

Markscheme

May 2018

History

Higher level


















Paper 3 – history of Asia and Oceania









24 pages

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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
BaEv	Basic Evaluation	
	Clear Knowledge Shown	
	Incorrect point	
	Descriptive	
	Development	
	Ellipse tool	
	Evaluation	
	Excellent Point	
	Good Analysis	
GEN	Generalisation	
GP	Good Point	
	Underline tool	
	Wavy underline tool	
	Highlight tool	
	Irrelevant	
	Not Answered Question	
	Lengthy narrative	
	Not Relevant	
	On page comment tool	
	Unclear	

	Repetition	
	Seen	
	Tick Colourable	
UA	Unfinished answer	
Unsp	Assertion Unsupported	
	Vertical wavy line	
	Vague	
	Very limited	
	Well argued	
	Weak argument	

You **must** make sure you have looked at all pages. Please put the **SEEN** annotation on any blank page, to indicate that you have seen it.

Apply the markbands that provide the “**best fit**” to the responses given and **award credit wherever it is possible to do so**. If an answer indicates that the demands of the question are understood and addressed but that **not all implications are considered (for example, compare or contrast; reasons or significance; methods or success)**, then examiners should not be afraid of using the full range of marks allowed for by the markscheme. Responses that offer good coverage of some of the criteria should be rewarded accordingly. **If you are uncertain about the content/accuracy of a candidate’s work please contact your team leader.**

Marks	Level descriptor
13–15	<ul style="list-style-type: none"> • 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. • Knowledge is detailed, 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 effectively to support the analysis/evaluation. • Arguments are clear and coherent. There is evaluation of different perspectives, and this evaluation is integrated effectively into the answer. • 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.
10–12	<ul style="list-style-type: none"> • 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. • 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. • Arguments are mainly clear and coherent. There is some awareness and evaluation of different perspectives. • The response contains critical analysis. Most of the main points are substantiated, and the response argues to a consistent conclusion.
7–9	<ul style="list-style-type: none"> • 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. • Knowledge is mostly accurate and relevant. Events are generally placed in their historical context. Examples used are appropriate and relevant. • The response moves beyond description to include some analysis or critical commentary, but this is not sustained.
4–6	<ul style="list-style-type: none"> • 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. • 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. • There is some limited analysis, but the response is primarily narrative/descriptive in nature, rather than analytical.

1–3	<ul style="list-style-type: none">• 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.• Little knowledge is present. Where specific examples are referred to, they are factually incorrect, irrelevant or vague.• The response contains little or no critical analysis. It may consist mostly of generalizations and poorly substantiated assertions.
0	<ul style="list-style-type: none">• Response does not reach a standard described by the descriptors above.

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

1. Evaluate the influence of the Tang dynasty on the operation of the Silk Road.

Candidates will make an appraisal of the influence of the Tang dynasty on the operation of the Silk Road by weighing up the strengths and limitations of Tang policies with regard to the route. They may adopt a chronological approach, outlining the operation of the Silk Road at the beginning, during and at the end of the Tang dynasty and address the ways in which the extent of its influence could be linked to fluctuations in its power. Alternately, candidates may choose a thematic approach and evaluate the Tang dynasty's influence on areas such as trade, travel and cultural exchange. Both the strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While candidates may also refer to other (non-Tang) influences that affected the operation of the Silk Road, the bulk of the response must be on the role of the Tang dynasty.

2. "The city of Samarkand was economically and culturally significant, but had little political importance." Discuss.

Candidates will offer a considered and balanced review of the statement that "the city of Samarkand was economically and culturally significant, but had little political importance". Candidates may offer equal coverage of economic and cultural factors, or they may prioritize their discussion of one, but both will be a feature in relation to Samarkand's political importance. They may refer to the role of Tamerlane, the influence of the Silk Road, trade, religious diversity, intellectual exchanges, architecture, arts and crafts and tribal rivalries. These need not all be covered or covered equally. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

3. “The struggles between samurai clans were mainly motivated by economic factors.” Discuss.

Candidates will offer a considered and balanced review of the statement that “the struggles between samurai clans were primarily motivated by economic factors”. They may adopt a chronological approach that outlines the significant events of the Kamakura period and which discusses the importance of economic factors relative to the other causes of conflict between samurai clans in this timeframe. Alternatively, candidates may choose a thematic approach and may refer to aspects such as the ascendancy of different clans, the relationship between emperor and shogun, the changing nature of political elites, the geography of Japan, the ownership of land and the feudal system. These need not all be covered or covered equally. While other, relevant, factors such as political and cultural aspects may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

4. Evaluate the influence of Buddhism on samurai culture.

Candidates will make an appraisal of the influence of Buddhism on samurai culture by weighing up its importance or otherwise. Reasons may predate the timeframe and candidates may refer to events that contextualize the development of samurai culture during the Kamakura Shogunate, but they must be clearly linked to the importance and limitations of Buddhism’s influence. Alternately, candidates may choose a thematic approach and evaluate Buddhism’s influence on aspects of samurai culture such as discipline and control, characteristics of a warrior class, literature, ceremonies, mediation and atoning for one’s sins. Both the importance and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as political developments, the conflict between samurai clans and external threats may be referred to, the bulk of the response will remain on the issue raised in the question.

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

5. With reference to the period up to 1700, discuss the reasons why Japan decided to establish trade links with the West **and** the consequences of that decision for Japan.

Candidates will offer a considered and balanced review of the reasons why Japan decided to establish trade links with the West and the consequences of that decision for Japan. They may adopt a chronological approach that identifies that the reasons why Japan opened up to the West largely occurred in the 16th century, but the consequences of this extended into the 17th until foreign contact was virtually banned. Alternatively, candidates may choose a thematic approach and may refer to aspects such as Japan's desire to acquire Western knowledge, trade and wealth, political rivalries, missionaries and national security. These need not all be covered or covered equally. There may be some imbalance between reasons and consequences, but candidates will consider both aspects. While other, relevant, factors such as European trade rivalries may be referred to, the bulk of the response will remain on the issue raised in the question.

6. "Chinese isolationism in the 16th century damaged its economic and political development." Discuss.

Candidates will offer a considered and balanced review of the statement that "Chinese isolationism in the 16th century damaged its economic and political development". They may offer equal coverage of economic development and political development, or they may prioritize their discussion of one, but both will be a feature in relation to Chinese isolationism. Candidates may adopt a chronological approach that identifies that the events and reasons for Chinese isolationism and its impact on Chinese economic and political development. Alternatively, candidates may choose a thematic approach and may refer to aspects such as China's xenophobia, Confucian philosophy, the stagnation in the development of new ideas and technology, military weakness, threats of invasion overland, the Qing dynasty, and internal wealth and trade. These need not all be covered or covered equally. While other, relevant, factors such as external pressures may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

7. Evaluate the religious and cultural developments that took place in the Mughal Empire during the reign of Akbar.

Candidates will make an appraisal of the religious and cultural developments that took place during the reign of Akbar by weighing up the strengths and limitations of each. They may refer to the Mughal Empire prior to Akbar's rule in 1556 to contextualise the changes during his reign. Candidates may choose to focus on religious developments and cultural developments separately, but these need not be covered equally. Alternatively, they may address the question thematically and refer to aspects such as religious tolerance, taxation practices, appointments to civil and military positions, the abolition of some religious practices, the encouragement of the arts, literature, architecture, and technological change. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as political developments, wars and external Persian or Portuguese influences may be referred to, the bulk of the response will remain on the issue raised in the question.

8. Discuss the role of internal and external forces in the decline of the Mughal Empire up to 1712.

Candidates will offer a considered and balanced review of the role of internal and external forces in the decline of the Mughal Empire up to 1712. Candidates may choose to focus on internal forces and external forces separately or they may adopt a chronological approach. Candidates may offer equal coverage of internal and external forces, or they may prioritize their discussion of one, but both will be a feature in relation to the decline of the Mughal Empire. Candidates may refer to the Mughal Empire under Aurangzeb, administrative weaknesses, lavish spending, religious intolerance and the subsequent unrest, internal rebellions, wars of succession, the Maratha Wars, and threats from the French and British traders. These need not all be covered or covered equally. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

9. With reference to the period from 1898 to 1914, evaluate the impact on the Philippines of US colonial rule.

Candidates will make an appraisal impact of US colonial rule on the Philippines by weighing up the strengths and limitations of US policies and actions. They may respond to the question chronologically or thematically. Alternatively, candidates may appraise US policies and achievements against the needs and interests of Filipinos. They may refer to Aguinaldo and the circumstances leading to US colonial rule, the effectiveness of political institutions set up by the US, the disestablishment of the Catholic Church and the redistribution of church lands, educational reforms, healthcare, the economy and trade with the US, racism, social control, and violence against the Filipinos. These need not all be covered or covered equally. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

10. Evaluate the internal **and** external factors that enabled the Siamese monarchy to maintain independence during the reign of Rama V (Chulalongkorn).

Candidates will make an appraisal of the internal and external factors that enabled the Siamese monarchy to maintain independence during the reign of Rama V (Chulalongkorn's) by weighing up the importance or otherwise of each. They may choose to focus on internal forces and external forces separately or they may adopt a chronological approach. Candidates may offer equal coverage of the internal and the external forces, or they may prioritize their evaluation of one, but both will be a feature in relation to Siamese independence. Candidates may refer to the modernization and reform initiated by his father, Rama IV (Mongkut), the centralization of the bureaucracy and the judiciary, financial changes, the role of the military, the control of social unrest, westernization in dress, architecture and technology, the concept of national borders and identity, trade, and the territorial rivalries between the European powers. These need not all be covered or covered equally. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

11. To what extent did the partition of Bengal in 1905 **and** the Morley-Minto reforms of 1909 affect political developments in India up to 1919?

Candidates will consider the merits or otherwise of the suggestion that the partition of Bengal in 1905 and the Morley-Minto reforms of 1909 affected political developments in India up to 1919. They may adopt a chronological approach and consider a range of long and short-term consequences arising from these two events, but treatment need not be equal. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the role of Indian political organisations, Hindu and Muslim fears, the Muslim desire for separate electorates, the British divide and rule policies, the growth of Indian nationalism and demands for self-government, and the 1919 Government of India Act. These need not all be covered or covered equally. While other, relevant, factors such as the impact of the First World War may be referred to, the bulk of the response will remain on the issue raised in the question.

12. “The loss of Burmese independence was the result of King Thibaw’s failure to continue the policies of King Mindon.” To what extent do you agree with this statement?

Candidates will offer a considered and balanced review of the statement that “the loss of Burmese independence was the result of King Thibaw’s failure to continue the policies of King Mindon”. Candidates may offer equal coverage of Mindon and Thibaw, or they may prioritize their discussion of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to modernization and reform, the military, administration and the bureaucracy, the economy and taxation, relations with the British and the French, the Anglo-Burmese Wars. These need not all be covered or covered equally. While other, relevant, factors such as the British and French rivalry may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

13. Evaluate the causes **and** effects of the White Lotus Rebellion.

Candidates will make an appraisal of the causes and effects of White Lotus Rebellion by weighing up their importance or otherwise. Candidates may focus exclusively on the Rebellion of 1796 to 1806, but they may also include the Wang Lun Rebellion of 1774. They may choose to focus on causes and effects separately or they may adopt a chronological or a thematic approach. Candidates may offer equal coverage of the causes and the effects or they may prioritize their evaluation of one, but both will be covered. They may refer to anti-Qing secret societies, corruption in the court and administration, economic problems, population increase and famine, high taxation, social unrest, the influence on further rebellions in the 19th century, the weakening of Qing power, and the vulnerability of China to Western demands for trade. These need not all be covered or covered equally. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

14. To what extent did social **and** economic change contribute to the fall of the Tokugawa Shogunate?

Candidates will consider the merits or otherwise of the suggestion that social and economic change contributed to the fall of the Tokugawa Shogunate. They may adopt a chronological approach that contextualises social and economic factors in Tokugawa society prior to 1853 and then considers the subsequent impact of the treaties and events between 1854 and 1868. Candidates may offer equal coverage of the social and the economic changes, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. Alternatively, candidates may choose a thematic approach and refer to aspects such as economic problems, the decline of the feudal system, the tozama clans, and foreign demands for trade. These need not all be covered or covered equally. While other, relevant, factors such as the political challenges to the Shogunate may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the suggestion.

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

15. Discuss the impact of the emergence of the labour movement in **either** Australia **or** New Zealand from the mid-19th century to 1919.

Candidates will offer a considered balanced review of the impact of the emergence of the labour movement in their chosen country in the given timeframe. Candidates may adopt a chronological approach that outlines the circumstances leading to the emergence of the labour movement, but they will be clearly linked to the issue raised in the question. Candidates may choose a thematic approach and refer to social, economic and political factors, which will be determined by the country selected. These may include the changing nature of unionism, depressions and the country's economy, the demands for wage regulation and better working conditions, the rise of labour political parties and legislative reforms, and the changes in social conditions. These need not all be covered or covered equally. While other, relevant, factors such as conservative political influences and the impact of the First World War may be referred to, the bulk of the response will remain on the issue raised in the question.

16. Evaluate the nature **and** impact of British administration in the Pacific Islands up to 1919 (excluding Australia and New Zealand).

Candidates will make an appraisal of the nature and impact of the British administration in the Pacific Islands by weighing up the strengths and limitations of the British presence and policies. The British Western Pacific Territories was a colonial entity, which included Fiji and the Union Islands, Gilbert and Ellice Islands, Solomon Islands and Cook Islands, Pitcairn Islands, Tonga and Savage Islands, New Hebrides and Nauru. Candidates may consider the nature and impact of the British administration in the islands separately and present end-on accounts whilst others may choose a thematic one across a range of islands. A comparative approach may or may not be used and not all islands need to be considered in detail. Candidates may refer to political, economic, social, religious and cultural factors, but these need not all be covered or covered equally. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

17. Evaluate the impact on China of its defeat in the Sino-Japanese War (1894–1895).

Candidates will make an appraisal of the impact on China of its defeat in the Sino-Japanese War by weighing up its importance or otherwise regarding political, economic, social or cultural aspects in Chinese society, but these need not all be covered or covered equally. They may adopt a chronological approach that contextualises the war and then outline the impact of the defeat on subsequent events. Alternatively, candidates may choose a thematic approach and evaluate areas such as intellectual debate, the rise of revolutionary groups, further attempts at reform, internal and external conflict. Some candidates may focus on the immediate aftermath whilst others will extend their appraisal to 1912 and beyond. Both the importance or otherwise must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as weak government and Western exploitation may be referred to, the bulk of the response will remain on the issue raised in the question.

18. With reference to the period between 1860 and 1894, discuss the causes **and** effects of the opening of Korea in 1876.

Candidates will offer a considered and balanced review of the causes and effects of the opening of Korea in 1876. They may adopt a chronological approach that identifies the events in the given timeframe and which links them to the causes and effects of the opening of Korea. Alternatively, candidates may choose a thematic approach and may refer to aspects such as Korea's seclusion, internal conflict between conservative and progressive factions, external pressure from Western commercial interests, the Treaty of Kanghwa, Japanese control of the economy, further unequal treaties, and the Tonghak Rebellion. These need not all be covered or covered equally. There may be some imbalance between causes and effects, but candidates will consider both aspects. While other, relevant, factors such as Chinese influence may be referred to, the bulk of the response will remain on the issue raised in the question.

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

19. Evaluate the reasons why the 1935 Government of India Act was a disappointment to Indian nationalists.

Candidates will make an appraisal of the reasons why the 1935 Government of India Act was a disappointment to Indian nationalists by weighing up its importance or otherwise within the context of the political situation in India. They may adopt a chronological approach that contextualises the 1935 Government of India Act in the struggle for independence from Britain within the timeframe for this section. Alternatively, candidates may choose a thematic approach and refer to aspects such as resentment about the 1919 Government of India Act, the Simon Commission, the Round Table Conferences, the demands of the Indian National Congress and the All India Muslim League, the roles of Gandhi, Nehru, Bose and Jinnah, the actual provisions of the 1935 Act, and the reactions of different Indian nationalist groups. These need not all be covered or covered equally. Both the importance or otherwise must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as international pressures may be referred to, the bulk of the response will remain on the issue raised in the question.

20. Evaluate the importance of Subhas Chandra Bose to the weakening of British power in India.

Candidates will make an appraisal of the importance of Subhas Chandra Bose in weakening British power in India by weighing up the strengths and limitations of his actions. They may adopt a chronological approach that refers to Bose's activism during the 1920s and 1930s, his split with the Indian National Congress during the Second World War when he advocated seeking support from the fascist governments, his propaganda broadcasts, his creation of the Indian Provisional Government in exile, and the Indian National Army. Alternatively, candidates may choose a thematic approach and balance Bose's role against other aspects of the struggle for independence and the contributions of nationalist leaders such as Nehru, Gandhi and Jinnah. These need not all be covered or covered equally. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as and the impact of the Second World War on Britain may be referred to, the bulk of the response will remain on the issue raised in the question.

Section 11: Japan (1912–1990)

- 21.** Evaluate the impact of the invasions of Manchuria (1931) **and** China (1937) on Japan's relations with the West.

Candidates will make and appraisal of the impact of the invasions of Manchuria (1931) and China (1937) on Japan's relations with the West (US, Britain and non-Soviet Europe) by weighing up their importance or otherwise. They may adopt a chronological approach and consider a range of long and short-term consequences arising from these two events, but treatment need not be equal. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to tensions prior to the invasions, the Washington Naval Treaty, the League of Nations, the Lytton Report, Manchukuo, the cancellation of trade agreements, the Tripartite Pact, and US military aid for China. These need not all be covered or covered equally. Both the importance or otherwise must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as Japanese domestic politics may be referred to, the bulk of the response will remain on the issue raised in the question.

- 22.** Discuss the reasons for, and the consequences of, the adoption of the reverse course in Japan to 1952.

Candidates will offer a considered and balanced review of the reasons for, and the consequences of, the adoption of the reverse course in Japan to 1952. They may adopt a chronological approach that discusses the events of the US occupation after the Second World War. Consequences may extend beyond the timeframe but they must be clearly linked to the issue raised in the question. Alternatively, candidates may choose a thematic approach and may refer to aspects such as the initial reforms under the US occupation, resistance to the economic changes, internal dissent, the US desire to create stability, and external Cold War pressures. These need not all be covered or covered equally. There may be some imbalance between reasons and consequences, but candidates will consider both aspects. A balanced review is likely to identify differing views of American actions. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

Section 12: China and Korea (1910–1950)

23. “Jiang Jieshi’s domestic policies during the Nanjing decade (1927–1937) were largely successful.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that “Jiang Jieshi’s domestic policies during the Nanjing decade (1927–1937) were largely successful”. They may adopt a chronological approach that contextualises Jiang’s domestic policies by referring to the state of China prior to the given timeframe, but this must be clearly linked to the issue raised in the question. Alternatively, candidates may choose a thematic approach and refer to aspects such as internal divisions, military control, national debt, railways, banking, agriculture, education, public health and welfare, corruption and nepotism, and the threat of the Japanese. These need not all be covered or covered equally. While other, relevant, factors such as foreign recognition and US philanthropy may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

24. With reference to the period up to 1950, evaluate the impact of the Sino-Japanese War (1937–1945) on Korea.

Candidates will make an appraisal of the impact of the Sino-Japanese War (1937-1945) on Korea in the period up to 1950 by weighing up its importance or otherwise with regard to political, economic, social or cultural aspects in Korean society, but these need not all be covered or covered equally. They may adopt a chronological approach that contextualises the situation in Korea or a thematic approach. Candidates may refer to the Japanese occupation, industrialisation, the destruction of Korean culture, forced labour schemes, social unrest, the Soviet and US occupation zones, the role of the United Nations, and the Cold War politics that led to the outbreak of the Korean War in 1950. Both the importance or otherwise of the impact of the Sino-Japanese War must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

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

25. Examine the reasons for, and the effects of, the initial Japanese victories in South-East Asia (1940–1942).

Candidates will consider the interrelationship between reasons for, and the impact of, the initial Japanese victories in South-East Asia. This does not include China or the Pacific islands. Reasons may predate the timeframe but they must be clearly linked to the question. Candidates may adopt a chronological approach that identifies the events leading up to the victories and beyond. Alternatively, candidates may choose a thematic approach and refer to aspects such as Japanese military superiority, the weakness of the colonial powers, the nature of the Japanese occupation, and the growth of independence movements in the occupied countries. The balance between the two parts of the question need not be equal but both will be addressed in an effective manner. While other, relevant, interrelationships such as Japanese domestic politics, international alliances, the war in Europe and the relationship with the US may be considered, the bulk of the response will remain on those raised in the question.

26. Evaluate the reasons for Indonesian independence (1949).

Candidates will make an appraisal of the reasons for Indonesian independence (1949) by weighing up their importance or otherwise in the context of the political situation in Indonesia. They may adopt a chronological approach that contextualises the creation of the Republic of Indonesia in 1949 within the struggle for independence from the Netherlands. Alternatively, candidates may choose a thematic approach and consider aspects such as the growth of the nationalist movement prior to the Second World War, the impact of the Japanese occupation, the roles of Sukarno and other leaders, the declaration of independence in 1945, and the Dutch attempts to re-establish colonial rule. These need not all be covered or covered equally. Both the importance or otherwise must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as international pressures may be referred to, the bulk of the response will remain on the issue raised in the question.

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

27. Evaluate the role of the Gang of Four in the Great Proletarian Cultural Revolution between 1966 and 1976.

Candidates will make an appraisal of the role of the Gang of Four in the Great Proletarian Cultural Revolution between 1966 and 1976 by weighing up its importance or otherwise. They may adopt a chronological approach that contextualises the Cultural Revolution in the aftermath of the Great Leap Forward and the side lining of Mao. Candidates may consider Mao's launch of the Cultural Revolution and the Gang of Four who promoted Mao's ideas of continuous revolution. They may refer to the Gang of Four collectively or identify the actions of members such as Jiang Qing. Alternatively, candidates may choose a thematic approach and balance the Gang of Four's role against other aspects such as the Red Guard Movement, the significance of other leaders, and the role of the People's Liberation Army (PLA). These need not all be covered or covered equally. Both the importance or otherwise must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question.

28. Discuss the successes **and** failures of Deng Xiaoping's implementation of the Four Modernizations.

Candidates will offer a considered and balanced review of the successes and failures of Deng Xiaoping's implementation of the Four Modernizations. This is a question about a range of issues so the 1989 Tiananmen Square massacre should not be the focus of the response. They may consider the successes and failures separately or they may adopt a chronological approach. Candidates may offer equal coverage of the successes and failures, or they may prioritize their discussion of one, but both will be a feature in relation to the implementation of the Four Modernizations. They may refer to Deng's role as paramount leader, the aims of the Four Modernizations, the changes in education and technology, the introduction of individual enterprises, the Special Economic Zones (SEZs), the resistance to reform, the demands for the Fifth Modernization of democracy, and internal unrest. These need not all be covered or covered equally. While other, relevant, factors such as external pressures may be referred to, the bulk of the response will remain on the issue raised in the question.

Section 15: Cold War conflicts in Asia

29. Evaluate the impact on Malaya of the British/Commonwealth response to the Malayan Emergency (1948–1960).

Candidates will make an appraisal of the impact of the response to the Malayan Emergency (1948–1960) on Malaya by weighing up its importance or otherwise with regard to political, economic, social or cultural aspects in Malayan society, but these need not all be covered or covered equally. They may adopt a chronological approach that contextualises the situation in Malaya or a thematic approach. Candidates may refer to British colonial rule, the Communist insurgency, the Briggs Plan and the forced resettlement of Chinese Malays, the role of the British High Commissioner, security measures, the military response, and the establishment of an independent Malayan state. Both the importance or otherwise of the impact of the response to the Malayan Emergency must be clearly indicated but there does not need to be an equal focus on each. While other, relevant, factors such as international pressure and support may be referred to, the bulk of the response will remain on the issue raised in the question.

30. “The Viet Minh won the French Indo-China War (1946–1954) because the French were weak.” To what extent do you agree with this statement?

Candidates will consider the merits or otherwise of the statement that “the Viet Minh won the French-Indo-China War (1946–1954) because the French were weak”. They may adopt a chronological approach that contextualises the war by identifying events and policies prior to the given timeframe, but this must be clearly linked to the issue raised in the question. Candidates may offer equal coverage of the Viet Minh and the French, or they may prioritize their assessment of one. However, both aspects will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to the impact of the Second World War, French colonial policy, Vietnamese nationalism and Ho Chi Minh, military leaders, and the campaigns. These need not all be covered or covered equally. While other, relevant, factors such as foreign influences may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

Section 16: Developments and challenges in South Asia after 1947

31. To what extent were Nehru's economic policies successful?

Candidates will consider the merits or otherwise of the suggestion that Nehru's economic policies were successful. They may adopt a chronological approach that contextualises Nehru's economic policies by referring to the state of India at the time of partition and after his rule, but this must be clearly linked to the issue raised in the question. Alternatively, candidates may choose a thematic approach and refer to aspects such as the Five Year Plans, agricultural improvements, industrialization, government sponsored projects, government regulation, taxation, and the limitations on foreign investment and imports. These need not all be covered or covered equally. While other, relevant, factors such as political and cultural issues or foreign policies may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the suggestion.

32. "Political factors were the main cause of friction between East and West Pakistan." Discuss.

Candidates will offer a considered and balanced review of the statement that "political factors were the main cause of friction between East and West Pakistan". This is a question about a range of issues so a description of the 1971 war should not be the focus of the response. Candidates may refer to demographic issues, political representation, internal political rivalries and upheavals, military leaders, and discrimination against East Pakistanis in the bureaucracy and the military. These need not all be covered or covered equally. While other, relevant, factors such as economic policies, cultural friction, Indian influence and US aid may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the statement.

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

- 33.** Compare and contrast attitudes towards indigenous peoples in Australia and New Zealand between 1945 and 2005.

Candidates will give an account of the similarities and differences between attitudes towards indigenous peoples in Australia and New Zealand in the given timeframe by referring to both throughout the response. They may contextualise the situation in each country and note that there were different circumstances such as the legacy of the Treaty of Waitangi in New Zealand, and the absence of formal recognition and the variations between the states in Australia. Candidates may adopt a chronological approach and they may identify the similarities and the differences separately. Alternatively, candidates may consider a thematic approach and refer to both in areas such as assimilation and integration policies, citizenship, demands for land rights, education, employment opportunities, the problems posed by migration from rural areas to the cities, racism and discrimination, the effectiveness of indigenous advisory councils, and political representation. These may not all be covered or covered equally. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

- 34.** Evaluate the policies **and** achievements of the Muldoon government.

Candidates will make an appraisal of the policies and achievements of the Muldoon government by weighing up their strengths and limitations. They may adopt a chronological approach that outlines the sequence of the policies implemented and which notes the achievements. Alternatively, candidates may choose a thematic approach and refer to the domestic policies and achievements in areas such as unemployment, inflation, the welfare state, agriculture, industrial projects, indigenous affairs and immigration. Foreign policies and achievements such as the 1981 Springbok tour and trade agreements may also be considered. Both strengths and limitations must be clearly indicated but there does not need to be an equal focus on each. While relevant external factors such as the decline in wool prices, Britain joining the EU and the oil crisis may be referred to, the bulk of the response will remain on the issue raised in the question.

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

35. With reference to **two** Asian countries (excluding China, Japan and India), compare and contrast the role of religion in society.

Candidates will give an account of the similarities and differences between two countries in the region (excluding China, Japan and India) in terms of the role of religion in society by referring to both throughout the response. They may contextualise the situation in each country and may refer to different religions and religious practices or to the same religion in both countries. Candidates may adopt a chronological approach within the timeframe for this section and/or they may identify the similarities and the differences separately. Alternatively, candidates may choose a thematic approach and consider both in areas such as the existence of cultural and geographic divisions created by religion; the role of religion in education, health care and social welfare; the influence that religious groups have on government policies and legislation; and the impact of religion on cultural activities and public celebrations. Both similarities and differences must be clearly indicated but there does not need to be an equal number of each.

36. To what extent did globalization have a positive impact on **two** Asian countries (excluding China, Japan and India) to 2005?

Candidates will consider the merits or otherwise of the suggestion that globalisation did have a positive influence on two Asian countries (excluding China, Japan and India). Candidates may offer equal coverage of the two countries, or they may prioritize their discussion of one. However, both will be a feature of the response. A comparative approach may or may not be used. Candidates may refer to a wide range of factors, which will be determined to some extent by the countries selected. These may include economic growth and trade, industrialisation, technological advancement, employment opportunities, demographic change, health and welfare provisions, social unrest, the increased presence of expatriate communities, and the foreign cultural impact. These may not all be covered or covered equally. While other, relevant, factors may be referred to, the bulk of the response will remain on the issue raised in the question. Candidates may agree, partly agree or disagree with the suggestion.
