

Markscheme

May 2025

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. Compare and contrast the roles of Ibn Battuta and Marco Polo in connecting west and east.

The question requires that students give an account of the similarities and differences between the roles of Ibn Battuta and Marco Polo in connecting west and east, referring to both throughout. There does not need to be an equal number of each. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to Ibn Battuta's travels through the Islamic world and Far East in the fourteenth century, including his visits to towns along the Silk Road like Bukhara, Samarkand and Balkh. Similarly, students may refer to the thirteenth-century travels of Marco Polo along the Silk Road, ultimately reaching the court of the Mongol ruler, Kublai Khan. Both journeys were recorded, in the *Rihla of Ibn Battuta* and *The Travels* respectively, but the impact of these accounts differed markedly. *The Travels* caused a sensation in Europe, helping to create a lasting image of a wealthy and exotic China in Western minds, and inspired further exploration and contact between west and east. On the other hand, the *Rihla of Ibn Battuta* appears to have been forgotten soon after his death, and therefore, despite their similarly impressive journeys, Marco Polo arguably had the greater role in connecting west and east. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. Examine the ways in which the Silk Road led to political and cultural integration.

The question requires that students consider the interrelationship between the Silk Road and political and cultural integration in the region. Causes of integration may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of political and cultural integration, 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 expansion of the Mongol Empire from Asia into Europe in the thirteenth and fourteenth centuries, and the subsequent creation of a single political entity that dominated much of the world of the Silk Road. As a result, a *Pax Mongolica* was established, which allowed for a level of political integration in the lands under their hegemony. Relative peace allowed for the building and maintenance of infrastructure, like roads, which facilitated increased economic and cultural exchange. The *Pax Mongolica* also provided increased safety for merchants and other travellers, which contributed to the spread of cultural elements along the route. While various religions had moved along the Silk Road for centuries, it continued to be a conduit for religious beliefs and practitioners, with Islam being the chief beneficiary during this period. Islam would become the dominant religion of the Silk Road world, although Mongol pragmatism allowed for the maintenance of other religious buildings in their capital of Karakorum. 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. To what extent did the weakness of imperial power contribute to the struggle between samurai clans?

The question requires that students consider the merits or otherwise of the suggestion that the weakness of imperial power contributed to the struggle between the samurai clans. Causes of this struggle may predate the timeframe but they must be clearly linked to the issue raised in the question. Students may refer to emergence of the Fujiwara clan as the dominant force in the bureaucracy as the power of the emperor waned. However, with the influence of the emperor in decline, new claimants to power emerged to challenge Fujiwara ascendancy. In particular, the Taira and Minamoto clans built their own private armies, which would lead to the outbreak of the Gempei War. Victory for the Minamoto led to the establishment of the Kamakura Shogunate, which confirmed the impotence of imperial authority. However, with power resting in the hands of samurai families, violence continued to break out periodically, with the struggle between the Minamoto and Hojo clans one such example. Indeed, towards the end of the period, the emperor Go-Daigo sought to reassert imperial authority by encouraging further conflict between the samurai clans. Other relevant factors may be addressed, for example the emergence of increasingly large samurai armies leading to a kind of arms race, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. Evaluate the influence of Buddhism on samurai life in this period.

The question requires that students make an appraisal of the influence of Buddhism on samurai life in this period, weighing up its importance or otherwise. Influence may extend beyond the timeframe, but it must be clearly linked to the issue raised in the question. Students may refer to the development of two new sects of Zen Buddhism under the Kamakura Shogunate: the Jodo Sect (Pure Land), founded around 1175 by the priest Honen, and the Jodo Shin Sect (True Pure Land), founded in 1224 by Shinran, a pupil of Honen. Both sects simplified the Buddhist religion and argued that simply chanting the Buddha's name (*nembutsu*) would permit the person to be reborn in paradise. Zen principles of austerity and restraint became very popular with samurai in this period, and its attention to *wabi* – the aesthetic principle of beauty, simplicity, and withdrawal from the bustle of life – made the Japanese tea ceremony a common aristocratic pursuit. The austerity of Zen would also influence Japanese ink painting and calligraphy, both common pursuits of the samurai class. Other relevant factors may be addressed, for example the continued influence of Shintoism, 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. To what extent did Japan “looking out” have a significant impact on the Japanese economy and society?

The question requires that students consider the merits or otherwise of the suggestion that Japan “looking out” had a significant impact on the Japanese economy and society. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of impacts on the economy and society, 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 establishment of formal trading relations with the Portuguese through the port of Nagasaki, as well as the arrival in 1549 of the Jesuit priest Francis Xavier and his foundation of Japan’s first Christian mission. Portuguese imports, particularly matchlock guns, proved popular and had a profound impact on ways of fighting and the warrior class during a period of civil war. After the establishment of Francis Xavier’s mission, by the 1590s there were an estimated 215,00 Japanese Christians. However, leaders like Toyotomi Hideyoshi began to fear that loyalty to the Christian God might threaten their own authority, and persecutions and executions took place. Finally, with the expulsion of the Portuguese in 1639, the Dutch became the only Europeans allowed to remain in Japan. Other relevant factors may be addressed, for example the fact that some elements of the Japanese economy – like the importance of agriculture – remained relatively unchanged by “looking out”, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Evaluate the reasons for China “turning in”.

The question requires that students make an appraisal of the reasons for China “turning in”, weighing up the importance or otherwise of external and internal factors. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the introduction of the ‘sea ban’ (*Haijin*) as a response to the problem of Japanese piracy (*Wokou*). By banning overseas trade, Ming rulers hoped that this would force the Japanese – who desired Chinese commodities – to come to terms and cease their piratical activities. The scope of this ban then widened, with the Ming state’s desire to maintain control of trade which encouraged them to restrict European access to Chinese markets. The sea ban was then resumed under the Qing dynasty in the mid-seventeenth century, in part to deal with threats to their newly won authority. The Great Clearance, for example, instituted to deal with the threat of the Taiwan based regime of Koxinga, forced residents to abandon settlements along the coast, like in the province of Shandong. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 4: The rise and fall of the Mughal Empire (1526–1712)**7. Compare and contrast the rule of Akbar and Shah Jahan I in the Mughal Empire.**

The question requires that students give an account of the similarities and differences between Akbar and Shah Jahan I in terms of their rule of the Mughal Empire, referring to both throughout. There does not need to be an equal number of each. Students may refer to the military expansion undertaken by both emperors. Akbar expanded Mughal rule over most the Indian subcontinent. In order to help rule over this expanded realm, he reformed the imperial administration and centralized some of the main elements of the financial system. As an example of the latter, he introduced the *divan* – the chief finance minister – alongside provincial finance officers to aid tax collection. Shah Jahan's reign was also marked with military expansion, particularly in the Deccan and along the northwest frontier; however, the capture of Kandahar and Balkh proved only temporary, and these campaigns contributed to financial problems for the court, factors which would contribute to the eventual decline of Mughal rule. Although he never renounced Islam, Akbar took an active interest in other religions, persuading Hindus, Parsis, and Christians, as well as Muslims, to engage in religious discussion before him. To preserve the unity of his realm, Akbar implemented a number of policies designed to conciliate non-Muslims. Shah Jahan, on the other hand, has been generally characterised as the ideal of a Muslim monarch, a more orthodox Muslim than his grandfather Akbar. However, he still proved relatively tolerant towards his Hindu subjects. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. “External factors were more important than internal factors in the decline of the Mughal Empire.” Discuss.

The question requires that students offer a considered and balanced review of the statement that external factors were more important than internal factors in the decline of the Mughal Empire. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of external and internal factors, 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 the increasing autocracy and intolerance of later Mughal emperors. Hindus and other groups were increasingly regarded as inferior, excluded from the Mughal court, and heavily taxed. Religious intolerance, arguably first emerging during the reign of Aurangzeb, led to the destruction of Hindu and Sikh temples and schools, policies that created widespread resentment amongst the population and helped to fragment the Empire. An increasing tax burden under later emperors impoverished many farmers, leading to an overall decline in the Mughal economy. In addition, some later emperors discouraged economic prosperity as they feared that wealthy subjects might raise their own armies in opposition. While domination by foreign forces would eventuate after 1712, the increasing influence of the British East India Company within the Indian subcontinent also contributed to the decline of the Mughal Empire, while military pressure from the northwest frontier would eventually lead to the invasion of northern India in 1739 by Nadir Shah. 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 reasons for the decline of the Dutch East India Company (VOC).

The question requires that students make an appraisal of the reasons for the decline of the Dutch East India Company (VOC), weighing up the importance or otherwise of a variety of factors. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the fact that, by the eighteenth century, the Dutch East India Company (VOC) had declined as a trading and sea power, and instead had become more interested in agricultural production on Java and other islands in the Indonesian archipelago. As a loose territorial organization, the Dutch East India Company (VOC) were drawn into the costly Javanese wars of succession, which almost bankrupted the company. The division of the Dutch East India Company (VOC) into six separate chambers made for complicated bookkeeping and administration, which, alongside increasingly crippling debt, contributed to a rise in corruption within the organization. From the eighteenth century, European competitors became increasingly successful at establishing their own trading networks in the region, and events in Europe also contributed to the Company's decline. For example, the Fourth Anglo-Dutch War (1780–1784) saw the British almost entirely halt Dutch trade in South-East Asia. As a result, the Company required government support to survive, but the Dutch Republic itself fell under the control of the French after the invasion of 1795. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

10. Compare and contrast the nature of Spanish and United States' colonial rule in the Philippines.

The question requires that students give an account of the similarities and differences between Spain and the United States in terms of colonial rule in the Philippines, referring to both throughout. There does not need to be an equal number of each. Students may refer to the generally autocratic and exploitative nature of Spanish colonial rule. By the nineteenth century, most of the positions of power were held by *insulares* – Spaniards born in Spain – who had taken them from the *criollos* – Spaniards born in the Philippines. The Spanish colonial masters gave no option for Filipino political representation or the prospect of independence. Indeed, abuses committed by members of the colonial elite were widespread and were to be exposed by the native Filipino intelligentsia, the *Ilustrados*. In contrast, after victory in the Spanish-American War (1898), American rhetoric indicated that the new colonial masters were preparing the Philippines for eventual independence, with the Filipinos provided with forms of political representation, albeit limited. However, many Filipino nationalists saw the Philippine-American War (1899–1902) as a continuation of the earlier struggle for independence against the Spanish. Under the United States' rule, the Catholic Church did lose significant power, with the separation of church and state and the redistribution of Church lands by US authorities undermining its influence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

11. Evaluate the causes of the Great Revolt (Indian Mutiny) of 1857.

The question requires that students make an appraisal of the causes of the Great Revolt (Indian Mutiny) of 1857, weighing up the importance or otherwise of short- and long-term factors. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the immediate trigger – the introduction of the Pattern 1853 Enfield rifle, and the rumours that spread about the greasing of these new weapons with pig and cow fat, making them offensive to both Hindus and Muslims. This added weight to existing concerns about forced conversion to Christianity, as, for example, Lord Dalhousie had moved towards emancipating women and had introduced a bill to make it easier for Hindu widows to remarry. In addition, poor terms of service and pensions, lack of promotion opportunities, and increased cultural and racial insensitivity from British officers all contributed to feelings of discontent among the Indian soldiers of the Bengal Army. Many high caste Hindu sepoys also viewed attempts during the 1840s to extend recruitment to lower caste Hindus, Sikhs and Muslims as a threat to their traditional social status. Beyond the sepoys, Indian princes had lost their states or had to pay high protection fees to the East India Company. The British increasingly used a variety of tactics to usurp control of the Hindu princely states that were under what were called subsidiary alliances with the British, actions which all contributed to a rising tide of disaffection. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

12. Examine the impact of the Indian National Congress (1885) and the All India Muslim League (1906) on British rule in India up to 1919.

The question requires that students consider the interrelationship between the impact of the Indian National Congress (1885) and the All India Muslim League (1906) on British rule in India up to 1919. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of the Indian National Congress and the All India Muslim League, 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 establishment of the Indian National Congress by Hume, which helped to focus attention on demands for Indian autonomy and political reform. The Congress proposed demands through moderate means, like the dialogue it conducted with the Raj administration. Overall, it passed fairly moderate reform resolutions, though many within the organization became radicalized by the increased poverty that accompanied British imperialism. In the early twentieth century, elements within the party began to endorse a policy of *swadeshi* ("of our own country"), which called on Indians to boycott imported British goods and promoted Indian made goods. By 1917 the group's 'extremist' Home Rule wing had begun to exert significant influence by appealing to India's diverse social classes. In contrast, the Muslim League was founded with the intention to safeguard the rights of Indian Muslims, with a significant achievement being the establishment of separate electorates for Muslims and non-Muslims in 1909. At first the League was encouraged by the British and was generally favourable to their rule, but the organisation adopted self-government for India as its goal in 1913. This reflected the changing position of the League's first honorary president, Sultan Muhammad Shah (Aga Khan III), who wielded significant influence over the organisation even after his resignation in 1912. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

13. “The consequences of the Second Opium War were greater than those of the First.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the consequences of the Second Opium War were greater than those of the First. Consequences may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the Treaty of Nanjing (or the first unequal treaty), signed after British victory in the First Opium War on 29 August 1842. This treaty required China to pay an indemnity of \$21 million, to cede Hong Kong to the victors, and to increase the number of treaty ports where the British could trade and reside from one to five. Arguably, the consequences of this first conflict were largely economic, although the defeat of Qing forces indirectly contributed to the outbreak of the Taiping Rebellion. The second war resulted in the Treaty of Tianjin (1858), which required further Chinese concessions. When China later refused to ratify the treaties, Beijing was captured, and the emperor’s summer palace burned. In 1860 the Chinese signed the Beijing Convention, by which they promised to observe the 1858 treaty. Territory was ceded to the victorious powers, including the Kowloon Peninsula to the British and more than 1.5 million square kilometres in the north-west and north-east to the Russians. Other relevant factors may be addressed, for example the eventual weakening of the Qing dynasty because of these conflicts, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. Evaluate the consequences of the Taiping Rebellion on Chinese society and imperial rule up to 1868.

The question requires that students make an appraisal of the consequences of the Taiping Rebellion on Chinese society and imperial rule up to 1868, 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 refer to the immense human toll of the uprising, which has been estimated to have cost 20 million lives across seventeen provinces, and which irreversibly altered the Qing dynasty. To fight the rebellion, the Qing government was forced to decentralize, putting regional armies and public finance under the control of local leaders, which fundamentally altered China’s political evolution. Strong provincial leaders emerged – the warlords – who began to fragment China, and to experiment with various forms of governance in the regions under their control. Under the Taiping themselves, the Chinese language was simplified, and equality between men and women was decreed. All property was to be held in common, and equal distribution of the land according to a primitive form of communism was planned. Some Western educated Taiping leaders even proposed the development of industry and the building of a Taiping democracy. All these elements fundamentally undermined the authority of the Qing dynasty, and ultimately contributed to its collapse. 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. To what extent did the Treaty of Waitangi (1840) resolve the tensions between indigenous society and settlers by 1919?

The question requires that students consider the merits or otherwise of the suggestion that the Treaty of Waitangi (1840) resolved the tensions between indigenous society and settlers. Results of the treaty may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the fact that the signing of the treaty by representatives of the British Crown and Māori chiefs, acting on behalf of their *hapū* (sub-tribes), confirmed formal European settlement in New Zealand. However, from the beginning, confusion about the exact meaning of the treaty's text dogged its implementation. This confusion stemmed from the fact that the parties involved in its signing had different understandings of what they had signed and what authority they would exercise; the concept of 'sovereignty' and its translation into Māori *kawanatanga* ('governance') was one particular source of confusion. Due to this ambiguity, as well the desire of subsequent colonial governments to pass laws in favour of settlers – at the expense of Māori tribes – problems remained unresolved between the two groups. Other relevant factors may be addressed, for example the continued conflict between Māori tribes and settlers up to 1872 (known as the New Zealand Wars), due largely to continued confusion around sovereignty and the sale of land, 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 impact of immigration on Australia up to 1919.

The question requires that students make an appraisal of the impact of immigration on Australia, weighing up its importance or otherwise. Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the fact that British migration to Australia in the eighteenth and nineteenth centuries was dominated by convicts, helping to found and expand colonies in New South Wales and Tasmania, for example. In contrast, South Australia was established as a 'free colony', meaning no convicts could be transported there, although former convicts were allowed to settle there once freedom was granted. The gold rushes of the nineteenth century led to a large influx of migrants to Australia, the vast majority of whom were men, which created particular social conditions in these gold-bearing regions. Many migrants were also relatively skilled, bringing a boost to the economy of the colonies. Significant immigration from countries like China, both during and after these gold rushes, led to rising levels of xenophobia, as well as to sporadic outbreaks of violence. Migrants from Great Britain continued to make up the majority that arrived in Australia, however, including many Irish, bringing Catholicism with them and leading to the establishment of a large number of Catholic churches and educational institutions. 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. Evaluate the reasons for the failure of the Xinhai Revolution.

The question requires that students make an appraisal of the reasons for the failure of the Xinhai Revolution, weighing up their importance or otherwise. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to how the Xinhai Revolution, while successful in overthrowing Qing imperial rule and establishing the Republic of China, was ultimately a failure because of Yuan Shikai's decision to cut a deal with the revolutionaries and not seize Wuhan, location of the original Wuchang Uprising. Sun Yixian, who was declared President of the Republic on 1 January 1912, ultimately resigned his position in favour of Yuan Shikai, who arguably betrayed the principles of the revolution with his push for greater dictatorial power. In addition, the revolution also failed due to the weakness of the republicans themselves who failed to make a clean break with the past by allowing many imperial officials to hold their posts and by allowing factionalism to continue. Other relevant reasons may be addressed, for example, the inability of the new regime to unify and stabilise the country under its control, which led to the rise of warlordism, but with a focus on the issue in the question. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. Examine the impact of Japanese military power on East Asia up to 1912.

The question requires that students consider the interrelationship between Japanese military power and its impact on East Asia up to 1912. Students may refer to the impact it had on Japan's foreign policy as it led to successful armed conflicts with China in 1894–1895 and Russia in 1904–1905, allowing Japan to gain territories that increased its economic and political might. These victories effected a shift in the balance of power in East Asia as Japan emerged as the main Asian power. Other relevant interrelationships may be considered, for example the change in the traditional perspective of Japan as subordinate to China, leading to domestic crises such as the Boxer Rebellion which accentuated the weakness of the Qing Dynasty, as well as the resultant declaration of independence of Korea from China that set the stage for the Russo-Japanese war. This change also encouraged other imperialist powers to encroach on Chinese territory, further weakening Qing imperial rule. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 10: Nationalism and independence in India (1919–1964)**19.**

Examine the contribution of Mohandas (Mahatma) Gandhi to the rise of nationalism in India.

The question requires that students consider the interrelationship between Mohandas (Mahatma) Gandhi and the rise of nationalism in India. Students may refer to Gandhi playing a key role in galvanising public opinion for support in the fight for Indian independence. Gandhi was to lead five national campaigns of 'civil disobedience', the first of which began in 1919, in addition to more personal interventions such as fasts. His philosophy of truth-focused and non-violent non-cooperation, which he called *satyagraha*, provided various avenues for advocacy for independence; when these were met with violence by the British, support for home rule/independence grew significantly, both domestically and internationally. The Salt March of 1930 was one such example of *satyagraha* in practice, which led to Gandhi's arrest in May; after his release, a truce was cemented with the Gandhi-Irwin Pact, which ultimately led to Gandhi's participation in the second session of the Round Table Conference in 1931. Other relevant interrelationships may be considered, for example the Quit India movement in 1942 orchestrated by Gandhi, which provided the necessary momentum to secure the country's independence, as well as his ability to gain the support of the Muslims and become a unifying figure within India. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. "The Second World War was the main reason for the weakening of British power in the South Asian subcontinent by 1947." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Second World War was the main reason for the weakening of British power in the South Asian subcontinent by 1947. Students may refer to how the conflict had drained Britain's finances and that the immense war debt, coupled with the need for domestic reconstruction, meant difficulties in maintaining the empire. The failure of the 1942 Cripps Mission to garner vital Indian support for the British war effort also revealed the weakness of the British as they were forced to negotiate for this support from a weaker position. Other relevant factors may be addressed, for example, the argument that the weakening of British power started in fact with the First World War when it was highlighted that Britain was no longer an invincible global empire and that the moral high ground regarding colonialism claimed by the Europeans was undermined by the incompetence and the barbarity witnessed by the Indians. Students can also argue that British power in the region was greatly weakened during the inter-war years, with consistent challenges from the Indian population agitating for independence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: Japan (1912–1990)

21 TZ1. Evaluate the impact of the Taisho democracy on Japanese politics and society.

The question requires that students make an appraisal of the impact of the Taisho democracy on Japanese politics and society. Students may offer equal coverage of impacts on politics and society, or they may prioritize their evaluation of one over the other. Students may refer to political changes such as the flourishing of party politics and the increase in popular participation through strikes and riots, as well as the establishment of organisations that fought for people’s rights and representation. Students can also discuss how universal male suffrage was granted in 1925, increasing the electorate from 3 million to 14 million. More broadly, society became more liberal, with the modernization of urban culture, for example, leading to a rise in literary societies and mass audience magazines. Other relevant impacts may be addressed, for example the limitations in universal suffrage which excluded women and included only one fifth of the population. Students may also discuss the continued influence of the traditional groups, such as the *genrōs* and the Imperial Family, which restricted democratic functions, as well as the superficial changes that did not profoundly change Japanese society. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

21 TZ2 & 3. “Economic factors were the most important reason for the rise of militarism and extreme nationalism in Japan in the 1930s.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that economic factors were the most important reason for the rise of militarism and extreme nationalism in Japan in the 1930s. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the government’s failure to resolve bread and butter issues following the 1923 Kanto earthquake and 1927 banking crisis which led to the increasing loss of credibility of the civilian government. The Great Depression and its resultant impacts fuelled much resentment towards the civilian government and subsequent military action in Manchuria, made independently of the government, signalled to the Japanese that the military was more capable of controlling the economy. Other relevant factors may be addressed, for example the failure to establish an effective democratic parliamentary system of government that impeded the government from effectively resolving Japan’s issues. Students may also discuss the presence of many organisations fostering the growth of nationalism and militarism such as the Imperial Military Reserve Association, as well as an education system geared towards fostering nationalism. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

22 TZ1. Discuss the reasons for Japan’s initial successes in the Pacific War.

The question requires that students offer a considered and balanced review of the reasons for Japan’s initial successes in the Pacific War. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the unpreparedness of the Allies, with the United States, for example, needing time to rebuild its naval fleet after Pearl Harbor which allowed Japan to quickly take over its colonies in Asia. They may also consider how the Tripartite Pact enabled them to make gains in Indochina. Other colonial powers were preoccupied with the European theatre of war and did not have well-equipped navies which allowed Japan to expand quickly into South-East Asia. Other relevant factors may be addressed, for example Japan’s strategic planning prior to invasions such as the “Southern Plan” and the “Eastern Plan, as well as the development of specific strategies to attack each colony/island. Students may also discuss Japan’s formidable and experienced army, its navy equipped with advanced technology that helped them gain a foothold in battles, as well as an Imperial Army Airforce

with about 1500 combat aircraft by 1941. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22 TZ2 & 3. "Political change was the most significant impact of the US occupation of Japan (1945–1952)." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that political change was the most significant impact of the US occupation of Japan. Students may refer to the enactment of a new constitution with substantial changes made to where sovereignty was vested, the role of the emperor, the rights and responsibilities of the Japanese people, as well as the placement of greater power in the parliamentary system, the promotion of greater rights and privileges for women, and the renouncing of the right to wage war. Students may argue that political change was limited and hence not the most significant impact, as the Reverse Course of 1950 meant that the US reverted to some less democratic practices. Other relevant factors may be addressed, for example, students may discuss the changes in Japanese society such as the abolition of censorship and controls on freedom of speech and/or the changes in the Japanese economy, such as land reform, the expansion of trade with the US and integration into the global economy, 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 TZ1. “The warlord era was the main reason for the rise of national identity in China.” Discuss.

The question requires that students offer a considered and balanced review of the statement that the warlord era was the main reason for the rise of national identity in China. Students may refer to how the humiliation of the nation at the hands of the warlords and foreigners gave the Chinese people a common sense of grievance and produced a solidarity among Chinese radicals. Students may argue that it was Yuan Shikai who encouraged the growth of regional militarism through his own Beiyang Army, and after his demise this left a power vacuum which contributed to the growth of warlordism. Other relevant factors may be addressed, for example, the New Culture Movement that laid the groundwork for a national identity by advocating a new Chinese culture that criticised classical ideologies and promoted progressive and modern ideals such as the holding of elections and an increasing emphasis on scientific advancements. Students may also discuss how the Treaty of Versailles contributed to the rise of national identity as it precipitated the widespread protest that led to the flowering of Chinese nationalism. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

23 TZ2 & 3. “There were more successes than failures during the Nanjing decade.” Discuss with reference to the period 1927–1937.

The question requires that students offer a considered and balanced review of the statement that there were more successes than failures during the Nanjing decade from 1927 to 1937. Students may refer to economic developments such as the formation of a reserve bank, the Central Bank of China, and the standardization of currency values through the introduction of a national currency, both of which brought some stability. Students may also discuss the heavy spending on infrastructure in some regions which improved standards of living for some of the population. Politically, the Nationalists were able to implement reforms and worked towards the creation of workable governmental and legal systems. However, these successes were undermined by continued warlordism that threatened the authority of the Nationalists, as well as a negative impact on their income, which limited the Nationalists’ capacity for reform. The Nationalists also attempted to reform and control Chinese society through the New Life Movement campaign, aided by the Blue Shirts Movement, but the violence of this group helped to undermine the campaign’s effectiveness. Other relevant factors may be addressed, for example the threats from the Chinese Communist Party (CCP) and from the Japanese, which distracted the Nationalists from dealing with domestic problems and meant that a high proportion of resources had to be committed to the armed forces, making economic and political reform harder to achieve. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

24 TZ1. Evaluate the reasons for communist victory in the Chinese Civil War (1946–1949).

The question requires that students make an appraisal of the importance or otherwise of the reasons for communist victory in the Chinese Civil War (1946–1949). Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to weakness of the Nationalists who were ineffective in governance, largely corrupt and divided by internal personal rivalry. Students may also refer to Jiang Jieshi’s inability to resolve these issues and his contribution to the

problem by appointing commanders according to their personal loyalty to him rather than their military skills. Forced conscription by Nationalists also led to resentment and problems of desertion during the war, making it progressively more difficult for the Nationalists to sustain their war effort, despite US support. Students may also consider the importance of Mao's effective leadership of the People's Liberation Army (PLA). From 1947 the PLA began transitioning to regular, conventional warfare. The Three Campaigns (Liaoshen, Huaihai, and Pingjin) were full-scale conventional operations that decisively defeated the Nationalist forces. Students may also discuss the popular support for the Communists due to successful propaganda efforts and the good discipline of the PLA that contributed to communist victory. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24 TZ 2 & 3. Examine the political and social reasons for the rise of communism in China up to 1936.

The question requires that students consider the interrelationship between the political and social reasons for the rise of communism in China up to 1936. Students may offer equal coverage of political and social reasons, or they may prioritize their examination of one over the other. Students may refer to the social composition of China as favourable for communist ideology as rural peasants made up 88 per cent of China's population of 500 million, and communism, especially Maoism, was particularly appealing to the masses due to its focus on the issue most important to peasants – land reform. In addition, peasants could witness first-hand communist ideology at the Jiangxi Soviet and then at the Yan'an Soviet, and this cemented their support for the communists. Other relevant interrelationships may be considered, for example the contrast between the treatment of the peasants under the Communists and Nationalists, with the latter tending to support the middle classes at the expense of the peasants. Students may also discuss the failure of the Nationalist government to solve China's economic problems and to unite the fragmentary state as further reasons for the rise of communism. 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 nature and impact of the Japanese occupation on South-East Asia.

The question requires that students offer a considered and balanced review of the nature and impact of the Japanese occupation on South-East Asia. Students may offer equal coverage of the nature and 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 the brutal nature of Japanese occupation, especially under the rule of the *Kempeitai*, the military police of the Imperial Japanese Army. In addition, Japanese treatment of prisoners of war (POWs) in the occupied territories was also cruel as many were forced to work on construction projects under inhumane conditions. Moreover, there was severe scarcity of necessities and medical supplies and those living under Japanese occupation were dependent on rationing and black markets, and widespread starvation ensued. Relevant impacts that may be addressed include the negative economic conditions under Japanese rule, with trade and export production badly affected. Another impact students might discuss was the emergence of resistance groups which gained not only local support but also the confidence and experience that helped in the post-war struggle for independence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. "Sukarno only emerged as a leader because of the Second World War." To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Sukarno only emerged as a leader because of the Second World War. Students may refer to how the Japanese occupation of the Dutch East Indies provided Sukarno with opportunities to emerge as a credible leader as it allowed him to spread nationalist ideas to the mass of the population, while also providing a platform for Sukarno's leadership after he was made head of two committees that were responsible for preparing for the establishment of an independent Indonesia. Students may also argue that Sukarno was already establishing a name for himself prior to the Second World War as he, along with his friends, had already established a pro-independence party, the Indonesian National Party (PNI), in 1928. Other relevant factors may be addressed, for example the fact that Sukarno was already well known to Indonesians as a freedom fighter prior to the war, as after his arrest by colonial authorities in 1930 he used his trial to make a series of long political speeches attacking colonialism and imperialism, which gained him a certain notoriety as a result. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27 TZ1. Examine the impact of the rectification campaigns on the consolidation of the communist state up to 1961.

The question requires that students consider the interrelationship between rectification campaigns and the consolidation of the communist state up to 1961. Students may refer to how rectification campaigns were significant in consolidating the communist state as they targeted counter revolutionaries and class enemies and helped rid the Chinese Communist Party (CCP) of potential opposition within the Party, especially in the immediate aftermath of the Civil War. There were numerous such campaigns, beginning with the Suppression of Counter-Revolutionaries Campaign in 1950, to expose the leading members of the Nationalists and the Army, Speak Bitterness Campaigns, followed by the Three-Anti and Five-Anti campaigns in 1951 and 1952 respectively. These were designed to rid the CCP and the government of bourgeois elements and relics of the Nationalist regime, and to eradicate groups in society that were an impediment to the move towards a socialist economy. The successes of these campaigns helped Mao to ensure that the regime remained revolutionary and loyal to communism. This was followed by the Sufan Movement in 1955 and the Anti-Rightist Campaign in 1957, both of which were designed to assert control over economic and political bureaucrats to ensure adherence to the Party line. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

27 TZ2. Discuss the role of the Gang of Four in the development of the Great Proletarian Cultural Revolution up to 1976.

The question requires that students offer a considered and balanced review of the role of the Gang of Four in the development of the Great Proletarian Cultural Revolution up to 1976. Students may refer to the important role played by one member of the Gang of Four, Jiang Qing, who pushed for the publication of a critical review of Wu Han's play in 1965 by Yao Wenyan, a future member of the Gang of Four. This signalled the start of the Cultural Revolution. She also gathered a radical group of supporters in Shanghai, including Wang Hongwen, Zhang Chunqiao, and Yao Wenyan, which eventually came to be known as the Gang of Four, all of whom advanced to high positions in the government and the Chinese Communist Party, which allowed them to control the Red Guards. Jiang Qing also wielded significant influence over cultural expression during this period, including the development of revolutionary operas. Students may also refer to how, after Mao fell ill in 1972, the Gang of Four maintained their power through control of the media and propaganda outlets and by their apparent adherence to Mao's policies and wishes. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

27 TZ3. "There were more successes than failures in China's economic developments from 1949 to 1961." Discuss

The question requires that students offer a considered and balanced review of the statement that there were more successes than failures in China's economic developments from 1949 to 1961. Students may refer to the industrial successes, especially under the First Five-Year Plan, where annual industrial growth exceeded targeted growth. Due to the large increase in the output of steel, coal and petrochemicals, the quality of life in urban centres improved, as seen in increases in life expectancy, housing rates and income.

Other successes include the nationalisation of industry and the collectivisation of agriculture. However, students may also refer to economic failures in the same period, such as the poor harvests in 1953 and 1954, which led to a low increase in agricultural production. At the same time, the concentration on heavy industry and rapid industrialisation caused shortages of consumer goods and housing under the First Five-Year Plan. Other relevant developments may be addressed, for example the failures of the Great Leap Forward (the Second Five-Year Plan) that led to significant decreases in agricultural and industrial production, resulting in a major famine which is estimated to have cost the lives of tens of millions of people. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28 TZ1. To what extent was China a regional and global power by 1976?

The question requires that students consider the merits or otherwise of the suggestion that China was a regional and global power by 1976. Students may refer to how China can be considered a regional and global power due to its military capabilities, as can be seen from its successful intervention in the Korean War, its acquisition of nuclear weapons, and its initial involvement in Vietnam. In addition, China's status as a regional power can be seen through its ability to influence neighbouring countries through its involvement in the Non-Aligned Movement and on the Khmer Rouge regime. China's ability to maintain its regime after the Sino-Soviet split and Sino-Indian War also reflects its growing regional capabilities. Other relevant factors may be addressed, for example the recognition of China by the US and its subsequent joining of the United Nations and its Security Council in 1971, allowing China to be considered a powerful state internationally. Students may also argue that China's position as a regional and global power was limited as it was generally preoccupied with its domestic affairs, such as the Great Leap Forward and the Cultural Revolution. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28 TZ2. "There were both significant economic and political developments in China under Deng Xiaoping." Discuss.

The question requires that students offer a considered and balanced review of the statement that there were significant economic and political developments in China under Deng Xiaoping. Students may offer equal coverage of economic and political developments, 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 the significant economic development in rural areas due to the introduction of the Household Responsibility System and Township and Village Enterprises. Both these policies led to significant increases in living standards for the rural population by increasing rural output and improving employment levels. In industry, similar moves were made to abandon elements of central planning by reforming state-owned enterprises to improve productivity. Politically, students may refer to developments such as the reforming of the Chinese Communist Party by retiring senior members of the CCP, increasing the educational levels of cadres, and the purging of the corrupt within the Party. However, there was no significant political development in terms of a move towards democracy. Indeed, the shutting down of the Democracy Wall in 1979 and the suppression of demonstrators at Tiananmen Square in 1989 illustrate the determination of the CCP to maintain its grip on political power. Other relevant developments may be addressed, for example China's new Open Door policy and the setting up of Special Economic Zones to increase foreign trade and encourage foreign investment, a departure from previous economic policy. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

28 TZ3. “Jiang Zemin brought significant economic and political changes to China.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Jiang Zemin brought significant economic and political changes to China. Students may offer equal coverage of both economic and political changes, 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 China’s entry into the World Trade Organisation as a significant economic change under Jiang. In addition, there was significant foreign investment during this period, leading to a massive expansion of China’s industrial development, further signalling great economic change. However, students may also argue that Jiang’s economic policies were largely a continuation of Deng’s, limiting the significance of economic change during this period. Relevant changes in the political sphere include a change in political ideology; for example, Jiang’s “Three Represents” theory was a departure from Deng’s “Four Cardinal Principles” in that it justified allowing businessmen to join the CCP, which had not been allowed previously. The “Three Represents” also changed the ideological aim of the CCP from protecting the interests of workers and peasants primarily to those of the vast majority of the population. However, politically, Jiang was more like his predecessors, using his power to eliminate any signs of dissent. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Cold War conflicts in Asia

29. Examine the political and economic impact of the Korean War (1950-1953) on the Korean peninsula.

The question requires that students consider the interrelationship between the political and economic impact of the Korean War (1950–1953) on the Korean peninsula. Students may offer equal coverage of political and economic impacts, 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 the immediate detrimental economic impact of the war on both North and South Korea due to the devastation caused by the conflict. In addition, North Korea's population decreased significantly between 1949 and 1953, creating a brain drain which negatively affected the development of the country. Politically, the war allowed Kim Il Sung to mobilise internal support during and after the war, eliminate potential opponents, and consolidate his power. In the South, the war helped to lay the groundwork for the emergence of the military as the dominant force in politics and, after the military seized power in 1961, South Korea saw three decades of de facto military rule. Other relevant factors may be addressed, for example, the post-war recovery experienced by both Koreas, with economic assistance offered by their respective allies, although this was more successful in the South than in the North. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

30. Discuss the reasons for the Soviet invasion of Afghanistan in 1979.

The question requires that students offer a considered and balanced review of the reasons for the Soviet invasion of Afghanistan in 1979. Students may refer to the strategic importance of Afghanistan to the Soviet Union, allowing Soviet access to Persian Gulf oil and Indian Ocean ports. It also shared borders with the Soviet central Asian republics and a Soviet friendly regime in Kabul was helpful for domestic security. In the context of the Cold War, Afghanistan's geopolitical significance to the Soviet Union doubled and the potential loss of a client state, which had been under Soviet influence since 1947, would tarnish the prestige of the USSR, as would its failure to intervene in the civil conflict. Other relevant reasons may be addressed, for example the invasion as an extension of the Brezhnev Doctrine, as well as the lack of response from the West to the Prague Spring encouraging Soviet intervention. Students may also discuss the increasingly active involvement of the Soviet Union in Afghanistan's domestic affairs after the Saur Revolution of 1978 as a reason for invasion. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 16: Developments and challenges in South Asia after 1947**31. To what extent were Nehru's economic policies successful between 1947 and 1964?**

The question requires that students consider the merits or otherwise of the suggestion that Nehru's economic policies were successful between 1947 and 1964. Students may refer to the substantial industrial development during Nehru's leadership that almost trebled industrial output and helped make India the world's seventh largest industrial country. In addition, the growth in volume of Indian exports in the period was an improvement from the colonial period, marking Nehru's economic policies as successful. However, India still lagged behind the miracle economies such as Japan, West Germany, France, and Italy as state planning, controls and government regulations arguably impaired economic growth. Other relevant factors may be addressed, for example the expansion of agricultural production until the early 1960s, due to additional land being brought under cultivation and some irrigation projects beginning to bear fruit. However, attempts to introduce large scale cooperative farming were frustrated by landowning rural elites, indicating a less successful element of Nehru's agrarian policies. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. Evaluate the political and social challenges facing Bangladesh since 1971.

The question requires that students make an appraisal of the importance or otherwise of the challenges facing Bangladesh since 1971. Students may offer equal coverage of political and social challenges, or they may prioritize their evaluation of one over the other. Students may refer to the challenge of political instability as the implementation of parliamentary government, as dictated by its constitution, has been interrupted by military interference, with a coup in 1975 leading to a period of martial law, a trend which continued into the 1980s. As a result of this political instability, corruption became rife in Bangladesh and remains a problem to this day. Students may also address relevant social challenges such as the gap between the elite and masses, precluding social integration. This schism can be seen in the participation of majority of the common people of Bangladesh in a movement against the authoritarian regime of General Ershad. Other relevant challenges may be addressed, for example the Chittagong Hill Tracts conflict between the government of Bangladesh and the United People's Party of the Chittagong Hill Tracts over the issue of autonomy and the land rights of the indigenous people of the region. 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. “The achievements of the Menzies government have been exaggerated.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the achievements of the Menzies government have been exaggerated. Students may offer equal coverage of positive and negative aspects, 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 fact that, in the aftermath of the Second World War, the Menzies government presided over a period of uninterrupted economic growth in Australia. However, an argument can be made that, in relation to other settler colonies, Australia was in relative decline in this period. In addition, the extent to which the Menzies government itself was responsible for these economic achievements has been debated because post-war economic growth was a worldwide phenomenon and, at least in part, based upon US economic power. Regarding foreign policy, Menzies has been both praised and criticised for his repeated warnings about the threat of communism. In addition, criticism has been levelled against his foreign policy position which led to Australian involvement in, for example, the Malayan Emergency and Vietnam War, both exacerbated by the emphasis placed by Menzies and his government upon the looming threat of communism. Other relevant factors may be addressed, for example the fact that, while future Prime Minister Gough is often praised for his policies regarding higher education, expenditure on universities under Menzies increased tenfold between 1955 and 1966, with enrolments expanding eightfold from 12,000 in 1938 to 96,000 by his retirement, but with a focus on the issue in the question. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

34. Discuss the reasons for, and results of, the emergence of independent Pacific Island states.

The question requires that students offer a considered and balanced review of the reasons for, and results of, the emergence of Pacific Island states. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Results may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of reasons and results, 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 the fact that, like much of the former colonial world, decolonization in the Pacific was spurred on in the post-Second World War and Cold War contexts. However, for strategic and economic reasons, and despite UN support for self-determination, decolonization was a slow and ultimately incomplete process. France, for instance, granted French citizenship in its Pacific territories in 1946, but it also gaoled nationalist leaders in Tahiti and New Caledonia during unrest in the 1950s. The United States, which had strategic interest in the North Pacific territories it acquired, consolidated military positions in the area following the Second World War. In some territories, conflict emerged in the aftermath of independence. Fiji established a parliamentary democracy in 1970 after gaining independence from Britain, but, after increasing political and ethnic tensions, the military seized power after a coup in 1987. In Papua New Guinea a long simmering domestic secessionist movement on Bougainville Island reached a crisis in the late 1980s; following years of violent conflict, Bougainville, together with nearby islands, was granted the status of an autonomous region in the early 21st century. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

35. “The impact of globalization has been more positive than negative.” Discuss in relation to **two** Asian countries up to 2005 (excluding China, Japan and India).

The question requires that students offer a considered and balanced review of the statement that the impact of globalization has been more positive than negative in **two** Asian countries (excluding China, Japan and India). Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the fact that, between 1960 and 2005, Asia’s share in global trade increased from 11 percent to 26 percent. This trade encouraged industrialization and the shift from agriculture to labour-intensive manufacturing. This industrialisation helped create economic growth, an expansion of jobs and a rise in wages. However, globalization also led to increased economic vulnerability, best shown during the Asian financial crisis (1997–1998), although most of the countries worst affected showed signs of recovery in its aftermath. Just as globalization produced great economic change, it also disrupted traditional patterns of life, for example, the dislocation of peasants to urban environments, which has also led to problems of over-population. Globalization, alongside the resulting economic growth, has also led to issues of environmental degradation, for instance, deforestation in countries like Indonesia. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

36. Discuss the impact of religious conflict and tensions in **two** Asian countries up to 2005 (excluding China, Japan and India).

The question requires that students offer a considered and balanced review of the impact of religious conflict and tensions in **two** Asian countries (excluding China, Japan and India). Impacts may extend beyond the timeframe, but they must be clearly linked to the issue raised in the question. Students may refer to the fact that religious conflict and tension has led to political instability in a number of Asian countries in the period 1980–2005. Religious identity is often connected to ethnic identity, and sometimes has a legacy which dates to the colonial period. Religious and ethnic conflict in Sri Lanka, for example, and a civil war that lasted for more than 25 years, resulted in the deaths of 80,000–100,000 people and was only ended with the suppression of the Tamil Tigers. Similarly, violence between Buddhists and Muslims has occurred in countries like Thailand and Myanmar (Burma). Intra-religious conflict can also emerge, as is the case in the conflict in the province of Aceh, between the Free Aceh Movement and the Indonesian government. Part of this conflict revolves around disagreements regarding the implementation of sharia law in the region. A common result of this religious violence has been a rise in terrorist activity, perpetrated particularly by members of the religious/ethnic minority in any given conflict. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
