

Markscheme

November 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. Examine the role of the Silk Road in the transmission of culture and religion.

The question requires that students consider the interrelationship between the Silk Road and the transmission of culture and religion. The Silk Road led to an extensive exchange of cultural and religious ideas significantly shaping the countries it connected. With regards to cultural exchange students may consider the ways the Silk Road facilitated the spread of artistic and architectural styles and techniques. Students may also discuss the impact of the trading of books along the Silk Road which led to the dissemination of philosophical ideas, such as Confucianism, and the influence of languages, such as Persian. Technological and scientific innovations, such as paper-making and gunpowder were also shared as a direct result of the Silk Road. In terms of the transmission of religious ideas students may address the ways traders, monks and missionaries translated and spread religious texts and the theological ideas of Islam, Christianity and Buddhism. Students may discuss how the cities along the Silk Road, such as Samarkand, became cultural and intellectual hubs where diverse cultures and religions interacted and where there was a high level of tolerance and acceptance. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

2. "The Mongols revived the Silk Road mainly to consolidate their empire." To what extent do you agree with this statement?

The question requires that students consider the merits, or otherwise, of the statement that the Mongols revived the Silk Road mainly to consolidate their empire. Students should consider the different ways reviving the Silk Road consolidated the Mongol Empire. These efforts included unifying control of their vast empire by establishing a legal code, the Yassa, to maintain law and order along the Silk Road, as well as setting up postal stations to facilitate communication, thereby strengthening their regional control. By reviving these trade routes, the Mongols also benefited from an increased flow of goods and wealth, and by implementing a system of standardized taxation consolidated their economic control. Students may consider how the Mongols also consolidated their empire by using the Silk Road for diplomatic and military purposes. The use of these routes in the facilitation of troop movements was essential to maintain military control of their vast territories. Through trade, they established strong alliances with various states which secured their empire. Students may also challenge the assumption in the question and argue that the Mongols had other motives for reviving the Silk Road. These could include the promotion of knowledge and technologies, the sharing of cultural and philosophical ideas and the encouragement of religious tolerance and understanding. 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 declining power of the emperor change the nature of government in Japan?

The question requires that students consider the merits, or otherwise, of the statement that the declining power of the emperor changed the nature of government in Japan. Students may discuss the changes that occurred to the Japanese government such as the changing roles of the shogun, bakufu and samurai. The shogunate centralized military authority and established a feudal system in which regional lords (*daimyo*) held considerable political power. The samurai played a key role in Japanese society including governance and law. Students may challenge the statement and argue that the emperor and the imperial court still maintained some power within Japan. The imperial court remained a centre for cultural and religious activities. The emperor also continued to preside over ceremonies and rituals, and he still had some influence over legal matters. The emperors also retained some influence over the *shogun* through the appointment of regents to represent the interests of the imperial court. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

4. "The greatest impact of the samurai on Japanese society was on belief systems." To what extent do you agree with this statement?

The question requires that students offer a considered and balanced review of the statement that the greatest impact of the samurai on Japanese society was on belief systems. Students may discuss how the samurai spread Zen Buddhism in Japan. Samurai practiced meditation as a means of developing discipline and focus. Zen Buddhism had significant effects on Japanese spiritual beliefs and philosophy. Students may also discuss the code of *bushido* and how these virtues of loyalty and honour shaped Japanese culture and influenced societal norms and ethics for centuries. Students may also challenge the assumption in the question and argue that the samurai had a more significant impact on other aspects of society. The samurai shaped education for the Japanese elite as they promoted intellectualism. The themes within literature, theatre and visual arts were all inspired by samurai values. The samurai also held significant power and influence within Japanese society and were key in maintaining social order. 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. Discuss the impact of the arrival of Portuguese traders on Japan in 1543.

The question requires that students offer a considered and balanced review of the impact of the arrival of Portuguese traders on Japan. Students may discuss the development of trade for Japan. The Portuguese established trade relations and established ports for trading goods. In exchange for silver and copper the Portuguese traded firearms. The introduction of firearms completely transformed Japanese warfare and impacted the Warring States period. Students may also discuss how the arrival of the Portuguese led to other European countries establishing trade with Japan, including the Spanish and the Dutch. Students may discuss the impact on Japanese culture of this exchange of art, religious ideas and technology. Many daimyo converted to Christianity to build closer links with the Europeans for their own financial gain. Eventually concerns regarding European influence on Japan led to the expulsion of the Portuguese and severe restrictions placed on trade. The Tokugawa shogunate, fearing foreign influence, eventually suppressed Christianity through policies like the Sakoku Edict of 1635, isolating Japan from the outside world. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

6. Discuss the reasons why China destroyed their ocean-going ships in 1525.

The question requires that students offer a considered and balanced review of the reasons why China destroyed their ocean-going ships in 1525. Students may discuss the economic challenges the Ming Dynasty was facing. The treasure ships of Zheng He for example, consumed vast amounts of the country's resources and the Ming court determined that this was not sustainable. Students may also consider that the Ming Dynasty chose to prioritize internal challenges and external threats. The borders of China were constantly under threat from the Mongols and the Manchus which led to the building of the Great Wall. The Ming also had to deal with considerable social unrest at this time as a response to high taxation, as well as natural disasters including floods and famines. Students may consider that the Ming court was increasingly concerned about the influence of foreign ideas and the idea of isolationism was gaining support. The Zhengde Emperor also had no interest in continuing with overseas exploration and trade so did not support the continuation of the ocean-going ship building programme. 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. Evaluate the role of Akbar in the foundation of the Mughal Empire.

The question requires that students make an appraisal of the role of Akbar in the foundation of the Mughal Empire. Students may evaluate the importance of his victory over Hemu at the Second Battle of Panipat (1556) and the impact of Akbar's other conquests during the early years of his rule. Students may also address how these conquests allowed him to consolidate the work begun by his predecessors, Babur and Humayun. Students may discuss how these victories had been possible because of the ways Akbar had modernized the military and incorporated gunpowder and artillery. Other aspects, such as Akbar's efforts to maintain peace and stability within the empire through his efforts at conciliation with the Rajputs, or the creation of an elaborate administrative system (*Mansabdari*) may be evaluated. Students may also refer to how Akbar encouraged religious tolerance and abolished the *jiziya* tax which improved relations between the different communities. Students may also evaluate economic developments under Akbar and especially the implementation of the Zabt system which increased the empire's revenue. Other relevant factors may be addressed, including the lack of organized opposition to Akbar which allowed him to strengthen his control over the Mughal Empire. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

8. Discuss the impact of domestic opposition on the reign of Shah Jahan I.

The question requires that students offer a considered and balanced review of the impact of domestic opposition on the reign of Shah Jahan. The reign of Shah Jahan was known for its artistic and architectural achievements; however, his reign was also regularly undermined by the impact of opposition. Students may discuss the ways factionalism was a feature of Shah Jahan's court. His favouritism towards certain family members, especially towards his eldest son Dara Shikoh, created rivalries within the court which weakened the administration. Opposition also came from discontented nobles and regional governors who occasionally rebelled against him. These uprisings required significant time and resources to suppress which diverted focus from areas of development. Students may also discuss the impact of the issue of succession. The rivalry between the sons of Shah Jahan culminated in a war of succession which destabilized the empire and Aurangzeb's eventual victory led to the weakening of Shah Jahan's authority. Students may also discuss how unrest and opposition amongst peasants increased. Harsh taxation policies and natural disasters led to peasant revolts and resistance to tax collections. Although Shah Jahan generally maintained religious tolerance, there were localized outbreaks of resistance from Hindu communities and Sunni factions. 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.** Compare and contrast the roles of Bonifacio and Aguinaldo in the overthrow of Spanish rule in the Philippines (1896).

The question requires that students give an account of the similarities and differences between the roles of Bonifacio and Aguinaldo in the overthrow of Spanish rule in the Philippines (1896), referring to both throughout. There does not need to be an equal coverage of each. Students may refer to how both men were influenced by Jose Rizal. Bonifacio belonged to the majority group, while Aguinaldo the wealthy. Bonifacio encouraged the formation of the Katipunan which instigated resistance against the Spanish. Students may identify a similarity that both were involved in the armed revolt, where Aguinaldo, served as a general under Bonifacio and continued the resistance following the death of Bonifacio. Bonifacio's military failures and the attempt to set up a Republic caused a rift. Students may argue that Aguinaldo won the vote for President while Bonifacio failed to win but gained a position in the new government. Bonifacio's objections to Aguinaldo's election caused conflict and the eventual execution of Bonifacio. Students may argue that a contrast is that Bonifacio planned and instigated the revolution while Aguinaldo executed the plans. Aguinaldo continued the struggle after Bonifacio. Students may also refer to the Spanish defeat by the US which made it possible for Aguinaldo to succeed. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 10.** To what extent was the formation of French Indo-China (1887) motivated by trade?

The question requires that students consider the merits or otherwise of the suggestion that the formation of French Indo-China (1887) was motivated by trade. The formation of French Indo-China in 1887 was significantly motivated by trade, but it was also driven by strategic, political, and cultural factors which students may address. Students may argue that French interest in Indo-China was mainly a result of the region's rich resources, including rice, rubber and minerals. These resources were essential for supporting France's industrial growth. Indo-China also represented a potential market for French manufactured goods and control of key ports such as Saigon provided France with important strategic locations for maritime trade. Students may consider how establishing control over the region allowed France to expand its commercial interests globally. Students may challenge the assumption in the question and argue that other factors were also significant. These could include the desire to counter Britain's influence in the region, strategic military gains and the spreading of religious and cultural ideas. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

- 11.** “The Battle of Plassey (1757) was the main reason for the expansion of British influence in India.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the Battle of Plassey (1757) was the main reason for the expansion of British influence in India. Students may consider how the victory at Plassey gave the British East India Company control over Bengal, one of the richest provinces in India. This control provided substantial revenue and resources, strengthening the Company’s financial position and enabling further expansion. The battle also significantly weakened local rulers, allowing the British to install a puppet ruler, Mir Jafar, as the Nawab of Bengal. This political leverage was important for consolidating British influence in the region. Students may also argue that Plassey demonstrated the military superiority of the British forces, and this deterred potential opposition from other Indian rulers. Students may challenge the assumption in the question and argue that other factors were also important. These could include the Battle of Buxar, the Anglo-Maratha Wars, land reforms, the Doctrine of Lapse and the subsidiary alliance system. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 12.** “King Thibaw’s policies were the main cause of the Third Anglo-Burmese War.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that King Thibaw’s policies were the main cause of the Third Anglo-Burmese War. King Thibaw came to power in 1878 and was immediately perceived to be a threat by the British. Students may discuss Thibaw’s attempts to guarantee Burmese independence by signing trade treaties with France in 1885 which granted the French economic concessions in exchange for political support. This led to British officials in Burma demanding the immediate annexation of upper Burma. Students may also consider the dispute with the Bombay-Burmah Trading Corporation. The Burmese government imposed heavy fines on the company accusing it of falsely reporting levels of teak being extracted. In response to the fines and Thibaw’s perceived hostile policies towards British interests, the British issued an ultimatum demanding the fines be cancelled and other concessions to be made. Thibaw refused and the British used this as a reason to take military action. Students may challenge the assumption in the question and argue that other factors were equally and/or more significant. These could include British economic interests in controlling Burma’s rich natural resources, the geographical importance of Burma in protecting Britain’s interests in India and the British desire to limit French expansion in the region. 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 opium trade was the main cause of the Opium Wars up to 1856.” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that the opium trade was the main cause of the Opium Wars up to 1856. Students may discuss the impact the opium trade had on China’s economy and society. The British East India Company had begun exporting opium to China which had caused widespread addiction leading to significant social consequences. The outflow of silver to pay for the opium had also destabilized China’s economy. In response to this, Commissioner Lin destroyed 20,000 chests of opium in a public display in 1839. Students may argue that the British used this as a reason to initiate war with China. Students may argue that the opium trade was a significant cause in the First Opium War although they may also focus on longer term issues including British trading demands, the failure of trade missions, and diplomacy and cultural misunderstandings. Students may discuss the Arrow Incident as a significant cause of the Second Opium War. During the Arrow Incident the Chinese authorities boarded the ship, arrested some of the crew and removed the British flag. The British claimed that this violated their extraterritorial rights that had been granted at the Treaty of Nanjing following the First Opium War and used the incident to make further demands. Students may argue that the Second Opium War was about issues of sovereignty and jurisdiction but that it was also part of a larger struggle over trade. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

14. “The Tokugawa Shogunate fell because it was unable to resist western powers.” Discuss.

The question requires that students offer a considered and balanced review of the view that the Tokugawa Shogunate fell because it was unable to resist western powers. Reasons for the fall of the Tokugawa may predate the arrival of the western powers but they must be clearly linked to the issue raised in the question. Students may discuss how Perry’s modern naval fleet demonstrated the technological and military superiority of the west and forced Japan to sign the Treaty of Kanagawa in 1854. The loss of Japanese sovereignty in this treaty demonstrated the shogunate’s inability to negotiate with the west on equal terms. As a consequence of the treaty, Japan’s ports were opened-up and there was an influx of foreign goods. Students may argue that this sudden influx of western goods and practices led to social and economic instability which weakened the shogunate’s control. Students may challenge the assumption in the question and argue that other factors were also important. These could include long term economic hardship amongst the samurai and peasantry, opposition from the Satsuma and Choshu Daimyo and intellectual movements such as the *Sonno Joi* Movement. 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. “Constitutional developments were the most important reason for the emergence of a national identity by 1919.” Discuss with reference to **either** Australia **or** New Zealand.

The question requires that students offer a considered and balanced review of the view that constitutional developments were the most important reason for the emergence of a national identity by 1919 in either Australia or New Zealand. **Australia:** Students may discuss a range of constitutional developments including the Federation of Australian colonies in 1901. The six colonies were united into a single nation with its own constitution and dominion status. The constitution became a unifying factor which set out the concept of Australian citizenship and led to the adoption of national symbols including the Australian flag and national anthem. These constitutional developments also led to the establishment of national institutions such as the Federal Parliament and High Court. **New Zealand:** Students may discuss the impact of the New Zealand Constitution Act of 1852 which established the framework for self-government. Constitutional developments also led to the creation of representative institutions and national symbols which contributed to a sense of national governance and pride. New Zealand gained Dominion status in 1907 which was a significant step towards national autonomy and identity. Students may also challenge the assumption in the question and argue that other factors were equally or more important. Students may discuss the growth of towns/cities and labour movements, cultural developments and the impact of the First World War. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

16. Discuss the ways in which British administration impacted the development of the Pacific Islands up to 1919.

The question requires that students offer a considered and balanced review of the ways British administration impacted the development of the Pacific Islands by 1919. Students may discuss the economic impact of British administration. The British administrators exploited the islands for their own economic interests. Industries such as sugar and minerals were developed for export purposes and the British also ensured that local economies became dependent on Britain. The British also introduced changes to land ownership and agricultural practices which undermined the traditional practices used by the indigenous people. The demography of the Pacific Islands was negatively impacted when the British encouraged large-scale labour migration to Australia to meet the labour shortages the British were experiencing there. Students may also consider the social and cultural impact of British administration. British missionaries set up schools aimed at assimilating indigenous populations into western culture. Missionary activities under British administration played a major role in the spread of Christianity which impacted local cultural practices, social structures, and governance systems. Students may also address the ways British administration undermined existing power systems which lead to the emergence of local resistance. 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. Discuss the successes and failures of the Self-Strengthening Movement (1861–1894).

The question requires that students offer a considered and balanced review of the successes and failures of the Self-Strengthening Movement (1861–1894). Evaluation of the impact of the self-strengthening movement may extend beyond the timeframe but must be clearly linked to the issue raised in the question. Students may discuss the military developments of the Self-Strengthening Movement and the establishment of military academies, modern arsenals and shipyards. Better training, equipment and adoption of western military practices helped to improve China's military capabilities. However, students may argue that China's defeat in the Sino-French and Sino-Japanese wars demonstrate ongoing military weaknesses. Students may also discuss the developments made in Chinese industry. The Self-Strengthening Movement led to the establishment of modern industries such as textile mills and iron works. The construction of railways and telegraph systems also improved communication and transportation. Despite these successes, students may argue that overall industrial growth was limited, still very dependent on foreign expertise and was not comparable with that of the west or Japan. Students may also discuss educational developments and attempts at political reform. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

18. "The Tonghak Rebellion was the main cause of the Sino-Japanese War." To what extent do you agree?

The question requires that students consider the merits or otherwise of the statement that the Tonghak Rebellion was the main cause of the Sino-Japanese War. The Tonghak Rebellion was a peasant uprising in Korea in 1894 caused by a range of social and economic issues. Students may discuss how the Korean government was unable to suppress the rebellion and so asked for assistance from China. China responded by sending troops to put down the rebellion. Japan was concerned about China's involvement in Korea and was keen to exert their own influence and so they also sent troops to Korea. Students may discuss how the Tonghak Rebellion brought China and Japan into direct conflict with each other in Korea. Military confrontations between Chinese and Japanese forces occurred, including the Battle of Pungdo. It may be argued by students that the rebellion provided a pretext for Japan to directly challenge Chinese influence in Korea and was therefore the trigger for the war. Students may discuss other contributing factors such as Queen Min's efforts at reform, the Treaty of Tianjin, Chinese weaknesses, and Japanese modernization and expansionism. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

19. Discuss the reasons for the failure of the Round Table Conferences (1930–1932).

The question requires that students offer a considered and balanced review of the reasons for the failure of the Round Table Conferences (1930–1932). Students may discuss how the conferences were dominated by the British through its control of the agenda and the British unwillingness to discuss the idea of Dominion Status, a key demand of the Indian National Congress (INC). Students may also discuss how there was sometimes a lack of representation of different groups. For example, during the First Round Table, many INC leaders were in jail, therefore unable to attend which affected the outcome of the discussions. The presence of the Indian Princes at the Conferences was seen as a British attempt to divide opposition. Students may address the Hindu-Muslim differences and how the British unwillingness to offer meaningful concessions hampered progress in the Round Table Conferences. Candidates may also argue that the Communal Award 1932 and its rejection by the INC doomed the Conferences. Other relevant factors may be addressed, for example during the Second and Third Round Table conferences, issues other than independence predominated and the demands for independence were ignored. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

20. Evaluate the reasons for the partition of the South Asian subcontinent in 1947.

The question requires that students make an appraisal of the reasons for the partition of the South Asian subcontinent in 1947, weighing up the strengths and limitations or otherwise. Reasons may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may discuss Britain's changing position in the world following the Second World War and the election victory of the Labour Party in Britain, which was committed to the transfer of power in India. Students may also consider the growing Hindu-Muslim tensions over the partition leading to failed negotiations to achieve a united India. Mountbatten's role in the subsequent partition of the Indian subcontinent may also be evaluated. Students may evaluate the impact of the 1946 elections, where the Muslim League fared very well and Jinnah's claim that the Muslim League represented all Muslims in India. Other relevant factors may include the increased communal tensions leading to unprecedented levels of violence as seen in the Direct Action Day (1946) and its impact on the decision to partition the subcontinent. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 11: Japan (1912–1990)

21. Discuss the reasons for, and impact of, political coups and assassinations in Japan by 1941.

The question requires that students offer a considered and balanced review of the reasons for, and impact of, political coups and assassinations in Japan by 1941. Students may consider a range of reasons that led to the coups and assassinations including economic problems caused by the Great Depression, the failings of democratic and liberal parties and the emergence of nationalistic/militaristic groups. Significant coups which candidates may discuss are the May 15 Incident in 1932 and the February 26 Incident in 1936. In both coups military factions attempted to challenge democratic governance and they targeted individuals for assassination who they regarded as obstacles to military ambitions. Students should also address the impact of these coups and assassinations. Students may discuss how these attacks undermined the concepts of democracy and liberalism and showed that support for ultra nationalism and militarism was growing. These incidents also increased the military's confidence to challenge the government, and this had an impact on Japan's foreign policy in these years - the invasion of Manchuria in 1931 and China in 1937 reflected this. Students may also conclude that the growing support for these more radical factions within the military would eventually lead to the end of democratic and civilian government in Japan and this became apparent with the appointment of Tojo an ultra-nationalist, militaristic figure who was fully committed to the GEACPS. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

22. To what extent did the Reverse Course (1950) significantly change the nature of the US occupation of Japan?

The question requires that students consider the merits or otherwise of the suggestion that the Reverse Course (1950) significantly change the nature of US occupation of Japan. Students may discuss how the Reverse Course would mark a change from the stricter occupation policies of demilitarization and economic restructuring to a more cooperative approach. In terms of Japan's military, MacArthur had initially demanded complete demilitarization. However, the Reverse Course saw a relaxing in this approach. Following the outbreak of the Korean War, the US began to see Japan as an important ally in the region and as such allowed Japan to develop a Self-Defence Force. Students may discuss how the Reverse Course impacted economic policies imposed on Japan by the US. The US had initially sought to break up the Zaibatsu however, after the Reverse Course the US recognized the role that Zaibatsu could play in Japan's economic recovery and stability. Consequently, Zaibatsu entities were allowed to re-emerge in a reconstructed form. Students may argue that in terms of political and social developments the Reverse Course had little impact except to emphasize and support more conservative and traditional elements. Students may conclude that while there was a significant ideological shift in how the US now perceived Japan, their policies towards Japan did not change significantly. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 12: China and Korea (1910–1950)

23. To what extent were the 21 Demands the main reason for the rise of national identity in China by 1927?

The question requires that students consider the merits or otherwise of the suggestion that the 21 Demands were the main reason for the rise of national identity in China by 1927. Students may discuss how the 21 Demands threatened Chinese sovereignty by conceding territory and economic resources to Japan. The aggressive nature of these demands angered the Chinese population and created a shared sense of national humiliation. Students may also address how the 21 Demands inspired the May 4th Movement which were a series of protests and boycotts against increasing foreign interference in China. It may be argued by candidates that the 21 Demands played a key role in uniting a broad section of Chinese society and this created a strong sense of Chinese nationalism. Students may also challenge the assumption in the question and argue that other factors were equally or more important to the development of a national identity by 1927. Other factors discussed could include the role of Sun Yat-sen, the 1911 revolution, New Culture Movement, the leadership of Yuan Shikai and the Warlord era. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

24. Discuss the reasons for the division of Korea at the 38th parallel in 1945.

The question requires that students offer a considered and balanced review of the reasons for the division of Korea at the 38th parallel in 1945. Students may discuss the agreements made at the Yalta Conference. Following the eventual Japanese surrender there would be a power vacuum in Korea and the Allies devised a plan for its post war governance. It was agreed on the division of Korea into zones of occupation – the Soviet Union would occupy the north, while the United States would occupy the south. The ideological differences between the US and the Soviet Union would intensify this division. The US sought to establish a democratic and anti-communist government in the south under the leadership of Syngman Rhee. The Soviet Union established a communist regime under Kim Il-Sung's leadership. Students may argue that the division was imposed on Korea by the two superpowers with little input from the Korean people. Korean independence and nationalist movements had gained support since Korea had been annexed by Japan, and this division was seen as a setback to achieving this. Students may also argue that the nature of the leadership of Syngman Rhee and Kim Il-Sung in the immediate post war period contributed to tensions over the division of the peninsula, eventually leading to conflict in 1950. 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. Compare and contrast the response to Japanese occupation in Malaya and Indochina.

The question requires that students give an account of the similarities and differences in the response to Japanese occupation in Malaya and Indochina referring to both throughout. There does not need to be an equal coverage of each. Students may refer to the emergence of independence movements in both countries as a response to the Japanese occupation. Students may point out that several collaborated with the Japanese, but a similarity is that the communist parties led the resistance to the Japanese occupation; in Indochina Ho Chi Minh led the Viet Minh and the Communist Party (CPM) emerged in Malaya. Students may point out that resistance to the Japanese also targeted collaborators in both regions. Students may point out that the response to the Japanese in Malaya varied - the Japanese dealt harshly with the Chinese but willing to offer concessions to Malays and Indians in return for support. In Indochina resistance to the Japanese, led by the Viet Minh targeted Japanese and French collaborators. Students may argue that in Malaya the British supported the anti-Japanese resistance groups and supplied them with weapons, but in contrast the French did not do this in Indochina. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

26. Evaluate the role of Sukarno in the achievement of Indonesian independence in 1949.

The question requires that students make an appraisal of the role of Sukarno in the achievement of Indonesian independence in 1949, weighing up its strengths and importance or otherwise. Causes may predate the timeframe, but they must be clearly linked to the issue raised in the question. Students may offer equal coverage of Sukarno's efforts to achieve independence up to the end of the Second World War and Sukarno's role as the President of the Republic formed in 1945, following the surrender of the Japanese. Students may evaluate the role of Sukarno in his actions to deal with the rival nationalist parties and actions to weaken the Communist party (PKI) which encouraged the US support for Indonesian independence. Students may refer to the emergence of the Indonesian National Party (PNI) led by Sukarno in the months following the surrender of Japan and failure of the police action by the Dutch. Other relevant factors may be addressed including the unwillingness of the western powers and the United Nations to support Dutch actions to crush Indonesian independence. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

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

27. “Mao launched the Cultural Revolution in 1966 to regain control of the Chinese Communist Party (CCP).” To what extent do you agree with this statement?

The question requires that students consider the merits or otherwise of the statement that Mao launched the Cultural Revolution in 1966 to regain control of the Chinese Communist Party (CCP). Students may discuss the reasons why Mao needed to regain control of the CCP. These could include the internal challenges he had faced from factions within the party during and after the Great Leap Forward. Mao was critical of what he perceived as the counter-revolutionary elements within the party. Students may argue that the purging of these individuals during the Cultural Revolution is evidence that this was Mao’s motive in launching it. Mao regarded Liu Shaoqi (President of China) as a “capitalist-roader” and during the Cultural Revolution he was subjected to criticism and abuse which eventually led to his death in 1969. Deng Xiaoping also faced persecution and was sent to the countryside to be re-educated. Other key CCP figures targeted were Peng, Luo and Zhou. Students may argue that by redirecting attention on these counter-revolutionaries Mao diverted criticism away from himself. Students may challenge the assumption in the question and suggest that Mao had genuine ideological motives. Mao believed in the concept of continuous revolution and wanted to mobilize the youth for the revolution to continue. The destruction of the “Four Olds” could be used by candidates as evidence that Mao wanted to remove traditional Chinese values and customs that he perceived as bourgeois. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

28. Discuss the causes **and** effects of the Tiananmen Square incident (1989).

The question requires that students offer a considered and balanced review of the causes and effects of the Tiananmen Square Incident (1989). **Causes:** Students may discuss the growing demand for political reform particularly among the student population. Under Deng’s leadership there had been considerable economic reform including the opening up of China more for trade. This exposure to western ideas and practices led to increased demands for greater political freedom and democratic reforms. Students may discuss how the economic reforms under Deng had not benefited all, and economic disparities amongst the Chinese people were increasing. Students may also argue that the death of Hu Yaobang would be the trigger for the protests in Tiananmen Square. Hu was regarded as a supporter of political reform and his death led to widespread public mourning amongst the student population. **Effects:** Students may consider the international response to the Tiananmen Square Incident. China would face international condemnation and isolation with many countries imposing economic sanctions on China. Censorship and repression were reinforced in China and many political activists were imprisoned or placed under surveillance. Students may argue that the incident led to the CCP reaffirming its position as a one-party state. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 15: Cold War conflicts in Asia

- 29.** To what extent was British/Commonwealth involvement the main reason for the defeat of the Malayan Communist Party (MCP) by 1960?

The question requires that students consider the merits, or otherwise, of the suggestion that British/Commonwealth involvement was the main reason for the defeat of the Malayan Communist Party (MCP) by 1960. Students may discuss the nature and extent of British/Commonwealth involvement. This included military action, intelligence sharing and diplomatic support. The British/Commonwealth forces implemented counterinsurgency strategies including search and destroy missions, jungle patrols, the establishment of new villages and “hearts and minds” campaigns. These counterinsurgency measures disrupted the operations of the MCP. The British colonial administration also responded to the communist insurgency by introducing popular political and economic reforms. For example, the proposed path to independence and the creation of the Federation of Malaya in 1957 significantly reduced support for the MCP. Students may argue that other factors were equally or more important to the defeat of the MCP. These could include the work of local security forces, internal divisions within the MCP and the inability of the MCP to adapt its military strategies. Students may also conclude that there was always a lack of mass support for the MCP because of its violent actions, such as assassinations. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 30.** “Foreign involvement was the main reason for the outbreak of civil war in Afghanistan (1989–1992).” Discuss.

The question requires that students consider the merits or otherwise of the statement that foreign involvement was the main reason for the outbreak of civil war in Afghanistan. Students may discuss the nature and extent of foreign involvement. The Soviet Union’s withdrawal from Afghanistan in 1989 created a power vacuum which led to a power struggle between the varying Afghan political factions. The absence of a strong and stable government contributed to the outbreak of civil war. Students may also discuss how the arming and financing of the Mujahideen by foreign powers, including the US and Saudi Arabia, contributed to the increased factionalism. The involvement of regional powers, such as Pakistan, in supporting Afghan factions also contributed to the outbreak of war. Students may challenge the assumption in the question and argue that other factors were equally or more important in causing the outbreak of civil war. Students may discuss the tensions between Afghanistan’s ethnic groups – the Pashtuns, Tajiks, Uzbeks and Hazaras were all vying for dominance. Other factors could include the economic problems caused by the Soviet-Afghan War, the effects of warlordism and the varying interpretations of Islam amongst Afghanistan’s ethnic groups. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

Section 16: Developments and challenges in South Asia after 1947

31. Examine the contribution of economic **and** social factors to the achievement of Bangladeshi independence in 1971.

The question requires that students consider the interrelationship between economic and social factors and the achievement of the independence of Bangladesh in 1971. Students may offer equal coverage of economic and social factors, or they may prioritize their examination of one of them. However, both aspects will be a feature of the response. A comparative approach may or may not be used. **Economic factors** examined may include industrial investment. West Pakistan had the majority of industrial investments and more infrastructural development projects while East Pakistan remained largely underdeveloped. East Pakistan suffered from natural disasters such as famine and floods but were met with inadequate relief efforts from the central government which students may argue demonstrated the neglect of East Pakistan. There were more employment opportunities in senior government positions for West Pakistan while only a few were appointed from East Pakistan. Students may argue that this demonstrated the economic inequalities between the two and created resentment among the East Pakistan population. **Social factors** discussed may include the language issue. 56% of the population were Bengali speakers but the government wanted Urdu, the language of West Pakistan to be the official language. This led to widespread protests. Students may argue that East Pakistanis faced systemic discrimination in employment and education, and this led to growing criticism of the central government. Students' opinions or conclusions will be presented clearly and supported by appropriate evidence.

32. To what extent were Sirimavo Bandaranaike's policies responsible for the outbreak of civil war in Sri Lanka?

The question requires that students consider the merits or otherwise of the suggestion that Sirimavo Bandaranaike's policies were responsible for the outbreak of civil war in Sri Lanka. Reasons for the outbreak of the civil war may predate the timeframe but must be clearly linked to the issue raised in the question. Students may discuss the impact of Bandaranaike's socialist policies of nationalizing key sectors of the economy, including banking and insurance. They may also consider how her pro-Sinhala stance regarding official language with orders to conduct all government business in Sinhala, alienated the Tamils. Bandaranaike's policies encouraged the Buddhist religion and promotion of Sinhala culture which alienated the Tamil minority. She also introduced a university admissions system that favoured Sinhalese students. Students may argue that this perceived discrimination led to Tamil resistance and the rise of militant groups. The ethnic violence began during Bandaranaike's leadership, but students may argue this would intensify further under successive governments. Students may argue that other factors were also significant such as the colonial legacy, especially the policy of divide and rule and long-term economic hardships which affected the Sinhalese and Tamils. Bandaranaike's government also had no access to Western aid owing to her alliance with the non-aligned USSR and China. 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 role of women changed significantly in the period 1945–2005.” Discuss with reference to **either** Australia **or** New Zealand.

The question requires that students consider the merits or otherwise of the statement that the roles of women changed significantly in the period 1945–2005.” **Australia:** Students may discuss how the 1960s and 1970s saw the emergence of the women’s liberation movements which challenged gender norms and demanded equal rights and opportunities for women. Women gained more access to higher education and a greater range of employment opportunities. The 1969 Equal Pay Case was a key piece of legislation that recognized the principle of equal pay for women. Anti-discrimination legislation was passed in the following decades aimed at eliminating discrimination in the workplace. Women also gained more control of their reproductive rights with improved access to family planning services. **New Zealand:** Students may discuss women’s increased participation in the workplace and an opening up of careers previously difficult for women to access. Higher education opportunities for women also became more accessible at this time. Students may consider the increase in women’s participation in politics, especially following the election of New Zealand’s first female prime minister in 1997. Women in New Zealand also gained more control over family planning and improved parental leave policies enabled women to continue with their careers. Students may challenge the assumption in the question and argue that the roles of women in either Australia or New Zealand have not significantly changed and may refer to issues such as the gender pay gap, underrepresentation in political/legal organizations, unpaid care work and domestic violence.

- 34.** “Bolger’s government had more failures than successes.” Discuss with reference to the period 1990–1997.

The question requires that students offer a considered and balanced review of the statement that Bolger’s government had more failures than successes. Students may offer equal coverage of successes and failures, or they may prioritize their discussion of either of them. However, both aspects will be a feature of the response. Students may discuss the economic problems experienced by New Zealand at the time Bolger came to power. The Bolger government had to bail out the Bank of New Zealand by borrowing nearly a billion dollars. To stabilize the economy, Bolger dramatically cut public spending in the areas of education, welfare and hospitals. Students may argue these cuts were essential due to the economic situation however they may also conclude that they increased the disparity between the rich and poor in New Zealand. Students may also discuss the attempts made by Bolger to promote reconciliation with Māori communities. The Bolger government engaged in negotiations with the Māori to settle claims from the Treaty of Waitangi. The aim was to address grievances relating to loss of land and resources. In 1995 Bolger made a formal and public apology to the Māori communities for the historical wrongs committed against them and expressed a commitment to reconciliation. 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.** “Technology has positively changed society.” Discuss with reference to **two** Asian countries (excluding China, Japan and India).

The question requires that candidates offer a considered and balanced review of the statement that technology has positively changed society in two Asian countries. Students may discuss positive impacts such as how technology has supported economic developments and progress. Students may also consider the positive ways technology has shaped education. For example, the use of online learning platforms has enabled students living in remote areas to access education. Students may also discuss the impact on healthcare and the ways technology has transformed patient care such as high-tech medical equipment. Students may address the ways technology has increased the connections between different communities and encouraged cultural sharing. Students may challenge the assumption in the question and argue that technology has also had a negative impact on society. Students may discuss how automation has led to job displacement or the impact of digital addiction in countries such as South Korea. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.

- 36.** With reference to **two** Asian countries (excluding China, Japan and India), to what extent was religion the main cause of increased tensions within societies?

The question requires that students offer a considered and balanced review of the suggestion that religion has been the main cause of increased tensions within society often leading to conflict. Students may discuss the ways religion has been a cause of division often between different ethnic groups within a country. Students may select any Asian country aside from those listed in the question not just those included in the mark scheme. Students may discuss the ways religion has caused tension in Pakistan which has experienced longstanding tensions between the Sunni and Shia Muslim communities. There have been attacks on mosques and prominent figures within both Sunni and Shia backgrounds and outbreaks of violence. Students may consider the effects of religious tension in Thailand where the Muslim population in the southern provinces has at times felt marginalized and consequently there have been insurgencies in these regions. Indonesia could also be a country chosen by students as an example. Indonesia is home to various religious groups including Christians, Hindus and Buddhists, with Islam being the main religion. The Ambon and Poso conflicts in the late 1990s involved clashes between Christian and Muslim communities. Students may challenge the assumption in the question and argue that other factors contribute to increased tensions not just religion. Students may argue that these tensions are caused by ethnicity, nationalism, the actions of governments and economic disparities. Students’ opinions or conclusions will be presented clearly and supported by appropriate evidence.
