



# **MARKSCHEME**

**May 2000**

## **HISTORY EAST AND SOUTH EAST ASIA AND OCEANIA**

**Higher Level**

**Paper 3**

## Notes on Individual Questions

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

- 1. To what extent did the increase in foreign demand for Chinese goods undermine the authority of the Qing (Ch'ing) dynasty between 1795 and 1834?**

Candidates should recognise that this covers the period from the death of Qianglong (Ch'ien-lung) to the ending of the English East India Company's monopoly of China trade. For a basic narrative of events award **[8 marks]** but with comments up to **[10 marks]**. For **[11 to 13 marks]** and **[14 to 16 marks]** candidates should make connections between trade, particularly the opium trade, and the evidence of the breakdown of Qing (Ch'ing) authority. For **[16+ marks]** expect a balanced discussion of these and some other factors e.g. corruption, favouritism, smuggling, rebellion, and over population, and the realisation that the decline had begun before 1795.

- 2. Assess the impact of 'Dutch Learning' as a catalyst for change in Japan during the late eighteenth and early nineteenth centuries.**

For **[8 to 10 marks]** expect a definition of 'Dutch Learning' and evidence of its acceptance, at least in part, by sections of Japanese society. For **[11 to 13 marks]** and **[14 to 16 marks]** candidates could show awareness of other factors causing change. For **[16+ marks]** expect discussion of the role of the Daimyo, of the western clans, the extent of the penetration of foreign ideas, and the pressures upon Japanese social, economic and political structures from internal factors (rise of merchant class, impoverishment of samurai, pro-emperor movement, taxation). The best answers will clearly reach a conclusion as to the role of 'Dutch Learning' as a catalyst.

- 3. "Up to 1850 Southeast Asia states had largely avoided coming under European control". How far is this statement justified?**

A description of territories under direct European rule should receive about **[7 marks]**. For **[8 to 10 marks]** expect an awareness that the degree of European control and influence could vary. For **[11 to 13 marks]** and **[14 to 16 marks]** expect discussion of the differing degrees of political, economic and social control exercised within and outside areas of direct European governance. The best candidates **[17+ marks]** should recognise that 'avoided' implies active participation by Southeast Asia governments or people, some of whom may have welcomed European intervention.

- 4. To what extent did the introduction of Christian missionary activity influence developments in China between 1851 and 1901?**

Candidates who treat this as an essay on European activity in China would only reach **[8 to 10 marks]** if there was some mention of missionary activity. Expect awareness that Christian churches saw China as a missionary field and operated from the new treaty ports. For **[11 to 13 marks]** and **[14 to 16 marks]** candidates should refer to some of: the Taiping rebellion; the Self-Strengthening Movement; French involvement in the Arrow War; the Tianjin (Tientsin) massacre; the Reform Movement; the Boxers; Christian education; and the emergence of nationalists like Sun Yat-sen. For **[17+ marks]** expect a well-constructed analysis incorporating most of these factors.

5. **A ‘failed revolutionary’; A ‘revolutionary hero’. Explain this apparent contradiction with reference to the Filipino leader Luis Rizal.**

Candidates should juxtapose the two questions and provide a balanced answer. They should note that Rizal was, in reality, a reformer rather than a revolutionary with rather moderate demands (equality of Spaniards, assimilation of the Philippines, and freedom of the press *etc.*). He was really a loyalist but when he returned to Manila from exile in 1892 he was deported to Dapitan and was treated as a revolutionary by the Spanish government. Candidates should recognise that his revolutionary reputation came after his execution in 1896 when he became a martyr to the revolutionary cause of Philippine independence and was seen as giving impetus to the Katipunan movement. This is not a difficult question but candidates must distinguish between the two phases of Rizal’s contribution to Filipino nationalism to receive **[14+ marks]**. Mere description will not reach more than **[8 to 10 marks]**, **[11 to 13 marks]** with some analysis.

6. **To what extent did Wakefield’s system of planned colonisation in the early nineteenth century succeed in preventing the problems he perceived in earlier Australian settlement?**

Expect at least an outline of the Wakefield system for **[8 marks]**. For **[11 to 13 marks]** and **[14 to 16 marks]** expect a comparison of convict settlement, early free immigration and land grants, and Wakefield’s scheme. For **[17+ marks]** expect a closer comparison of the Swan River Settlement in Western Australia (founded in 1826) and that of South Australia during the years 1834 to 1851, with the latter as a measure of success; although it was not entirely trouble-free (land speculation). Some candidates may refer to the Wakefield Settlements in New Zealand, which is appropriate but should not be expected.

7. **Assess the extent to which New Zealand needs were satisfied by the policies of the Liberals in the last decade of the nineteenth century.**

Candidates should focus on whose ‘needs’ - Maori, Pakeha, women, land settlers, farmers, politicians *etc.* and their choice will affect the answer. Expect recognition that the elections of 1890 and 1893 were key events. The former, being precipitated by the crisis between labour and capital, exhibited little of the polarisation that was to follow. Decisions were based on consensus rather than conflict between parties/groups and land was a key need. By 1893 Seddon’s position was consolidated and the number of liberals from rural areas increased at the expense of urban centres. This led to Labour disenchantment and to votes for women. Labour legislation was passed, land settlement was regulated, and Seddon consolidated his position partly due to an inept and leaderless opposition. Ensure that candidates assess rather than describe to receive **[14 to 16 marks]**. An account of events with little focus will not receive more than **[8 to 10 marks]**, **[11 to 13 marks]** with focus.

8. **‘Japan’s industrialisation until 1912 was driven by military considerations rather than purely economic factors’. How far do you agree with this assessment?**

An account of Japan’s industrialisation could receive no more than **[8 to 10 marks]**. For **[11 to 13 marks]** and **[14 to 16 marks]** expect some discussion of the proportion of military and civil industrial development with awareness that civil projects such as coal, steel, merchant shipping, textiles and communications had military potential. Candidates could discuss the links between the growth of industry and the Meiji aims of national strength and international status *e.g.* the indemnity from the Sino-Japanese War was invested in heavy industry and this, with the Russo-Japanese War, opened Korea and southern Manchuria to Japanese industrial development. For **[17+ marks]** expect analysis and assessment taking into account political, social and international factors as well as military and economic considerations.

9. **Analyse the causes and results of the Tonghak Rebellion of 1894 in Korea.**

The causes are simple-agricultural distress, high taxation and the opening of the country to the West. The immediate cause was Cho Pyong-gap’s proposed tax changes. The response was the Eastern Learning movement and the Tonghak rebellion. China and Japan dispatched troops - although the rebellion was nearly over. The results - foreign troops were installed in Korea, the ports were opened to outside countries, China’s ties to Korea were severed after the Sino-Japanese War, and Tripartite intervention forced Japan to give up Liaot’ung. Tonghak ideas lived on in the Heavenly Way Movement which was an early stimulant of nationalism paving the way for truly modern reforms. The Rebellion led to Korea’s modern period, but also to Japanese control. Expect both parts of the question to be included for **[11 to 13 marks]**, **[14 to 16 marks]** with some assessment, and reward in-depth analysis with **[17+ marks]**. Simple description will receive **[8 to 10 marks]**.

10. **To what extent did the causes and consequences of the Sino-French War (1884 to 1885) and Sino-Japanese War (1894 to 1895) demonstrate China’s fundamental weaknesses?**

Candidates writing on only one conflict should not obtain more than **[12 marks]**. Award up to **[8 to 10 marks]** for descriptive narrative of **both** wars. For **[11 to 13 marks]** and **[14 to 16 marks]** expect awareness of the causes and consequences of both wars. For **[17+ marks]** expect discussion, supported by evidence, of China’s fundamental weakness (national disunity and provincial rivalry, ineffective leadership, a sense of cultural superiority linked to technological inferiority, incompetent bureaucracy), leading to loss of territory and heavy indemnities, national humiliation, reform and reaction. The best candidates should present a coherent analysis combining evidence from both Wars.

11. **With reference to at least *two* countries in Southeast Asia, explain why the earliest expressions of nationalism in the twentieth century were cultural and religious rather than political.**

Reference to only one country should not achieve more than *[12 marks]*. A narrative of the rise of nationalism in both countries should receive no more than *[8 to 10 marks]*. For *[11 to 13 marks]* expect balanced reference to the cultural and religious movements in both countries chosen. For *[14 to 16 marks]* and higher expect a balanced and comparative analysis of factors like colonial repression of open political activity, the collaboration of an elite with the colonial administration, the role of religion and culture in providing a national identity. Examples:- Budi Utomo (1908) and Sarekat Islam (1911) in Indonesia; The Young Men's Buddhist Association (1906) in Burma; Cao Dai (1920s) in Vietnam; Malay Associations in Malaya. The best candidates *[17+ marks]* should be aware that culture and religion could be divisive factors, pitting the emerging national movements against those who did not belong to the majority culture.

12. **In what ways did the First World War affect the internal policies of *either* Australia or New Zealand during the 1920s?**

Australian forces suffered heavy casualties in the war. Domestically Australia benefited economically between 1914 to 1918. Politically it was very turbulent under Hughes. After 1918 the country turned conservative initially and the Labour Party faltered. The power of the Commonwealth benefited at the expense of the states. There were disputes at Versailles over Hughes' position regarding Asia. The Bruce-Page era followed domestically with its policy of 'Men, Money, Markets' which determined the direction of the government. New Zealand suffered high loss of life (one in three men between eighteen and thirty five) which led to difficulties establishing leaders after 1918. The war stimulated nationalism, prosperity and domestic unity. There was political difficulty and a coalition government. After the war there was an economic depression which led to political uncertainty. Reform survived until 1928. New Zealand became a member of the League of Nations and began to acquire the status of a sovereign state. This is not a difficult question but candidates should clearly show the importance of the war on economic, political and social policies to achieve high marks. Essays should be well structured rather than a catalogue of events. Narratives will receive no more than *[8 to 10 marks]* with implicit assessment and *[11 to 13 marks]* with explicit assessment. Reward analysis with *[14 to 16 marks]*.

13. **In what ways was the Jiangxi (Kiangsi) Soviet (1928 to 1934) a turning point in the history of the CCP?**

A narrative history of the Jiangxi Soviet could receive no more than *[8 to 10 marks]*. For *[11 to 13 marks]* and higher expect awareness of the following: the failure of the Li Li San Line and its military strategy; the success of Mao's concept of guerrilla warfare; the emergence of Mao as party leader at Tsunyi; the abandonment of extreme rural reforms; the failure of the GMD to eliminate the CCP; distraction of the GMD from economic and social reforms and from resistance to Japanese encroachments. For *[17+ marks]* expect a reasoned analysis supported by evidence of the consequences of the years 1928-1954 in the context of later developments.

14. **“The Xian (Sian) Incident (1936) demonstrated China’s weakness”. How far do you agree with this statement in the light of future events (up to 1949)?**

A description of the Xian Incident could receive no more than *[8 to 10 marks]*. For *[11 to 13 marks]* and *[14 to 16 marks]* expect awareness that events at Xian reflected both the disunity of China, with the GMD confronting the CCP, dependence on the warlord Zhang Xueliang (Chang Hsueh-liang), and China’s weakness in the face of Japanese occupation of Manchukuo and Northern China. Resolution of the crisis led to the Second United Front and further Japanese aggression (1937). The CCP was saved from extermination, the GMD eventually weakened, China devastated and the underlying divisions left unresolved. For *[17+ marks]* expect an analysis of these factors looking forward to 1949.

15. **In what ways did the career of Dr Ba Maw of Burma between 1935 and 1945 illustrate the problems of Burmese nationalism?**

Ba Maw’s career illustrates the dilemmas facing Burmese nationalists regarding the attitude they should adopt to British reforms, constitutional progress, the Indian minority, armed revolution and the Japanese. For an account of his career only award *[8 to 10 marks]*. For *[11 to 13 marks]* and *[14 to 16 marks]* expect awareness of the problems he faced, comparison with the broader nationalist movement and other leaders like U Saw and Aung San, and reference to the international situation and the Japanese. For *[17+ marks]* expect integrated analysis backed by evidence. Better candidates may raise the issue of Ba Maw’s motivation and ambition in his collaborating at different times with the British, the Thakins and the Japanese. Candidates should not be penalised for referring to earlier stages of his career if these comments are relevant.

16. **“China has stood up”, proclaimed Mao in October 1949. To what extent did China fulfil this claim in the first ten years of Communist rule?**

This will be a popular question. Candidates should deal with the proclamation of the People’s Republic and go up to the effects of the Great Leap Forward in 1959. There may be some quibbling here as to whether the essay should end in 1958 or 1959, but treat this generously. ‘Stood up’ refers to the establishment of the PRC as a Power and to its social, economic and political developments. The Organic Law, The Agrarian Reform Law, the Marriage Reform Law, the five year plans (including Mutual Aid Teams and the establishment of co-operatives/communes) could all be usefully included. Better candidates could note that these policies were also accompanied by repression (Three and Five Antis, the Hundred Flowers campaign) and that the Great Leap Forward reversed many economic trends due to its disastrous effects. There is an abundance of material here and award *[14 to 16 marks]* or higher to analytical responses which show clear cause/effect, but no more than *[8 to 10 marks]* for an account of policies, *[11 to 13 marks]* with clear focus.

**17. 'Japan's emergence as an economic superpower in the 1970s was at the expense of social and cultural progress'. How fair is this assessment ?**

An account of Japan's economic growth over the period should receive no more than *[8 to 10 marks]* if there is no reference to social and cultural factors. For *[11 to 13 marks]* expect evidence of both economic growth and developments in social and cultural fields (welfare, education, health, local government services, cultural activities, freedom of expression, environmental pollution, etc.). For *[14 to 16+ marks]* expect an analysis of policies followed by the Japanese Government and the Ministry of Trade and Industry (MITI). Candidates should differentiate between the growth in GNP and the relative neglect of social services despite low military budgets. Better candidates *[17+ marks]* may contrast conditions for Japanese in large corporations and those in small-scale enterprises, and assess the role of private enterprise in local and cultural provision. Expect a conclusion which answers the question.

**18. Explain why the creation of Malaysia in 1963 caused conflict and became a matter of international concern.**

Expect discussion of the reasons for creating Malaysia, particularly those of Britain, Malaya and Singapore, the response of the peoples of the Borneo states and the opposition of Indonesia and the Philippines. For narration *[8 to 10 marks]*. For *[11 to 13 marks]* and *[14 to 16 marks]* expect an analysis of Indonesia's decision to begin confrontation and the regional and international responses to the conflict in the context of decolonisation, nonalignment and the Cold War, and Philippine territorial claims. Accept analysis of factors relating to the resolution of the conflict provided they illuminate the concerns of the question.

**19. What effect did the rivalry between the Labour and National parties in New Zealand after 1945 have upon the conduct of domestic policies?**

Between 1945 and 1975 Labour could count on all the inner-city electorates. Conversely, until the 1980s, National could rely on its richer city constituencies. Candidates should recognise that key dates were 1949 and 1972. National was defeated by a revitalised Labour and this was seen as a watershed in New Zealand's political history. A major effect of the Labour/National rivalry was the general dissatisfaction of the electorate with both parties in the 1970s/80s. The differing ideologies have tended to converge in an effort to win support during recent elections. The end result has been a coalescence of many policies and the electorate have been left with little real choice. The key question has been the resolution of New Zealand's economic difficulties based on an import/export imbalance and high unemployment has replaced the prosperity of the 1950s/1960s. Candidates should show the relationship between the rivalry and the policies to receive *[14 to 16 marks]*. An account of policies would receive *[8 to 10 marks]*, *[11 to 13 marks]* if well focused.

- 20. To what extent was the American determination to hold on to Vietnam in the 1960s due to the perception that the United States had ‘lost’ China in 1949?**

Award *[8 to 10 marks]* for narrative of the American role in Vietnam. For *[11 to 13 marks]* and *[14 to 16 marks]* candidates should show awareness that American involvement in Vietnam was based upon a prevailing perception of the situation in Southeast Asia, of which the Domino Theory was one expression. The communist victory in China (1949) was a factor in policy decisions regarding the roles of China and the Soviet Union. For *[17+ marks]* expect a sustained analysis of American perceptions directed by the candidate’s views as to the situation in Vietnam and other issues prompting American involvement. Better candidates should show awareness of opposing perceptions and opinions within the United States. Some may refer to the Korean War and the belief that involvement there prevented Communist domination of the South. Better candidates may also question the assumption that China and Vietnam were America’s to lose and focus on the domestic issues which favoured communist success, despite United States perceptions to the contrary.

- 21. ‘One education for the masses, another education for the elite’. To what extent has the educational system in any *one* country that you have studied perpetuated this two-tier model since the end of World War One?**

There are numerous examples in the region which can be selected to argue either/both pro and contra. In some countries like Malaysia and Vietnam for example, the differences in educational provision may be based on religious or racial grounds. In other areas (China) candidates could argue that education was essentially meritocratic. Assess the merit of these responses and, if supported by good examples, award *[11 to 13 marks]* and *[14 to 16 marks]*. Descriptive accounts should be awarded *[8 to 10 marks]*

- 22. By making reference to any *two* countries you have studied discuss the extent to which centrally-planned economies have been successful in providing the basis for rapid economic growth after 1945.**

Candidates who choose this question are likely to use China as one example but may have difficulty knowing enough relevant information about a second country in the region to meaningfully make any comparison. (North Korea and North Vietnam are obviously possible choices). If only one country is selected award up to *[12 marks]* if there is clear evidence to argue either way. Better candidates will question the assumptions or note that there may be differences in the short/long term. Providing two countries are assessed award *[14 to 16 marks]* to this type of response. Descriptive accounts will receive *[8 to 10 marks]*, *[11 to 13 marks]* with good focus.



23. **By making reference to any *one* country that you have studied in *either* the nineteenth *or* twentieth centuries consider the view that ‘colonialism was beneficial rather than exploitative’.**

This question provides candidates with the possibility of choosing a case study and applying it to the question. Classic examples could be Malaya, Burma, Indonesia, New Zealand, Australia, the Pacific Islands, Korea or Vietnam. To receive **[14 to 16 marks]** candidates must provide detailed evidence to balance the positive/negative effects of colonialism. Some responses may introduce the idea of neo-colonialism as a replacement for colonialism. There could be some excellent essays here and ensure that these, if supported with evidence, receive **[17+ marks]**. Descriptions could receive between **[8 to 10 marks]**, **[11 to 13 marks]** if focused.

24. **Which has been better served by its political and economic system since 1960 China *or* Japan?**

An open question. Candidates who describe the political and economic systems of **both** countries may achieve **[8 to 10 marks]**. For **[11 to 13 marks]** and **[14 to 16 marks]** expect comparative discussion of political and economic development related to the outcomes like national strength and prestige, increased GNP, agricultural and industrial production, social services and the people’s welfare, standards of living, political stability, personal liberty and freedom, corruption, bureaucratic efficiency, *etc.* For **[17+ marks]** expect candidates to balance factors and arrive at an assessment of the relative benefits that may be ascribed. Better candidates may question the assumption that political and economic systems are comparable in this way. Reward well-reasoned analysis backed by evidence.

25. **In what ways did the excesses of the Gang of Four pave the way for the eventual emergence of Deng Xiaoping (Teng Hsaio-p’ing) as the leader of China?**

In October 1976 a victory rally was held to celebrate the end of the Gang of Four and the movement towards Hua and Deng (Teng). After Mao’s death a succession crisis had emerged and the Gang, as the hard core of the Cultural Revolutionary Group, had conspired to seize power. But Mao was the Gang’s trump card and after his death their excesses (extravagant life style, repression, terrorism against intellectuals, *etc.*) alienated the masses and the Party. The Gang also had control over the militia and the media, but the army were uncommitted to the Gang. This part should be well known by the candidates, but what they have to demonstrate is the link between the overthrow of the Gang and the accession to power of Deng Xiaoping (Teng Hsaio-p’ing). For this some analysis of the role of Hua Guofeng (Hua Kuo-feng) is required. It was he who agreed in principle to arrest the Gang, revise the economic plan to initiate the Four Modernisations, and rehabilitate Deng. Reward clear cause-effect analysis with **[14 to 16+ marks]** and **[17+ marks]**, but only award **[8 to 10 marks]** if candidates write a purely narrative account. For **[11 to 13 marks]** candidates should make some simple evaluations of Deng [Teng].

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