

# **Markscheme**

**May 2023**

**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. Evaluate the contribution of Mongol expansion in re-establishing trade along the Silk Road.

The question requires that candidates make an appraisal of the contribution of Mongol expansion in re-establishing trade along the Silk Road, weighing up its importance or otherwise. Candidates may consider a range of political and economic factors. Candidates may refer to the expansion of the Mongol Empire from Asia into Europe, thereby creating a single political entity which contributed to the re-establishment of effective communication and trade. Other relevant factors may be addressed, for example the relative peace created by the Mongols (the *Pax Mongolica*), which encouraged expeditions along the Silk Road, as well as allowing for the construction and maintenance of infrastructure which helped to re-establish trade. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. To what extent was the rise in seaborne trade the main reason for the decline of the Silk Road?

The question requires that candidates consider the merits or otherwise of the suggestion that the rise in seaborne trade was the main reason for the decline of the Silk Road. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the importance of the discovery of the sea route to the Far East by the Portuguese, which opened an alternative trade route to the Silk Road. Sea routes could transport larger amount of goods usually more quickly and more safely and were preferred by the European nations. Other relevant factors may be addressed, for example the collapse of the Mongol Empire and the subsequent increase in danger and uncertainty along the traditional land trade routes, but with a focus on the issue in the question. 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. Examine how the role of the samurai expanded under Minamoto.**

The question requires that candidates consider the interrelationship between the rule of Minamoto and the expanding role of the samurai. Candidates may mention factors that predate the timeframe or they may discuss consequences beyond, but these must be clearly linked to the issue raised in the question. Candidates may refer to political factors like the supplanting of the emperor's provincial governors (*kokushi*) by Minamoto's military appointees (*shugo*), meaning that the samurai class wielded power over areas previously run by the feudal aristocracy. Other relevant interrelationships may be considered, for example the expanding legal role of the shogun's offices as the samurai helped to develop and enforce laws around the country, as well as the emergence of a distinctive and increasingly exclusive warrior 'class' around the palace of Kamakura, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

**4. To what extent did samurai women have a significant role in Japanese society?**

The question requires that candidates consider the merits or otherwise of the suggestion that samurai women played a significant role in Japanese society. Candidates may offer equal coverage of arguments for and against this suggestion, or they may prioritize their assessment of one or the other. However, both aspects will be a feature of the response. Candidates may refer to the relative independence of samurai women, with their right to retain any possessions given to them during marriage offering them a degree of economic independence. Other relevant factors may be addressed, for example the significant social influence samurai women could exert over their family's position in society, particularly when acting on behalf of dead or absent husbands (even fulfilling their military obligations), but with a focus on the issue in the question. In contrast, candidates may refer to the fact that samurai women could still be used as objects to solidify alliances between elite families through marriage. 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 significance of the voyage of Vasco da Gama (1498) and the capture of Malacca (1511) for South-East Asia.

The question requires that candidates make an appraisal of the significance of both the voyage of Vasco da Gama (1498) and the capture of Malacca (1511), weighing up the importance or otherwise of both events for South-East Asia. Consequence may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of Vasco da Gama's voyage and the capture of Malacca, or they may prioritize their evaluation of one over the other. However, both aspects will be a feature of the response. Candidates may refer to the impact of da Gama's voyage on the region by encouraging Europeans to conduct expeditions to South-East Asia, bringing with them Western religion and technology. Other relevant factors may be addressed, for example the conquest of Malacca opening South-East Asia to the 'Columbian Exchange', which fundamentally altered trade relations in the region, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Discuss the view that control of trade was the main reason for Chinese isolationism in the 17<sup>th</sup> century.

The question requires that candidates offer a considered and balanced review of the reasons for Chinese isolationism in the 17th century. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the continuing desire of the late Ming dynasty to control trade, encouraging them, for example, to restrict European access to Chinese markets. Candidates may also refer to the decline of the Ming dynasty in the early 17th century, forcing them to deal with serious internal problems like famine and invasion. Other relevant factors may be addressed, for example the resumption of the sea ban under the Qing dynasty, implemented in part to deal with threats posed to their newly won authority, the most significant of which was the Great Clearance implemented in response to the Taiwan-based regime of Koxinga, but with a focus on the issue in the question. 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. “Good relations with the existing nobility was a key factor in consolidating Mughal rule.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that good relations with the existing nobility was a key factor in consolidating Mughal rule. Reasons for the consolidation may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to Akbar the Great’s favourable treatment of the existing Muslim aristocracy, as well as his incorporation of the Hindu Rajput nobility into the regime by appointing them to various administrative and military positions, in exchange for allowing them to retain their traditional customs and rituals. Other relevant factors may be addressed, for example the forging of diplomatic relations with various states, as with the marriage of Akbar to a Rajput princess Mariam-uz-Zamani in 1562, and the series of successful military campaigns launched against regions like Kashmir and Sindh, which helped to cement Mughal power, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “The history of the Mughal Empire is one of religious cooperation, rather than conflict.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the history of the Mughal Empire is one of religious cooperation, rather than conflict. Candidates may offer equal coverage of religious cooperation and conflict, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Candidates may refer to the incorporation of members of the Hindu elite into the Mughal regime, a policy which continued, if not increased, as the dynasty continued. Candidates may also refer to the policy of inter-faith dialogue implemented under the reign of Akbar the Great, or the syncretic programme of ‘Divine Faith’ (Din-i Ilahi) introduced by the emperor. Other relevant factors may be addressed, for example the reimposition of the tax (jizya) on non-Muslims or the destruction of numerous Hindu temples, both during the reign of Aurungzeb, 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. Discuss the reasons for the introduction of the Ethical Policy (1901) in the Dutch East Indies.

The question requires that candidates offer a considered and balanced review of the reasons why the Ethical Policy (1901) was introduced in the Dutch East Indies. Candidates may refer to growing liberal opinion in the Netherlands for colonial reform in the Dutch East Indies. For example, Conrad Theodor van Deventer's essay in *De Gids* argued that the Dutch colonial government had an ethical responsibility to return wealth to the indigenous population. In addition, supporters of reformist journalist Pieter Brooshooft gained an audience with Queen Wilhelmina, who would later announce the 'Ethical Policy'. Other relevant factors may be addressed, for example the view that the policy was simply colonialism in a more favourable guise, with Dutch colonial authorities keen to change the appearance, if not the reality, of their rule, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Evaluate the effects of the Spanish colonial system in the Philippines.

The question requires that candidates make an appraisal of the Spanish colonial system in the Philippines, weighing up its strengths and limitations. Effects may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of positive and negative elements, or they may prioritize their evaluation of one over the other. However, both aspects will be a feature of the response. Candidates may refer to the generally autocratic and exploitative nature of Spanish colonial rule, a regime dominated by *insulares* (Spaniards born in Spain). For example, the labour of many Filipinos was exploited on *haciendas* devoted to the production of coffee and sugar. This system also left native Filipinos without real political power, which led to increasing agitation on the part of revolutionary opponents of the colonial apparatus, agitation which culminated in the Philippine Revolution of 1896. Other relevant factors may be addressed, for example the introduction and spread of Catholicism amongst the population, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

- 11.** To what extent did the Government of India Act (1858) dramatically change the nature of British rule in India?

The question requires that candidates consider the merits or otherwise of the statement that the Government of India Act (1858) dramatically changed the nature of British rule in India. Consequences of the Act may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the transfer of power over India from the East India Company to the British Crown, and the theoretical change of status for the people of the subcontinent who became, according to Queen Victoria, like “all her other subjects”. In addition, the reversal of Dalhousie’s policy of political unification through annexation meant that princes were now given some autonomy if they swore allegiance to the Crown. Other relevant factors may be addressed, for example the new British policy of religious non-intervention within India, or the increasing centralisation of government under the Raj, with an associated expansion of the imperial bureaucracy, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** Discuss the reasons for the loss of independence in Burma.

The question requires that candidates offer a considered and balanced review of the reasons for the loss of independence in Burma. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss a range of internal and external factors. Candidates may refer to British military superiority, particularly during the First Anglo-Burmese War, as well as the annexation of Lower Burma by the British in the aftermath of the second conflict between the powers. In addition, candidates may refer to the decimation of the traditional aristocracy during these wars, which fundamentally undermined Burma’s social structure, or the failure of King Mindon to modernise Burma’s government and economy in the face of further British encroachment. Other relevant factors may be addressed, for example King Thibaw’s failure to gain constitutional recognition from Queen Victoria, 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 impact of the unequal treaties on China up to 1868.

The question requires that candidates make an appraisal of the impact of the unequal treaties on China up to 1868, weighing up their importance or otherwise. Impacts may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to China's requirement to cede territory to Western powers as a result of these treaties, including Hong Kong to the British in 1842, and the territory around Vladivostok to Russia after 1860. Qing authority was undermined by these treaties, which contributed to the outbreak of revolts, including the Taiping Rebellion. In addition, the legalisation of opium importation led to problems of addiction amongst many Chinese. Other relevant factors may be addressed, for example the granting of permission for missionaries to proselytise within China which led to a significant increase in the number of Christians in the country, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### 14. "There was significant social and economic change under the Tokugawa Shogunate prior to 1853." Discuss.

The question requires that candidates offer a considered and balanced review of the statement that there was significant social and economic change under the Tokugawa Shogunate prior to 1853. Candidates may offer equal coverage of social and economic changes, or they may prioritize their discussion of one over the other. However, both aspects will be a feature of the response. Candidates may refer to ultimately unsuccessful policies of the Tokugawa in insulating Japanese society from change. For example, despite its efforts in maintaining a strict feudal hierarchy, increasing wealth led to the development of a merchant class in the towns, which contributed to a modernising of the Japanese economy. Increasing wealth also led to a shift in social status, with urban dwellers gradually increasing their own influence at the expense of the traditional samurai class. Other relevant factors may be addressed, for example a reaffirmation of the conservative nature of the Tokugawa Shogunate and its policy of isolation (*sakoku*), but with a focus on the issue in the question. 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.** Evaluate the impact of the gold rushes in Australia **and** New Zealand.

The question requires that candidates make an appraisal of the impact of the gold rushes in Australia and New Zealand, weighing up their importance or otherwise. Impacts may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of Australia and New Zealand, or they may prioritize their evaluation of one country over the other. However, both aspects will be a feature of the response. Candidates may refer to the influx of large numbers of migrants into both countries as a result of the rushes. The vast majority of these migrants were men, which created particular social conditions in these gold-bearing regions. As a result of this migration, however, particularly from countries like China, levels of xenophobia also increased. Other relevant factors may be addressed, for example the significant economic development for previously isolated regions, as well as the growth of cities like Melbourne and Dunedin, but with a focus on the issue in the question. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 16.** Evaluate the impact of the First World War on **either** Australia **or** New Zealand.

The question requires that candidates make an appraisal of the impact of the First World War on either Australia or New Zealand, weighing up its importance or otherwise. Impacts may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to sense of nationhood that arguably developed for both nations on the shores of Gallipoli in 1915. In addition, while many sectors in both economies benefitted from the war, the post-war economic period saw rising unemployment and significant labour unrest; in the case of New Zealand, the Labour Party benefitted from this post-war slump. Other relevant factors may be addressed, for example the immense number of casualties suffered and the disruptive effect this had on each society in the immediate post-war period, as well as programmes like the soldier settlement scheme in Australia which was designed to aid veterans upon their return from the 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 9: Early modernization and imperial decline in East Asia (1860–1912)**

### **17. Evaluate the effectiveness of the late Qing reforms (1901–1911).**

Candidates will make an appraisal of the effectiveness of the late Qing reforms, weighing up their strengths and limitations. The evaluation may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to military reforms, like the reorganisation and expansion of the New Army, which saw moderate success, as well as educational reforms which were not effective in the short term but arguably laid the foundation for the modernisation of China. Candidates may also evaluate the effectiveness of constitutional reforms, which were prolonged over the years but did not result in real change. Frustration at the ineffectiveness of some of these reforms contributed to the rise of revolutionary activity during this period, and would ultimately contribute to the fall of the Qing in 1912. Candidates may also refer to the effectiveness of cultural reforms such as the abolition of foot binding, as well as the lifting of the ban on marriage between Manchus and Han Chinese. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **18. To what extent was the Meiji Restoration (1868) brought about by external factors?**

The question requires that candidates consider the merits or otherwise of the statement that the Meiji Restoration was brought about by external factors. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may discuss a range of external factors. Candidates may refer to the arrival of the Americans and the subsequent signing of the Treaty of Kanagawa under duress to open up to the world, convincing the Japanese of the need to modernise. This also resulted in socioeconomic problems in Japan that necessitated change. Other relevant factors may be addressed, for example the challenges posed by the internal factional strife, as well as the decay of 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.

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

- 19.** Examine the contribution of the immediate aftermath of the First World War to the rise of nationalism in India.

The question requires that candidates consider the interrelationship between the immediate aftermath of the First World War and the rise of nationalism in India. Candidates may refer to how India's contribution to the war effort led to economic hardship, leading to a rise in discontent against British colonial rule. Post-war, Indian nationalists looked to the British to fulfil their promises of greater local participation in administration. The increasing political awareness and activity of veteran soldiers was also crucial in India's political awakening, particularly since the rationale for fighting alongside the Allies in the First World War was focused on the concepts of democracy and self-determination. Other relevant interrelationships may be considered, for example the implementation of the Rowlatt Act (1919), disappointment with the Government of India Act 1919, and anger at the Amritsar massacre in the same year, all of which contributed to the transformation of the nationalist movement into a mass movement. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 20.** "The princely states posed a significant challenge to post-independence India." To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that the princely states posed a significant challenge to post-independence India. Candidates may refer to the various princely states that demanded independence in the aftermath of Partition. Candidates may also highlight the need for military intervention in order for some states to join the Indian Union. Specifically, candidates may refer to how the princely state of Kashmir posed a significant, long-term challenge to post-independence India, triggering the First Indo-Pakistani War and subsequent wars. Other relevant factors may be addressed, for example the Instrument of Accession that formed the legal basis for princely states to join either India or Pakistan after partition which allowed for the smooth accession of most princely states in 1947. The transitional period accorded to the princely states, which lasted from 1947 to 1956, also led to the former principalities becoming part of the Indian states. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

## **Section 11: Japan (1912–1990)**

- 21.** “Economic factors were the main reason for Japan’s decision to attack Pearl Harbour in 1941.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that economic factors were the main reason for Japan’s decision to attack Pearl Harbour in 1941. Factors may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to Japan’s long term economic needs, such as a scarcity of resources, a growing population and the effects of an economic depression at home, leading to a need for expansion. This was exacerbated by US economic sanctions in 1940 that deprived Japan of vital resources necessary for its military expansionism. Other relevant factors may be addressed, for example the alliance between Japan, Germany and Italy, Japan’s desire to establish its own economic and political sphere of influence free from Western colonial rule, as well as the failed negotiations between Japan and the US. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 22.** Evaluate the social and cultural impact of globalization on Japan up to 1990.

The question requires that candidates make an appraisal of the social and cultural impacts of globalisation on Japan up to 1990, weighing up its strengths and limitations or otherwise. Globalization refers to the process of increasing interconnectedness and interdependence among countries through the exchange of goods, services, information, technology, and ideas. Candidates may offer equal coverage of social impacts and cultural impacts of globalization or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. Globalization has led to increased cultural exchange between Japan and the rest of the world. Japanese society has been exposed to foreign ideas, values, and lifestyles through media and the internet. Candidates may argue that this has resulted in the blending of traditional Japanese culture with Western influences, shaping new cultural expressions. Globalization has led to an increase in English language education in Japan, and this has facilitated international communication and expanded opportunities for employment and education abroad. There has also been an influx of immigrants to Japan and candidates may evaluate the impact of this cultural diversity on Japanese society. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence

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

- 23.** “The Long March (1934–1935) made the most significant contribution to the rise of communism in China up to 1936.” Discuss.

The question requires that candidates offer a considered and balanced review of the statement that the Long March made the most significant contribution to the rise of communism in China up to 1936. Candidates may point out how the Long March proved the resilience of the Chinese Communist Party (CCP) and the great distance covered allowed the CCP to cultivate support from many groups of peasants. In addition, the Long March’s success was used for propaganda purposes by the CCP. It was at the Zunyi Conference during the Long March that Mao Zedong regained power from the Soviets and imposed his own brand of communism. Other relevant factors may include the establishment of Jiangxi Soviet (1931 to 1934) where the Red Army developed a strong guerrilla force and where the CCP experimented with land reform. There may be discussion of the pivotal role Mao played in the rise of communism, especially his interpretation of Marxist ideology to suit the conditions of China, as well as his control of the Red Army that was used to carry out policies to win popular support. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 24.** Evaluate the political and economic impact of Japanese rule on Korea up to the outbreak of the Sino-Japanese War.

The question requires that candidates make an appraisal of the political and economic impacts of Japanese rule on Korea up to the outbreak of the Sino-Japanese War. Candidates may offer equal coverage of political and economic impacts, or they may prioritize their evaluation of one of them. However, both aspects will be a feature of the response. Candidates may refer to the transformation of Korea’s agricultural landscape that led to a deterioration of living conditions for the peasants, and the exploitation of Korean workers for cheap labour, as well as the monopoly the Japanese had on key positions in the colonial government and business sectors. Candidates may also refer to how Japanese rule resulted in increased agricultural production and the industrialisation of Korea’s economy. Other relevant impacts may be addressed, for example the strict political repression by the Japanese and subsequent flowering of Korean nationalism, encapsulated in the March 1st Movement (1919) and the Gwangju Students Anti-Japanese Movement (1929). 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. “Indonesian independence was achieved in 1949 mainly through violent methods.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that Indonesian independence was achieved in 1949 mainly through violent methods. Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the armed struggles by independence fighters to overthrow the Dutch, a prime example being the Battle of Surabaya (1945) which was the single greatest battle of the revolution and became the national symbol of Indonesian resistance. Candidates may also consider the various impacts of Dutch colonial rule. Firstly, it produced a new educated elite that was at the forefront of the Indonesian National Awakening. Secondly, the colonial suppression of national movements led to a radicalisation of the Indonesian nationalist movement, leading to calls for full independence, and increased post-war international pressure on the Dutch to grant independence. Other relevant factors may be addressed, for example the impact of the Japanese occupation on the independence movement. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the impact of the Second World War on **one** country in South-East Asia (excluding Dutch East Indies/Indonesia, Indochina/Vietnam, and Malaya).

The question requires that candidates make an appraisal of the impact of the Second War World on one country in South-East Asia, excluding Dutch East Indies/Indonesia, Indochina/Vietnam, and Malaya, weighing up its importance or otherwise. The impacts may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the emergence of nationalist movements in their country of choice and how the resistance against the Japanese armed and empowered these movements. Candidates may also refer to how the Second World War resulted in dire economic crises and widespread political instability, especially in European colonies. Other relevant impacts may be addressed, for example the deepening of social, political and economic divisions brought about by the war. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.



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

- 27.** “There was significant social change under Mao Zedong up to 1961.” To what extent do you agree with this statement?

The question requires that candidates consider the merits or otherwise of the statement that there was significant social change under Mao Zedong up to 1961. Candidates may refer to the progress made in terms of women's rights and status with reference to the 1950 New Marriage Law and/or the 1953 Election Law, as well as the education reforms that allowed equal access to employment and career advancement. Candidates may argue that these laws, while signalling progress, did not result in significant change as ingrained prejudice still existed within the CCP and society more broadly. Education reforms also had limited success, with educational expansion more evident in urban than in rural areas and with preferential treatment given to children of Party cadres and government employees. In addition, the extension of the healthcare system, changes in socio-economic status, as well as in beliefs and value systems may be discussed. Other impacts may be addressed, for example the social impacts of the Great Leap Forward and the resulting famine. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 28.** Discuss the reasons for the emergence of Deng Xiaoping as the leader of China.

The question requires that candidates offer a considered and balanced review of the reasons for the emergence of Deng Xiaoping as the leader of China. Candidates may refer to Deng's track record in the Chinese Communist Party (CCP) as a reason for his appointment as the General Secretary of the CCP in 1977. He was a pioneer of the CCP and was successful in ending the famine in the 1960s, as well as gaining an impressive reputation in foreign affairs as assistant to Zhou Enlai. His abilities aside, Deng had the support of key Party members who facilitated his return to power several times. Candidates may also refer to Deng's policies after his return to the Politburo and the ousting of the Gang of Four after Mao's death which undermined his major opponent Hua Guofeng, who was a staunch follower of Mao Zedong and his policies which were by then unpopular. Other relevant factors may be addressed, for example the lack of credible opposition. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

### **29. To what extent was French colonial rule the most important cause of the French Indo-China War (1946–1954)?**

The question requires that candidates consider the merits or otherwise of the suggestion that French colonial rule was the most important cause of the French Indo-China War (1946 -1954). Causes may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the French desire to restore its colonial rule in French Indochina after Japanese occupation as a cause of war. American and British support for France's aims was also a contributing factor and specifically British refusal to deal with the Viet Minh and armed hostility towards them meant that the French were able to return to Indochina. The Viet Minh on the other hand, following Ho Chi Minh's declaration of Vietnamese independence in 1945, were determined to end foreign control and were willing to fight for independence. The development of communist threat strengthened US support for the French. Ho Chi Minh's pivot towards the USSR and Communist China increased Cold War tensions and further increased Truman's support for the French. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

### **30. Examine the impact of ideology on the nature of the Khmer Rouge regime between 1975 and 1979.**

The question requires that candidates consider the interrelationship between ideology and the nature of the Khmer Rouge regime. Candidates may refer to the Khmer Rouge's belief in a revolutionary programme that aimed to rid the nation of all forms of feudalism, capitalism and imperialism and, as a result, required constant vigilance against enemies of the revolution leading to an era of persecution and purges. Life under the Khmer Rouge was informed by integrating communism with pre-existing Cambodian religious and cultural ideas and led to the massive influx of Cambodians into the countryside and the implementation of collectivisation. Due to Khmer nationalism and its emphasis on national purity, the Khmer Rouge explicitly targeted all minorities and in particular, carried out genocide against the Vietnamese living in Cambodia. The aim of autarky, inspired by the self-sufficiency of Cambodia's mountain tribes, led to a focus on agriculture before the industrialisation of Cambodia. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

#### **31. Examine the causes and the results of the 1971 Indo-Pakistani War.**

The question requires that candidates consider the causes and results of the 1971 Indo-Pakistani War. Candidates may offer equal coverage of causes and results, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. Candidates may refer to the long-term tensions that existed between India and Pakistan after Partition that had led to the First and Second Indo-Pakistani wars. Specifically, Kashmir remained a contentious region that fuelled these tensions. In addition, the civil war between East and West Pakistan was arguably the immediate cause of the 1971 war. For results, candidates may refer to the creation of Bangladesh as an independent state, India's emergence as a major player in the region and the signing of the Simla Agreement in 1972 which was an attempt to normalise relations between India and Pakistan. Other results may be considered, for example the impact of defeat on Pakistan politics and economy. Candidates' opinions or conclusions will be presented clearly and supported by appropriate evidence.

#### **32. Discuss the political and social challenges facing Sri Lanka since 1972.**

The question requires that candidates offer a considered and balanced review of the political and social challenges facing Sri Lanka since 1972. Candidates may offer equal coverage of political and social challenges, or they may prioritize their discussion of one of them. However, both aspects will be a feature of the response. Candidates may refer to the ethnic divisions that gave rise to a decades-long war between the Sinhalese and the Tamils. The violence of the Liberation Tigers of Tamil Eelam, a militant pro-independence organisation, also led to the interference of India that threatened the political sovereignty of Sri Lanka. Apart from civil ethnic strife, Sri Lanka also faced political instability due to an unstable democracy. Religious, cultural and language divisions also precluded social unity, as did class, caste and regional differences in Sri Lanka. 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.** “The Whitlam government 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 Whitlam government was a complete failure. Candidates may offer equal coverage of positive and negative elements of the Whitlam government, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Candidates may refer to the significant social reforms implemented by Whitlam, including the introduction of Medibank and free university education. Other reforms introduced aimed to improve the lives of Australian women and indigenous communities, while economic mismanagement – in the context of global financial troubles in the 1970s – led to inflation and significant government debt. Other relevant factors may be addressed, for example the claim that the Whitlam government had many great ideas for reform but struggled to implement them, but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

**34.** Compare and contrast the foreign policies of Australia **and** New Zealand up to 2005.

The question requires that candidates give an account of the similarities and differences between Australia and New Zealand in terms of foreign policy up to 2005, referring to both throughout. There does not need to be an equal number of each. Candidates may refer to the common Cold War context around the creation of the ANZUS Treaty (1951), which drew both countries into alliance with the United States. The strong anti-communist stance of both nations saw both Australian and New Zealand troops serve in Korea and Vietnam, the latter conflict marking the first time that either nation had not fought alongside the British. Despite this, both nations remained members of the Commonwealth, although, after Britain’s joining of the European Economic Community, the two began to turn towards Asia, both diplomatically and economically. For contrasts, Australia’s relationship with the United States deteriorated during the period of the Whitlam government, while New Zealand’s anti-nuclear stance led to their suspension from ANZUS by the US in 1986, marking a cooling in foreign relations between the two countries. Each country’s respective relationship with the US would be rehabilitated, however, although New Zealand’s government condemned the 2003 invasion of Iraq, contrary to Australia’s firm support. In addition, New Zealand’s more active role in the Pacific region might be offered as a contrast.

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

- 35.** “There was significant progress in the achievement of gender equality between 1980 and 2005.” Discuss with reference to **two** countries (excluding China, Japan and India).

The question requires that candidates offer a considered and balanced review of the statement that there was significant progress in the achievement of gender equality in two Asian countries (excluding China, Japan and India) between 1980 and 2005. Candidates may refer to women’s access to and achievements in primary, secondary and tertiary education to measure opportunities for women to improve their status and well-being. Candidates may also discuss gender gaps in hours worked, wages, occupations, career progression and unpaid work to assess the achievement of gender equality. Candidates may also refer to female participation in governance, such as the percentage of seats held by women in national parliaments, as a measurement of female representation and empowerment. Other relevant factors may be addressed, for example, women’s access to healthcare but with a focus on the issue in the question. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** Compare and contrast the reasons for the emergence of terrorism in **two** countries of the region (excluding China, Japan and India).

The question requires that candidates give an account of the similarities and differences between the reasons for the emergence of terrorism in two countries of the region, excluding China, Japan and India, referring to both throughout. There does not need to be an equal number of each. Reasons may predate the timeframe but they must be clearly linked to the issue raised in the question. Candidates may refer to the denial of social justice and/or policies of discrimination as reasons for the emergence of terrorism in the two countries of their choice. Candidates may also discuss how many terrorist groups emerged as a result of religious fundamentalism, often in response to poverty, inequity and discontent, both real and perceived. Candidates can also contrast the level of state involvement in the establishment of terrorist groups, the political stability and structure of the countries chosen, as well as regional and international developments and circumstances that facilitate the emergence of terror groups. Candidates’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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