

# Markscheme

November 2017

History

Higher level

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

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Apply the markbands that provide the “**best fit**” to the responses given and **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 (for example, 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. Responses that offer good coverage of some of the criteria should be rewarded accordingly. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> <li>• Responses are clearly focused, showing a high degree of awareness of the demands and implications of the question. Answers are well structured, balanced and effectively organized.</li> <li>• Knowledge is detailed, accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts.</li> <li>• Examples used are appropriate and relevant, and are used effectively to support the analysis/evaluation.</li> <li>• Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer.</li> <li>• The answer contains well-developed critical analysis. All, or nearly all, of the main points are substantiated, and the response argues to a reasoned conclusion.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• The demands of the question are understood and addressed. Answers are generally well structured and organized, although there may be some repetition or lack of clarity in places.</li> <li>• Knowledge is accurate and relevant. Events are placed in their historical context, and there is a clear understanding of historical concepts. Examples used are appropriate and relevant, and are used to support the analysis/evaluation.</li> <li>• Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives.</li> <li>• The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• The response indicates an understanding of the demands of the question, but these demands are only partially addressed. There is an attempt to follow a structured approach.</li> <li>• Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant.</li> <li>• The response moves beyond description to include some analysis or critical commentary, but this is not sustained.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• The response indicates some understanding of the demands of the question. While there may be an attempt to follow a structured approach, the response lacks clarity and coherence.</li> <li>• Knowledge is demonstrated but lacks accuracy and relevance. There is a superficial understanding of historical context. The answer makes use of specific examples, although these may be vague or lack relevance.</li> <li>• There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.</li> </ul>

1–3	<ul style="list-style-type: none"><li>• There is little understanding of the demands of the question. The response is poorly structured or, where there is a recognizable essay structure, there is minimal focus on the task.</li><li>• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.</li><li>• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.</li></ul>
0	<ul style="list-style-type: none"><li>• Response does not reach a standard described by the descriptors above.</li></ul>

**Section 1 Trade and exchange: The Silk Road in the medieval world (750–1500)**

1. “The Silk Road was more significant for interregional trade than it was for the transmission of ideas.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the argument that the Silk Road was more significant for interregional trade than for the transmission of ideas. While the focus of the response must be within the timeframe of this topic, it does not need to span it, nor do the factors affecting interregional trade and the transmission of ideas need to be contemporaneous. Candidates may elect to agree or disagree with the statement or they may find some middle ground, arguing that significance varied at different times. Some candidates may suggest that significance varied per the direction of travel. They may note, for example, that the Islamic Golden Age and the 12th century Western renaissance could both be regarded a consequence of ideas that were transmitted from the East. Some candidates may also suggest that the East gained little in return.

2. Evaluate the significance of Tamerlane’s [Timur’s] rule to the effective functioning of the Silk Road.

Candidates will make an appraisal of the significance of Tamerlane (Timur or Timur-i Lang) to the effective functioning of the Silk Road. Some candidates may argue that, in the context of the period, he was very significant and that his facilitation of cultural developments in Samarkand enabled cultural changes to radiate along the Silk Road. Others may argue that the limited impact of his conquests on the growth of Ottoman power contributed to the long-term diminishing of the Silk Road as, ultimately, the Ottomans would close its western end. Additionally, or alternatively, candidates may suggest that the significance of Tamerlane’s rule was mixed, noting that his conquests were not permanent and the unity of his empire collapsed after his death. The ensuing civil war between his heirs had serious ramifications for the functioning of the trade routes.

**Section 2          Japan in the age of the samurai (1180–1333)**

3. Discuss the reasons for the declining power of the emperor during the period between 1180 and 1333.

Candidates will offer a considered and balanced review of the reasons for the declining power of the Emperor in Japan. Candidates may address a range of reasons for this shift in power including political, economic, cultural and geographic factors. Political reasons may include a discussion of the growing power of the samurai, the outcome of the Gempei War, the fact that military power lay almost exclusively in the hands of the military clans outside the capital of Kyoto and the succession crises in court. Economic reasons may include the growing economic strength of the clan leaders in the countryside while the court was experiencing a decline in income. There was also a shift in cultural focus as the gentlemen of the court were no longer held in such high esteem and were replaced in status by the samurai and their codes of honour.

4. Discuss the reasons for, and the results of, the struggles between samurai clans during the period between 1180 and 1333.

Candidates will offer a considered and balanced review of the reasons for, and results of, the struggles between the samurai clans. When discussing the reasons for the struggles candidates may consider the rivalry between the clans and the struggles within the court to control the office of the Shogunate. Economic reasons may be considered, in particular, the issue of land. Land was the principal source of wealth and clans sought to control large areas of land to support their armies. The culture of the Samurai placed great emphasis on personal honour and this caused conflict as individuals or groups who felt that their honour had been compromised resorted to violence. The results of the struggles may include a discussion of the shift from a civilian to a military government, the emphasis on the samurai in culture and the emergence of the warrior class with its strict code of conduct that was imposed on the population.

**Section 3      Exploration, trade and interaction in East Asia and South-East Asia (1405–1700)**

5. Discuss the reasons for China “turning in” and adopting a policy of isolationism.

Candidates will offer a considered and balanced review of the reasons for China “turning in” and adopting a policy of isolationism. Candidates may approach the question by considering short and long term reasons or they may take a thematic approach by considering the social, political and economic reasons for China becoming isolationist. Social and political reasons discussed may include the nature of Confucianism in Chinese society, the xenophobic attitudes of the court and the impact of the Mongol invasions. Economic reasons may include a discussion of the fiscal crisis in the 15th Century, the nature and benefits of the Tributary System and the growth of piracy at this time. Candidates may also discuss whether external or internal reasons were of more significance to China “turning in”.

6. Evaluate the impact of isolation on Japan during the 17th century.

Candidates will make an appraisal of the impact of isolation on Japan by considering the positive and negative effects of this policy. Candidates may approach the question by taking a thematic approach by discussing the social, political and economic effects of this policy or they may discuss the positive and then the negative impacts of “turning in”. Positive political effects discussed could include long periods of peace and political unity with few internal divisions. However, candidates may also argue that this led to a rigid society with almost no social mobility and that long periods of peace undermined the status of the samurai class. Candidates may also argue that although isolationism protected Japanese culture it also limited trade and prevented technological advances which made Japan more vulnerable in the long term to foreign powers.

**Section 4      The rise and fall of the Mughal Empire (1526–1712)**

7. Discuss the social **and** economic achievements of the Mughal Empire during the reign of Akbar.

Candidates will offer a considered and balanced review of the social and economic achievements of the Mughal Empire during the reign of Akbar. Social achievements discussed may include the abolition of the Jizya and Pilgrims tax, equal treatment of minorities and the promotion of social justice and welfare. There were also many cultural developments in the arts and literature. Economic achievements discussed may include the stimulation of trade through low custom duties, new coinage and agricultural developments. Candidates may also argue that there were many limitations to Akbar's achievements and to support this argument they may discuss the discontent felt amongst many Muslim subjects towards Akbar's religious tolerance and the economic strain caused by high military costs.

8. "The policies of Aurangzeb began the decline of the Mughal Empire." Discuss with reference to the period up to 1712.

Candidates will offer a considered and balanced review of the statement that Aurangzeb's policies contributed to the decline of the Empire. Candidates may refer to other factors and discuss the importance of Aurangzeb's policies in the wider context of the decline of the Mughal Empire. While other relevant factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement, but their opinions or conclusions will be supported by appropriate evidence. Aurangzeb's policies discussed may include his policies of religious persecution against the Hindus and the Shias. Candidates may also discuss the prolonged war against the Marathas which ruined the finances of the state and the impact of the Deccan Policy. Other factors discussed may include the unmanageable size of the empire and the impact of the arrival of the British/French in India.



**Section 5 Colonialism and the development of nationalism in South-East Asia (c1750–1914)**

9. To what extent did the introduction of the Ethical Policy (1901) transform the nature of Dutch colonization of the Dutch East Indies/Indonesia?

Candidates will consider the merits or otherwise of the statement that the introduction of the Ethical Policy transformed the nature of Dutch colonization of Indonesia. Some discussion of the nature of Dutch colonial rule before the Ethical Policy was introduced would be valid but must be clearly linked to the issue raised in the question. Candidates may refer to how the Ethical Policy aimed to transform living conditions and one way they aimed to achieve this was by making education available for the local population. Economic factors discussed may include developments in infrastructure, banking, agriculture and irrigation projects. Politically more autonomy was given to local officials. Candidates may argue that social, political and economic impact of the Ethical Policy impacted only a minority of the population and that for most Indonesians, life under Dutch rule stayed the same.

10. Discuss the reasons for the emergence of nationalism in Indo-China by 1914.

Candidates will offer a considered and balanced review of the reasons for the emergence of nationalism in Indo-China by 1914. Candidates may refer to the social, political and/or economic conditions that existed in Indo-China and/or the nature of French colonial rule. Social reasons may include a discussion of the impact of Catholicism and the work of missionaries in education. Economic reasons discussed may include the exploitation of local resources and the issue of taxation. Political reasons may include the rebellions that began from 1885 onwards. French suppression of these rebellions also increased nationalist sentiment. Candidates may suggest that nationalism was still in its infancy and that most opposition to the French was regarding local issues. Candidates may argue that the First World War was a turning point in the emergence of nationalism but the response should be focused on the period prior to this.

**Section 6            India, Afghanistan and Burma (1750–1919)**

- 11.** Discuss the reasons for the increasing dominance of the British East India Company in India during the period between 1750 and 1857.

Candidates will offer a considered and balanced review of the reasons for the increasing dominance of the British East India Company in India. Candidates may refer to a range of political, economic and military reasons. Points discussed may include the strength and status of the British East India Company and the growing power of the British in this region. This growing power could be attributed to the decline of the Mughal Empire and/or the defeat of the French. Candidates may also discuss the nature of Company rule and the role of the Governor-Generals in helping to achieve British dominance. To support this argument, candidates may discuss the actions of individual Governor-Generals which may include Hastings peace with the Marathas and/or Dalhousie's annexation policies.

- 12.** Discuss the reasons for, and the consequences of, the Second Anglo-Afghan War.

Candidates will offer a considered and balanced review of the reasons for, and consequences of, the Second Anglo-Afghan War. Both reasons and consequences must be discussed but there does not need to be an equal focus on each. Reasons for the Second Anglo-Afghan War may include a discussion of "The Great Game" between Britain and Russia. Both countries felt that control of Afghanistan would protect their interests in this region. Russia was fearful that British trade interests would make inroads into Central Asia and Britain was fearful that Russia may be a threat to India. For consequences, candidates may refer to the fact that the British did manage to install a new friendly Amir who was acceptable to British interests. The British were also able to establish a mission in Kabul and gain jurisdiction over territories, such as the Khyber Pass.

**Section 7 Challenges to traditional East Asian societies (1700–1868)**

- 13.** Discuss the reasons for, and consequences for Chinese society of, the failure of the Taiping Rebellion.

Candidates will offer a considered and balanced review of the reasons for, and consequences for Chinese society of, the failure of the Taiping Rebellion. Both reasons and consequences must be discussed but there does not need to be an equal focus on each. Reasons for the failure of the Taiping may include a discussion of internal dissension within the movement and their failure to get the support of Han Chinese bureaucrats or western missionaries. The intervention of the west also ensured the Manchus maintained control of key cities which limited Taiping support. When discussing consequences of the failure candidates may refer to the enormous physical destruction and loss of life. Candidates may also refer to the eventual decline of the Manchu dynasty. Consequences may extend beyond the timeframe of the topic but they must be clearly linked to the issue raised in the question.

- 14.** With reference to the period up to 1868, evaluate the impact on Japan of Commodore Perry's expedition.

Candidates will make an appraisal of the impact of isolation on Japan by considering the positive and negatives effects of this policy. Both positive and negative impacts must be clearly indicated but there does not need to be an equal focus on each. Candidates should explain the degree to which Perry's arrival had an impact but candidates may also argue that these changes occurred due to internal Japanese issues. Candidates may predate the timeframe by discussing existing problems in Japan before Perry, such as the decline of the samurai and/or peasant unrest, but they must be clearly linked to the issue raised in the question. Candidates may discuss how the arrival of Perry led to social unrest, including a rebellion by the Satsuma and Chosu clans, and undermined the Shogunate. Perry's arrival ultimately led to a political revolution which resulted in the restoration of the Emperor.

**Section 8      British colonialism and emerging national identities in Oceania (1788–1919)**

- 15.** “The Treaty of Waitangi (1840) failed to resolve conflict between the settlers and indigenous peoples.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that the Waitangi Treaty failed to resolve the conflict between the settlers and the indigenous peoples. Candidates may refer to the fact that the treaty only addressed the issue of land and did not address other areas of conflict such as Maori political representation. In terms of how the treaty addressed conflict over land candidates may refer to the fact that Maori rights to own land and property were recognised and the terms stated that Maori land needed to be bought officially by the crown. Candidates may argue that while this did initially protect Maori rights as Maori communities became more reluctant to sell the methods used to acquire Maori land became more questionable. Candidates may also suggest that different interpretations of the treaty made it difficult to determine its impact.

- 16.** Evaluate the social and economic effects of the gold rushes in Australia.

Candidates will make an appraisal of the social and economic effects of the gold rushes in Australia, weighing up the positive and negative effects. There does not need to be equal coverage of social and economic effects but both aspects will be a feature of the response. In their evaluation of the social effects of the gold rushes candidates may refer to the trebling of Australia’s population due to an influx of people from overseas. Although this had many positive benefits, in terms of the development of towns, candidates may also argue that it led to racial tensions and high crime rates. Candidates may also refer to the beginnings of an Australian identity as “mateship” developed between the gold diggers. Economic effects were generally positive and candidates may refer to the development of cities and infrastructure and an increased standard of living.

**Section 9 Early modernization and imperial decline in East Asia (1860–1912)**

17. To what extent was Cixi the most significant obstacle to the success of the Self-Strengthening Movement?

Candidates will consider the merits or otherwise of the statement that Cixi was the most significant obstacle to the success of the Self-Strengthening Movement. While other relevant factors may be referred to, a significant amount of the response will remain focused on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement. Candidates may argue that Cixi was anti-foreign, corrupt and conservative in nature and that her actions during the Self Strengthening Movement demonstrated her fear of losing any authority within the court. However, some candidates may argue that Cixi was used as a scapegoat for the failure of the reforms and that there was in fact a general lack of support for the reforms within the court but also amongst the bureaucrats, scholars and farmers. Candidates may also suggest other reasons for the movement's failure such as strong regionalism which prevented any national developments.

18. To what extent did the Russo–Japanese War (1904–1905) change the balance of power in East Asia?

Candidates will consider the merits or otherwise of the statement that the Russo-Japanese War changed the balance of power in East Asia. Effects may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Candidates may argue that Japan's victory against a European power and the acquisition of key territory in Manchuria marked the beginnings of Japan's control of the region. Japan's victory led to its increasing influence over Korea and in 1910 Japan annexed Korea and would later occupy it fully. The war also had an impact on the stability of the imperial regime in China, and partly contributed to the Revolution of 1911. However, candidates may also argue that Japan had already shown itself to be the dominant power in the region following the Sino-Japanese War of 1894–1895 and the establishment of the Anglo-Japanese Alliance of 1902.

**Section 10 Nationalism and independence in India (1919–1964)**

- 19.** To what extent was the partition of the South Asian subcontinent in 1947 mainly a consequence of British policy?

Candidates will consider the merits or otherwise of the statement that the partition of the South Asian subcontinent in 1947 was mainly a consequence of British policy. While other relevant factors may be referred to, a significant amount of the response will remain focused on the issue raised in the question. Candidates may refer to the British rule of divide and rule and the effects of the Communal Award of 1931 and the Government of India Act of 1935. British policy under Mountbatten was to hasten British withdrawal from India as this contributed to partition. Candidates may also consider other factors such as the actions of the Indian National Congress leaders and their reluctance to adopt a more federal system of government. Jinnah and the Muslim League may also be discussed along with the development of the Two-nation theory.

- 20.** Evaluate Jawaharlal Nehru's domestic policies in India between 1947 and 1964.

Candidates will make an appraisal of Nehru's domestic policies weighing up the strengths and limitations of them in India from 1947 to 1964. Both success and failures must be clearly indicated but there does not need to be an equal focus on each. Candidates may approach this response thematically by evaluating social, economic and political developments or they may discuss successes and failures separately. Social policies may include developments relating to the treatment of women, minorities and different religious groups. Educational developments, especially the attempt to introduce primary education may be referred to. Economic policies could include the successful development of agriculture, industry and trade although candidates may also refer to the failure to redistribute land. Political developments may include the setting up of democratic processes and the creation of a federation although candidates may also refer to the failure to respond to corrupt politicians.

**Section 11      Japan (1912–1990)**

- 21.** “Taisho democracy (1912–1926) was fragile.” Discuss.

Candidates will offer a considered and balanced review of the statement that Taisho democracy (1912–1926) was fragile. Candidates may agree, partly agree or disagree with the statement. Candidates may refer to events after 1926 as evidence that democracy was not effectively established during the Taisho era or to argue it was only events after this period that undermined democracy however, the bulk of the essay should be focused on the period 1912 to 1926. To support the statement that Taisho democracy was fragile candidates may refer to methods used by Prime Minister Hara to ensure a majority for his party, the Peace Preservation Law, the failure to enfranchise women, the assassination of Hara in 1921 and the failed assassination of Hirohito in 1923. To challenge the statement candidates may refer to the granting of universal male suffrage in 1925 and the appointment of the commoner Takashi as Prime Minister.

- 22.** To what extent was Japan’s military power responsible for its initial success in the Second World War?

Candidates will consider the merits or otherwise of the statement that Japan’s military power was responsible for its initial success in the Second World War. Candidates may agree, partly agree or disagree with the statement. Candidates may discuss events that predate the Second World War but these must be clearly linked to the issue raised in the question. To support the statement candidates may discuss the nature of the Japanese Military and note its size, discipline, technologies and the experience it had gained in the war with China. Japan’s military plans, the “Southern Plan” and the “Eastern Plan” may also be discussed to show that the Japanese military had clear strategical objectives. Candidates may challenge the statement by identifying other factors for Japanese success. These could include the impact of the Tripartite Pact of 1940 and the weaknesses of the Allied powers in the region.

## **Section 12      China and Korea (1910–1950)**

- 23.** Discuss the factors that helped and hindered the rise of Communism in China in the 1920s.

Candidates will offer a considered and balanced review of the factors that helped and hindered the rise of Communism in China in the 1920s. Candidates may adopt a chronological approach to this response to show the development of the party or they may address factors that helped and hindered communism separately. It should be noted that many events, such as the creation of the First United Front, could be said to have helped and hindered the party. Candidates may refer to the May 4th Movement, the creation of the Chinese Communist Party and the role of Comintern in its development. Candidates may discuss how the Northern Expedition enabled the CCP to gain support amongst the peasantry. Candidates may argue that Sun Yixian's death and the emergence of Jiang as leader of the GMD hindered the development of communism as Jiang launched the White Terror to eliminate communists.

- 24.** “Japanese rule of Korea had an entirely negative impact on Korea's economy and society.”  
To what extent do you agree with this statement?

Candidates will offer a considered and balanced review of the statement that Japanese rule of Korea had an entirely negative impact on Korea's economy and society. Candidates may agree, partly agree or disagree with the statement. The impact on economy and society must be clearly indicated but there does not need to be an equal focus on both. Candidates may refer to the annexation of Korea in 1910 and the changes that occurred in Korean society and economy following this. For impact on society candidates may discuss the ways Korean culture and language were undermined, particularly from the 1930s onwards with the policy of assimilation. Under this policy, Koreans were to regard themselves as Japanese and, any resistance to this, was brutally suppressed. Candidates may refer to economic impacts including land reform, industrialisation, the development of infrastructure and the conscription of Koreans into civilian labour during the Second World War.



### **Section 13      Impact of the world wars on South-East Asia**

- 25.** Discuss the nature **and** impact of Japanese occupation on South-East Asia.

Candidates will offer a considered and balanced review of the nature and impact of Japanese occupation on South East Asia. Candidates may argue that although Japanese occupation was often brutal and repressive it did also lead to increased support for nationalist and independence movements. Responses may focus on one country in depth or a broader discussion of South East Asia and either of these approaches is valid. The nature of Japanese occupation may include a discussion of responses to occupation including resistance and collaboration. Occupied countries often experienced harsh rule including arbitrary arrests, sex slavery, forced labour and executions. For those countries that collaborated, occupation provided opportunities for local populations to gain experience of ruling which prepared them for independence. In other countries resistance to the Japanese was strong and these groups fought for independence after the war. The responses will vary greatly depending on the country or countries chosen.

- 26.** Evaluate the importance of the Second World to the growth of nationalism in Malaya.

Candidates will make an appraisal of the importance of the Second World War to the growth of nationalism in Malaya. Candidates may argue that Japanese occupation was the turning point for the growth of nationalism or they may suggest that other factors were more significant. Candidates may also evaluate events that preceded and/or followed the war. Candidates may refer to the nature of British rule before the war which led to the rise of leftists, Islamic groups and conservative elites demanding independence. In evaluating the importance of the Second World War candidates may discuss the collaboration of the nationalist group Kesatuan Melayu Muda, the decision of the Japanese to allow Thailand to annex four Malay states and the fact that brutal treatment of Chinese Malays strengthened support for the Malayan Communist Party. The weak economic state of Britain at the end of the war may also be discussed.

**Section 14      The People's Republic of China (1949–2005)**

- 27.** Discuss the strengths and weaknesses of Mao's social policies.

Candidates will offer a considered and balanced review of the strengths and weaknesses of Mao's social policies. Candidates may argue that the vision behind Mao's social policies was generally positive but when the policies were implemented there were many failings. Aspects of Mao's methods of control and economic policies had social implications and candidates may consider these but the response must remain focused on the issue raised in the question. Candidates may refer to the establishment of equal rights for women under the New Marriage Law of 1950, the introduction of communal living, literacy programmes and increased educational opportunities and schemes to improve health and living standards, such as the Barefoot Doctors. Candidates are required to present a balanced review so they should find the strengths and limitations, where appropriate, in these developments. Candidates may discuss the Cultural Revolution in relation to the damage it caused to social developments.

- 28.** Discuss the reasons for, and the results for China of, the breakdown of Sino-Soviet relations by 1976.

Candidates will offer a considered and balanced review of the reasons for, and the results for China of, the breakdown of Sino-Soviet relations by 1976. Candidates may refer to events that predate the timeframe to show that relations between China and the USSR had been tense for some time but they must be clearly linked to the issue raised in the question. Reasons for the breakdown in relations may include a discussion of the Korean War, China's nuclear development programme, destalinization, the Sino-Soviet Split, the Cultural Revolution and fundamental ideological differences between the two nations. Results of the breakdown in relations may include a discussion of the Sino-Soviet border conflicts, the dismissal of Soviet advisors in China, Ping Pong Diplomacy and China's rapprochement with the US in the 1970s which led to the acceptance of China into the UN.

**Section 15 Cold War conflicts in Asia**

- 29.** Discuss the impact of foreign intervention in the Korean War (1950–1953).

Candidates will offer a considered and balanced review of the role of foreign intervention in the Korean War. The actions of the US, the UN, the USSR and/or China may be discussed but there is no requirement to include all of them. Candidates may discuss events predating the war, and/or immediately following the war, but they must be clearly linked to the issue in the question. Candidates may argue that international involvement was responsible for starting, prolonging and/or ending the conflict. Candidates may argue that the influence of the two superpowers in Korea from 1945 made conflict inevitable. Candidates will discuss examples of UN, US, Soviet and/or Chinese military involvement and how foreign troops and equipment intensified the war. There were approximately 2.5 million casualties as well as a severe refugee problem because of heavy bombing. The role of foreign intervention in armistice talks may also be discussed.

- 30.** “Sihanouk was mainly responsible for the rise of the Khmer Rouge in Cambodia.” Discuss.

Candidates will offer a considered and balanced review of the statement that Sihanouk was mainly responsible for the rise of the Khmer Rouge. Candidates may agree, partly agree or disagree with the statement. Candidates may refer to Sihanouk’s attempts to maintain Cambodian neutrality at the outbreak of the Vietnam War. However, North Vietnamese troops began to use Cambodian territory for supply routes and this resulted in US bombing raids. US bombing reduced support for Sihanouk as he seemed unable to prevent them and civilian casualties were growing. The raids also benefited the Khmer Rouge as people fled the cities for the countryside where the Khmer Rouge had more influence. Following Sihanouk’s removal from power, he began to support the Khmer Rouge which enabled them to further extend their influence. Long term social and economic problems in Cambodia as well as the popular appeal of the Khmer Rouge may also be discussed.

**Section 16      Developments and challenges in South Asia after 1947**

- 31.** Discuss the strengths and weaknesses of the governments of **either** Zulfikar Ali Bhutto in Pakistan **or** Indira Gandhi in India.

Candidates will offer a considered and balanced review of the strengths and weaknesses of the governments of **either** Zulfikar Ali Bhutto **or** Indira Gandhi. Candidates may choose to discuss Bhutto who was the leader of Pakistan from 1971 to 1977. Possible strengths discussed may include Pakistan's role in the non-alignment movement, the nuclear programme and peace talks with India. Weaknesses discussed may include Bhutto's treatment of political opponents, human rights abuses and causing the Bangladesh Liberation War by not accepting the outcome of the democratic elections. Candidates may choose to discuss Indira Gandhi who was prime minister of India for four terms between 1966 and 1984. Possible strengths discussed may include her intervention in the Bangladesh conflict, the Green Revolution and her role in the non-alignment movement. Weaknesses discussed may include the accusations of nepotism, corruption, her disregard for democratic processes and the attack on the Golden Temple in 1984.

- 32.** To what extent had the challenges facing Bangladesh been resolved by the end of the 20th century?

Candidates will consider the merits or otherwise of the suggestion that the challenges facing Bangladesh had been resolved by the end of the 20th century. Candidates may adopt a chronological approach to this response or they may take a more thematic approach addressing social, economic and/or political challenges. The nature of the question is very broad and candidates will not be able to discuss all the challenges facing Bangladesh. Social challenges may include a discussion of the effects of poverty, AIDS, status of women and ethnic minorities as well as the pressures on urban areas due to a rapidly growing population. Economic challenges may include slow economic growth, low energy production, poor infrastructure, corruption and lack of foreign investments. Candidates may refer to political challenges that Pakistan faced including consolidating democracy, combatting Islamic radicalization and terrorism.

## **Section 17      Developments in Oceania after the Second World War (1945–2005)**

- 33.** With reference to **either** Australia **or** New Zealand, to what extent did the role of women significantly change between 1945 and 2005?

Candidates will consider the merits or otherwise of the suggestion that the role of women changed significantly in either Australia or New Zealand. Candidates may adopt a chronological approach or they may take a more thematic approach addressing social, economic and/or political developments. For Australia, candidates may refer to the increased number of women involved in politics and the establishment of the Women’s Electoral Lobby. Employment opportunities also increased and the Equal Pay Act of 1969 saw women win equal pay rates with men. The feminist movement grew and some, like Germaine Greer, achieved notoriety. For New Zealand, candidates may refer to the increased number of women involved in politics, for example New Zealand had two female Prime Ministers in this period Jenny Shipley in 1997 and Helen Clarke in 1999. New Zealand passed the Equal Pay Act in 1972 and laws were also passed to protect women’s rights.

- 34.** “The successes of the Menzies government outweighed the failures.” Discuss.

Candidates will offer a considered and balanced review of the statement that the successes of the Menzies government outweighed the failures. Candidates are required to discuss a range of the policies of Robert Menzies, who was Australia’s longest serving Prime Minister holding office from 1949 to 1966. The question is open so candidates may cover a broad range of social, economic and foreign policies or focus on one area in more depth. Candidates are required to address both positive and negative developments. Discussion of successes may refer to Australia’s economic boom and the signing of the ANZUS Treaty and SEATO. Candidates may also refer to social developments including ending restrictions on Aboriginal voting rights and increasing higher education opportunities. Failures may include the recession that Australia experienced in 1961, growing unemployment and Australian involvement in the Korean War and the Malayan Emergency.

**Section 18 Social, cultural and economic developments in Asia (excluding China, Japan and India) (1980–2005)**

- 35.** With reference to two countries of the region (excluding China, Japan and India), compare and contrast the reasons for economic growth between 1980 and 2005.

Candidates will give an account of the similarities and differences between the reasons for economic growth in two countries referring to both throughout. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each. Candidates may refer to the effectiveness of government policies to increase foreign trade. The nature of the society and having an effective labour force might be discussed as this was a key factor in the rise of the Asian Tiger economies. Candidates may refer to the development of infrastructure that supported industrial development and the growth of tourism. The stability of the chosen countries may also be discussed as this was a key factor to attract foreign investment. Other factors discussed may include the presence of natural resources, the context of the Cold War and the creation of ASEAN.

- 36.** Excluding China, Japan and India, discuss the reasons for immigration in **one** country **and** emigration in **one** other country of the region between 1980 and 2005.

Candidates will offer a considered and balanced review of the reasons for immigration in one country and emigration in one other country of the region. Candidates may refer to economic factors such as lack of opportunity or economic hardship. For example, large numbers of unskilled workers from Bangladesh and the Philippines migrated to Singapore to find employment. Active recruitment of labour by other countries also encouraged emigration. For example, in the 1950s and 1960s New Zealand actively recruited labour from the Pacific Islands. Fleeing various forms of persecution led to increased migration during this period. Because of the genocide in Cambodia it was estimated that approximately 750,000 Cambodians sought refuge in Thailand. Governments developed agreements and systems to support migration. Bilateral agreements signed between Singapore and Indonesia, Pakistan, Bangladesh and the Philippines made the migration process easier for unskilled workers looking for employment in Singapore.

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