

# Markscheme

November 2016

History

Higher level

**Paper 3 – aspects of the history  
of Asia and Oceania**

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Paper 3 markbands: The following bands provide a précis of the full markbands for paper 3 published in the History guide (2008) on pages 77–81. They are intended to assist marking, but must be used in conjunction with the full markbands found in the guide. **For the attention of all examiners: if you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

<b>18–20:</b>	Answers are clearly focused, with a high degree of awareness of the question, and may challenge it successfully. Knowledge is extensive, accurately applied and there may be a high level of conceptual ability. Evaluation of different approaches may be present as may be understanding of historical processes as well as comparison and contrast where relevant. Evaluation is integrated into the answer. The answer is well-structured and well-focused. Synthesis is highly developed.
<b>15–17:</b>	Answers are clearly structured and focused, have full awareness of the demands of the question, and if appropriate may challenge it. Accurate and detailed historical knowledge is used convincingly to support critical commentary. Historical processes such as comparison and contrast, placing events in context and evaluating different interpretations are used appropriately and effectively. Answers are well-structured and balanced and synthesis is well-developed and supported with knowledge and critical commentary.
<b>12–14:</b>	Answers are clearly focused on the demands of the question. Relevant in-depth knowledge is applied as evidence, and analysis or critical commentary is used to indicate some in-depth understanding, but is not consistent throughout. Events are placed in context and there is sound understanding of historical processes and comparison and contrast. Evaluation of different approaches may be used to substantiate arguments presented. Synthesis is present, but not always consistently integrated. Focus on AO3 and AO4.
<b>9–11:</b>	Answers indicate that the question is understood, but not all implications considered. Knowledge is largely accurate. Critical commentary may be present. Events are generally placed in context, and historical processes, such as comparison and contrast, are understood. There is a clear attempt at a structured approach. Focus on AO1, AO2 and AO4. Responses that simply summarize the views of historians cannot reach the top of this markband.
<b>7–8:</b>	The demands of the question are generally understood. Relevant, historical knowledge is present but is unevenly applied. Knowledge is narrative or descriptive in nature. There may be limited argument that requires further substantiation. Critical commentary may be present. There is an attempt to place events in historical context and show an understanding of historical processes. An attempt at a structured approach, either chronological or thematic has been made.
<b>5–6:</b>	Answers indicate some understanding of the question, but historical knowledge is limited in quality and quantity. Understanding of historical processes may be present but underdeveloped. The question is only partially addressed.
<b>3–4:</b>	There is little understanding of the question. Historical knowledge is present but the detail is insufficient. Historical context or processes are barely understood and there are little more than poorly substantiated assertions.
<b>1–2:</b>	Answers do not meet the demands of the question and show little or no evidence of appropriate structure. There is little more than unsupported generalization.
<b>0:</b>	Answers not meeting the requirements of descriptors should be awarded no marks.

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

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

1. With reference to **two** Southeast Asian countries, discuss the nature and effects of colonial rule.

Candidates are required to select two Southeast Asian countries and offer a considered and balanced review of the nature of the colonial rule they were subject to and the effects of that rule. While it is likely that candidates will select countries with different colonial rulers, this is not a requirement of the question and any two colonized countries are acceptable. While it is possible—and acceptable—for candidates to adopt a comparative approach, this is not a requirement of the question.

### *Indicative content*

- The political nature of colonial rule may include a comparison of the type of rule, direct or indirect; the structure of the bureaucracy; colonial military presence; the colonial powers' policies of divide and rule and the attempts to replicate political systems and/or institutions of the colonial power. The impact colonial rule had on the existing rulers may also be discussed.
- The economic nature of colonial rule could include a discussion of taxation systems and developments in agriculture and trade/commerce. Candidates may also compare the effects of colonial rule on the economy including economic hardship, land redistribution and developments in infrastructure.
- The presence and activities of missionaries during colonial rule had a significant impact on society. Many local people converted to Christianity, which contributed to a loss of cultural beliefs and identity. Local rebellions and resistance were also a feature of colonial rule in some Southeast Asian countries in this period.

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2. Discuss the reasons why the Great Revolt (Indian Mutiny) of 1857 was so violent.

Candidates are required to offer a considered and balanced review of the events that took place during the Great Revolt. Candidates may focus on the grievances of those who took part in the revolt, the British response—which may be deemed to have exacerbated the situation—and the impact on the revolt of local rulers, who intensified the situation by using it to advance their own interests. Candidates may argue that the revolt had largely run its course before the British fully responded.

*Indicative content*

- Following the attempt by one sepoy to shoot a British officer, a whole division of the 34th Bengal Native Infantry was disbanded in disgrace. Resentment in other sepoy regiments increased.
- At Meerut 85 sepoys refused to accept the new cartridges and were punished with 10 years' hard labour. This sentence led to violence between sepoys and Europeans.
- At Cawnpore, British hostages—including women and children—were killed. British attitudes hardened and when the British regained the city large numbers of sepoys were hung or blown from canons, despite the fact that many were not directly responsible for the killings.
- However, the advancement of the rebel sepoys and the stories of the murder of European women and children resulted in many British officials abandoning their posts, which encouraged further rebellions.
- Unsure of their loyalty many British officials disarmed their sepoys but they handled this process badly leading to many previously loyal sepoys joining the rebellion.
- The revolt also provided an opportunity for many local rulers to fight each other.
- Many Shi'ite Muslims called for a jihad against the British. However, Sunni Muslims supported the British as they did not want Shia rule.
- Sikhs resented the sepoys even more than they did the British so they supported the British in regaining Delhi to ensure Mughal dominance did not return.

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

3. Examine the reasons for, and the consequences of, the failure of the Western trade missions to China.

Candidates will consider the reasons why the Western trade missions failed to achieve their aims and gauge the significance of this failure in the worsening of relations between China and the West. Some candidates may suggest that mutual incomprehension was at the heart of the failure of the trade missions. Others may additionally, or alternatively, argue that China's deeper domestic difficulties provided context for the failure of the missions. However, there is no prescribed response.

#### *Indicative content*

#### **Macartney Mission 1793**

- The key aims of the British trade mission were to relax the rules of the Canton System, establish an embassy and to persuade the Chinese to buy British goods rather than only trade for silver.
- Reasons for failure could include that the meetings did not take place in Beijing (Peking), which undermined Macartney's wish for a permanent embassy there; Macartney refused to kowtow in the presence of the Qianlong (Ch'ien-lung) Emperor; the Qianlong Emperor referred to all Europeans as barbarians.
- The consequence of failure was that although the mission failed to achieve its aims the observations made during the mission made the British even more determined to "open up" China.

#### **Amherst Mission 1816**

- Amherst's instructions were to remove the grievances at Canton: establish free trade; abolish the Co-hong system; allow the British traders to reside there without a time limit; open more ports to trade; and to establish diplomatic representation in Beijing.
- Amherst refused to kowtow and refused to attend an audience with the Emperor immediately upon arrival in Beijing. This resulted in his trade mission being expelled from China without results.
- The consequences were that the Chinese Emperor was insulted, but he only continued to allow trade for fear of war with Britain. The British government decided to avoid war for the time being and tacitly allowed the growth of the illegal trade in opium by private traders.

#### **Napier Mission 1834**

- The main aim was to develop further British trade with China by opening up more ports.
- Reasons for failure could include that Lord Napier lacked diplomatic skills and ignored Chinese protocol; he attempted to bypass the Canton System by communicating directly with Chinese officials.
- The consequence of this failure was that Napier favoured military action to break the deadlock and sent ships to Huangpu (Whampoa), where a skirmish broke out.

**General reasons**

- Reasons for the failure of the trade missions could include China's view of itself as the Middle Kingdom; the different views of the Chinese and British on trade, for example, the Canton System in contrast to the British view of free trade; cultural difference, for example, China's tributary system in contrast to Britain's desire for diplomatic relations.
- Candidates may also discuss general consequences of the failure of the missions. These may include worsening relations, including the increase of opium being imported into China and the build up to the First Opium War.

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4. With reference to the period up to 1868, examine the political impact of Commodore Perry's arrival in Japan.

Candidates are required to focus on the political situation that Japan faced in the years 1853 to 1868 (Bakumatsu period) as a result of Perry's arrival. Although candidates may set the political context for Perry's arrival, their responses should focus on the set period.

*Indicative content*

- The political situation prior to Perry's arrival may be briefly discussed to show that Japan was already politically unstable. For example, Dutch trading and "Dutch Learning" (*rangaku*), calls for the restoration of the Emperor (*sonno joi*), and social and economic factors that had an impact on the feudal structure, such as the weakening of the alternative attendance rule.
- The initial political crisis was caused by the indecision of the Shogun to respond to Perry's demands. His consultations with the Emperor and the Daimyo were seen as a sign of weakness. The decision to agree to Perry's demands led to opposition.
- The decision to end the traditional policy of isolation (*sakoku*) led to a series of unequal treaties that undermined the position of the shogun. These treaties included the Treaty of Kanagawa 1854; Treaty of Edo 1858 (Harris Treaty); Ansei Treaties 1858, which led to the opening up of Japan for trade with the US, the United Kingdom, France, the Netherlands and Russia.
- The Satsuma and Choshu Wars were a result of the dissatisfaction with the shogunate's handling of Perry's arrival. The imperial forces eventually put down the alliance of the western samurai (*tozama* clans) but 12,000 men were killed.
- The Tokugawa Shogunate fell when Yoshinobo resigned in 1867. The Meiji Restoration of 1868 resulted in Imperial power being restored.

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

5. “The Government of India Act 1858 was a major influence on the emergence of a nationalist movement in India”. To what extent do you agree with this statement?

Candidates will offer an opinion on the extent to which the Government of India Act 1858 fostered the emergence of a nationalist movement. It is likely that candidates may challenge this assumption and explain that other factors were vital to its emergence.

*Indicative content*

- The Government of India Act 1858 abolished the British East India Company and transferred its functions to the British Crown; however, in reality the nature of governance in India changed little.
- Indians were involved in the government to an extent but the Viceroy held extensive powers and those Indians that were involved did not represent the majority of the Indian people. The British were prepared to appease educated Indians by allowing them to represent themselves in the legislative councils rather than becoming elected representatives.
- This lack of a political voice was the driving force in the emergence of the Indian National Congress (INC) 1885. A founding aim of the INC was to achieve more influence for educated Indians in government.
- Candidates may challenge the assumption in the question and suggest that other developments in this time period had a greater influence on the emergence of a nationalist movement. These could include the partition of Bengal 1905, the Morley-Minto reforms 1909, the establishment of the All India Muslim League in 1906 and the creation of the Indian National Congress in 1885.
- There may also be some examination of economic exploitation by the British and how it contributed to the emergence of Indian nationalism.

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6. “The Siamese monarchs’ effective use of diplomacy ensured their country’s independence was maintained.” To what extent do you agree with this statement?

Candidates will offer a considered and balanced review of the argument that Siam owed its independence to the diplomatic methods used by its monarchs in their dealings with Britain and France. They may agree or disagree with the statement; however, opinions and conclusions will be presented clearly and supported with appropriate evidence.

*Indicative content*

**The monarchs’ use of diplomacy**

- The monarchs during this period were Mongkut (1851–1868), Chulalongkorn (1868–1910) and Vajiravudh (1910–1925). Both Mongkut and Chulalongkorn conceded less vital land to France and Britain to ensure the survival of Siamese independence. They played off British interests in the west and south against those of the French in the east. These diplomatic agreements established Siam as a neutral buffer kingdom between the British territories of Burma and Malaya and French Indochina.
- In 1855, a treaty between Siam and Britain set out terms that favoured British trade and representation. This was a similar treaty to those imposed by European powers on other Asian countries.
- In 1893, Siam signed a similar treaty with France and, in 1907, ceded the provinces of Battambang and Siem Reap to the French. In 1909, Siam ceded the provinces of Perlis, Kedah, Kelantan and Trengganu to Britain.
- In 1917, during the reign of Vajiravudh, the willingness of the Siamese to participate in the First World War strengthened the bonds of friendship with the French and the British.

**Other factors**

- Both Mongkut and Chulalongkorn modernized the state by employing Western advisers to assist in the reorganization of the country’s administration, commerce, infrastructure and education.
- Some candidates may criticize Siam’s cession of land in order to maintain its independence.

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

7. To what extent was conservative opposition responsible for the failure of the Self-Strengthening Movement (1861–1894)?

Candidates must demonstrate a clear understanding of the ways and extent to which, conservative opposition was responsible for the failure of the Self-Strengthening Movement. Candidates may explain how other factors, such as regionalism, were responsible. Some candidates could challenge the assumption in the question, suggest that the movement was not a failure, and give examples of some successes.

### *Indicative content*

#### **Conservative opposition**

- Empress Dowager Cixi (Tz'u-hsi) led the conservative faction. By 1884, she had removed Prince Gong (Kung), who had been a supporter of reform, from power.
- Conservative opposition would not support any reform that changed the social, political or economic structure of China.
- The conservative factions generally supported military developments, which were seen as necessary to defend China against the West. To an extent, they also supported economic developments. However, although they were happy to benefit financially from new emerging businesses they did not want economic reform.
- The Manchu court did not want foreigners involved in the Self-Strengthening process, which led to many initiatives being abandoned. These included Robert Hart's attempts to give China a modern navy.

#### **Other factors**

- The Self-Strengthening process was highly regionalized. Regional leaders like Zeng Guofan (Tseng Kuo-fan), Li Hongzhang (Li Hung-chang) and Zuo Zongtang (Tso Tsung-t'ang) made significant military developments, such as the creation of arsenals and dockyards. However, these leaders acted independently and there was little coordination with other regions and central government.
- General problems such as bureaucratic inefficiency, nepotism, corruption and lack of understanding of modern concepts and practices among Confucian officials were also responsible for the movement's failure. China also lacked a sense of national unity and the ideas of Confucianism often clashed with the concept of modernization.

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8. To what extent did the social **and** cultural developments of the Meiji period transform Japan?

Candidates are required to consider the extent to which Japan was transformed as a result of social and cultural developments in the Meiji period. For balance, it is likely that some areas of continuity will also be discussed. For example, some candidates may demonstrate an awareness of dynamic developments in the Tokugawa period in education, the family or urbanization.

*Indicative content*

- Japan introduced a new Western-based education system for all young people. Thousands of students were sent overseas to study and Westerners arrived in Japan to teach modern subjects such as science and technology. However, the Imperial Rescript on Education 1890, which demanded loyalty to the Emperor, demonstrated that the traditional values of Japanese society had not been abandoned.
- In 1873, the samurai were effectively abolished and replaced with a modern western-style army. The samurai lost their right to wear the topknot in 1871 and swords in 1876. The samurai became *shizoku* and, by 1876, they had lost all government stipends. Although they had lost their samurai status many ex-samurai went on to hold powerful government positions. In addition, the army was still held in high regard and, was only accountable to the Emperor, so the importance and prestige of the army had been retained.
- Christianity was allowed in Meiji Japan but Buddhism was attacked. However, Shintoism remained the national faith of most Japanese people.
- There was some discussion of women's rights and feminism within the Popular Rights Movement. However, the Meiji Constitution still denied women the vote. The Meiji Code of 1898 gave the male head of the family absolute authority and wives could not take legal action against their husbands.
- Meiji Japan saw the adoption of Western dress, leisure activities and social habits. By 1872, Western attire was required for all court functions. There were dance halls and social functions that played Western music and had Western dances, Western customs, such as shaking hands, were adopted. However, by and large, only wealthy Japanese people living in the cities experienced these changes.

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

9. Examine the ways in which the non-cooperation campaign **and** the civil disobedience campaign contributed to the movement for Indian Independence.

Candidates must consider the different ways the non-cooperation and civil disobedience campaigns contributed to the Indian Independence movement. Candidates may give examples of the ways the campaigns helped and hindered the movement. They may point out that as a consequence of the campaigns, the Indian National Congress (INC) developed mass support and the British had to consider making concessions.

### *Indicative content*

#### **Non-cooperation campaign 1920–1922**

- Gandhi had lost faith in cooperation with the British and called for mass nationwide protest.
- Gandhi asked Indians to withdraw from the police, military, civil service and the courts. British-manufactured goods were also to be boycotted.
- The campaign gained huge support amongst the younger generation of Indian nationalists and the Indian National Congress embraced his idea.
- The scale and success of the campaign surprised the British authorities and was a huge inspiration to millions of Indians.
- However, in 1922, demonstrations became violent and Gandhi ended the movement and went on a fast to encourage the violence to end.
- Gandhi was arrested and sentenced to six years imprisonment. Many nationalists were left discouraged by events.

#### **Civil Disobedience Campaign 1930**

- The Salt *Satyagraha* resulted in millions of Indians breaking the law by making their own salt or buying illegal salt. In just one month, 60,000 Indians were arrested for these actions.
- Gandhi called for the boycott of British goods and especially British cloth.
- For the first time in the movement's history women were actively involved. Thousands of women marched and made salt. The British authorities were concerned that this would make the work of their police even more challenging.
- Gandhi was again arrested but was released following an international outcry about British actions in India.
- There were outbreaks of violence from both the British and Indians, which undermined the campaign.
- There were no concessions made by the British as a direct result of the Civil Disobedience Campaign. However, the Round Table Conferences (1930–1932) took place to attempt to address Indian grievances.
- There was disagreement amongst the Indian National Congress regarding the methods adopted and most Muslims did not support the movement.

### **Quit India 1942**

- In 1942, the British sent the (Stafford) Cripps Mission to negotiate with Congress and secure Indian support for the war. Congress was not satisfied with Cripps's proposals and did not like the idea of British continued control during the war or the offer of secession to any part of the country afterwards.
- Gandhi and Congress supported the Quit India civil disobedience campaign demanding that Britain should leave India immediately.
- The effects of the campaign were that the British responded with mass detentions of Congress members and the use of emergency powers to control unrest. Civil disobedience continued well into 1943.
- Political kudos was gained by Jinnah and the Muslim League, which continued to back the British war effort; support for other smaller political parties grew.
- There are different opinions about the effectiveness of the Quit India Campaign. Some candidates may argue that it paved the way for Archibald Wavell's actions and the progression towards independence. Others may say that it achieved very little and that it exacerbated the divide between Congress and the League and this ultimately led to the partition of India.

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10. With reference to **two** Southeast Asian countries, to what extent did the Japanese occupation lead to the emergence of nationalism?

Candidates are required to offer a considered and balanced review of the extent to which Japanese occupation led to the emergence of nationalism in two Southeast Asian countries. Candidates could argue that nationalist movements were strong before the Second World War. Popular choices may be French Indochina and Indonesia. These two have been used as examples below.

*Indicative content*

### **Indonesia**

- In 1927, Sukarno established the *Partai Nasional Indonesia*, PNI (Indonesian National Party). It opposed imperialism and gained support amongst young educated Indonesians who were frustrated at the limits they faced under Dutch rule.
- The party split during Sukarno's imprisonment into two groups—one promoted mass agitation (Sukarno) and one focused on the educated elite (Hatta).
- In 1942, when the Japanese invaded the Dutch East Indies, Sukarno and Hatta were willing to support the Japanese and Sukarno gained control of a militia of 2 million men. By 1945, the Japanese allowed the creation of a quasi-legislature, which discussed the future of Indonesia as an independent state. Sukarno's collaboration set up the basis for independence.
- Following the Japanese surrender Sukarno and Hatta declared Indonesian Independence and began to take control. When the Dutch attempted to regain control of Indonesia, Sukarno was able to use his militia to fight them.
- Sukarno's imprisonment by the Dutch in 1948 led to international outrage and eventually the Dutch were forced to accept Indonesian Independence in 1949.

### **French Indochina**

- In 1927, the *Viet Nam Quoc Dan Dang* (VNQDD) was formed and it led violent protests against the French. The VNQDD was crushed by the French authorities in 1930.
- Ho Chi Minh went on to create the Indochinese Communist Party, which gained significant peasant support in the 1930s.
- Cambodia and Laos had limited nationalist movements before the war. In Cambodia Son Ngoc Thanh had begun publishing the nationalist newspaper *Nagaravatta*. In Laos, the Lao Renovation Movement (*Lao Nhay*) was formed.
- Vichy French authorities continued to administer French Indochina during the Japanese occupation.
- Ho Chi Minh developed the Viet Minh in 1941 with the aim of fighting the French and the Japanese using guerrilla tactics. His methods proved to be highly successful. In Laos, many Laotians fought alongside French agents using guerrilla tactics. Vichy French authorities dealt with nationalist protests quickly and harshly throughout the war.
- Ho Chi Minh declared Vietnamese independence in September 1945 and King Sihanouk decreed an independent Kampuchea in the same year. However, both countries would have to fight for many years for full independence.

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

11. “The conflict between Yuan Shikai (Yuan Shih-k'ai) and the Guomindang, GMD (Kuomintang, KMT) undermined the principles of the Chinese Republic.” Discuss.

Candidates will offer a considered and balanced review of the ways in which Yuan Shikai (Yuan Shih-k'ai) undermined the principles of the Chinese Republic. Yuan was fundamentally opposed to the three principles proposed by the Guomindang, GMD (Kuomintang, KMT) and it is this conflict that was the core of Yuan's attempts to seize power and consistently undermine the GMD. Candidates may offer a conclusion that supports or rejects, wholly or partially, the view expressed. Both Yuan Shikai and the inchoate nationalist GMD were products of the collapse of China, and the breakdown of the state is a thread that runs through this period.

### *Indicative content*

- Sun Yixian (Sun Yat-sen) returned from abroad after the 1911 “Double Ten” Nationalist Revolution and he became the provisional President of the new Chinese Republic. This was due to the popularity of his revolutionary ideals.
- Sun gave up the presidency of the republic to Yuan by 1 January 1912 because his fellow revolutionaries felt that Yuan was a strong and popular general who could save the country from civil war and that Yuan had the connections to facilitate the abdication of the Qing dynasty.
- This effectively ignored Sun's Three Principles of the People and his theories about how a revolutionary government should be established.
- Once President, Yuan ignored the original conditions about transferring to Nanjing because he wanted to keep his support base in the north.
- Sun created the parliamentary party, the GMD, from the Alliance League in 1912 and it won a landslide election victory for the National Assembly in 1913.
- Sun remained in the south, but he was appointed director of railways. Sun initially had a naive faith in Yuan's ability to be a good revolutionary ruler.
- Yuan felt threatened by the GMD. He had Song Jiaoren (Sung Chiao-jen), a prominent GMD member of the Assembly, assassinated.
- When Yuan borrowed money from foreign sources, the National Assembly attempted to impeach him.
- Sun, other GMD supporters and some provincial governors tried to overthrow Yuan, but he crushed the opposition violently and party politics failed.
- In November 1913, Yuan outlawed the GMD and Sun had to flee the country. In 1914, he dissolved the National Assembly and provincial assemblies, created a Council of State and became a dictator.
- Yuan's government gave in to Japan's 21 Demands in 1915. He tried to make himself emperor in 1915, but was thwarted by his own army officers and by unrest in various provinces.
- By the time he died in 1916, the power of the central government had been seriously weakened. His example undoubtedly encouraged other military commanders to use their armies to establish control over whatever regions they could and the period from 1916 to 1927 is considered the Warlord Era.

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12. “The importance of the Long March to the survival of the Chinese Communist Party (CCP) in the 1930s has been exaggerated.” To what extent do you agree with this statement?

Candidates are required to consider the significance of the Long March rather than to give a description of the events. Many candidates may disagree with this statement and discuss the idea that the Long March (1934–1935) was a seminal time for the Chinese Communist Party (CCP).

*Indicative content*

- The First United Front between the CCP and the Guomindang, GMD (Kuomintang, KMT) broke down in 1927 and the CCP retreated to the Jiangxi (Kiangsi) Soviet. This was followed by Jiang Jieshi’s (Chiang Kai-shek’s) 1930–1934 bandit extermination campaigns against the CCP. This forced the CCP’s escape from Jiangxi and the Long March.
- Figures vary, but approximately 90,000 to 100,000 members of the Red Army set out from the Jiangxi Soviet in 1934 and only 10 per cent reached the communist base in Yan’an (Yenan) a year later.
- During this time, Mao Zedong (Mao Tse-tung) became the leader at Zunyi (Tsunyi).
- The Red Army also claimed that it was marching north to fight the Japanese. In the face of Jiang Jieshi’s initial reluctance to fight the Japanese, the Long March could be interpreted as a strategic move by the CCP in the face of the Japanese threat.
- This point was used in CCP propaganda after the event and during the Sino–Japanese War (1937–1945). CCP propaganda during the Long March included woodcut prints that depicted the Red Army as friends who recruited volunteers and also armed the peasants to fight against the Japanese.
- The CCP ideology, with its promise of land reform and equality, appealed to the peasants in the face of GMD brutality and indifference to their plight in the 1930s and, later, during both the Sino–Japanese War (1937–1945) and the Civil War between the CCP and the GMD (1946–1949).
- The Long March eventually became a legend that embodied the virtues of endurance, loyalty and sacrifice. The CCP and Mao used this for propaganda purposes both before and after the CCP victory in 1949.
- After the Red Army reached Yan’an, the Western journalist Edgar Snow was one of the first foreign journalists to travel there and interview survivors of the Long March. Although, much of what he was shown and what he subsequently published in his 1937 book *Red Star over China* was vetted by Mao and Zhou Enlai (Chou En-lai). Snow’s descriptions of the Long March and life in Yan’an were idealistic and romantic and created a myth in the West that influenced a whole generation of China watchers and historians, particularly amongst those who were left wing.
- In recent times, however, there have been a number of books published that question this popular interpretation of the Long March.

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### Imperial Japan: empire and aftermath 1912–1952

13. To what extent did Japan have a successful democratic parliamentary system of government by 1929?

Candidates will, in a considered and balanced way, review the extent to which Japan had successfully established a democratic system of government by 1929. Candidates may argue that although Japan was theoretically democratic, by 1929 democratic processes had been significantly undermined.

#### Successful democratic parliamentary system had been established

- The Japanese Diet had two houses and, the House of Representatives was directly elected by the people.
- Hara Takashi became the first commoner to serve as Prime Minister. He worked effectively with the different political institutions and with the military.
- Initially party politics flourished with a wide range of political parties that represented all elements of society.
- The General Election Law of 1925 granted universal male suffrage and consequently the electorate increased from 3 million to 14 million.

#### Failings and/or limitations to the establishment of democratic parliamentary democracy

- Hara had used electoral reform and electoral redistricting to ensure a *seiyukai* majority.
- The assassination of Prime Minister Hara in 1921 and a failed assassination attempt by radicals of Emperor Hirohito in 1923 led to instability.
- Women did not get the vote in the 1925 Election Law and they still had few legal rights.
- Changes to Japan's political structure were banned by the Peace Preservation Law of 1925. In 1928, an amendment to it banned any political parties that the Communists had infiltrated.
- There was suppression of left wing activists throughout the 1920s. The *Tokko* was established to monitor socialist and communist activity.
- Politicians were generally perceived to be corrupt and seen to have little interest in the peasantry and workers.
- The inability of Taisho politicians to deal with the effects of the Great Depression (1929) also undermined parliamentary democracy.

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14. Discuss the reasons for Japan's changing relations with the West between 1929 and 1940.

Candidates are required to offer a considered and balanced review of the reasons why Japan's relations with the US, European powers and the League of Nations worsened in this time period. Candidates may also explain how relations with Germany and Italy were strengthened.

**Note:** Candidates may argue that relations with the West were already tense in 1929 because of events in the 1920s but their response should be primarily focused on the years 1929 to 1940.

*Indicative content*

- Because of the Great Depression, Western countries protected their own economies by restricting imports. Japan's silk exports to the US dropped dramatically as a result of US protectionism and this led to high unemployment in Japan.
- In 1931, the Kwantung Army invaded Manchuria. The League of Nations investigated this event and, in the Lytton Report, Japan's action in Manchuria was condemned. In response to this Japan left the League of Nations in 1933.
- The West became concerned about the growing power of the military in Japanese government. In 1932, the Japanese Prime Minister, Tsuyoshi, was assassinated. There was an attempted *coup d'état* (February 26 Incident) by young Japanese military officers in 1936. These events made the West anxious of the Japanese government.
- In 1936 Japan withdrew from the Second London Naval Conference as tensions over the issue of China escalated.
- From 1937 onwards, the events of the Sino-Japanese War caused tension with the West. Atrocities committed by the Japanese Army, such as the Nanjing (Nanking) Massacre, shocked the West. Japan's attack on Shanghai caused significant concern due to the amount of foreign legations in the city.
- Japan formed closer ties with Germany and Italy in the 1930s. The Anti-Comintern Pact was signed with Germany in 1936 and then with Italy in 1937. The Tripartite Pact was signed with Germany and Italy in 1940.
- Japan announced the Greater East Asia Co-Prosperity Sphere in June 1940, which was a clear statement of their expansionist policy.
- The Japanese invasion of French Indochina in 1940 led to the Export Control Act of 1940, which restricted US exports into Japan. The sanctions would eventually include oil.

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

15. Examine the impact of the Second World War on the foreign **and** domestic policies of Australia up to 1972.

Candidates are required to consider the interrelationship between the Second World War and the decisions made regarding foreign and domestic policies in the specified timeframe.

### *Indicative content*

#### **Foreign policies**

- When Britain entered the Second World War in September 1939, Australia's Prime Minister Menzies immediately committed Australia. In 1940–1941 Australian troops were sent to Europe and the Middle East to support Britain.
- When Menzies visited Britain early in 1941 he was concerned about the apparent British disregard for security in the Pacific. Menzies's United Australia Party government collapsed and Curtin (Labor) became Prime Minister in October 1941.
- In December 1941, Japan attacked the United States' naval base at Pearl Harbor. Japanese expansion was rapid; by May 1942 Japan had much territory in the Pacific and Southeast Asia and the north of Australia had been bombed.
- Curtin recalled Australian troops and refused to comply with British military requests. He forged an alliance with the US and allowed Australian troops to be put under US command.
- The Pacific War caused Australia to realize that it could not depend on Britain and therefore Australia and New Zealand entered the ANZUS pact with the United States in 1951 providing for mutual defence.
- The rise of communism in Asia presented another perceived threat and, again, Australia allied with the US and others in order to meet that perceived threat, forming the South East Asia Treaty Organisation (SEATO) in 1954.
- Australia joined with the US to resist the invasion of South Korea by communist North Korea and the communist insurgency in Vietnam.
- However, Australia also supported Britain in Malaya and Borneo and remained a member of the British Commonwealth.
- Britain's withdrawal of a military presence from east of Suez in 1971 confirmed Australia's trend of moving away from reliance on Britain for defence.

#### **Domestic policies**

- Economically, Australia also developed closer links with Asia and these were reinforced once Britain joined the European Union (EU).
- Culturally, however, Australia still had close links with Britain.
- The post-war immigration policies favoured a majority of British immigrants and this reinforced the traditional kinship ties. There were, however, immigrants of from many European countries, but until the 1970s they were encouraged to assimilate into Australian culture.

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16. Discuss the relationship between New Zealand and the Pacific Island states in the second half of the 20th century.

Candidates are required to offer a considered and balanced review of the relationship between New Zealand and its Pacific Island neighbours in the stated timeframe. Candidates may suggest that the relationship evolved gradually or that it was subject to other forces that precipitated unexpected developments. Whichever response is provided, the opinions therein should be clear and supported with appropriate evidence.

*Indicative content*

- New Zealand annexed the Cook Islands in 1901 and Niue in 1905 and administered them as colonies. New Zealand was also given Western Samoa as a protectorate after the First World War. The Tokelau Islands have been territories of New Zealand since 1948.
- Western Samoa was granted independence in 1962. The Cook Islands and Niue became self-governing in free association with New Zealand in 1965 and 1974 respectively.
- New Zealand was instrumental in establishing, in 1971, the South Pacific Forum that consisted of New Zealand, Australia, Nauru, Western Samoa, Tonga, Fiji and the Cook Islands. It expanded to include other Pacific Island states and, in 1999, it became the Pacific Island Forum.
- This group met annually to discuss issues of mutual concern to the region such as economic development, tourism, trade, security and education.
- New Zealand's foreign policy towards the Pacific Island states did not vary greatly and there was a degree of consensus among the major political parties.
- Much of New Zealand's foreign policy was focused on the Pacific region and economic assistance was given to projects in the South Pacific Island states.
- In the late 20th century, New Zealand followed an increasingly isolationist policy and a strong anti-nuclear stance opposed to French and US policies in the region.
- The New Zealand way of life was also shaped, by the end of the 20th century, by immigration of large numbers of Pacific Islanders, and governments faced the challenge of dealing with the resultant issues of employment, poverty and discrimination.

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

### 17. Evaluate the success of Zulfikar Bhutto's domestic policies.

Candidates are required to appraise the domestic policies of Zulfikar Ali Bhutto. They will focus on the nature of his policies and consider the level of his achievements. Bhutto was in power between 1971 and 1977 and was the founder of the Pakistan People's Party (PPP), the largest and most influential political party in Pakistan. Candidates may discuss whether Bhutto was interested in maintaining the political integrity of Pakistan or if he was more concerned with advancing a personal agenda.

#### *Indicative content*

- Bhutto was determined to maintain Pakistan as a nation and used intelligence and military operations to attempt to destroy separatist movements across Pakistan.
- Bhutto refused to cooperate with the Awami League after the 1970 elections, tensions over this eventually led to the declaration of independence in Bangladesh and the Bangladesh Liberation War.
- Bhutto held peace talks with Indira Gandhi. The Shimla Agreement (1972) resulted in nearly 100,000 Pakistani prisoners being released and the establishment of a temporary line of control in Kashmir.
- Constitutional developments included Bhutto recognizing the sovereignty of Bangladesh in the 1973 Constitution.
- Bhutto established a nuclear programme for Pakistan to respond to a potential nuclear threat from India. He set up the Pakistan Atomic Energy Commission and provided funds for research into nuclear weapons.
- Bhutto was determined to improve Pakistan's education and health systems but this was at a great cost and his socialist principles were often blamed for slowing down Pakistan's economic progress.
- Land reforms capped the amount of land that could be owned and tax benefits were given to small landowners.
- Bhutto attempted to make Pakistan more self-sufficient by developing the sugar, rice and wheat industries.
- In the area of education, there were significant developments. Hundreds of elementary, middle and high schools were built in urban and rural areas. Bhutto rejected Western systems of education and Western books. Islamic Studies was made compulsory.

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18. With reference to **two** of the following countries: the Philippines, Malaysia, Singapore, Brunei, Cambodia, Vietnam, Indonesia, Burma, Sri Lanka, Bangladesh, examine the factors that have helped and hindered their political development.

Candidates are expected to demonstrate a clear understanding of the conditions in which political developments took place. While some of those conditions may have been beneficial, others may have limited political development. Political development could include a discussion of the following: how these countries gained independence from a colonial power; the ways they created a strong national identity; the establishment of democratic government and their relations with other countries in the region and/or the wider world. Factors that have helped or hindered this development could include conflict; the impact of the Cold War in the region; intervention from foreign powers; ethnic and religious diversity; extremist/radical groups; economic conditions and effective leadership. Cambodia and Singapore have been used as the examples below, but any combination of two of the listed countries is acceptable.

*Indicative content*

**Cambodia**

- Sihanouk declared independence in 1945.
- Partly because of the Vietnam War, the Khmer Rouge led by Pol Pot came to power in 1975. The years of Khmer Rouge rule resulted in genocide and an invasion by Vietnam in 1977/1978.
- In 1991 came the eventual withdrawal of Vietnamese troops and the establishment of the United Nations transitional Authority in Cambodia from 1992 to 1993. Reconstruction policies and actions were implemented.

**Singapore**

- British rule of Singapore continued after the Second World War although there was a gradual devolution of power.
- Singapore joined the Federation of Malaya but, in 1963, it was expelled. Singapore gained full independence in 1965 and was a founding member of the Association of Southeast Asian Nations (ASEAN) in 1967. In 1970, Singapore joined the Non-Aligned Movement.
- Race riots broke out throughout the 1960s undermining attempts to create national unity.
- Singapore's political development was aided by their strong market economy and the leadership of Lee Kuan Yew.

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

19. “By 1961 the Chinese people’s hopes for a more prosperous and a fairer China had not been realised”. To what extent do you agree with this statement?

Candidates are expected to demonstrate knowledge of the aspirations of the Chinese people following the 1949 Chinese Communist Party (CCP) victory and then consider the domestic policies in China over the given timeframe in order to gauge the merits or otherwise of the given statement.

#### *Indicative content*

- Candidates may attempt to define what they consider the Chinese people’s hopes for China were in 1949.
- This may be a “socialist state” and/or Mao Zedong’s (Mao Tse-tung’s) “vision” for China.
- This may involve a discussion of Mao’s adaptation of Marxism to suit the Chinese situation: land redistribution; peasant participation; class struggle; *xiaofeng* (the downwards flow of CCP workers and ideas to the people) and *xiangxiang* (the upwards flow of ideas and needs to the CCP); gender equality; the mass line; right thinking, rectification; continuous revolution; and Chinese nationalism.
- Responses may examine Mao’s policies and actions in light of his vision of socialism in the Chinese context and the hopes of the people. This may involve an assessment of the economy, agriculture, the bureaucracy, and social reforms.
- Candidates may also discuss Mao’s political control, his consolidation of power and the various campaigns. Some discussion of whether people expected these, and how they were affected, may be included.
- Domestic events and policies that candidates may include are: Agrarian Reform Law (1950) and the “speak bitterness” sessions with the landlords; CCP organization and structure; Marriage Act (1950); Three- and Five-anti campaigns (1952–1953); first Five Year Plan (1952–1957); Constitution (1954); Hundred Flowers Campaign (1956) and the Anti-Rightist Campaign (1957); Great Leap Forward (1958); Three Bitter Years and the Famine (1959–1961); Peng Dehuai’s (P’eng Te-huai’s) criticism of Mao and the Lushan Conference (1959).

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20. Discuss the reasons for China's emergence as a global power by 2000.

Candidates are required to offer a considered and balanced review of the reasons why China became a global power in the period from the mid-20th century to 2000. Candidates may consider military, political and economic factors that contributed to this development.

*Indicative content*

- China's involvement in Cold War conflicts in Asia demonstrated its growing role as a regional and global power. During the Korean War (1950–1953), Chinese “volunteers” significantly affected the outcome of the conflict by pushing UN forces back to the 38th Parallel. China's actions during the conflicts in Vietnam and Cambodia also demonstrated their growing power.
- In 1964, China successfully tested its first Atom Bomb, despite the withdrawal of Soviet technical support five years earlier. This further helped China to establish itself as a significant military global power.
- In 1971, the United Nations voted to recognize the People's Republic of China (PRC) as the legitimate government of China. After Nixon's visit in 1972, the US eventually established diplomatic relations with the PRC.
- The aims of Deng Xiaoping's (Teng Hsiao-p'ing's) economic reforms were to stimulate China's domestic economy; open Chinese trade to the outside world; allow the development of individual enterprises; and encourage foreign investment.
- Special Economic Zones (SEZs) were set up and proved successful; international trade flourished and wages and conditions were better than elsewhere in China. The policy of the Four Modernizations was designed to improve agriculture, industry, science and technology and national defence. These policies further opened China to the outside world and enabled it to become an economic global power.
- Jiang Zemin was President of the People's Republic of China from 1993 to 2003. Jiang proposed further economic reform to create a “socialist market economy” (public ownership, individual household industry, private enterprise and foreign investment would all compete equally) in which government would, to an extent, decentralize and allow more capitalist practices (although SEZs were still supported).
- At the Asia-Pacific Economic Cooperation (APEC) forum in the US in 1993, Jiang refused to engage with President Clinton with regard to China's human rights record, maintaining the importance of non-interference in the internal affairs of other countries.
- During Jiang's leadership, China regained Hong Kong, secured the 2008 Olympic Games, supported public works in local communities, and commenced the construction of the Three Gorges Dam. In foreign affairs, Jiang maintained cordial relations with the US and Russia.

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

### 21. To what extent did the Korean War contribute to South Korea's economic miracle?

Candidates are required to consider how far the suggestion that the Korean conflict aided South Korea's economic development has merit. Candidates may also discuss other factors that were responsible for their economic miracle.

#### *Indicative content*

#### **The economic miracle**

- By 1995, South Korea had become the world's 11th largest economy. Between 1962 and 1994, the South Korean economy grew an average of 10 per cent annually and its annual export growth was 20 per cent.
- By the end of the 20th century, South Korea ranked as the most developed country in East Asia in terms of living standards and wage levels. South Korea's high-tech industries also ensured it developed into a modern and innovative nation.

#### **The Korean War**

- Following the Second World War, the US gave monetary aid to South Korea under the Foreign Assistant Act to help contain the communist threat.
- Candidates may explain that initially the Korean War had a devastating impact on South Korea's economy. The heavy casualties, destruction of infrastructure and the financial cost of the war made reconstruction a lengthy and expensive process.
- The outbreak of the Korean War increased US monetary aid to South Korea. Between 1945 and 1955, this amount was just over US\$1 billion and in the years 1955 to 1962 this had further increased to US\$2.3 billion. US aims were to restore South Korea's economy and enable South Korea to support itself in the future.
- The US also supported economic development by sending in experts in industry and agriculture.
- Since the Korean War, the US has always been South Korea's main trading partner.

#### **Other factors**

- South Korea's modern and challenging education system helped create a motivated and highly skilled workforce.
- Korean cultural values ensured the workforce was disciplined and efficient.
- Effective state control of the economy, especially in the years immediately following the Korean War, ensured appropriate policies were adopted.
- Limited natural resources led to the government focusing on high-tech manufacturing industries, which proved a highly successful approach, as there was an increasing demand for these goods in the West.

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**22.** Discuss the factors that led to Taiwan’s economic success.

Candidates are required to offer a considered and balanced review of the social, political and economic factors that led to Taiwan’s economic success in the second half of the 20th century.

*Indicative content*

- The Chinese Nationalists who fled to Taiwan took China’s gold reserves with them.
- Taiwan benefited from American protection from Communist China, economic aid from the US and support from overseas Chinese. In the years 1951 to 1962, US aid made up 30 per cent of all investment in Taiwan.
- Land was distributed to the people and by 1968, some 90 per cent of agricultural land was owned by those who worked on it, establishing a stable rural economy.
- Government planning also aided Taiwan’s development. The Four Year Plans for industry were initiated in 1963, which resulted in an annual growth rate of nearly 10 per cent for the following decade. By the 1980s, the government was less involved in economic planning and many industries were privatized.
- The economy was transformed from an agriculture-based economy in the 1950s to an industrial one by the 1980s.
- Universal education also helped to create a highly skilled workforce.
- By the 1980s, Taiwan’s industry was focused on electronic goods, which were highly desirable around the world.
- In the 1980s, a thaw in relations with China allowed access to Chinese markets.

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## Social and economic developments 1945–2000

23. With reference to **one** country of the region, discuss the impact of changes in education and technology on the economic development of that country.

Candidates will offer a considered and balanced review of the impact that changes in education and technology had on its economic development. Candidates may also show an awareness that this impact could be positive or negative. This is an opportunity for candidates to write about their own national history, so any country in the region is permissible.

### *Indicative content*

#### **Changes in education and their impact on the economy**

- Developments in education may include a discussion of increased educational opportunities. This could be an increase in the number and/or type of schools, education for girls, more technical schools and a wider availability of tertiary education.
- Greater educational opportunities led to a more educated and skilled workforce. In countries such as South Korea, Taiwan and Japan, where high tech industries were essential to their economies, a highly skilled workforce was essential.

#### **Changes in technology and their impact on economy**

- Changes in technology could include the development of, and increased access to, computers and the internet, television, mobile telephones, automation in industry, satellite communications, medical equipment and methods and transportation.
- Technological developments transformed the nature of businesses, banking and industry. Importantly, it also led to the globalization of economies, which was particularly evident in nations like Singapore and South Korea. However, it could also be argued that these developments resulted in job losses.

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24. With reference to **one** country of the region, to what extent have changing gender roles had a significant impact on the society of that country?

Candidates will consider how far attitudes towards gender have changed and how significant this impact has been on the society of one country in the region up to the year 2000. Opinions and conclusions will be presented clearly and supported with appropriate evidence and sound argument.

*Indicative content*

- Candidates should give specific examples of how attitudes towards gender have developed over the set period.
- In many countries women gained greater political representation and more participation in politics at local and national levels.
- Economically, women gained more rights and had greater opportunities. In many countries women gained equality in terms of property and inheritance rights. There was greater social mobility for women and access to new careers.
- In terms of society and culture, women in most countries had greater access to schooling and tertiary education. Access to family planning enabled women to control their own lives more.
- The impact of these changes on society depends greatly on the country chosen. Where women have gained significantly more rights and opportunities there may have been criticism that this has led to a breakdown in the family structure. In other countries, the changes may not have been significant enough to affect society.
- Candidates may also discuss the changing role of men.

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