

# Markscheme

November 2020

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.

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 developed because the Tang emperors wanted increased foreign trade.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the Silk Road developed because the Tang emperors wanted increased foreign trade. Candidates may discuss the nature of the Tang Dynasty and, in particular, that it was strong and open to foreign trade and ideas. This openness had led to a greater understanding of the outside world and more confidence in developing foreign relations with other countries. Candidates may also argue that it was the success of the military campaigns that led to far-reaching trade routes. Candidates may challenge the assumption in the question and suggest that the Tang wanted political and military control of these areas and trade was a means to achieve this. They could also argue that the stability of neighbouring states was an important factor in the Silk Road’s development. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. “Political integration was the most significant result of the Silk Road.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that political integration was the most significant result of the Silk Road. Candidates may refer to the ways in which Mongol expansion brought political stability to the region. The revival of Samarkand as the trade, cultural and political centre of the Islamic world was key to this integration. Political unity was developed through tolerance towards different religious groups and the Mongols were prepared to use force to maintain peace in the longer term. Candidates may challenge the assumption in the question and argue that there were other more significant results of the Silk Road. These could include cultural interaction and the transmission of new ideas. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 2: Japan in the Age of the Samurai (1180–1333)**

3. Evaluate the impact of the samurai on Japanese society and culture.

The question requires that candidates make an appraisal of the impact of the samurai on Japanese society and culture. Candidates may argue that the samurai were held in high regard in Japanese society because they were seen as honourable. The ideas of the Bushido Code, particularly those of honesty and respect, became highly influential and valued in Japanese society. The Emperor's power declined in this period and essentially the samurai dominated the government, which in turn gave them increased status and power in society. Candidates may challenge the assumption in the question and argue that other factors, such as Confucianism, had a greater impact on Japanese society and culture. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "The failure of the Mongol invasions demonstrated the military strength of Japan." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the failure of the Mongol invasions demonstrated the military strength of Japan. Candidates may challenge the assumption in the question and argue that the first invasion actually showed Japanese weaknesses, but may then go on to argue that by the second invasion the Japanese military had successfully adapted to effectively fight the Mongol invaders. The Japanese were outnumbered in the first invasion and inexperienced in methods of warfare different to their own. By the second invasion, they had constructed large forts and developed new effective tactics. Candidates may also challenge the question by arguing that it was only the typhoon winds that saved the Japanese in both invasions. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. “The impact of European settlements on the indigenous people was entirely negative.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the impact of European settlements on the indigenous people was entirely negative. Candidates may refer to the ways the missionaries often undermined local beliefs and traditions. They may discuss the ways European culture and language was forced onto local populations. Negative economic impacts such as the exploitation of local resources and high taxation may be addressed. Candidates may give examples of localized resistance as evidence of the anger felt amongst indigenous people of their exploitation. There should be some attempt to present balance in the response and candidates may argue that developments in transportation, communications, trade and medicine could be seen as positive. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the social and economic impact of Japan “turning in”.

The question requires that candidates make an appraisal of the impact of the social and economic impact of Japan “turning in”. Candidates may refer to how this led to long periods of peace and stability with few internal divisions; however, this peace actually served to undermine the social status of the samurai. Candidates may also argue that, by “turning in”, Japanese culture and ideas were protected and not affected by outside influences aside from Dutch Learning, which only had limited impact on Japanese society. However, it may be argued that “turning in” also limited Japanese developments in trade, warfare and technology and that this made Japan more vulnerable to foreign invaders in the long term as it fell behind the development of western powers. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

7. Discuss the reasons for, and effects of, domestic opposition to Mughal rule in India.

The question requires that candidates offer a considered and balanced review of the reasons for, and effects of, domestic opposition to the Mughal rule. Candidates may offer equal coverage of reasons and effects, or they may prioritize their discussion of one of these aspects. However, both aspects will be a feature of the response. The reasons given for opposition may include the imposition of taxes on non-Muslims, the often autocratic and authoritarian rule by Mughals and their inability to placate the Marathas, leading to excessive warfare. Candidates may refer to the fact that initially the Rajputs and other Hindus opposed the Mughals, as they were perceived as foreigners. The effects may include a discussion of political and financial instability as well as religious tensions. Court in-fighting also led to the creation of successor states. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Evaluate the economic and cultural achievements of the Mughal Empire during the reign of Shah Jahan I (1628–1658).

The question requires that candidates make an appraisal of the reign of Shah Jahan I (1628–1658) and his economic and cultural achievements. Candidates may offer equal coverage of economic and cultural achievements, or they may prioritize their examination of one of these aspects. However, both aspects will be a feature of the response. Candidates may refer to architectural wonders, such as the Taj Mahal, Red Fort and Jama Masjid, and developments in miniature painting, textiles and Islamic calligraphy. Candidates may also discuss religious toleration during his reign. In terms of economic achievements, candidates may discuss how the Gross Domestic Product was high during his rule and coinage advanced to new levels. Other relevant interrelationships may be considered, for example the conditions of workers and peasants, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Compare and contrast the colonial systems in the Dutch East Indies and French Indo-China.

The question requires that candidates give an account of the similarities and differences between colonial systems in the Dutch East Indies and French Indo-China, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the assimilation, or not, of local culture by the colonists, changes in governance, political practices as well as economic, social and religious policies of the colonists. Rigid social hierarchy existed between the colonists and the locals. Both colonial governments implemented forced cultivation and economically exploited their colonies, leading to a drain of wealth and in some cases famine. However, the Dutch introduced the Ethical Policy in 1901 which, to an extent, did consider the welfare of the locals. The French in the same year introduced *corvée* or unpaid labour. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Examine the effects of the Spanish-American War (1898) in the Philippines.

The question requires that candidates consider the interrelationship between the Spanish-American War and its effects on the Philippines. Effects may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the removal of Spanish rule from the islands, and the political, social and economic impact of this may be considered. The war also marked the emergence of the US as a power in the region, as the Philippines became a part of the United States. Military force was used by the US to put down rebellions by the Filipinos who had hoped to achieve independence after the end of Spanish rule. The Spanish-American War and its aftermath delayed Philippine independence until after the Second World War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

11. “British economic policy was the main cause of the Great Revolt (Indian Mutiny) of 1857.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that British economic policy was the main cause of the Great Revolt. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the British commercial policies and unfair trading practices, including levying high import duties on finished goods and low export duties on raw materials. Candidates may also refer to the drain of wealth, unfair land revenue policies and disruption of traditional economic structures leading to poverty and famines. Other relevant factors may be addressed, for example political policies such as the Doctrine of Lapse, widespread discontent amongst sepoys, unfair annexations, interference in local customs and racial discrimination, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. “British actions in Afghanistan were due to the fear of Russian invasion.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that British actions in Afghanistan were due to fear of Russian invasion. Candidates may refer to the advancement of Tsarist Russia into Central Asia as being extremely detrimental to British political and economic interests in India. The British would be able to use Afghanistan as a buffer state against Russia. Control of Afghanistan, particularly the mountain passes, would make halting further Russian expansion in Central Asia, particularly in the direction of British India, much easier. The Khyber Pass was the land route to the east and the spice trade. Other relevant factors may be addressed, for example the control of trade routes and commerce and the fact that India and Central Asia had close ties for over 2000 years. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 13.** Evaluate the consequences of the Taiping Rebellion for Chinese society.

The question requires that candidates make an appraisal of the consequences of the Taiping Rebellion, weighing up the strengths and limitations of the results for Chinese society. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of strengths and limitations, or they may prioritize their evaluation of one of these aspects. However, both aspects will be a feature of the response. Candidates may refer to the growth of ideas of equality, changes in social and economic structure, the Hundred Days' Reform movement and the weakening of the Qing dynasty. Limitations may include loss of lives, destruction of fertile lands, the drain of resources and the fact that China was becoming an easy target for colonization. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 14.** "Political rather than economic factors led to the crisis of the Bakumatsu period (1853–1868)." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that political factors rather than economic factors led to the crisis of the Bakumatsu period. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may discuss the impact of Perry's arrival on Japan and the political crisis that followed. This could include a discussion of the perceived failure of the shogun to protect Japan from foreigners, which led to the rise of factions jostling for power and eventually resulted in a coup. By 1868, the Tokugawa shogunate had collapsed and Emperor Meiji took control of the country. Economic factors discussed could include the effects of monetary upheaval produced by the opening up of Japan to foreign trade, unemployment, inflation and the breakdown of the coinage system. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 15.** Discuss the reasons for, and impact of, the growth of cities in Australia.

The question requires that candidates offer a considered and balanced review of the reasons for, and effects of, the growth of cities in Australia. Candidates may argue that the main reason for the growth of cities were the gold rushes, which led to an influx of people from other parts of the country and overseas. Candidates may consider a wide range of social, economic and political impacts. Examples may include the creation of communities with a shared identity, an increased standard of living, developments in transportation and communications, expansion of businesses and services to meet the needs of these new communities. Candidates may also argue that there were negative impacts, such as increasing crime rates and increased racial tensions. Both parts of the question should be addressed, but there does not need to be equal coverage. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** "The growth of national identity was the main factor in the development of the federation movement in Australia." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the growth of national identity was the main factor in the development of the federation movement in Australia. Candidates may refer to the ways in which a national identity had been developing as a result of the younger generation being native-born and therefore the concept of being Australian emerged. The growth of a national identity could also be seen in the arts and literature. All of this led to a desire for political representation of the whole country rather than just individual states. However, candidates may also argue that the federation movement was influenced by economic factors. Cities were better connected and there was a need to standardize tariffs to improve trade. A federal government would also be better able to respond to the increased social problems, such as the rise in crime, immigration and disease. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

17. To what extent was conservative opposition the main reason for the failure of the Hundred Days' Reform (1898)?

The question requires that candidates consider the merits or otherwise of the suggestion that conservative opposition was the main reason for the failure of the Hundred Days' Reform. The conservative ruling elite condemned the reform as too radical and proposed a more moderate and gradualist course of change. Candidates may refer to the rallying of conservative forces behind the Empress Dowager, Cixi. With the army on her side, Cixi carried out a coup and imprisoned the emperor in his palace. Traditionalist Confucian scholars also considered the reforms impetuous and believed they tried to do too much too soon. The reforms also threatened the position of powerful ministers and bureaucrats. Other relevant factors may be addressed, for example the reformers' inexperience resulting in unplanned and ambitious reforms, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "Economic gain was the main reason for the Japanese annexation of Korea (1910)." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic gain was the main reason for the Japanese annexation of Korea in 1910. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the Japanese need for cheap raw materials, human resources and the desire to open up Korea for trade with Japan. Having access to Korea's coal and iron ore deposits would significantly benefit Japan's growing industrial base. Other relevant factors may be addressed, for example Japan's desire for political dominance in the region, Japanese fear of Russian expansionism and control over Korea which would limit their influence in the region. China's control over Korea was also perceived to be detrimental to Japanese national security. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** Examine the role of the Indian National Congress in the achievement of independence in India.

The question requires that candidates consider the interrelationship between the Indian National Congress and the achievement of independence in India. Candidates may refer to the speeches, resolutions and movements introduced by the Congress, such as passive resistance and Satyagraha, non-cooperation, Purna Swaraj, Civil Disobedience and the Quit India movements. The role and work of Congress in contesting elections and forming ministries pre-independence may be addressed. The importance of Congress leaders such as Gandhi, Nehru and Patel and their actions could be looked at. Other relevant interrelationships may be considered, for example decolonization, the Atlantic Charter supporting independence of colonies and the money Britain owed to India, playing a role in the achievement of independence, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** “Separatist policies of the Muslim League led to the partition of India in 1947.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that separatist policies of the Muslim League led to the partition of India. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the Lahore Resolution of the Muslim League outlining the Two-Nation Theory, the Day of Deliverance announced by the League when the Congress ministries resigned, Direct Action Day and the role of Jinnah and other Muslim leaders such as Iqbal and Rahmat Ali. Other relevant factors may be addressed, for example the failure of the Indian National Congress to placate the Muslims, the British policies of divide and rule and the rise of Hindu communalism, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 11: Japan (1912–1990)**

21. Evaluate the impact of the First World War and the post-war conferences on Japan.

The question requires that candidates make an appraisal of the impact of the First World War and the post-war conferences on Japan. Candidates may argue that Japan's involvement in the Versailles Treaty and the Washington Conferences demonstrated their growing international status. At Versailles, Japan gained the Shandong province in China despite the objections from China. At the Washington Conferences, it was clear that the US and UK regarded Japan as a significant military power by imposing a 5:5:3 ratio on ship building. However, candidates may argue that both of these events triggered anger within Japan that they were not treated as an equal nation. The refusal to ratify the Racial Equality Clause at Versailles further strengthened this belief. At the Washington Conference, Shandong was also returned to China with Japan only maintaining control of the railways. Candidates may argue that this was the beginning of militarism and nationalism in Japan. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "Political and economic changes that occurred in Japan during US occupation were undermined by the reverse course (1950)." Discuss.

The question requires that candidates consider the merits or otherwise of the statement that the political and economic changes that occurred in Japan during the US occupation were undermined by the reverse course. Candidates may start their response by considering the changes that were implemented during the early years of US occupation. Political changes may include a discussion of the democratization and demilitarization of Japan, including its new constitution. Economic changes may include a discussion of land reform and attempts to weaken the power of the *zaibatsu*. As communism spread throughout Asia the US came to regard Japan as a strong ally in Asia. Candidates may discuss the impact of the Reverse Course which led to the US relaxing many of their policies towards Japan, including its previous restrictions on the *zaibatsu*. The US also now supported the rise of conservative politicians and allowed Japan to establish defence forces. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Evaluate the importance of the Jiangxi Soviet (1931–1934) to the rise of communism in China.

The question requires that candidates consider the interrelationship between the Jiangxi Soviet and the rise of the Communist Party (CCP). Following Jiang Jieshi's purge of the CCP, they fled to Jiangxi and established a community there. Candidates may examine the ways in which the Jiangxi Soviet enabled the party to formulate and implement key policies such as land reform. It was also during the Jiangxi Soviet that the Red Army developed guerrilla tactics to respond to Jiang's Encirclement Campaigns. These tactics would prove essential to their survival in the Sino-Japanese War and the second Chinese Civil War. Candidates may also consider the significance of the Jiangxi Soviet in the rise of Mao's leadership of the party and in determining future relations with the USSR. Candidates may argue that the party's inability to defend Jiangxi in the 5<sup>th</sup> Encirclement Campaign nearly decimated the party. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "The Nanjing decade (1927–1937) was a complete failure." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Nanjing decade (1927–1937) was a complete failure. Candidates may consider a range of social, political, economic and military policies and should show examples of failures and successes. In terms of economics, candidates may refer to Jiang Jieshi's inability to address the extreme poverty experienced by the peasants, but could also argue that infrastructure in the cities, such as transportation and communication, was developed. Candidates may address the oppressive nature of the regime to argue that politically it was a failure, but they may also identify Jiang's renegotiations of the Unequal Treaties as a success. Candidates may argue that the New Life Movement was an example of a social failure as it did not address China's problems, but Jiang's banning of foot binding would be seen as a positive development. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Section 13: Impact of the Second World War on South-East Asia

25. “Japanese occupation was the main reason for the growth of nationalism in the Dutch East Indies.”  
To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Japanese occupation was the main reason for the growth of nationalism in the Dutch East Indies. Candidates may refer to how the Japanese politicized the Indonesians and allowed the nationalists to develop their cause further. For example, the Japanese promoted many of the nationalist figures, such as Sukarno, to positions of power. Sukarno was even given a military force, which candidates may argue placed him in a strong position to fight for independence after the war. The Japanese also gave the Indonesian elite experience of government as the day-to-day business of running the country was left to them. At the end of the war, they did not want to relinquish this power. Candidates may challenge the assumption in the question by arguing that nationalism had already developed in the Dutch East Indies as a result of the nature of Dutch occupation. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the political and economic impact of the Second World War on **one** country in South-East Asia, excluding the Dutch East Indies, Indochina and Malaya.

The question requires that candidates make an appraisal of the impact of the Second World War on one country in South-East Asia. Candidates should use a case study here of any South-East Asian country other than the Dutch East Indies, Indochina and Malaya and content will differ depending on the case study they have selected. In terms of political impact, candidates may consider factors such as the growth of nationalist and independence movements. They may also consider changes in foreign relations and alignments. In terms of economic impact, candidates may address the cost of the war but also changes in trade relations. There should be references to political and economic impact but there does not need to be equal coverage of both. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

27. “Mao Zedong’s economic policies were a failure.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Mao Zedong’s economic policies were a failure. Candidates should refer to Mao’s key economic policies, such as Land Reform Law, the First Five-Year Plan and the Great Leap Forward. Candidates are likely to argue that these policies had different levels of success and failure. Land Reform could be seen as a successful policy as it did give the peasants land, but they were often ill-equipped and lacking experience to effectively farm. The First Five-Year Plan had numerous successes, particularly the rise in industrial production. However, candidates may argue that the introduction of collective farming was a failure. Candidates may argue that the Great Leap Forward was a complete failure and give examples such as the Backyard Steel Campaign and the Great Famine. Candidates may argue that some of these policies failed from an economic perspective, but did have social and political successes, such as greater control over the lives of the people. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. To what extent had China become a global power by 1976?

The question requires that candidates consider the merits or otherwise of the claim that China had become a global power by 1976. Candidates may begin their response by considering China’s international position when Mao came to power in 1949. They may then address China’s involvement in conflicts, relations with other nations and developments in trade to measure the extent of its power by 1976. For example, candidates may refer to China’s involvement in the Korean War during which the PLA was able to successfully push back UN forces. Candidates may discuss China’s relations with the USSR and argue that the Sino-Soviet split is evidence of China standing up on its own. China’s development of its first atom bomb, despite the Soviet’s refusal to help, is a further example of this. Candidates may also discuss China’s involvement in the Non-Alignment Movement, its improved relations with the US and eventual acceptance into the UN, development of trade as examples of China’s increasing global influence. This is a broad question and whilst candidates are not expected to cover all events, there should be good coverage of the time period up to the 1970s. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**Section 15: Cold War conflicts in Asia**

29. Evaluate the role of the Malayan Communist Party during the Malayan Emergency (1948–1960).

The question requires that candidates make an appraisal of the role of the Malayan Communist Party (MCP) during the Emergency, weighing up their strengths and limitations. Candidates may offer equal coverage of strengths and limitations, or they may prioritize their evaluation of one of these aspects. However, both aspects will be a feature of the response. Candidates may refer to the regrouping of the MCP militants as the MPABA. The militants carried out guerilla activities including road and rail ambushes as well as intimidation and killings of civilians. In 1949, the MPLA allied with trade unions, other political parties as well as the aboriginal population. Limitations of the MCP may include a discussion of the loss of popular support due to their violent methods. The British were also easily able to suppress the MCP and cut off their supplies through Operation Starvation. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. "International involvement was significant in determining the outcome of the civil war in Afghanistan (1989–1992)." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that international involvement was significant in determining the outcome of the civil war in Afghanistan. Candidates may refer to the role of Pakistan in supporting the *Mujahideen* coalition, the role of the US that permitted its funding and arms distribution to be administered initially through Pakistan and later through direct access with the *Mujahideen*, and the role of the Soviet Union in supporting the Republic of Afghanistan under President Mohammed Najibullah in Kabul. Other relevant factors may be addressed, for example the internal divisions in the regime of President Najibullah such as the opposition between the Khalq and Parcham factions, but with focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Section 16: Developments and challenges in South Asia after 1947

31. To what extent were economic issues the most important reason for the independence of Bangladesh (1971)?

The question requires that candidates consider the merits or otherwise of the suggestion that economic issues were the main cause for the independence of Bangladesh. Candidates may refer to the unfair economic policies of West Pakistan towards East Pakistan, which was treated as a colony with an underdeveloped economy. East Pakistan earned foreign exchange by exporting jute, but this was used to industrialize West Pakistan with very little revenue allocated to East Pakistan. Cyclone management was also neglected by West Pakistan and trade was adversely affected. Candidates may challenge the question and discuss other relevant factors. These could include racial tensions between the Urdu-speaking Pakistanis and the Bengalis in East Pakistan, the Awami League's election victory not being accepted by West Pakistan and India's support of the *Mukti Bahini*. The military atrocities committed by the Pakistan army against unarmed Bengalis may also be discussed as an immediate cause. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Evaluate the political and economic developments in India under Indira Gandhi.

The question requires that candidates make an appraisal of the political and economic developments under Indira Gandhi, weighing up the strengths and limitations or otherwise of each. Candidates may offer equal coverage of political and economic developments, or they may prioritize their evaluation of one of these aspects. However, both aspects will be a feature of the response. Candidates may refer to her socialist policies including the nationalization of banks and the coal mines, the Green Revolution and the Five-Year Plans. For political developments, they may refer to the splitting of the Congress, declaration of India as a nuclear state, the constitutional amendments, the Emergency, and the Twenty Point Programme as well as Operation Bluestar. Candidates may discuss the controversial nature of these events. Accusations against Indira Gandhi of malpractices in elections led to the formation of a grand opposition alliance, the *Janta Morcha*. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

33. “Multiculturalism was the most significant development in society.” Discuss with reference to **either** Australia **or** New Zealand.

The question requires that candidates offer a considered and balanced review of the statement that multiculturalism was the most significant development in society. Candidates should discuss the impact of multiculturalism on society, such as the growth in religious and ethnic diversity. Candidates may also consider the impact of multiculturalism on language, education and the arts. It could also be argued that multiculturalism led to many social problems such as racial and religious tensions. Candidates may also challenge the assumption in the question and argue that there were other significant developments that had a wider impact on society. These could include women’s rights or the rights of indigenous people. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. To what extent did the rise of Asian economies significantly impact the economic policies of **either** Australia **or** New Zealand?

The question requires that candidates consider the merits or otherwise of the suggestion that the rise of Asian economies significantly impacted the economic policies of **either** Australia **or** New Zealand. Candidates may begin their response by stating that before the Second World War both countries’ closest trading partner was the UK. However, following the war, trade relations changed significantly. The growth of the “Asian Tiger” economies led to stronger economic ties with these countries and both Australia and New Zealand traded more with ASEAN. Candidates may challenge the assumption in the question and argue that other factors such as the UK joining the EEC or the nationalization of key industries had a greater impact. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 35.** Compare and contrast religious tensions in **two** Asian countries (excluding China, Japan and India).

The question requires that candidates give an account of the similarities and differences between religious tensions in two Asian countries (excluding China, Japan, and India), referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the causes and origin of the tension, its nature and the groups involved. They may also discuss the role of leaders, ideologies and rituals while highlighting similarities and differences. There may be a discussion of the political motivation for these tensions. Depending on the countries chosen, the role of external factors and other countries could also be discussed. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Discuss the cultural impact of globalization in **two** Asian countries (excluding China, Japan and India).

The question requires that candidates offer a considered and balanced review of the cultural impact of globalization in **two** Asian countries (excluding China, Japan and India). The impact may extend beyond the timeframe, but must be clearly linked to the issue raised in the question. Candidates may refer to the diffusion of ideas, the influence on popular culture and lifestyle and the impact of globalization on language and education in **two** countries. They may also refer to food-fusion, cultural exchanges in theatre, dance, music and the arts as well as the influence on religion and clothing and general lifestyle. Literature and the media's impact on reaching out to remote areas and addressing global issues may be looked at. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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