



# **MARKSCHEME**

**November 2009**

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

**Higher Level**

**Paper 3**

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**1. Analyse the reasons for China's agrarian crisis in the mid-nineteenth century and how it contributed to the rebellions of that time.**

The most important rebellion of the mid-nineteenth century was the Taiping Rebellion (1850–1865). Lesser rebellions were the Nien, Moslem and Miao rebellions to which other factors also contributed. The agrarian crisis was caused by a number of factors, including increasing population, corrupt administration, the inequalities and feudal nature of land ownership and ineffective government. Natural disasters contributed.

*N.B.* If only the agrarian crisis or the rebellions are dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for narrative only or a simple list of characteristics.

**[8 to 10 marks]** for some reference to relevant factors relating to agrarian conditions.

**[11 to 13 marks]** for simple analysis of these factors and of other factors which may also have led to the rebellions.

**[14 to 16 marks]** for detailed analysis of these factors, including, by 1850, the impact of the First Anglo-China War (1839–1842) and the Treaty of Nanjing (Nanking) (1842).

**[17+ marks]** for detailed comparative analysis of the agrarian crisis and of other factors which contributed to the rebellions of the period.

**2. Compare and contrast the *kokugaku* (National Learning) and *rangaku* (Dutch Learning) movements in Japan and their impact upon the Tokugawa Shogunate.**

Both movements contributed to pressures upon the Tokugawa Shogunate, *rangaku* introducing new knowledge and ideas from the West; *kokogaku* under-pinning support for the restoration of the power to the emperor. Expect candidates to provide a comparative study of the impact each made on the Tokugawa regime in the period preceding the Meiji Restoration of 1868.

*N.B.* If only one movement is discussed, award up to a maximum of **[7 marks]**.

**[0 to 7 marks]** if only one movement is discussed or for narrative only.

**[8 to 10 marks]** for some reference to both movements and their impact.

**[11 to 13 marks]** for simple comparative analysis of both movements and their impact.

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

**[17+ marks]** for detailed running comparative analysis of the two movements and their impact upon the Tokugawa Shogunate.

3. **“The Treaty of Nanjing (Nanking), signed in 1842, ended China’s diplomatic isolation.”  
To what extent did later events prove this statement to be true?**

The Treaty of Nanjing began a process in which all the major western powers signed treaties with China, each one adding further clauses and gaining further concessions. These were conceded to other powers through the most favoured nation clauses which each country invoked. Candidates should recognise that the Zongli (Tsunli) Yamen established in 1861 signified the Chinese Government’s acceptance of establishing diplomatic relations with other powers.

*[0 to 7 marks]* for the terms of the Treaty of Nanjing only.

*[8 to 10 marks]* for reference to other treaties signed by western powers with China and to their terms.

*[11 to 13 marks]* for simple analysis of the terms of all the treaties signed by China with foreign powers in the 1840s and how they affected China, particularly with regard to diplomatic representation and treaty revision.

*[14 to 16 marks]* for detailed analysis of the terms of these treaties and of the Treaties of Tianjin (Tientsin) (1858) and Beijing (Peking) (1860), which established foreign diplomats in Beijing.

*[17+ marks]* for detailed and sophisticated analysis of the Treaty of Nanjing (Nanking) and later treaties and their impact on China’s increasing diplomatic relations with the outside world.

**4. To what extent by 1890 had the Meiji Restoration (1868) in Japan created a “modern late-nineteenth century state”?**

1890 saw the introduction of the Meiji Constitution which established the Japanese government as a constitutional monarchy in the Western sense. Candidates should show awareness that in the late-nineteenth century this did not necessarily mean a democratic state in which all citizens had the vote. Candidates may note that the constitution was modelled on that of Imperial Germany. By 1890 Japan had modernised its institutions and modelled them on leading European models – its legal system, military forces, financial institutions, diplomatic system, industrial practices and so on. Candidates have to determine how far these reforms had gone and how much of Japanese society and state remained unchanged. Expect discussion of the role of the Emperor and members of the old social and political leadership; the status of the zaibatsu in the economy; the status of the peasantry; the role of the army; the continuation of tradition in various forms.

*[0 to 7 marks]* for general comment or a narrative account only.

*[8 to 10 marks]* for some reference to particular changes introduced by the Meiji Constitution.

*[11 to 13 marks]* for simple analysis of the Meiji Constitution and of the changes in Japan’s government and society after the Meiji Restoration of 1868.

*[14 to 16 marks]* for detailed analysis which includes analysis of what is meant by “modern late-nineteenth century state”.

*[17+ marks]* for detailed analysis backed by clear historical reference and revealing an understanding of the true extent of modernization in late-nineteenth century terms that Japan had achieved by 1890.

**5. To what extent had Dutch colonial policy in Indonesia improved the lives of the Indonesian people by 1901?**

Dutch policy was motivated by both altruism and self-interest. 1901 saw the introduction of the Ethical Policy in Indonesia, an admission that the policies of the nineteenth century had not entirely benefited the Javanese people. The previous Liberal Policy had done away with the excesses of the Culture System, but that still continued for coffee until 1917. The Liberal Policy had been a consequence of Dutch concern for the Javanese people and produced benefits until 1885, when there was an economic depression. Holland was receiving large annual payments from Java and these continued. In 1899 Van Kol published an article entitled “*A Debt of Honour*”, arguing that money should be paid back for development in Java for the benefit of the people, especially in education and medical services. There was opposition in Java from commercial interests and the Dutch population. Candidates may mention the impact of the Aceh War on Dutch finances.

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

*[8 to 10 marks]* for reference to the Liberal Policy and its effects.

*[11 to 13 marks]* for simple analysis of the impact of Dutch rule on the Javanese over the period.

*[14 to 16 marks]* for detailed analysis of Dutch policy, its impact and the factors affecting the living standards on Java.

*[17+ marks]* for detailed analysis and informed discussion focusing on the impact of Dutch policy on the lives of the Javanese.

**6. Assess the importance of the land policies introduced by the governments of the Australian States in the nineteenth century.**

Early British policy encouraged people to take up land by awarding substantial land grants to wealthier immigrants or selling land at a low price. After this policy had proved disastrous in the new colony of Western Australia, the views of Edward Gibbon Wakefield took hold, arguing that land should be sold by the government at a “sufficient price” to pay for the immigration of the labour to work it and to provide other trades and services. A freer market developed and land grants were replaced by land sales. This system was applied successfully in South Australia. The discovery of gold encouraged a surge in immigration and the requirement in due course to open land to new settlements, including large areas held by pastoralists under lease. The Robertson Land Act of 1861 in New South Wales, followed by similar acts elsewhere, was an attempt to encourage farmers on to the land. There is a considerable amount of material relevant to the individual colonies (states). Such issues had cultural as well as economic importance and candidates may note the role played by the conflict between the squatter and the small settler in early Australian literature.

*[7 marks]* maximum for a narrative or list only.

*[8 to 10 marks]* for some reference to particular legislation or settlement policies.

*[11 to 13 marks]* for simple analysis of land policies and their effects.

*[14 to 16 marks]* for detailed comparative analysis of land policies and their impact in different states.

*[17+ marks]* for detailed running comparative analysis reaching a conclusion based on historical evidence.

**7. Analyse the role of Lord Grey in New Zealand in establishing a just and peaceful society.**

Sir George Grey was twice Governor of New Zealand, in 1845–1854 and in 1861–1867. In 1845 he was transferred from South Australia, where he was Governor, to deal with the problems raised by the First Maori War. He assured tribes not fighting that their grievances regarding land would be investigated. Having defeated the Maoris who continued to resist, Grey confirmed the land rights transferred to settlers and allowed for expansion but also confirmed Maori rights over most of the North Island. The South Island was sparsely settled by Maoris. In 1847 Grey bought up their rights and opened the South Island to European settlement. In 1853, Grey reduced the price of crown lands to encourage the small farmer. In 1856, New Zealand acquired a responsible government and the provincial councils were empowered to dispose of crown lands. The rapid accumulation of Maori land by the Government's Native Land Purchase Department to satisfy the growing demand by white settlers was a factor in bringing about the Second Maori War (1860–1870). As Governor for a second time (1861–1867), Grey allowed free trade in land (Native Land Act, 1862) and confiscated the land of rebels. A Native Land Court was created to investigate titles before sale. However, Grey was an autocratic figure and did not get on with the representative government and criticized his military commanders. The war ended in 1870 and Maori rights were again protected. Grey had many proposals for improving the condition of the poor, made land available to poorer farmers and tried to break up the large landholdings. His autocratic manner made it harder for him to get his ideas accepted, but they remained to influence others and may be one reason why New Zealand developed a more just and equal society relatively early.

*[0 to 7 marks]* for narrative only or vague comments.

*[8 to 10 marks]* for awareness of Grey's achievements in both his terms of office.

*[11 to 13 marks]* for simple analysis of Grey's role in New Zealand.

*[14 to 16 marks]* for detailed analysis of aspects of Grey's two terms as Governor and his influence upon events and policies.

*[17+ marks]* for detailed critical analysis of his achievements and influence, particularly his impact upon relations with the Maori.



8. **“Korea’s geographic position gave it a strategic importance vital to both China and Japan.” Examine this statement in the light of political developments and rivalries in Korea during the late-nineteenth century.**

Expect candidates to agree and to examine this statement in the context of events in the late-nineteenth century, including the Sino-Japanese War of 1894–1895. Japan first opened Korea to outside influence in 1876 and intrigued for influence at the Korean Court thereafter. Expect awareness of China’s traditional relationship with Korea and of its responses to the Japanese presence. Candidates may also show awareness that by the end of the century the situation was to be complicated by the ambitions of Russia in the region.

*N.B.* If only China or Japan is discussed, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for narrative only.

**[8 to 10 marks]** for narrative revealing awareness of the strategic importance of Korea to both powers.

**[11 to 13 marks]** for simple analysis of this strategic relationship and of its importance in earlier history.

**[14 to 16 marks]** for detailed analysis of the relations between China, Japan and the Korean Court and government.

**[17+ marks]** for detailed analysis of all the above with reference also to the growing interest of Russia in the region.

**9. Analyse and assess the impact of the influence of the Empress Dowager Cixi (Tz'u-hsi) upon China's government between 1861 and 1908.**

Cixi (Tz'u-hsi) became Empress Dowager on the death of the emperor Xianfeng (Hsiang-feng) in 1861. As the mother of the infant emperor Tongzhi (T'ung-chih) she participated in the palace coup which placed Prince Gong (Kung) in authority. Thereafter Cixi was in a position of great power behind the throne until her death in 1908. The intervening years saw China's recovery in the Tongzhi (T'ung-chih) Restoration and various crises in which she played an increasingly important and largely conservative role. Expect candidates to concentrate and comment on her interventions in the events of those years, including the Hundred Days Reform, the Boxer Rebellion and the constitutional change of 1905. There is a large amount of material. Expect candidates to be selective and to focus on Cixi's role.

*[0 to 7 marks]* for narrative only.

*[8 to 10 marks]* for reference to Cixi's role in events.

*[11 to 13 marks]* for simple analysis of that role and its impact.

*[14 to 16 marks]* for detailed analysis of Cixi's role and its impact with acknowledgement of her changing attitudes and acceptance of necessary change.

*[17+ marks]* for a detailed analytical survey of her influence and its impact over the years with awareness that her conservatism could be tempered with pragmatism.

**10. To what extent did the response of the foreign powers to the Boxer Rebellion of 1900 demonstrate full international cooperation in regard to China?**

The Boxers emerged in Shandong (Shantung) province as militias, which turned their hatred of foreign intervention towards Christian missionaries and their converts. Encouraged by the Manchu Governor of the province, until he was replaced by Yuan Shikai (Yuan Shih-K'ai) in December 1899, they advanced towards Beijing (Peking) encouraged by anti-foreign Manchu officials. The siege of the foreign legations (1900), the capture of Beijing (Peking) by foreign forces, and the Boxer Protocol signed by twelve foreign powers deeply humiliated China, imposed punishment on rebel leaders and an indemnity upon the government. In order to arrive at a conclusion, candidates need to analyse the responses of the foreign powers, including Japan, and the demands and gains that they made at the expense of China in comparison with the efforts of each power.

*[0 to 7 marks]* for narrative only.

*[8 to 10 marks]* for narrative description which reveals some appreciation of the different contributions of the foreign powers and of their different agendas.

*[11 to 13 marks]* for analysis of the foreign responses to the rebellion in terms of the Boxer Protocol.

*[14 to 16 marks]* for detailed analysis which considers clearly the consequences of the Boxer rebellion and the Boxer Protocol in the terms imposed on China and the degree of cooperation and agreement amongst the foreign powers during and after these events.

*[17+ marks]* for sophisticated and detailed analysis of the policies and actions of the foreign powers, and assessment of the degree of cooperation between them during and after the events of that period.

**11. “Enlightened imperialism.” Does this phrase accurately describe the relationship between the United States and the Philippines between 1900 and 1941?**

During the Spanish–American War, the exiled nationalist leader Aguinaldo returned to the Philippines, established a government and in 1899 declared independence from Spain. Meanwhile American forces occupied Manila and Spain ceded the Philippines to the United States. When the United States refused to grant independence to the new republic, Aguinaldo declared war, was captured in 1901 and resistance effectively ended in 1902. In 1901, the Americans established a civil government to replace the military government and promised they would guide the Philippines to full independence. In 1907 an Assembly was created for those who had property and were literate in Spanish or English. The Upper House was composed of American officials. In the same year the *Nacionalista* Party was formed. In 1913, a Filipino majority was appointed to the Upper House, which, in 1916 was replaced with an elected Senate and voting was extended to all literate males. Political parties increased, although most power remained with the American Governor-General. In 1934, the Tydings-McDuffie Act, passed by the United States Congress, gave the Philippines a large measure of self-government, although the United States retained control over foreign affairs and defence and the US President retained important veto powers regarding the constitution and import and export policy. Independence was promised after ten years. In 1935 the Commonwealth of the Philippines was created with Manuel Quezon of the *Nacionalista* Party as President. Independence was promised for 1945. Delayed by the Japanese occupation it was declared in 1946. The Philippines continued to be linked to the United States commercially and in defence and foreign policy for many years.

Candidates will probably recognise that American actions constituted imperialism, and their government thereafter a form of colonialism, whereby they began a process of creating a democracy on the American model, also providing social services like education and health care. The process of economic development was a form of economic imperialism by which certain members of the Filipino elite benefited along with American economic interests. Candidates may argue that the process was not so different from that occurring in other European colonies in the region during the nineteenth century as the imperial powers gave concessions to nationalists but retained economic control. Other candidates may argue that the Philippines and its nationalist leaders were not ready for independence in 1900 and that the United States prepared them for it.

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

**[8 to 10 marks]** for some recognition of the colonial status of the relationship and its development.

**[11 to 13 marks]** for attempts to analyse developments over the period in light of the relations between Filipino nationalists and the American colonial authorities and the American Government over the period.

**[14 to 16 marks]** for detailed analysis of developments over the period in light of the relations between Filipino nationalists and the American colonial authorities and the American Government.

**[17+ marks]** for answers which provide a running critical analysis of developments over the period in light of the policies and objectives of the Americans and the Filipino nationalists and their respective interests arriving at a balanced conclusion.

**12. Analyse the extent to which the shared experiences of war and the Great Depression in the first half of the twentieth century influenced the development of an Australian sense of identity.**

The question implies that common experience of war and depression produced an Australian identity. Candidates should show awareness that Australians had participated in the Boer War in South Africa on the British side, but these had been relatively small contingents from individual colonies. The creation of the Australian Commonwealth in 1901 resulted in the creation of Australian military forces which fought on the British side in the First World War (1914–1918). The exploits of Australian military and naval forces created a sense of national pride and the dead were mourned in national memorials. The Depression of the 1930s was another shared experience which had to be tackled at a national level. This shared experience was heightened by the writings of those who were involved and the improvement of communications over the period. The process was strengthened by the experience of the Second World War during which Australia was more closely threatened.

Expect better candidates to discuss other contributors to national identity, such as the role of sporting teams and athletes, the overseas success of Australians in the arts, Australia's participation in international affairs and membership of international organisations like the League of Nations. Some candidates may argue that a sense of Australian identity was well established before 1901. This is a question that allows scope for a range of views. Award credit wherever an argument is backed by accurate historical reference.

*N.B.* If only war or the Great Depression are dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for a descriptive narrative only.

**[8 to 10 marks]** for some reference to the impact that war and economic depression had upon the Australian sense of identity.

**[11 to 13 marks]** for simple analysis of the impact of these events and of their manifestation.

**[14 to 16 marks]** for detailed analysis of a broader range of contributions to the development of an Australian identity.

**[17+ marks]** for a sophisticated comparative analysis of the relative impact of war and economic depression upon the Australian sense of identity.

**13. “From the 1890s until the First World War (1914–1918) New Zealand set a world example for social justice.” To what extent do you agree with this view?**

Between 1890 and the First World War, New Zealand had earned a reputation for social reform. Under Richard Seddon (prime minister 1893–1906), a programme of reform was instituted. Women received the vote, land policy was aimed at breaking up large holdings and establishing small farmers on the land; a progressive income tax was introduced, trade unions were encouraged, strict factory laws were introduced, industrial arbitration and conciliation boards were set up to manage disputes, arbitration courts regulated wages, hours of work and factory conditions, the eight-hour day was instituted and the old-age pension introduced. Expect candidates to place these reforms in the context of New Zealand’s social, economic and political development over the period.

*[0 to 7 marks]* maximum for a general list of reforms.

*[8 to 10 marks]* for some reference to the political, economic and social development of New Zealand leading up to the 1890s.

*[11 to 13 marks]* for simple analysis of the reforms introduced.

*[14 to 16 marks]* for detailed analysis of the reforms, the circumstances under which they were introduced and contemporary comment upon them.

*[17+ marks]* for a critical analysis of the reforms and of evidence that New Zealand became an example for other countries, or at least awareness that other countries followed the New Zealand example.

**14. To what extent did the experiences of the Jiangxi (Kiangsi) Soviet (1929–1934) and the Long March (October 1934–October 1935) influence the development of the Chinese Communist Party?**

In 1929 the Chinese Communist Party (CCP) was under threat from the Nationalists. During the ensuing years Mao Zedong's (Mao Tse-tung's) views on land reform, the status of women and guerrilla warfare were worked out in practice. Mao was opposed by advisers from the Comintern and was put in the background, but his views were reinforced by the failure of the Jiangxi (Kiangsi) Soviet and its Comintern advisers to resist the final encirclement campaign by conventional warfare. At the Zunyi (Tsunyi) Conference in 1935, Mao's views won much support and by the end of the Long March he had emerged as the most important figure in the CCP. These years were important in shaping the future of the CCP and the emergence of Mao as its leader and his ideas as the party's ideology.

*N.B.* If only one experience is discussed, award up to a maximum of **[12 marks]**.

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

**[8 to 10 marks]** for some reference to the impact of events upon Mao's views and his career.

**[11 to 13 marks]** for simple analysis of the influence both these experiences had on the future of Mao and the CCP.

**[14 to 16 marks]** for detailed analysis of the influence of these experiences backed by accurate historical reference.

**[17+ marks]** for detailed running analysis of the impact of these events on the ideology of the CCP and on Mao's rise to leadership.

**15. Analyse and explain the rise of militarism in Japan during the 1930s.**

Candidates should recognise that in the 1930s Japan faced severe economic and social problems as a consequence of the Great Depression. There was already disillusionment with civilian politicians for the corruption and inability to manage the crisis. Elements in Japanese traditional society and culture encouraged militarism and supported expansionism. Japanese political and military leaders were very sensitive to western attitudes as they attempted to achieve great power status and acceptance as equals by the West. Elements in Japan were easily offended by real and imagined slights to Japan's international status and honour, believed that western attitudes were often hypocritical as well as hostile to Japan's national interests and were attracted to and found justification for their actions in the rise of fascism and Nazism in Europe. Ultra-nationalism and militarism offered distraction from economic and social concerns while the prospect of military success in China or expansion into South East Asia was increasingly attractive.

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

*[8 to 10 marks]* for some awareness of the historical and social factors involved.

*[11 to 13 marks]* for simple analysis of the factors involved.

*[14 to 16 marks]* for detailed analysis of the factors involved.

*[17+ marks]* for detailed critical analysis and explanation.



**16. To what extent did the Manchurian Incident of 1931 reflect a shift in the balance of power in East Asia?**

The events of 1931 indicated the growing influence of the military in Japan and the weakness of China. It also revealed the relative weaknesses of the Soviet Union, the USA, the European powers and the League of Nations in the region. Expect candidates to analyse the factors which caused events to take the course they did and the inability of the international community to respond effectively. Candidates may refer to the impact within Japan and its effect on militarism; the impact on China and on Chinese attitudes to Japan; the weakness displayed by the European powers and the United States and the reaction of the Soviet Union.

*[0 to 7 marks]* for narrative only.

*[8 to 10 marks]* for awareness of the international impact.

*[11 to 13 marks]* for simple analysis of the consequences of the incident.

*[14 to 16 marks]* for detailed analysis of the impact of the incident in China, Japan and the broader region.

*[17+ marks]* for a sophisticated analysis of the overall impact, looking forward to the events of 1937 and beyond.

17. **“The Japanese conquest and occupation of South East Asia hastened the end of western colonialism in South East Asia after the Second World War.” To what extent do you agree with this statement?**

Candidates will probably agree, but with reservations. Expect awareness that independence movements were well advanced in most colonial territories and colonial regimes had already made concessions which were preparing the way for independence. Only in the Philippines had a date (1945) been set, and this was delayed by the Japanese occupation. In other countries the process was at different stages. The more advanced were Burma and Indonesia; the least advanced were Malaya and Singapore. In general, however, the European colonial powers had lost prestige and had also suffered from the war in Europe. While desiring in the most part to retain their colonial territories, they lacked the means to do so against revived nationalist movements which had gained in strength either through collaboration with the Japanese or by resisting them, or both. Candidates may also argue that economic and cultural colonialism continued and may support this contention with reference to one-sided agreements between the old colonial power and the new state in certain instances. There is scope for candidates to reveal a wide range of knowledge. Award all relevant comment and discussion.

Award answers which set out a clearly stated theme or argument and support it with historical evidence.

*N.B.* If only one country or colonial power is dealt with, award up to a maximum of **[12 marks]**.

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

**[8 to 10 marks]** for awareness of the terms of the question and the marshalling of an argument to that effect.

**[11 to 13 marks]** for simple analysis of post-war changes in the light of the Japanese invasion and occupation in the region as a whole.

**[14 to 16 marks]** for detailed comparative analysis based on the experiences of a number of states in the region.

**[17+ marks]** for a detailed, comparative and thematic analysis across the region as a whole.

**18. “The Cultural Revolution (1966–1969) was more about retaining power than about ideology.”  
Is this a fair assessment of Mao’s motives?**

The dates are those for the height of the Cultural Revolution, although its repercussions continued to Mao’s death in 1976. Candidates may argue either way, but may also regard them as not mutually exclusive in that retaining power was a way of maintaining the ideology and *vice versa*. Expect analysis of the background to the Cultural Revolution and of its content and progress. Expect candidates to support their argument with reference to specific events and individuals. Also expect candidates to analyse Mao’s possible motives and expectations. They may also raise the question as to whether events went further than even Mao envisaged. There is considerable scope for discussion. Award any analysis and comment which is relevant to the question.

*[0 to 7 marks]* for narrative only.

*[8 to 10 marks]* for awareness of the political balance of power.

*[11 to 13 marks]* for a simple analysis of the background to and progress of the Cultural Revolution.

*[14 to 16 marks]* for a detailed analysis of events and personalities over the period with reference to the Cultural Revolution.

*[17+ marks]* for a detailed analysis covering all aspects of the Cultural Revolution and of Mao’s motives.

**19. Analyse the factors responsible for Japan's rapid economic growth in the 1960s.**

Japan's post-war economic growth began during the Allied occupation when General MacArthur and his advisors saw that destroying Japan's economy was unrealistic when it was becoming clear that the Communists were coming to power in China. When the United States required a supply base for the Korean War, Japanese industry was revived and the old zaibatsu re-emerged as the keiretsu. Thereafter, Japan remained under United States protection while officially renouncing war. Japanese expenditure on its self-defence forces was low, freeing capital for investment. The Japanese were able to acquire American patents upon which they improved and with a disciplined workforce concentrated on developing an export-oriented economy. The government, through the Ministry of International Trade and Industry (MITI), encouraged industries which it favoured. Japanese management and work practices proved effective in preventing industrial action, and effective marketing and servicing won and retained customers. War reparations to those countries occupied during the war were converted into orders for Japanese products, thus opening new markets. For these and other reasons candidates may mention that Japanese export production grew rapidly. The Japanese people deferred spending and tended to save, thus providing financial institutions with capital for investment. The profits made were turned into new investment. Social services were relatively neglected.

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

*[8 to 10 marks]* for awareness of some factors related to economic growth, such as post-war reconstruction, the Korean War and the security pact with the United States, the availability of capital and an effective banking system.

*[11 to 13 marks]* for a simple analysis of factors relating to economic growth and their impact.

*[14 to 16 marks]* for detailed analysis covering both domestic and international factors and revealing awareness of changing circumstances and of specific events and decisions which favoured growth.

*[17+ marks]* for balanced, detailed analysis and assessment of a wide range of factors set in their historical context. Some candidates may show awareness of weaknesses within the Japanese economic system, which became evident in the 1970s, and some may be aware of recent critical analysis, which has thrown some doubt on the validity of Japan's statistics.

**20. To what extent did Deng Xiaoping (Teng Hsiao-P'ing) set China on a new course in domestic and foreign policy after 1980?**

In 1980 Deng emerged as the dominant figure in the Chinese leadership, placing his own *protégés* in positions of importance by replacing Hua Guofeng (Hua Kuo-feng) as premier with Zhao Ziyang (Chao Tsu-yang) and appointing Hu Yaobang (Hu Yao-pany) as Party Secretary. Deng remained in effective control until he resigned from the Central Committee in 1987, although he remained chairman of the Military Affairs Commission. He continued to be a dominant political influence until he retired from all his official positions in 1990 and continued to exert influence as an elder statesman until his death in 1997. Jiang Zemin (Chiang Tse-min), who replaced Zhao as president was also an associate of Deng. Expect candidates to analyse the influence exerted on China's domestic and foreign policy, including relations with Taiwan. Deng's aim was to promote China's economic development by relaxing government control while retaining tight party control of the government and politics. This created tensions such as those leading to the Tiananmen Square incident of 1989.

Expect candidates to concentrate on Deng's career after 1980. Any comment on his career prior to 1980 must be clearly relevant to the post-1980 situation and events.

*N.B.* If only domestic or foreign policies are dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for narrative only.

**[8 to 10 marks]** for awareness of the significant policies which Deng pursued and for comment upon his role.

**[11 to 13 marks]** for a simple analysis of Deng's policies and their impact.

**[14 to 16 marks]** for detailed and critical analysis of Deng's role and its importance for China's economic development post-1980 and for its growing influence on world affairs.

**[17+ marks]** for sophisticated, detailed, critical analysis of his importance and role in developing China's domestic and foreign policies, and in significant events after 1980, arriving at an overall assessment of his importance in changing the course of post-Mao China.

**21. Analyse the impact of the Vietnam War (1965–1973) upon the balance of power in the region.**

The Vietnam War was both a Civil War between Communists (North Vietnam and the Viet Cong) and non-Communist South Vietnam, and an international war involving the United States with support from Australia and New Zealand in active combat in support of the South and China and the Soviet Union providing supplies and diplomatic support to the North. The United States withdrew its forces in 1974. The Civil War continued and North Vietnamese forces occupied Saigon in 1975. The balance of power had changed. President Nixon of the United States had visited China in 1972, by doing so recognising its status in the region. Expect candidates to consider post-war relations between China and Vietnam and events in Cambodia and Laos; Vietnam's recovery and changing foreign policy relations; and the role of other regional states and their relationships, including the influence of the United States.

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

*[8 to 10 marks]* for some reference to the involvement of states in the region with the conflict and awareness of its impact on them.

*[11 to 13 marks]* for simple analysis of the impact of the war on participating and neighbouring states, politically, militarily, economically and diplomatically.

*[14 to 16 marks]* for detailed analysis of the impact upon the regional balance of power.

*[17+ marks]* for detailed comparative analysis considering the situation in the region before and after the war and arriving at a conclusion backed by historical evidence.

**22. To what extent did the Labour government of 1972–1975 revolutionize Australia’s domestic and foreign policies?**

Candidates will probably argue that the policies of the Labour government headed by Gough Whitlam was dramatic but that the changes introduced were the culmination of a long process of growing disenchantment with the Liberal Government which preceded it. Nevertheless, the new government introduced a radical programme in areas like universal health care, Medibank, women’s rights, the official abandonment of the “White Australia” policy and the active encouragement of a multicultural society. University fees were abolished. There was increased freedom of thought and expression and a relaxation of social conventions. Conscription for military service was ended and troops were brought home from Vietnam. In foreign affairs it was less tied to US policy and more involved with Asia. Diplomatic recognition was given to Communist China. Opposition to the “White Australia” policy had been growing steadily, as had the campaign for women’s rights. Expect candidates to be aware that social conventions had been changing over the previous twenty years, that immigration had introduced new lifestyles, that a new generation of politicians had entered state as well as commonwealth politics. Labour had no majority in the senate which refused to approve the budget. Whitlam’s departure from office indicated that conservative elements remained powerful, but many aspects of Labour’s policies remained.

*N.B.* If only domestic or foreign policies are dealt with, award up to a maximum of **[12 marks]**.

**[0 to 7 marks]** for a general narrative account.

**[8 to 10 marks]** for a more detailed account with some attempt at comparison.

**[11 to 13 marks]** for simple comparative analysis of the policies of both governments.

**[14 to 16 marks]** for detailed comparative analysis reflecting on the changes in Australian society.

**[17+ marks]** for a sophisticated analysis based on a consideration of a wide range of policies reflecting on the changes in Australian society.

**23. Compare and contrast the impact of neocolonialism after 1945 on any *two* South East Asian countries of your choice.**

Expect candidates to demonstrate that they understand the meaning of “neocolonialism” and to apply this understanding to developments affecting the two countries of choice.

*N.B.* If only one country is dealt with, award up to a maximum of **[7 marks]**.

**[0 to 7 marks]** for brief comment or narrative only.

**[8 to 10 marks]** for simple comparison of the development of both countries, with reference to neo-colonialism.

**[11 to 13 marks]** for detailed comparative comment on the impact of neocolonialism.

**[14 to 16 marks]** for detailed analysis of the problems and achievements in terms of nation building and the role of neocolonialism.

**[17+ marks]** for sophisticated and detailed running comparison of the impact of neocolonialism upon the countries of choice.

**24. Analyse the role of pressure groups in promoting change within the region since the Second World War.**

A pressure group is a group of persons who cooperate in seeking to influence the policy of a legislative body or government to serve their interests and to bring in policies they desire. Their aims may be political, economic or social.

Expect candidates to define the aims and purposes of pressure groups they choose. These groups may be national or international and candidates will need to analyse their aims, membership and methods as well as the impact they have had. Award all relevant comments.

**[0 to 7 marks]** for vague general comments only.

**[8 to 10 marks]** for awareness of specific pressure groups and their role in promoting change and their success in doing so.

**[11 to 13 marks]** for simple analysis, possibly comparative, of particular demands of pressure groups supported by specific examples.

**[14 to 16 marks]** for detailed analysis and comment covering a variety of groups and their impact.

**[17+ marks]** for sophisticated detailed analysis across a broad spectrum of examples.



**25. Analyse the reasons for the success of Taiwan since 1949.**

Taiwan benefited from American protection from Communist China, and from the lessons learned by the Nationalist Government established there, after their flight from the mainland. By 1968 some 90 per cent of farming land was owned by those who worked it. Four Year Plans for industry produced an annual growth rate of 9.7 % in the ten year period after 1963. Taiwan benefited from economic and military aid from the United States and from investment from Chinese people living overseas. This prosperity and the threat from Communist China lowered demand for political reform. Taiwan also had access to highly trained management and business personnel from overseas. Changes in mainland China's economy since the 1980s have provided investment opportunities there for Taiwanese, but political and diplomatic relations remain a source of disagreement and possible tension. This is not a question about economic success alone; therefore expect reference to diplomatic and political factors which affect Taiwan's standing in the region and the world at large.

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

*[8 to 10 marks]* for some reference to economic and political issues.

*[11 to 13 marks]* for simple analysis of Taiwan's development.

*[14 to 16 marks]* for detailed analysis of Taiwan's development in relation to its position.

*[17+ marks]* for a sophisticated analysis of Taiwan's success, taking into account factors other than the purely economic ones.

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