

# Markscheme

**May 2021**

**History**

**Higher level**

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

© International Baccalaureate Organization 2021

All rights reserved. No part of this product may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without the prior written permission from the IB. Additionally, the license tied with this product prohibits use of any selected files or extracts from this product. Use by third parties, including but not limited to publishers, private teachers, tutoring or study services, preparatory schools, vendors operating curriculum mapping services or teacher resource digital platforms and app developers, whether fee-covered or not, is prohibited and is a criminal offense.

More information on how to request written permission in the form of a license can be obtained from <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organisation du Baccalauréat International 2021

Tous droits réservés. Aucune partie de ce produit ne peut être reproduite sous quelque forme ni par quelque moyen que ce soit, électronique ou mécanique, y compris des systèmes de stockage et de récupération d'informations, sans l'autorisation écrite préalable de l'IB. De plus, la licence associée à ce produit interdit toute utilisation de tout fichier ou extrait sélectionné dans ce produit. L'utilisation par des tiers, y compris, sans toutefois s'y limiter, des éditeurs, des professeurs particuliers, des services de tutorat ou d'aide aux études, des établissements de préparation à l'enseignement supérieur, des fournisseurs de services de planification des programmes d'études, des gestionnaires de plateformes pédagogiques en ligne, et des développeurs d'applications, moyennant paiement ou non, est interdite et constitue une infraction pénale.

Pour plus d'informations sur la procédure à suivre pour obtenir une autorisation écrite sous la forme d'une licence, rendez-vous à l'adresse <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

© Organización del Bachillerato Internacional, 2021

Todos los derechos reservados. No se podrá reproducir ninguna parte de este producto de ninguna forma ni por ningún medio electrónico o mecánico, incluidos los sistemas de almacenamiento y recuperación de información, sin la previa autorización por escrito del IB. Además, la licencia vinculada a este producto prohíbe el uso de todo archivo o fragmento seleccionado de este producto. El uso por parte de terceros —lo que incluye, a título enunciativo, editoriales, profesores particulares, servicios de apoyo académico o ayuda para el estudio, colegios preparatorios, desarrolladores de aplicaciones y entidades que presten servicios de planificación curricular u ofrezcan recursos para docentes mediante plataformas digitales—, ya sea incluido en tasas o no, está prohibido y constituye un delito.

En este enlace encontrará más información sobre cómo solicitar una autorización por escrito en forma de licencia: <https://ibo.org/become-an-ib-school/ib-publishing/licensing/applying-for-a-license/>.

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. “Merchants were the most important factor in connecting east and west along the Silk Road.”  
Discuss.

The question requires that candidates offer a considered and balanced review of the statement that merchants were the most important factor in connecting east and west along the Silk Road. There may be explanation of the role of *caravanserais* and the mutual demand for valuable commodities. Candidates may refer to the role of Islamic merchants in spreading their faith into Inner Asia; they may also refer to the booming trade links under the Mongols and, later, Timur. Silk was available in Italy in the mid-13th century, while Samarkand, under Timur, became a major centre of international commerce. Candidates may discuss increased understanding of the east in the west, mentioning, for example, Pegolotti’s handbook (1340), and the Polos. Other relevant factors may be addressed, for example, the roles of missionaries, diplomats, pilgrims and intellectuals, but with a focus on the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the role of the Silk Road in encouraging the transmission of religious ideas and art.

The question requires that candidates consider the interrelationship between the Silk Road and the transmission of religious ideas and art. Candidates may refer to the spread of Islam, which began with the rise of the ‘Abbasids and became the dominant force along the western half of the Silk Road: Islamic society fostered trade and there was an Islamic presence in most Chinese ports. Candidates may also examine the impact of Christian missionaries, such as the Dominicans in Persia, India and western central Asia and the Franciscans in eastern central Asia, Mongolia and China. Examples of the transmission of art could include the adoption of Persian styles and Indian *ikat* by Tang weavers, the popularity of Middle Eastern styles in metalwork, the Chinese influence on Iraqi miniaturists, and the introduction of cobalt blue into Chinese porcelain manufacture. 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. Discuss the causes and the consequences of the Gempei War (1180–1185).**

The question requires that candidates offer a considered and balanced review of the causes and the consequences of the Gempei War. They may offer equal coverage of causes and consequences, or they may emphasize their discussion of one, but both will be a feature of the response. Candidates may identify the rivalry between the Minamoto and Taira clans that predates the timeframe, but it must be clearly linked to the issue raised in the question. They may refer to the intermarriage between each clan and the imperial family, the Taira's influence after Emperor Takakura's abdication, and the start of civil war. Candidates may consider consequences such as the dominance of the Minamoto, the Kamakura Shogunate, the relationship between emperor and shogun, and the rise of the warrior class. Other relevant factors may be addressed, for example, the geography of Japan and the feudal system, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**4. Evaluate the impact of the Mongol invasions of Japan.**

The question requires that candidates make an appraisal of the impact of the Mongol invasions of Japan by weighing up their importance or otherwise regarding political, economic, social or cultural outcomes in Japanese society, but these need not all be covered or covered equally. They may adopt a chronological approach that contextualises the invasions. Candidates may refer to aspects such as the unity of the samurai clans, the changes to Japanese weaponry and to warfare strategies and the construction of extra fortifications. They may also identify the creation of a sense of nationalism, the rise of a mass following of Zen Buddhism amongst the samurai, changes to daily life and the family, and the unpopularity of the additional taxes. Some candidates may focus on the immediate aftermath whilst others will extend their appraisal to re-emergence of internal political unrest and the fall of the Kamakura Shogunate in 1331. Other relevant factors may be addressed, for example, the cultural significance of the kamikaze storms, but with a focus on the issue in the question. 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. Evaluate the political and economic importance to China of the “treasure ships” and the voyages of Zheng He.

The question requires that candidates make an appraisal of the “treasure ships” and the voyages of Zheng He by weighing up their political and economic importance or otherwise to China. Candidates may offer equal coverage of the political and economic aspects, or they may emphasize their evaluation of one, but both will be a feature of the response. Candidates may adopt a chronological approach and evaluate each of Zheng He’s seven voyages between 1405 and 1433. Alternatively, they may refer to the desire to impress foreigners with the wealth of China, the expansion of military and diplomatic influence, and the establishment of tributary relationships. Candidates may also consider the role of the Yongle Emperor and the division in the imperial court about the economic value of Zheng He’s activities. Other relevant factors may be addressed, for example acquisition of scientific and geographic knowledge, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast the impact of the Spanish and Dutch settlements in East Asia and South-East Asia.

The question requires that candidates give an account of the similarities and differences between the impact of the Spanish and Dutch settlements in East Asia and South-East Asia in the given timeframe for the section, referring to both throughout. The similarities and differences must be clearly indicated, but there does not need to be an equal number of each. Candidates may note that the Spanish in the Philippines and the Dutch in the East Indies established settlements at different times with different aims. They may adopt a chronological approach and/or they may identify the similarities and the differences separately. Candidates may consider an integrated approach and refer to the impact of both in areas such as political and bureaucratic structures, agriculture and trade, relations with the indigenous population and the level of violence used to maintain control, religious and missionary activity, and the lifestyles of the colonial masters. These may not all be covered or covered equally. 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. “The Mughal Empire was secure by the end of Babur’s reign.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the Mughal Empire was secure by the end of Babur’s reign. Candidates may adopt a chronological approach that contextualises Babur’s reign prior to the given timeframe, but this must be clearly linked to the issue raised in the question. Candidates may refer to key battles between 1524 and 1528 and the expansion of Babur’s territory into northern India, and identify that this was the beginning of the Mughal Empire, which he ruled until 1530. Candidates may also consider the power struggles of his successor, Humayun, who initially lost and then regained territory by 1555, to argue that the Mughal Empire was not completely secure by the end of Babur’s reign. Other relevant factors may be addressed, for example, diplomatic alliances, religious toleration, cultural developments and economic policies, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. To what extent did the religious and economic policies of Shah Jahan I contribute to instability in the Mughal Empire?

The question requires that candidates consider the merits or otherwise of the suggestion that the religious and economic policies of Shah Jahan I contributed to instability in the Mughal Empire. Candidates may offer equal coverage of religious and economic policies, or they may emphasize their assessment of one, but both aspects will be a feature of the response. They may identify that he did not practice religious toleration like his father and grandfather and refer to his imposition of Sharia law, the destruction of churches and temples, and the revolts of the Sikhs in the Punjab and the Rajput princes. Candidates may also consider the lavish court and building expenditure, which led to economic instability and opposition. Other relevant factors may be addressed, for example, the bureaucratic nature of his administration, 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. Evaluate the economic and social effects of the Liberal Policy introduced in the Dutch East Indies.

The question requires that candidates make an appraisal of the Liberal Policy introduced in the Dutch East Indies, weighing up the importance or otherwise of social and economic effects. Candidates may offer equal coverage of social and economic effects, or they may prioritize their evaluation of either of them. However, both aspects will be a feature of the response. Candidates may evaluate the economic and social consequences of the Agrarian Law (1870) and the Coolie Ordinance (1880), which contributed to an injection of private capital and an export boom and the establishment of vast tobacco and rubber plantations. However, there were social costs, such as forced migration and the displacement of indigenous peoples. Candidates may also evaluate developments in infrastructure (such as railways, ports and processing and storage facilities), migration into cities, increasing inter-ethnic contact and non-agricultural employment. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Compare and contrast the contributions of Rizal and Aguinaldo to the development of nationalism in the Philippines.

The question requires that candidates give an account of the similarities and differences between the contributions of Rizal and Aguinaldo to the development of nationalism in the Philippines, referring to both throughout. There does not need to be an equal mention of each. Both Rizal and Aguinaldo are recognized as heroes in the independence struggle, and both either founded or led organizations which threatened Spanish rule. Rizal attacked the colonial system through his novels and dissociated himself from violence (as shown in the aims of his *La Liga Filipina*) and yet his martyrdom was an inspiration to Bonifacio and the Katipuneros. In contrast, Aguinaldo came to nationalism through public office, and then as leader of the Katipunan, who engaged in armed conflict, fighting wars against Spain and the US, and formulated the Malolos constitution. It may be argued that Rizal's reputation was undamaged, whereas Aguinaldo, arguably with no option, surrendered Filipino independence after defeat in the American War. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

- 11.** Discuss the reasons for the expansion of the British East India Company in the Indian subcontinent up to the end of the Anglo-Maratha Wars.

The question requires that candidates offer a considered and balanced review of the reasons for the expansion of the British East India Company in the Indian subcontinent up to the end of the Anglo-Maratha Wars. Reasons, such as European rivalries, may predate the timeframe, but they must be clearly linked to the issue raised in the question. Candidates may refer to the Battle of Plassey, the Anglo-Mysore Wars and the Anglo-Maratha Wars, and the end result of the East India Company gaining control of most of India. They may identify that factors such as strategic interests; the Industrial Revolution in Britain; and demands for tea, cotton, silk, indigo, saltpetre and opium all created the desire for a monopoly of trade and markets. Other relevant factors may be addressed, for example, the activities of individuals such as Robert Clive and Warren Hastings may be considered, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** Evaluate the reasons for the growth of national consciousness in India up to the end of the First World War.

The question requires that candidates make an appraisal of the reasons for the growth of national consciousness in India up to the end of the First World War by weighing up the importance or otherwise of various political, economic, social and cultural factors. These need not all be covered or covered equally. They may adopt a chronological approach that contextualises events beginning in the mid-19th century or in the early 20th century. Candidates may refer to the role of political organizations such as the Indian National Congress, the All India Muslim League and the Home Rule Leagues, and the growing demands for self-government, including the 1916 Lucknow Pact. Some candidates may also evaluate the contributions of individuals such as Gokhale, Tilak and Besant. Other relevant factors may be addressed, for example, the British divide and rule policies and the impact of the First World War, but with a focus on the issue in the question. 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 reasons why western trade missions failed to change the Chinese tribute system.

The question requires that candidates make an appraisal of the reasons why western trade missions failed to change the Chinese tribute system, weighing up their importance or otherwise. Candidates may offer equal coverage of western trade missions and the tribute system, or they may prioritize their evaluation of one of them. However, both aspects must be a feature of the response. There may be evaluation of the importance of the tribute system to the emperors, who regarded trade as a privilege to be granted, and not a right. The tributary system conferred status and benefits both for the emperor and the tributaries. Candidates may argue that the western missions failed because of British reluctance to perform the *kowtow*. There were also worsening relations over, for example, British actions in Nepal and Macao. The growth of trade outside the tributary system lessened the need for change. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the political and economic reasons for the crisis of the Bakumatsu period (1853–1868) in Japan.

The question requires that candidates make an appraisal of the political and economic reasons for the crisis of the Bakumatsu period in Japan, weighing up their importance or otherwise. Candidates may offer equal coverage of political and economic reasons, or they may prioritize their evaluation of one of them. However, both aspects must be a feature of the response. Political reasons could include the lack of political representation of the emergent merchant class, the political impact of Commodore Perry's visits and subsequent treaties and weak leadership during the crisis of 1857–1863. Economic reasons could include the impact of drought and population increase on formerly prosperous peasants and the samurai, and the impact of unequal trade treaties. It may be argued that the frustrated *daimyo* were supported by social classes who were suffering economically, showing how political and economic reasons were combined. 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 aims and effectiveness of the Treaty of Waitangi (1840).

The question requires that candidates offer a considered and balanced review of the aims and effectiveness of the Treaty of Waitangi. They may offer equal coverage of aims and effectiveness, or they may emphasize their discussion of one, but both aspects will be a feature of the response. Candidates may identify aims such as British sovereignty over the land and giving the Maori status as British subjects with some land rights. Candidates may argue there are various interpretations of the treaty. They may consider that the effectiveness of the treaty was limited and refer to methods used by settlers to acquire Maori crown land, the Maori Wars between 1845 and 1872, the 1863 Settlements Act, and the Public Works Acts of 1864 and 1876. Other relevant factors may be addressed, for example, the Maori political exclusion nationally until the 20th century, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** Discuss the factors that led to the growth of cities in Australia **and** New Zealand before the First World War.

The question requires that candidates offer a considered and balanced review of the factors that led to the growth of cities in Australia and New Zealand before the First World War. They may offer equal coverage of the two countries or they may emphasize their discussion of one, but both will be a feature of the response. Candidates may outline urbanization in each separately or they may integrate material and discuss political, economic, social and cultural aspects, but these need not all be covered or covered equally. They may refer to settlement plans, gold rushes, trade unionism and industrialization. Candidates may identify that cities appealed to immigrants, because they replicated provincial cities in Britain, were commercial and cultural centres, developed pleasant suburbs, and housed the growing working class. Other relevant factors may be addressed, for example, welfare legislation in the early 20th century, but with a focus on the issue in the question. 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 Prince Gong successful in reforming and modernizing China?

The question requires that candidates consider the merits or otherwise of the suggestion that Prince Gong was successful in reforming and modernizing China. They may contextualize Gong within the Tongzhi Restoration and Self-Strengthening Movement. Candidates may refer to his creation of the *Zongli Yamen* and the *Tongwenguan*, and his support for sending educational missions abroad. They may also identify that he encouraged new approaches to military training, the manufacture of western-style weapons and reform of the navy. Candidates may also consider Gong's relationship with Cixi, with whom he fell out of favour in 1865, 1874 and 1884 and the effect on his power and influence. These need not all be covered or covered equally. Other relevant factors may be addressed, for example candidates may balance Gong's contribution against those of other reformers, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Evaluate the impact of the 1889 Constitution on Japan.

The question requires that candidates make an appraisal of the impact of the 1889 Constitution on Japan by weighing up its importance or otherwise regarding political, economic, military, social or cultural outcomes, but these need not all be covered or covered equally. They may contextualize the 1889 Constitution within the reforms of the Meiji period. Candidates may refer to it being mainly based on the German model with the emperor retaining a veto, supreme command of the military, and some judicial powers. Candidates may identify that this limited constitutional monarchy had a small electorate and, consequently, considerable power remained with the *genro*. They may also consider its impact with regard to civil rights and dissent as well as the resurgence of militarism in the 1890s and beyond. Other relevant factors may be addressed, for example Japanese expansionism in the early 20th century, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 19.** Discuss the reasons for, and the impact of, the Quit India campaign (1942) on the struggle for independence.

The question requires that candidates offer a considered and balanced review of the reasons for, and the impact of, the Quit India campaign (1942) on the struggle for independence. They may offer equal coverage of reasons and impact, or they may emphasize their discussion of one, but both will be a feature of the response. For reasons, candidates may refer to aspects such as the legacy of previous non-cooperation campaigns; the impact of the Salt March and the emergence of a mass movement; the dissatisfaction of Congress and many Indian nationalists with the 1935 Government of India Act; the pressures of the Second World War and the failure of the Cripps Mission to achieve constitutional reform and gain Congress support. They may identify different perspectives about Quit India's impact such as the view is that it influenced Wavell's decisions or that it exacerbated the divide between Congress and the League, which led to partition. Other relevant factors may be addressed, for example, the roles of individuals such as Gandhi, Nehru and Jinnah, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** Evaluate the factors that led to Kashmir becoming part of post-independence India.

The question requires that candidates make an appraisal of the factors that led to Kashmir becoming part of post-independence India by weighing up their importance or otherwise in the context of the partition of the South Asian subcontinent in 1947. Candidates may refer to events both before and after partition, but these must be clearly linked to the issue raised in the question. Candidates may identify the choice offered to the princely states of joining Pakistan or India, religious diversity in Kashmir, geographic pressures, the Maharajah's desire to remain neutral, and economic pressure applied by Pakistan. They may also consider that border skirmishes with Pakistan continued throughout 1948 and the Maharajah asked for Indian military assistance, which was not given until he signed an accession to India document. Other relevant factors may be addressed, for example, the Indo-Pakistani Wars in 1965 and 1971, 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. Discuss the impact of the growth of liberal values and the two-party system during the Taisho democracy.

The question requires that candidates offer a considered and balanced review of the impact of the growth of liberal values and the two-party system during the Taisho democracy. Candidates may offer equal coverage of the growth of liberal values and the two-party system, or they prioritize their discussion of one of them. However, both aspects will be a feature of the response. They may discuss the halting emergence of the two-party system as a result of the vagueness of the Meiji Constitution and the continued power and/or influence of the emperor, the military, the oligarchs and the privy council. During 1924–1932 the two-party system was at its height, when universal male suffrage was established, and there was limited progress for the rights of women and labour. Liberal values could not withstand the economic and military challenges of the early 1930s. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. Evaluate the reasons for, and the results of, Japan's signing of the Three Party/Tripartite Pact (1940).

The question requires that the candidates make an appraisal of the reasons for, and results of, Japan's signing of the Three party/Tripartite Pact, weighing up their importance, or otherwise. Candidates may offer equal coverage of reasons and results, or they may prioritize one or the other. However, both aspects will be a feature of the response. Candidates may evaluate Japan's need for allies, as progress in the Chinese campaign was slow and draining Japan's resources. Candidates may evaluate the shared ideology between the three powers and how the Axis powers were potentially sympathetic to the Japanese cause. The Pact was a victory for the pro-Axis lobby in Tokyo, and it was hoped that Japan would gain support in expanding into South-East Asia. However, candidates may argue that although Japan was able to station troops in Indo-China, the US was provoked into imposing a damaging trade embargo, and that little military benefit was derived. As a result of the trade embargo, Japan looked to the Dutch East Indies for oil and, to ensure success there, the Japanese took the decision to go on the offensive and attacked the US naval base at Pearl Harbor in December 1941. Candidates may therefore argue that a result of the Tripartite Pact was war in the Pacific and Japan's eventual defeat. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

23. Compare and contrast the contributions of Yuan Shikai and Sun Yixian to the rise of national identity in China.

The question requires that candidates give an account of the similarities and differences between the contributions of Yuan Shikai and Sun Yixian to national identity in China, referring to both throughout. There does not need to be equal coverage of both. It may be argued that both leaders contributed to the rise of national identity but in very different ways. Yuan Shikai's actions may include a consideration of his banning of the GMD, closing the National Assembly, accepting the 21 Demands and proclaiming himself emperor. By undermining the new republic in this way, Yuan united people against him and towards the concepts of national unity, democracy and modernisation. In contrast, Sun is regarded as 'the father of modern China'. He founded the Guomindang in 1894 and set out an ideological vision for China through his Three Principles of the People. Following his return to leadership of China, Sun agreed to the Sun-Joffe Agreement in 1923. As a result of this agreement the GMD began the process of forming a United Front with the CCP with the aim of destroying the warlords and finally uniting China. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "Political factors were more important than military factors in the communist victory in the Chinese Civil War (1946–1949)." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that political factors were more important than military factors in the communist victory in the Chinese Civil War (1946–1949). There does not need to be equal coverage of both military and political factors. Candidates may refer to the earlier phases of the civil war in their response however, they should also consider how the events of 1946-9 led to a communist victory. Political factors may include a discussion of how Jiang Jieshi was regarded by many as an agent of the West who accepted billions of dollars from the US. Jiang was also perceived as a corrupt and cruel leader who had done little to ease the suffering of the peasants during the Nanjing Decade and had abandoned his people throughout the Sino-Japanese War. Therefore, candidates may argue that there were high desertion rates amongst the Nationalist ranks and considerably more peasant support for the communists. This peasant support enabled the communists to use guerrilla tactics successfully in the earlier part of the conflict. Military factors may also include reference to the CCP gaining control of Manchuria following Japan's defeat. Candidates may also discuss how the nature of fighting changed during the years 1946-9 as the CCP's increasing strength meant they were able to face the GMD in conventional battles, such as the Battle of Shangcai. 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 had a negative impact.” Discuss with reference to **two** South-East Asian countries.

The question requires that candidates offer a considered and balanced review of the statement that Japanese occupation had a negative impact. Candidates may offer equal coverage of two countries, or they may prioritize their discussion of one of them. However, both countries will be a feature of the response. Korea, Japan and China are not valid options. Topics for discussion could include the treatment of the Chinese populations in, for example, Malaya and Vietnam; policies towards censorship and freedom of speech; economic exploitation and the suppression of resistance movements. There may be discussion of the deportation of labour from, for example, Indonesia, and the use of “comfort women” in, for example, the Philippines and Indonesia. Positive impacts to balance the discussion could include the boosting of nationalism intentionally in Indonesia and unintentionally in the Philippines. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. “Sukarno’s leadership was the most important factor in Indonesia gaining its independence in 1949.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the leadership of Sukarno was the most important reason for Indonesia gaining its independence. Candidates may refer to the Sukarno’s role in founding the first pro-independence party and his leadership of the Partindo. They may discuss his role during the Second World War, including his collaboration with the Japanese and campaigns for independence; his negotiation of a constitution despite factional rivalry; and his leadership of the struggle against the Dutch after 1945. Other relevant factors may be addressed, such as the contributions of other leaders such as Hatta, Soedirman and Nasution, the Japanese encouragement of nationalism, the harsh tactics of the Dutch during the independence struggle and international pressure, especially US threats to withhold Marshall Aid. However, the focus will be in the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

27. “Land reform was the most important factor in the consolidation of the communist state (1949–1961).” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that land reform was the most important factor in the consolidation of the communist state (1949–1961). Candidates may refer to the importance of land reform to the peasantry, whose expectations had been raised by the Communist Party’s policies during the Civil War. There may be consideration of the extent of land reform, and the role of Speak Bitterness meetings in inspiring peasant support, while also destroying the landlord class. Candidates may also consider the impact of collectivisation and the establishment of communes during the Great Leap Forward. Other relevant factors may be addressed, for example, economic stabilization and growth (1949–1955), other campaigns of mass mobilization, gaining direct control of Tibet, surveillance, and the elimination of opponents. However, the focus will be on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Evaluate the extent of China’s regional and global power between 1949 and 1976.

The question requires that candidates make an appraisal of Chinese regional and global power between 1949 and 1976, weighing up its strengths and limitations. Candidates may offer equal coverage of regional and global power, or they may prioritize coverage of one or the other. There may be instances where regional and global power combine. However, both aspects will be a feature of the response. Candidates may evaluate the Chinese role in Korea, which promoted both regional and global power; they may evaluate relations with the US, from relative weakness with regard to Taiwan to rapprochement under Nixon; they may evaluate Russian relations, from the 1950 agreement through to the Sino-Soviet split. They may also evaluate China’s relations with India, and its involvement in Vietnam. Candidates may evaluate Chinese military capability, its acquisition of the nuclear bomb, and its entry into the United Nations. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

### Section 15: Cold War conflicts in Asia

29. “The Malayan Emergency (1948–1960) was resolved because the colonial government had popular support.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the Malayan Emergency (1948–1960) was resolved because the colonial government had popular support. Candidates may discuss the counter-productive Briggs Plan, which, while including improved health care and education in the New Villages, also involved forced deportation, mass arrests and harsh curfews. They may contrast such measures with Templar’s “hearts and minds” campaign which improved community relations (promoted by Templar’s numerous visits to the New Villages), and was supported by effective propaganda and the establishment of law and order. Security measures were softened. Other relevant factors may be addressed, for example, military tactics which involved close air support, search and destroy missions and the efficient coordination of the war effort by the War Executive Committee. However, there will be a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. To what extent did the failures of Sihanouk’s rule lead to the rise of the Khmer Rouge in Cambodia?

The question requires that candidates consider the merits or otherwise of the suggestion that the failures of Sihanouk’s rule led to the rise of the Khmer Rouge in Cambodia. Candidates may refer to Sihanouk’s failure to establish a proper democracy which could have insulated Cambodia against extremist take-over. Instead, he killed and imprisoned opponents, and was faced by an attempted coup (1957) and insurrection (1967). His inconsistent foreign policy meant that Cambodia had no secure alliances and he could not prevent the US bombing in 1969. There may be reference to the mixed results of Sihanouk’s economic policy, which failed to achieve diversification, despite significant development of the infrastructure, and to corruption. Other relevant factors may be addressed, for example the instability of neighbouring countries and the leadership qualities and strategies of Pol Pot, but with a 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 was Rajiv Gandhi successful in dealing with the social and political challenges in India?

The question requires that candidates consider the merits or otherwise of the suggestion that Rajiv Gandhi was successful in dealing with the social and political challenges in India. Candidates may offer equal coverage of social and political, or they may emphasize their assessment of one, but both aspects will be a feature of the response. Candidates may refer to him becoming prime minister after his mother's assassination and his subsequent landslide election victory. They may identify his social successes with regard to the expansion of education; the support for women in modifying the dowry laws and in encouraging the vocational training of girls; the recognition of Muslim and Sikh issues; but the negative effects of the Shah Bano divorce rulings may also be considered. Candidates may identify his political successes to include international relations and the anti-defection law, but they may also look at controversial aspects such as the martial law in the Punjab, the Bofors scandal and his handling of the Bhopal disaster. Other relevant factors may be addressed, for example, Indian involvement in Sri Lanka, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Evaluate the reasons why Benazir Bhutto's first government ended in 1990.

The question requires that candidates make an appraisal of the reasons why Benazir Bhutto's first government ended in 1990 by weighing up the importance or otherwise of various political, economic, social and cultural factors. These need not all be covered or covered equally. Candidates may contextualize this government within the framework of Pakistani politics and consider long-term reasons as well as events during her prime ministership. They may refer to rising inflation and high unemployment, the inability to fulfil the election promises, the increase in crime and the drug trade, corruption, and the deterioration of relations with the civil service. Candidates may also consider opposition to her within her own party and that her government did not pass any major legislation. Other relevant factors may be addressed, for example, the dismissal by President Khan and the 1990 election, but with a focus on the issue in the question. 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.** Discuss the policies and achievements of the Chifley government.

The question requires that candidates offer a considered and balanced review of the policies and achievements of the Chifley government. They may identify that initially Chifley's policies, such as the reformed tax system, the extension of manufacturing and industry, wage regulation, petrol rationing and social service benefits were a continuation of those under Curtin. They may refer to Chifley's unsuccessful attempts to extend Commonwealth powers and to nationalize the banks. Candidates may identify achievements such as the Snowy Mountain Hydroelectric Scheme; the production of Holden cars; the immigration policy; the introduction of Australian citizenship; the expansion of university education; a national airline; and the Commonwealth Scientific and Industrial Research Organisation (CSIRO). Other relevant factors may be addressed, for example, trade unions and foreign relations, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 34.** Evaluate the impact of Britain joining the EEC (later European Union) on Australia **and** New Zealand.

The question requires that candidates make an appraisal of the impact of Britain joining the EEC on Australia and New Zealand by weighing up the importance or otherwise of domestic and foreign policy outcomes, but these need not be both covered or covered equally. They may refer to the reduction of trade with Britain, the import and export imbalance, and the economic difficulties of high unemployment and inflation. Candidates may identify that it caused them to turn to East and South-East Asia in search of economic partners. They may also consider that both countries increased their support for developing nations in the region with military and economic aid and expertise, and were involved in the Colombo Plan, ASEAN and the South Pacific Forum (later the Pacific Island Forum). Other relevant factors may be addressed, for example, their continued membership of the Commonwealth, but with a focus on the issue in the question. 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. With reference to **two** countries (excluding China, Japan and India), examine the extent of changes in traditional arts and culture.

The question requires that candidates consider the extent of changes in traditional arts and culture. Candidates may offer equal coverage of their chosen countries, or they may prioritize their examination of one or the other. However, both countries will be a feature of the response. Oceanic countries are not acceptable choices and examples may not be taken from the period after 2005. Arts and culture will not necessarily be discrete categories. Candidates may explore traditional forms of dance and musical expression, belief systems and religion. They may examine tangible cultural expressions such as drawings, designs, pottery, woodwork, metalwork, jewellery, glassware, carpets and architecture. They may examine traditional languages and oral tradition. Candidates are likely to examine the degree to which traditional arts and culture have had to adapt to social, economic and political change. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. With reference to **two** countries (excluding China, Japan and India), evaluate the effect of globalization on standards of living.

The question requires that candidates make an appraisal of the effect of globalization on two countries. Candidates may offer equal coverage of their chosen countries, or they may prioritize their examination of one or the other. However, both countries will be a feature of the response. Oceanic countries are not acceptable choices and examples may not be taken from the period after 2005. Candidates will need to demonstrate an understanding of how standards of living may be measured, perhaps in terms of real income and enjoyment of consumer goods. Countries where the economy has a strong financial sector may have experienced a different impact from those which are agriculturally based. Globalization may have benefited industrial workers, where their products had access to new markets. Globalization may have altered the balance between economic sectors, and have promoted the growth of a middle class. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

---