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Markscheme

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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	• 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	• 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	• 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	• 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	• 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	• 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. To what extent was the city of Samarkand mainly responsible for the increase in trade under the Mongol Empire?

The question requires that students consider the merits or otherwise of the suggestion that the city of Samarkand was mainly responsible for the increase in trade under the Mongol Empire. Students may refer to the conquest of Samarkand in 1366 by Tamerlane (Timur) and his establishment of it is as his capital in 1370. As Timurid expansion continued, the artisans and intellectuals of many conquered cities were spared and sent to Samarkand, which contributed to the emergence of the 'Timurid Renaissance'. In addition to this enforced migration, the wealth bestowed upon the city by Tamerlane (Timur) transformed Samarkand into a centre of culture and learning, which attracted merchants and trade as well. The city became a centre of Islamic art, with the trade in items from the Ilkhanid school spreading throughout the empire. Other relevant factors may be addressed, for example the Mongols' more favourable view of merchants and trade than was traditional amongst the Confucian Chinese, or their establishment of a road and postal relay system, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Evaluate the causes of the Silk Road's decline in the 15th century.

The question requires that students make an appraisal of the causes of the decline of the Silk Road in the 15th century, weighing up the importance of internal and external factors. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the destabilising effect of the fragmentation and collapse of the Mongol Empire. As Mongol expansion had seen a flourishing of trade along the Silk Road, so its fall led to a commensurate decline. The seizure of territories in the west by Turkic tribes led to the establishment of new polities, which led to a fracturing of political unity and made trade more difficult along the Silk Road. After the fall of the Yuan dynasty in China, their Ming successors began to adopt a policy of economic isolationism, the opposite of Mongol policy, placing further strain upon the Silk Road. Other relevant factors may be addressed, for example the rise in seaborne trade, particularly in the Indian Ocean, which led to a marked shift in the path of economic and cultural exchange and the shunning of the Silk Road, but with a focus on the issue in the question. Students' 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 the impact of the establishment of the Kamakura Shogunate on the political system in Japan.

The question requires that students consider the interrelationship between the establishment of the Kamakura Shogunate and the political system in Japan. Examination of impact may predate the timeframe, but it must be clearly linked to the issue raised in the question. Students may refer to Minamoto no Yoritomo's defeat of the Taira clan at the Battle of Dannoura in 1185 and his adoption of the title Shogun in 1192. While the title had been used in the past, it had only been held on a temporary basis by commanders campaigning in the north; Minamoto's adoption was permanent. This established him as an alternative power to the emperor and the imperial court. While nominally the emperor remained above the Shogun in the political hierarchy, in practice the latter held the key military power. The emperor Go-Toba bestowed the title upon Minamoto, thereby providing added legitimacy to the new regime, in exchange for military protection. In the longer term, the form of government established by the Kamakura Shogunate became known as *bakufu*, or 'tent government', making its military character clear. The principles of this system of government would remain relatively unchanged for centuries. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "Internal conflicts were more significant than external conflicts to the decline of the Kamakura Shogunate." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that internal conflicts were more significant than external conflicts to the decline of the Kamakura Shogunate. Students may offer equal coverage of both internal and external conflicts, or they may prioritize their assessment of one type over the other. However, both aspects will be a feature of the response. Students may refer to serious external threat posed by the Mongol invasions of 1274 and 1281 under Kublai Khan. While both invasions were repelled, largely due to the intervention of *kamikaze* storms, the period of nervous expectation between the two invasions, as well as a similar period in anticipation of a third, caused harm to the Japanese economy because of the need to maintain a standing army in readiness for further danger. In addition, farmers also faced disruption as they were forced to supply these soldiers, as well as other farmers being lost to conscription. Despite the twin victories over the Mongol invaders, discontent remained in parts of the realm. This would eventually contribute to the revolt of the emperor Go-Daigo in 1331, who attempted to re-establish imperial rule over Japan. While initially unsuccessful, with the aid of the traitorous general Ashikaga Takauji, the Kamakura Shogunate would be overthrown in 1333. Other relevant factors may be addressed, for example the ascendancy of the Hojo family over the Minamoto, which meant that all key government positions were held by members of this family, and which contributed to resentment against the Kamakura regime, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

5. "The voyages of Zheng He (Cheng Ho) had only a limited impact on Chinese society." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the voyages of Zheng He (Cheng Ho) had only a limited impact on Chinese society. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the seven diplomatic voyages that Zheng He (Cheng Ho) was sent on by the Ming emperor Yongle, with destinations including the Persian Gulf and east Africa. An initial burst of interest in foreign lands was one consequence, with a desire for new knowledge and exotic goods amongst the most important results. From Africa, Zheng He (Cheng Ho) brought back such exotic animals as lions, leopards and giraffes, which caused a sensation amongst the elite back in China. Besides animals, Zheng He (Cheng Ho) returned with gems, spices and medicines, as well as an improved knowledge of foreign peoples and customs. However, despite this burst of intellectual curiosity, the voyages did not result in any significant increase in trade or tribute. Other relevant factors may be addressed, for example increasing Chinese isolationism in the century after the death of Zheng He (Cheng Ho) which undermined any impact his voyages might have had, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Compare and contrast the impact of the settlements of **two** European powers on the indigenous people of South-East Asia up to 1700.

The question requires that students give an account of the similarities and differences between the impact of the settlements of two European powers on the indigenous people of South-East Asia up to 1700, referring to both throughout. There does not need to be an equal number of each. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the Portuguese, who were the first Europeans to settle in the region. Afonso de Albuquerque's conquest of Malacca offered an indication of how Portuguese settlements would affect the region, with an increasingly militant response from the local Muslim rulers, like the campaign in Sunda in the 1520s, the result. Catholic Christian missionaries like the Jesuits accompanied these expeditions, aiming for the conversion of indigenous people. The French East India Company, for example, also aimed to bring trade and Catholicism to Indochina from 1668, and the Spanish managed to convert most of the population of the Philippines during the same period. In contrast, the Dutch focused on creating a trade-based 'empire', usually without the seizure of significant amounts of territory or dispossession of the locals, while their Protestant missionaries tended to be more interested in preaching to the Dutch inhabitants of these settlements as opposed to converting indigenous people.

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

7. Evaluate the importance of Babur and Humayun to the rise of Mughal power.

The question requires that students make an appraisal of the importance of Babur and Humayun to the rise of Mughal power. Students may offer equal coverage of Babur and Humayun, or they may prioritize their examination of one over the other. However, both aspects will be a feature of the response. Students may refer to the importance of Babur's invasion of India through the Khyber Pass, having established a base of power for himself in Kabul. After defeating Ibrahim Lodi, the last ruler of the Delhi Sultanate, at the First Battle of Panipat in 1526, Babur then overwhelmed the forces of the Rajput Confederacy under Rana Sanga of Mewar at the Battle of Khanwa in 1527. With these victories, Babur could establish a new Mughal capital at Agra. However, Babur's son Humayun, after a period of continued fighting and instability, was forced into exile, briefly interrupting Mughal rule in India. After the brief interlude of the Sur Empire between 1540 and 1555, Humayun would re-establish Mughal rule over India after returning from Iran. During his time there, Humayun had established ties with the Safavid court, which resulted in Persian influence returning with him and becoming a key part of Mughal rule in India over the following centuries. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. "The social and cultural achievements of the Mughal Empire were more significant than its economic ones." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the social and cultural achievements of the Mughal Empire were more significant than its economic ones. Students may offer equal coverage of social and achievements and economics achievements, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to amalgamation of many elements of Indian and Persian culture under Mughal rule, including art and architecture. The Mughals introduced a distinctive architectural style which combined elements of earlier Indian architecture with others from Iran and Central Asia. Buildings like the Taj Mahal and the Buland Darwaza in Agra illustrate. In addition, the introduction of elements of Persian language helped to develop Hindustani, and this linguistic exchange led to literary achievements like the epic *Razmnama*, a Persian translation of the *Mahabharata*, and dynastic biographies like the *Baburnama* and *Akbarnama*. Other relevant factors may be addressed, for example the size and prosperity of the Mughal economy, with historians estimating that Mughal India was producing 24.5% of the world's manufacturing output by 1750, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

9. Evaluate the factors that led to the formation of French Indo-China (1887).

The question requires that students make an appraisal of the factors that led to the formation of French Indo-China (1887), weighing up the importance or otherwise of internal and external factors. Students may offer equal coverage of French actions and local responses, or they may prioritize their evaluation of one over the other. However, both aspects will be a feature of the response. Students may refer to the gradual establishment of French dominance over Indochina from 1858, with the creation of the first Indochinese Union to govern the region. Except in Cochinchine, the southernmost portion of Vietnam, the native Vietnamese, Cambodian and Laotian royal dynasties continued to exist, although a federalised central government, led by a French governor-general answerable to the trade minister in Paris, had exclusive authority in finance, defence, foreign affairs and public works. Growing imperialist sentiment under the Second French Empire led to the annexation of Cochinchine in 1862 and the establishment of a protectorate in Cambodia in 1863, the latter after a request by the Cambodian king Norodom, who sought French protection from encroachment by the Siamese. Further expansion occurred under the French Third Republic, with the seizure of northern Vietnam after the Sino-French War (1884–1885). These various protectorates were then consolidated into French Indo-China in 1887. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Examine the impact of the Spanish–American War (1898) on the Philippines.

The question requires that students consider the interrelationship between the Spanish–American War (1898) and its impact on the Philippines. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the swift victory won by the United States over the Spanish, ending more than three centuries of Spanish colonial rule over the Philippines. However, despite the declaration by Emilio Aguinaldo and his supporters of a provisional Filipino republic, the Americans did not view the Filipino people as ready for self-government. As a result, the Philippine-American War broke out in 1899, a three-year conflict which would result in the deaths of over 20,000 Filipino soldiers, as well more than 200,000 non-combatants, through a combination of violence, famine and disease. While coupled with this brutal policy of repression, the Americans instituted a pacification campaign that became known as the 'policy of attraction', which promised a significant degree of self-government, introduced social reforms, and worked towards economic development. The policy ultimately proved attractive to many Filipinos, and as a result the first elected assembly was convened win 1907, while eventual independence was promised in the Jones Act of 1916. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. Evaluate the economic and social impact of the policies of Dalhousie and Bentinck on India.

The question requires that students make an appraisal of the economic and social impact of the policies of Dalhousie and Bentinck on India, 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. Students may refer to the view that Lord Dalhousie, British governor-general of India from 1847 to 1856, was the creator of the outline of modern India, with his annexation of various independent provinces, as well as his establishment of the centralized Indian state. Part of this centralization included the development of communication and transport systems, the former including a network of electric telegraph lines and a postal system, and the latter including most famously the railways. However, the impact of these reforms was undermined by the outbreak of the Great Revolt (Indian Mutiny) in 1857, arguably a result of Dalhousie's centralizing tendencies. William Bentinck was an earlier governor-general of Bengal (1828–1833) and of India (1833–1835), who opened up administrative positions to Indian, reformed the finances of the state, and outlawed such traditional practices as suttee (widow burning) and thuggee (ritual murder by robber gangs). Bentinck's more interventionist form of government involved an increased push for westernization, including the replacement of Persian as the language of the courts and of higher education by English. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. To what extent was the resistance of the Afghan monarchy to British influence successful?

The question requires that students consider the merits or otherwise of the suggestion that the resistance of the Afghan monarchy to British influence was successful. Students may offer equal coverage of successes and failures, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to the two British invasions of Afghanistan during the nineteenth century, the first in 1838–1842 and the second in 1878–1881. Both were largely motivated by British competition with Russia as part of the 'Great Game', but both resulted in the Afghan population revolting against the occupiers. In 1838 Shah Dost Muhammad Khan, the ruler of Afghanistan, surrendered to the British and was replaced by the puppet Shah Shujah; however, the latter's rule was short-lived, and the British were ignominiously expelled from the country. The second British invasion followed a similar pattern, with minimal local resistance offered in the early months of the conflict. The Treaty of Gandamak, signed in May 1879, seemed to mark the end of Afghan independence, but a revolt in Kabul in September caught the colonial occupiers by surprise; while the British won several military engagements, they were forced to recognise Abdurrahman Khan as emir of Kabul and withdrew their troops to India. Other relevant factors may be addressed, for example the argument that much of the most effective resistance to the British came not from the monarchy but from the Afghan people, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. Compare and contrast the nature and impact of the Chinese tribute system and western trade missions.

The question requires that students give an account of the similarities and differences between the Chinese tribute system and western trade missions, referring to both throughout. There does not need to be an equal number of each. Students may refer to the similar nature of the tribute system and trade missions as both allowed the Qing court to control and regulate trade with foreign countries. In addition, students can discuss the similarities in impact as both the tribute system and the western trade missions increased foreign interactions, as well as trade with other countries. The unequal relations between the Qing court and the foreign trading countries can also be discussed. In terms of differences, students can refer to the responses by foreign states to the Chinese tribute system and to western trade missions where the former was widely accepted whilst the regulations and limitations imposed on western trade missions led to increasing tensions. Other relevant differences may be addressed, for example the advantages accorded by the Chinese tribute system on the tributary states as opposed to the western trade missions whose sole purpose was trade. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. To what extent were economic factors the most significant reason for discontent in the Tokugawa Shogunate?

The question requires that students consider the merits or otherwise of the suggestion that economic factors were the most significant reason for discontent in the Tokugawa Shogunate. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to how taxation under the Tokugawa government was a major cause of discontent as the peasants were heavily taxed and this widened the gap between the rich and the poor, resulting in numerous peasant riots throughout the era. The rise of the mercantile class also created societal tensions as this inverted the traditional social structure and many samurai felt left behind by the Tokugawa system. Students can also discuss the impact of a series of failed reforms meant to deal with the disenfranchisement of the samurai, the discontent of the mercantile class and an increasingly fractured economy. Other relevant factors may be addressed, for example the conflict between merit and heredity for young samurai but with a focus on the issue in the question. Students' 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. "The social and economic impacts of the gold rushes were more positive than negative." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the social and economic impact of the gold rushes was more positive than negative. Students may offer equal coverage of positive and negative impacts, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to the economic boom that resulted from the discovery of gold, which allowed governments like those in New South Wales and particularly Victoria to invest in infrastructure. Formerly isolated regions underwent significant development as a result of the rushes – the development of port cities like Melbourne and Dunedin were a result of this boom. Like other gold rushes around the globe, those in Australia and New Zealand led to a huge influx of migrants. The vast majority of these migrants were men, which created particular social problems in these gold-bearing regions. On the other hand, many of these same migrants were relatively skilled, particularly in New Zealand. Significant immigration from countries like China, both during and after the gold rushes, led to rising levels of xenophobia, as well as outbreaks of violence at times. Other relevant factors may be addressed, for example the development of generally anti-authoritarian and egalitarian political movements amongst the workers on the gold fields, which exerted a broader influence on political developments in both countries, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Evaluate the significance of Gallipoli to Australia and New Zealand.

The question requires that students make an appraisal of the significance of Gallipoli to Australia and New Zealand, weighing up its importance or otherwise. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of Australia and New Zealand, or they may prioritize their evaluation of one over the other. However, both aspects will be a feature of the response. Students may refer to the argument that, for both countries, their sense of nationhood was born on the shores of Gallipoli. Both Australia and New Zealand had been granted dominion status in the first decade of the twentieth century, but arguably a true sense of nationhood, independent of Britain, was only created in the aftermath of the Gallipoli campaign. Both countries suffered an immense number of casualties during the conflict, and the perception that they had been poorly led bred a resentment for the British, although this feeling was longer lasting in Australia than New Zealand. Commemorations of the Gallipoli landing were instituted in 1916, and these ceremonies became increasingly important symbols of nationalism in both countries from this time. Students' 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. “The outcome of the Sino-Japanese War was mostly negative for China up to 1898.” Discuss.

The question requires that students offer a considered and balanced review of the statement that the outcome of the Sino-Japanese War was mostly negative for China up to 1898. Students may offer equal coverage of negative and positive outcomes, or they may prioritize their discussion of one. Students may refer to how the war clearly demonstrated the weakness of the Qing empire. The combination of the loss of the war and the Boxer Rebellion that followed led to massive casualties and extreme suffering in China. In addition, the Treaty of Shimonoseki led to the forfeiture of territories, as well as the loss of influence over Korea. This shift in the balance of regional power encouraged Western imperial powers to stake out definite areas of influence in China. However, it can be argued that the war and its aftermath triggered the Hundred Days reform in response to the weakness of the Qing court. Other relevant outcomes may be addressed, for example the beginnings of revolutionary activity led by Sun Yixian but with a focus on the question.

18. Evaluate the significance of cultural and economic developments in Meiji Japan up to 1912.

The question requires that students make an appraisal of the cultural and economic developments in Meiji Japan up to 1912, weighing up their significance or otherwise. Students may offer equal coverage of cultural and economic developments, or they may prioritize their evaluation of one. However, both aspects will be a feature of the response. Students may refer to cultural developments such as the adoption of western practices and religion and consider the significance of these cultural changes. Students may also evaluate the reforms in education and how the Emperor Rescript of 1890 transformed Japan’s system of values into an Emperor-centred form of nationalism, directed towards working for the country. In terms of economic developments, students could evaluate the implementation of new farming methods, as well as the modernisation of industries that led to various impacts. Other relevant developments may be addressed, for example the impact of Japan’s industrialisation on the expansion of domestic and foreign trade but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. Evaluate the contribution of the Government of India Act 1919 to India's demand for independence.

The question requires that students make an appraisal of the contribution of the Government of India Act 1919 to India's demand for independence, weighing up its contribution or otherwise. Students may refer to the importance of the Government of India Act of 1919 as a constitutional reform that first introduced democratic principles into the executive branch of the British administration of India. As a result, there were a number of administrative changes, the most important being the concept of diarchy, which expanded the political participation of Indians in governance. Students may also refer to the limitations of the Act, such as the complex and confusing provisions that necessitated a review of the political system it had created. The notion of 'reserved seats' in specific electorates was also seen as divisive and undemocratic. Other relevant factors may be addressed, for example the boycotting of the first elections held under the 1919 Act by the Indian National Congress, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Discuss the main reasons for the growth of Muslim separatism up to 1947.

The question requires that students offer a considered and balanced review of the main reasons for the growth of Muslim separatism up to 1947. Students may refer to the religious, linguistic and cultural differences between Hindus and Muslims, which were accentuated by the British colonial administration, which adopted a policy of "divide and rule" to maintain control over India. This was exacerbated by economic disparities between the two groups, leading to feelings of resentment and marginalisation among Muslims. Students may also refer to the lack of adequate political representation for Muslims in the Indian National Congress and the formation of the All India Muslim League in 1906 which sought to protect Muslim rights. These events marked a rise in communal tensions, especially when the All India Muslim League, under the leadership of Jinnah, began to organise and mobilise Muslim opinion in favour of a separate homeland. Jinnah's call for a separate nation became more pronounced in the 1940s and gained further traction after the Second World War. Other relevant factors may be addressed, for example the growing assertiveness of Hindu nationalism, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: Japan (1912–1990)

21. To what extent was Taisho democracy successful in establishing liberal values and the two-party system?

The question requires that students consider the merits or otherwise of the suggestion that Taisho democracy was successful in establishing liberal values and the two-party system. Students may offer equal coverage of liberal values and the two-party system, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to the argument that the Taisho period marked a move towards broader representational government in Japan. The tax qualification for voting was first reduced and then eventually abolished in 1925, enfranchising a significantly larger proportion of the population; however, enfranchisement did not spread to women, who would not gain the right to vote until after the Second World War. The Taisho emperor's increasing incapacity meant that more political power ended up resting in the hands of the elder statesmen of the Diet (*kokkai*), which in turn saw a rise in the influence of political parties, a contrast with the more autocratic tendencies of the Meiji period. Two major parties emerged to dominate politics in this period – the Seiyūkai and Minseitō. However, tension remained between advocates for liberal and democratic principles, represented by the concept of *Minpon Shugi*, and those who continued to argue for the supremacy of imperial rule. Other relevant factors may be addressed, for example the obvious argument that Taisho democracy remained fundamentally weak as it would not survive the ascendancy of militarism in the 1930s, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. "Military failures were the most significant reason for Japan's defeat in the Pacific War in 1945." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that military failures were the most significant reason for Japan's defeat in the Pacific War in 1945. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the argument that Japanese over-reach, particularly in China during the Second Sino-Japanese War, contributed significantly to their defeat. With Nationalist leader Chiang Kai-Shek's policy of withdrawal and limited engagement, an increasing number of Japanese troops were absorbed into the conflict in China, pulling them away from other theatres. For example, Japan's Operation Ichi-Go in 1944 involved more than 500,000 troops and 800 tanks, and while nominally a success, did little to aid the Japanese in actually ending the war in China. In other theatres, while initial Japanese successes in 1941–1942 had caught Western powers by surprise, a series of key defeats, like that in the Coral Sea, had halted the seemingly inexorable Japanese advance. At the Battle of Midway in June 1942, the Japanese carrier fleet was decimated, marking an end to Japanese expansion in the east. The Japanese war plan required momentum, and this had been lost by 1943. Other relevant factors may be addressed, for example the economic and technological disparity between Japan and the United States, made more glaring as the war progressed, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: China and Korea (1910–1950)

23. To what extent did Guomindang leadership achieve the aims of its domestic policies between 1927 and 1937?

The question requires that students consider the merits or otherwise of the suggestion that Guomindang leadership achieved the aims of its domestic policies between 1927–1937. Students may refer to how the Nanjing Government, following Sun Yixian's 'Three Stages of Revolution', declared a period of political tutelage by establishing a five-power constitution. This allowed for the government to implement reforms and work towards the creation of workable governmental and legal systems. Examples include the establishment of four national banks with control over foreign exchange and autonomy over China's tariffs, bringing about positive impacts on the economy. However, most of the government funds were absorbed by the parallel military administration and its various agencies and efficiency was limited by excessive bureaucracy and corruption, limiting the successes of Guomindang's domestic policies. Students may also refer to how Guomindang leadership was hindered by threats posed by warlordism, the Chinese Communist Party, as well as Japanese expansionism into China. Other relevant factors may be addressed, for example Jiang Jieshi's 'New Life' movement and his move towards conservatism, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. "Jiang Jieshi's rule of Taiwan was largely a failure." Discuss with reference to the period up to 1950.

The question requires that students offer a considered and balanced review of the statement that Jiang Jieshi's rule of Taiwan up to 1950 was largely a failure. Students may refer to how, after the Japanese surrender in 1945, Taiwan came under the leadership of Jiang Jieshi, but his rule was resented by the Taiwanese from the start as they held the Guomindang responsible for the initial fall in living standards, and the rise in corruption, disease and depletion of resources, largely due to the Chinese Civil War. Students may also refer to the 228 Incident and the subsequent imposition of martial law on the island that was characterised by violence as well as the suppression of political rights and freedoms. Other relevant factors may be addressed, for example Jiang's reform and development of the Taiwanese economy that had a positive impact on the Taiwanese, but with a focus on the issue in the question. Students' 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. Discuss the reasons for, and the effects of, the initial Japanese victories in South-East Asia (1940–1942).

The question requires that students offer a considered and balanced review of the reasons for and the effect of initial Japanese victories in South-East Asia from 1940 to 1942. Students may offer equal coverage of reasons and effects, or they may prioritise their discussion of one over the other. However, both aspects will be a feature of the response. Students may refer to reasons such as the underestimation of the Japanese and the preoccupation of colonial powers with the war in Europe as reasons for Japan's initial successes. Other relevant reasons may be addressed, for example Japanese military superiority and effective strategic planning, but with a focus on the issue in the question. For initial effects of Japanese victories, students may refer to the establishment of military rule and martial law in the occupied countries and the forced imposition of Japanese language, culture and the worship of the Japanese Emperor on these territories. Other relevant effects may be addressed, for example the exploitation of the local economies and the growth of nationalist movements in the occupied states. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the political and social effects 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 students make an appraisal of the political and social effects of the Second World War on **one** country in South-East Asia, excluding Dutch East Indies/Indonesia, Indochina/Vietnam, and Malaya, weighing up their significance or otherwise. Students may offer equal coverage of political and social effects, or they may prioritise their evaluation of one over the other. However, both aspects will be a feature of the response. Students may refer to the positive effects the war had on some countries in terms of political development. For example, Cambodia was given its independence by the Japanese, and in countries such as Burma the Japanese Occupation led to the emergence of the Anti-Fascist People's Freedom League which eventually led Burma to independence. In the Philippines, the war increased internal social and political tensions due to increased corruption and a widening gap between the rich and the poor. Students may also refer to social effects such as the escalation of ethnic conflicts in Burma due the war being fought along racial lines. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. "The improvement in education was the most significant social development in Mao's China." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the improvement in education was the most significant social development in Mao's China. Students may refer to the CCP's efforts to tackle illiteracy such as the setting up literacy programmes in villages as well min-pan schools. In addition, the system of Chinese characters was simplified and a standardised written version, Pinyin, was introduced. Students may also refer to the establishment of a Soviet-style Ministry of Education in 1952 to co-ordinate prescribed teaching plans and materials, as well as the growth in formal education which led to a significant increase in primary school students, an expansion of secondary education and an increase in university enrolments. Students may also discuss the limitations of these developments, such as the disparities in rural and urban education, the elitism within the system and the disruptions brought about by the Great Leap Forward and the Great Proletarian Cultural Revolution. Students may challenge the assumption in the question and argue that other social developments were more significant, for example the improvement in women's right or improvements in healthcare. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. To what extent was there more cooperation than tension in Sino-Soviet relations between 1949 and 1976?

The question requires that students consider the merits or otherwise of the suggestion that there was more cooperation than tension in Sino-Soviet relations from 1949 to 1976. Students may offer equal coverage of evidence of cooperation and tension, or they may prioritise their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to the initial period of cooperation between the two countries as exhibited by the numerous Sino-Soviet treaties signed between 1950 and 1956. The Soviets also sent experts to advise on the setting up of a State Planning Commission to modernise China's economy. Students may also refer to the fact that tension had begun even during these instances of cooperation, which then increased after Khrushchev's speech to the CPSU in 1956 and his criticism of the Great Leap Forward. Other relevant factors may be addressed, for example the Sino-Soviet split in 1960 and the subsequent ending of all Soviet aid to China, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Cold War conflicts in Asia

29. “Political ideology was the main cause of the Korean War (1950–1953).” Discuss.

The question requires that students offer a considered and balanced review of the statement that political ideology was the main cause of the Korean War. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the emergence of two separate administrations on either side of the 38th parallel and whose leaders, Syngman Rhee and Kim Il Sung, wanted to unite Korea under different ideologies. In addition, the Soviet rejection of the establishment of one Korean government under the guidance of the United Nations, as well as US involvement in the conflict, were ideologically motivated. Students may also refer to the fact that Kim Il Sung was emboldened by the superior nature of the North Korean armed forces which had been trained and equipped by the Soviet military and who had fought in the Chinese Civil War. Other relevant factors may be addressed, for example Kim’s strategic considerations after Dean Acheson’s 1950 ‘Perimeter Speech’, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. Discuss the nature and impact of the Khmer Rouge’s regime in Cambodia.

The question requires that students offer a considered and balanced review of the nature and the impact of the Khmer Rouge’s regime in Cambodia. Students may offer equal coverage of its nature and its impact, or they may prioritize their discussion of one over the other. However, both aspects will be a feature of the response. Students may refer to how the regime was centred on establishing a classless society with a focus on the peasantry through mass campaigns and mobilisations. Students may also refer to the brutal persecution and suppression of swathes of the population under the regime to achieve the utopian ideals of a Khmer nationalism free from feudalism, capitalism, and imperialism. In addition, the regime closed schools, destroyed libraries and temples, and banished religion, upending Cambodian lives, especially in urban areas. Forced collectivisation also left many dead. Other relevant impacts may be addressed, for example the targeting of the Cham Muslim minorities and ethnic Vietnamese leading to genocide, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 16: Developments and challenges in South Asia after 1947

31. Discuss the causes and results of the Indo-Pakistani War (1947).

The question requires that students offer a considered and balanced review of the causes and results of the First Indo-Pakistani War (1947). Students may offer equal coverage of the causes and results of the war, or they may prioritise their discussion of one over the other. However, both aspects will be a feature of the response. Students may refer to the Partition as a cause as it led to the princely states having to choose to join either India or Pakistan. This was problematic as the princely state of Jammu and Kashmir contained a wide range of ethnic and religious communities, and tensions culminated in Pashtun tribal forces attempting a coup. In response, Maharaja Hari Singh signed an Instrument of Accession to India in exchange for military aid, giving rise to armed conflict. The Indo-Pakistani War ended in a ceasefire with the signing of the Karachi Agreement in 1949 and resulted in a significant number of casualties for both sides and a divided Jammu and Kashmir. Other relevant impacts may be addressed, for example the later Indo-Pakistani War of 1965, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Examine the social and economic developments in Pakistan under the leadership of Zulfikar Ali Bhutto.

The question requires that students consider the interrelationship between social and economic developments in Pakistan under the leadership of Zulfikar Ali Bhutto. Students may offer equal coverage of social and economic developments, or they may prioritize their examination of one over the other. However, both aspects will be a feature of the response. Students may refer to Bhutto's adherence to Islamic socialism and the resultant nationalisation of major industries and sectors, from steel, chemical and cement industries to banking. This led to a significant improvement in the lives of Pakistanis and a sharp reduction in the levels of absolute poverty. Developments in the banking sector also led to more opportunities for farmers and small businesses to acquire loans that helped redistribute the concentration of wealth. Students may also refer to the development of education in Pakistan which increased both social mobility and economic prospects. Other relevant interrelationships may be considered, for example the improvement of social security and labour reforms, but with a focus on the issue in the question. Students' 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. To what extent did attitudes and policies towards indigenous peoples in Australia change from 1945 to 2005?

The question requires that students consider the merits or otherwise of the suggestion that attitudes and policies towards indigenous peoples in Australia changed from 1945 to 2005. Students may offer equal coverage of change and continuity, or they may prioritize their assessment of one over the other. However, both aspects will be a feature of the response. Students may refer to the policy of 'assimilation', which was adopted as a policy by the Commonwealth and all State Governments by the 1950s. This policy sought to arrest the decline in the Aboriginal population in the north and centre of the country, but at the price of assimilating into the dominant non-Aboriginal culture. Policies continued to change in the 1960s and 1970s, with the entitlement to social security benefits and the right to vote in federal elections granted in 1960 and 1962 respectively. The referendum of 1967, which amended the Constitution so that Aboriginal people would in future be counted in the census and which authorised the Commonwealth Government to pass laws for the benefit of Aboriginal people, was seen as a watershed moment, as was the establishment of the Department of Aboriginal Affairs. By now assimilation was being replaced by the policy of self-determination. Commonwealth legislation to grant land rights to indigenous people was also passed in the 1970s, and the Native Title Act of 1993 was seen as a high point on this path. Other relevant factors may be addressed, for example the widespread resistance to native title and the weakening of the Native Title Act by the Wik decision of 1996, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. Compare and contrast the foreign policy and international alignments of Australia and New Zealand up to 2005.

The question requires that students give an account of the similarities and differences between the foreign policies and international alignments of Australia and New Zealand, referring to both throughout. There does not need to be an equal number of each. Students may refer to the creation, in the context of the early Cold War, of the ANZUS Treaty (1951), which drew both Australia and New Zealand into alliance with the United States. Their strong anti-communist stance saw troops of both nations serve in the Korean and Vietnam wars – the latter conflict marked the first time that troops of both nations did not fight alongside the British. Despite this diplomatic turn towards the United States, both nations remained members of the Commonwealth. However, with Britain's joining of the European Economic Community, both nations began to turn towards Asia, both diplomatically and economically. Due to their strong anti-nuclear stance, New Zealand were suspended from ANZUS in 1986 – this marked a cooling in foreign relations with the United States. Australia, in contrast, remained a staunch ally of the Americans, participating in both the invasions of Afghanistan and Iraq. New Zealand troops served in the former conflict, but the invasion of Iraq was condemned by the New Zealand government.

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

35. "Changes in gender roles were the most significant development in Asia up to 2005." With reference to **two** Asian countries (excluding China, Japan and India), to what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that changes in gender roles were the most significant development in Asia up to 2005. Changes may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the aims of the 1988 Declaration on the Advancement of Women in ASEAN, which set out to increase the involvement of women in all spheres of life, with a particular focus on the economy and development. In countries like Cambodia and the Philippines, educational enrolment for girls improved up to 2005, although in countries like Laos this did not extend to secondary schooling. Trade liberalisation in the region also allowed more women to join the workforce, although female workers in countries like Thailand tended to be employed in particular industrial sectors like textile and garment manufacture. Other relevant factors may be addressed, for example the fact that some Islamic beliefs in countries like Indonesia supported the reassertion of traditional gender roles, or that other developments like those in the sphere of technology have been more significant, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. To what extent were the responses to terrorism in **two** Asian countries (excluding China, Japan and India) effective up to 2005?

The question requires that students consider the merits or otherwise of the suggestion that the responses to terrorism in two Asian countries (excluding China, Japan and India) have been effective up to 2005. Students may offer equal coverage of both countries selected, or they may prioritize their assessment of one over the other. However, both will be a feature of the response. Students may refer to the mixed record of Pakistan in its response to terrorism. In the aftermath of the Soviet-Afghan War, Pakistan mobilized groups similar in ideology to the Mujahideen in an attempt to retake Kashmir. Instead, this manoeuvre led to conflict between different radical Islamist groups within Pakistan itself. At the same time as they supported some of these jihadi groups and tolerated others, the Pakistani government also participated in the United States-led 'war on terror'. Emblematic of this largely uncontained terrorist violence was the assassination of former Prime Minister Benazir Bhutto. Sri Lanka also struggled with the threat of terrorism through much of the 1990s and 2000s. The Liberation Tigers of Tamil Eelam (LTTE) proved to be the most intractable opponent and would only be dealt with after a brutal military campaign in 2009 launched by the Sri Lankan government; estimates indicate that more than 100,000 people were killed in this conflict. Other relevant factors may be addressed, for example the Indonesian government's struggle against the Islamist organisation Jemaah Islamiyah (JI), whose most notable attacks included the two Bali bombings, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.