8 to 10 marks expect at least an implicit attempt at assessment of Sukarno’s policies and actions in terms of success or failure, with reference to both foreign and domestic policy. For 12+ marks expect some analysis of what constituted success or failure with reference both to Sukarno’s aims and to more objective criteria. For 16+ marks candidates should produce a balanced assessment and reach a conclusion which takes into account the difficulties he faced. Domestic policy; creation of the unitary state; development of a national ideology (Pancasila), language and education; guided democracy; NASAKOM; economic policy; nationalisation. Foreign policy: anti-imperialism; anti-colonialism; non-alignment; the Bandung Conference (1955); West Irian; Confrontation with Malaysia. Expect a variety of assessments and give credit where views are backed by evidence.

20. **To what extent was the abandonment of the White Australia Policy in the 1960s ‘a triumph of geography over sentiment’?**

‘Sentiment’, traditionally based upon the connection with Britain, had been changing since the war as events changed Australian perceptions of the country’s position in relation to Asia. The White Australia policy antagonised Australia’s newly independent Asian neighbours and undermined diplomatic and economic relations. A sweeping descriptive narrative should receive no more than 8 marks. For satisfactory to good mark bands considerations should be made of some of the following: demographic, economic, diplomatic and strategic factors. For 16+ marks candidates should analyse the range of factors - *e.g.* US alliance; British entry into the EEC; non-British European immigration - which produced a change in policy based on practical considerations as well as upon changes in sentiment.

- 21. How did relations between the United States, the Soviet Union and the People's Republic of China, affect the prosecution and outcome of the Vietnam War between 1956 and 1975?**

This does not require a narrative account of the war and such accounts will probably receive no more than about 8 marks. Candidates have to show how and why American perceptions of a threat from 'world communism' caused it to support Diem's Government in the South and drew it into the developing civil war. Worsening relations between the Soviet Union and China affected their attitudes to the North Vietnamese government and the latter's eventual shift toward the Russians. Improving relations between the USA and the Soviet Union and, from 1969, between China and the USA created a situation in which the war could be resolved. Candidates can follow various lines of argument, but should consider the military and political situation in Vietnam contributing to American withdrawal; the role of America's allies (Australia and New Zealand sending troops, others, like Britain and France, disapproving); the United Nations and international opinion. For 11 to 13 marks and higher, candidates will show awareness of the changing international situation over the period and produce relevant evidence to back their argument.

- 22. By referring to *two* case studies from the region since 1945 discuss the contention that 'innovations in the Arts were merely mirrors of developments in Western culture'.**

Responses will vary widely but should include more than one art form *e.g.* painting, sculpture, pottery, music, dance, *etc.* Candidates should take the opportunity to examine how far Arts in the region have their own cultural characteristics rather than merely aping Western art forms. Obvious examples which contravene the assumption are the Aborigines, the Maori, the Balinese, Japanese and Chinese calligraphy, and so on. Candidates must discuss the nature of innovation in these societies and provide clear examples to support their arguments. If only one case study is used award a maximum of 12 marks.

- 23. What were the causes and immediate consequences (to 1990) of the Tiananmen Square Incident of 1989?**

1989 was a year of rising inflation, corruption, profiteering, a widening gap in income, and a loss of faith in communism. Events in Europe had directly influenced thought in China. The forces of democracy frequently clashed with authoritarianism. The death of Hu Yaobang (Hu Yao-pang) provided a catalyst as students used the event to mount a demonstration calling for democracy. After some weeks Deng Xiaoping (Teng Hsaio-p'ing) took a hard line and called out the army who suppressed the demonstrators. The consequences were several-popular opposition to the government increased; the government arrested many opponents; economic and military sanctions were imposed by foreign powers; relations with Taiwan and Hong Kong suffered; and the need for political and economic change in China became clear as the CCP was in crisis. Candidates should not become too emotional in their answers but should evaluate the reasons for and results of the Incident. If only one part of the question is attempted award no more than 12 marks. Evaluation and assessment should receive 14+ marks.

24. **By referring to *two* countries in the region comment on the statement that ‘technological change was the main driving force for societal change’ between 1960 and 1990.**

Here again candidates are free to select material which they deem suitable. A clear connection should be made between technological and social change to receive higher than 10 marks. Better candidates will also be aware that technological change is only one means by which social change is achieved and this recognition, if well supported, should receive high credit. There is an abundance of material available and obvious examples, among others, could include Taiwan, South Korea, Malaysia, Indonesia, and China. If only one case study is used no more than 12 marks can be achieved.

25. **How significant was the Cold War in determining the foreign policies of *either* Australia or New Zealand following the Second World War?**

Candidates should note that, while the Cold War was important in determining foreign policy, other factors were also influential. In both cases reference can be made to Korea, Vietnam, ANZAM, SEATO and ANZUS as clear examples supporting the question. More recently both Australia and New Zealand have moved closer to countries in Asia which indicates that the Cold War has become less important. The relationship of either country with the Commonwealth varies depending on the time period. Here both Menzies and Fraser were strong supporters of close links. The development of the EEC and alternative markets will also have had an effect on foreign policy. Both Australia and New Zealand have become more independent in their foreign policies over the last fifteen years. This is a straightforward question but there must be assessment of the significance of the Cold War on foreign policies. Description with only implicit reasoning would score 8 to 10 marks, but clearly argued analysis should receive 14+ marks.
