

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge Pre-U Certificate

## **MARK SCHEME for the May/June 2015 series**

### **9769 HISTORY**

**9769/04**

Paper 4 (African and Asian History Outlines c. 1750 – 2000),  
maximum raw mark 90

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

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*These banding definitions address Assessment Objectives 1, 2 and 4, and should be used in conjunction with the indicative content mark schemes for each question.*

## **Introduction**

- (a)** The banding definitions which follow reflect, and must be interpreted within the context of, the following general statement:

Examiners should give their highest marks to candidates who show a ready understanding of the relevant material and a disciplined management of the discussion the question provokes. They should be impressed more by critical judgement, careful discrimination and imaginative handling than by a weight of facts. Credit should be given for evidence of a good historical intelligence and for good use of perhaps unremarkable material rather than for a stereotyped rehearsal of memorised information.

- (b)** Examiners should use these banding definitions in combination with the paper-specific mark schemes.
- (c)** It should go without saying that any explanation or judgement is strengthened if informed by the use of source material.
- (d)** Examiners are also asked to bear in mind, when reading the following, that analysis sufficient for a mark in the highest band may perfectly legitimately be deployed within a chronological framework. Candidates who eschew an explicitly analytical response may well yet be able, by virtue of the very intelligence and pointedness of their selection of elements for a well sustained and well grounded account, to provide sufficient implicit analysis to justify a Band 2 mark.
- (e)** The band in which an essay is placed depends on a range of criteria. As a result, not all essays fall obviously into one particular band. In such cases a 'best-fit' approach should be adopted with any doubt erring on the side of generosity.
- (f)** In marking an essay, examiners should first place it in a band and then fine-tune the mark in terms of how strongly/weakly the demands of the band have been met.

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### **Band 1: 25–30**

The answer will be sharply analytical in approach and strongly argued. It will show that the demands of the question have been fully understood and that a conscious and sustained attempt has been made to respond to them in appropriate range and depth. It will be coherent and structured with a clear sense of direction. The focus will be sharp and persistent. Some lack of balance, in that certain aspects are covered less fully or certain arguments deployed less strongly than others, need not preclude a mark in this band. The material will be wide-ranging and handled with the utmost confidence and a high degree of maturity. Historical explanations will be invariably clear, sharp and well developed and historical concepts fully understood. Where appropriate, there will be conscious and successful attempts to engage with the historiography, to evaluate source material critically and to demonstrate an awareness of competing interpretations. Use of English will be clear and fluent with excellent vocabulary and virtually error-free.

### **Band 2: 19–24**

The answer will be characterised by an analytical and argued approach, although there may be the occasional passage which does not go beyond description or narrative. It will show that the demands of the question have been very well understood and that a determined attempt has been made to respond to them in appropriate range and depth. The essay will be coherent and clearly structured and its judgements will be effectively supported by accurate and relevant material. Some lack of rigour in the argument and occasional blurred focus may be allowed. Where appropriate, there will be a conscious and largely successful attempt to engage with the historiography, to evaluate source material and to demonstrate an awareness of competing interpretations. The material will be wide-ranging, fully understood, confidently deployed and well controlled with high standards of accuracy. Historical explanations will be clear and well developed and there will be a sound understanding of historical concepts and vocabulary. Use of English will be highly competent, clear, generally fluent and largely error-free.

### **Band 3: 13–18**

The answer will attempt an analytical approach, although there will be passages which do not go beyond description or narrative. It will show that the demands of the question have been understood, at least in large part, and that a conscious attempt has been made to respond to them. There will be an effective focus on the terms of the question and, although in places this may break down, standards of relevance will be generally high. Although it may not be sustained throughout the answer, or always fully supported, there will be a recognisable sense of argument. The material will be clearly understood, with a good range, and organisation will be sound. There will be a conscious attempt to draw conclusions and form judgements and these will be adequately supported. Some understanding of differing and competing interpretations is to be expected and some evaluation of sources may be attempted but probably not in a very sophisticated form. Historical explanations and the use of historical concepts and vocabulary will be generally sound but some lack of understanding is to be expected. Use of English will be competent, clear and largely free of serious errors.

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#### **Band 4: 7–12**

The answer may contain some analysis but descriptive or narrative material will predominate. The essay will show that the demands of the question have been understood, at least in good part, and that some attempt has been made to respond to them. It will be generally coherent with a fair sense of organisation. Focus on the exact terms of the question is likely to be uneven and there will be a measure of irrelevance. There will be some inaccuracies in knowledge, and the range may well be limited with some gaps. Understanding of the material will be generally sound, although there will be some lack of tautness and precision. Explanations will be generally clear, although not always convincing or well developed. Some attempt at argument is to be expected but it will lack sufficient support in places and sense of direction may not always be clear. There may be some awareness of differing interpretations and some attempt at evaluating source material, but this is not generally to be expected at this level and such skills, where deployed, will be unsophisticated. Some errors of English will be present but written style should be clear, although lacking in real fluency.

#### **Band 5: 0–6**

The answer will respond in some measure to the demands of the question but will be very limited in meeting these. Analysis, if it appears at all, will be brief and undeveloped. If an argument is attempted it will be lacking in real coherence, sense of direction, support and rigour. Focus on the exact terms of the question is likely to be very uneven; unsupported generalisations, vagueness and irrelevance are all likely to be on show. Historical knowledge, concepts and vocabulary will be insufficiently understood and there will be inaccuracies. Explanations may be attempted but will be halting and unclear. Where judgements are made they will be largely unsubstantiated, whilst investigation of historical problems will be very elementary. Awareness of differing interpretations and the evaluation of sources is not to be expected. The answer may well be fragmentary, slight and even unfinished. Significant errors of spelling, grammar, punctuation and syntax may well hamper a proper understanding of the script.

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## Section 1: North and East Africa

### 1 How lasting were the effects of the Italian occupation of Ethiopia?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Though not long-lasting, the Italian occupation did impact on Ethiopia in terms of political control, the encouragement of resistance, changes in the economy and some modernisation.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The issues are: whether this was a temporary colonial interlude or whether some of the Italian influences were maintained in the period after the restoration of the Emperor; the effects of defeat and colonisation on Ethiopian society; and, the position and status of the Emperor.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### 2 What best explains the overthrow of the Farouk dynasty in Egypt?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Farouk was overthrown by the Free Officers Movement in a coup of July 1952 and forced to abdicate in favour of his infant son, but the republic was proclaimed in 1953 and Nasser was the effective ruler.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Explanations may include: the corruption and inefficiency of the regime which had alienated the USA; the unrest in Egypt at the British occupation of the Canal Zone; the loss of the 1948 War; and, the poor personal qualities of the ruler.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**3 Why was North Africa of such strategic importance for European powers in the period c. 1871–1962?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The building of the Suez Canal made the region of particular importance, but there were also the issues of the naval importance of Morocco and the concerns of the Mediterranean powers for their defences. The strategic importance of North Africa in relation to Middle East oil and the German campaign in Russia might be considered.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Better answers will try to weigh and compare the strategic issues involved and look at how they changed over time – the answer could include: the role of Egypt, for instance in concerns over the Suez Canal; two world wars; and, in the post-war period, the context of the Cold War.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**4 Was conflict in Algeria more bitter and destructive before or after independence?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This concerns the post-war struggle for independence between the FLN and the French state from 1954 to 1962 and also the post-independence conflicts between the Algerian army and the FIS after 1991.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Both were bitter and costly struggles; the post-independence civil war has been estimated as high as 150 000 lives. Both involved struggles between regular forces, both involved terrorism and loss of civilian lives; the later war involved brutal massacres of whole neighbourhoods and villages. It may be difficult to weigh degrees of bitterness, but the essentially civil war of the 1990s was somewhat different from the struggle against what was perceived as a colonising power. However, the bitterness of the first conflict did spread to another country.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**5 Was the oppression of minorities the most significant cause of distress in the Horn of Africa in the period c. 1941–2000?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Eritrea was annexed by Ethiopia in 1952, and the lack of regard for the Eritrean minority led to the formation of the independence movement in the early 1960s and protracted civil war. There are other reasons for distress in the region.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Answers might weigh up the treatment of minorities against territorial disputes, for example: Ogaden and subsequent war, linked to ideology with Russian and Cuban intervention; natural disasters such as drought and famine and religious conflict.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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## Section 2: West, Central and Southern Africa

### 6 Why did the Second Boer War last longer than the first?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The first Boer War was from 1880 to 1881 in the Gladstone ministry of 1880–85 and the second was from 1899 to 1902.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The first was a consequence of the annexation of the Transvaal and about Boer resentment when they had lost independence but had not gained adequate protection. The Gladstone ministry responded but the defeat at Majuba Hill was not followed up by a massive military campaign because of the lack of concern for colonialism and the limited British interests involved. The discovery of gold, the changing agenda of imperialism, the influence of Chamberlain, the popular enthusiasm for war meant that more was at stake in the second Boer war. Initial losses could not be ignored by a Liberal Unionist government and the nature of the war which developed into a guerrilla struggle meant that the conflict was more protracted. Better answers may balance the political situation in Britain with the scale and nature of the conflicts

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### 7 What best explains the ability of European powers to maintain control of sub-Saharan Africa in the inter-war years?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Answers are not expected to refer to every country and explanations should use examples to illustrate points made.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Answers may make a distinction between the technology and military power of the colonial powers; their organization of administration; their ability to exploit regional and ethnic differences and the lack of a coherent nationalist opposition able to engage the mass of populations and unite opposition to colonial rule.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.



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**8 Did internal or external factors have the greater influence on the decolonisation of sub-Saharan Africa?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. External factors could include the impact of the Second World War, the post-war problems of the colonisers and the propaganda of the Cold war; internal factors could include the development of nationalism and the effectiveness of national movements and leaders.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Answers may show some variation and distinguish between the direct external factors and longer-term structural changes brought about by the development of local economies and towns and cities during the war; the impact of the defeat of the colonial powers by Japan and the example of the loss of British India, French Indochina and the nationalist struggle in Algeria as examples might be considered. Answers are not expected to be comprehensive but to use examples of successful nationalist groups and leaders and to weigh the factors.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**9 Compare the causes of internal conflict in Nigeria and Rwanda after independence.**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Answers may focus on the Nigerian Civil War 1967–70 and the Rwandan Civil War 1990–93.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Better answers will compare: the colonial legacies and backgrounds; the ethnic tensions and territorial clashes; the policies of the governments; and, the economic issues which lay behind the conflicts.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**10 Who served the interests of the people of Rhodesia/Zimbabwe better: Ian Smith or Robert Mugabe?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This concerns a comparison of the impact of Ian Smith and Robert Mugabe on the people of Rhodesia/Zimbabwe. Candidates are expected to come to a clear conclusion about the effects of the rule of each man.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Elements to be considered might be the effect on Rhodesia of Smith's declaration of independence in 1965 and his continued assertion of Rhodesian rights in negotiations and conferences. While he built up the infrastructure, notably roads, his refusal to accept equal voting rights for black Rhodesians and his Bush War against opponents cannot be seen as beneficial to many. He has been accused of racism and of radicalising black opponents because he refused to give them any real power. His criticisms of Mugabe have recently rehabilitated his reputation somewhat but not really contributed to any more gains for the people. Even the white farmers, whose interests he maintained, did not profit in the long term. Mugabe could be seen as serving the interests of the black majority in his government since 1980 in that they have more access to farms previously owned by whites, much better schools and health facilities in that the infant mortality rate has fallen. But there is high unemployment, especially among graduates, opposition is attacked in the one-party state and there is immense corruption and inflation. It was estimated that the average Zimbabwean was worse off in 200 than in 1980, but more recent economic analyses have shown some improvements. The white community now numbers fewer than 50 000, so they have hardly had their interests served.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**Section 3: Themes: Africa c. 1750–2000**

**11 How important was trade to economic development in African states c. 1750–c. 1850?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Candidates might consider the well-established internal trading networks but may focus on the impact of European trade.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Answers may well consider the effects of the slave trade in terms of depopulation and the failure. Studies have shown economic decline in direct proportion to the volume of internal and external slave trading. An alternative historiography has played down the negative impact. Answers might look at the wider context of trade.

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**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**12 How important were religious and humanitarian motives in European colonisation of Africa c. 1870–1914?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The focus should be on missionary activity and initiatives intended to be humanitarian, but answers might compare economic and political motives.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Against the demand for raw materials, guaranteed markets and investment for ‘surplus capital’ must be set the ideology of the ‘civilising mission’; for example, in the French Colonies, high profile missionary figures like Livingstone encouraged an interest in colonisation and offered justification for extension of control that may have had economic, strategic or political motives.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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### 13 Why had slavery survived in some areas of Africa and not in others by c. 1939?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Much depends on understanding the different types of slavery, some of which approximated to indentured labour rather than chattel slavery. External pressures could explain some developments; for instance, the official ending of slavery in Ethiopia when it joined the League of Nations and then when Italian occupation abolished the slavery that remained. The impact of colonialism could explain the formal ending, for example, in Nigeria in 1936, but the ability or willingness to actually enforce abolition varied. Somalia continued to see slavery as an essential part of its tradition, whereas neighbouring Ethiopia with greater influence from Europe ended slavery earlier.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Some states had not participated in slavery, for instance Liberia. In North Africa, the greater contact with the Mediterranean Europe had an impact on the abolition of slavery. Where colonial rule depended on alliances with local elites, there was less progress and where slavery blurred into employment of indentured labour, it was also more difficult to eradicate.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### 14 ‘The fighting in Africa in the Second World War was of more significance than the fighting in the First World War.’ Discuss.

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This concerns the campaigns against the German colonies in Africa in the First World War and the campaigns against Italian colonies in the Second, and the campaign between Britain and Germany in the North African desert.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Though von Lettow Warbeck famously held out until 1918, the early campaigns against relatively poor defended African colonies of Imperial Germany was relatively short-lived. The Desert Campaign which had much more at stake, given the dangers of German capture of Suez and the route to India and the Far East, and, even the possibility of a German strike against the Middle East oil fields and the eventual union of the Afrika Corps with the German army in Russia, may be seen to have been of more significance.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**15 What best explains the desire of the superpowers to exert influence in Africa during the Cold War?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Fears of Communism brought the West to support conservative governments while the USSR sought to distract the West and to exploit weak points by offering support to leftist governments and resistance movements.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Interest in Africa should be seen in the wider struggle for ideological influence, the arms race and the stalemate in Europe. Exaggerated fears of a network of Communist states may have its origin in Europe and Asia from the US point of view and hence its willingness to prop up white supremacist regimes. From the point of view of the USSR, the prestige of being a world inspiration may be seen in the light of conflicts with China and the desire to challenge the USA, as well as from the desire to spread Communism and challenge the more global power of the US.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**16 Was the Organisation of African Unity any more than ‘a talking shop’?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The OAU lasted from 1963 to 2002 when it was replaced by the AU. Though it had 53 members out of 54 African states, it was criticised as failing to achieve much more than discussion.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The counter view is that despite disunity, it helped liberation struggles by offering arms and supplies and cutting off South Africa from air space and use of ports. It pressured the UN over the isolation of South Africa and in practical matters such as help to refugees, and some may argue that specialist agencies made progress in cooperation over communications, railways and media. However, its critics point to its limited role in conflict resolution and promoting economic development.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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### Section 4: China

#### 17 Why was there so much unrest in China in the period c. 1895–1911?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This concerns the nationalist agitations that arose after the war with Japan; the resentments about foreign influence and the ‘Boxers’; the build-up of opposition to the Manchus and the 1911 revolution.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Factors might include the increase in foreign influence and intervention; the collusion between the Boxers and the Curt; the longer-term nationalist movements influenced by the success of Japan; the specific grievances of provincial gentry and elements of the army; the economic background; and, the failures of the Empire to meet growing criticism.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

#### 18 ‘The Warlords were the most serious problem facing the rulers of China in the period 1911–28.’ Discuss.

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This deals with the attempts to establish a unified constitutional state after the revolution of 1911 and the problems of ongoing internal divisions.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The Warlords need to be set against the problems of a lack of parliamentary tradition and the ambitions of Yuan Shik’kai; the ambitions of Japan; the disappointments of Versailles and the rise of nationalism; the emergence of Communism; the need to mount a major expedition against the Warlords; and, the causes and consequences of the suppression of Communism.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**19 Why did the war between Japan and China, which began in 1937, last so long?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The war began with the Marco Polo Bridge Incident in 1937 and lasted until Russian forces invaded Manchuria in 1945.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The factors that might be considered are the geographical distances, the failure of studied terror campaigns, the resilience of KMT forces, Communist guerrilla warfare, US help, the distraction of Japanese forces by the occupation and subsequent war in South East Asia, the absence of Russian intervention until 1945 and the protracted warfare between Japan and the USA.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**20 (Candidates offering Paper 5m: China under Mao Zedong should not answer this question.)**

**Did the victory of the Chinese Communist Party in 1949 owe more to military or political factors?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The long struggle between the GMD and the Communists ended with CCP victory after the renewal of civil war after the Japanese defeat.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Factors might include: the military strategy of Mao and his generals, the guerrilla warfare, the avoidance of pitched battles without obvious numerical superiority, the weaknesses of Jiang's forces, the loss of US military aid, the growing strength of the CCP, the arms from Manchuria. Political factors might include: the support of the peasants, the examples offered by the Soviets, the appeal of Mao as a reformer and nationalist, the political corruption associated with Jiang's regime, the problems of inflation which lost Jiang elite support.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**21** ‘China’s development in the last quarter of the twentieth century is best explained by the legacy left by Mao.’ How valid is this claim?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Progress is likely to be seen in terms of: economic growth with an element of free market economy within a controlled political structure; the diversification of China’s society; progress in education; the growth in military power and regional influence; and, growth in influence in world affairs

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Some may argue that Mao’s later years saw a movement towards economic change but that it was the change to the rigid planning and controls of the Mao era as a whole that was significant in economic terms. It may be argued that the superpower status as a whole depended more on the power of the army that Mao had established, the eradication of any likely opposition, the acceptance of state power and authority, and, the changes that Mao brought about by detente with the USA.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.



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### Section 5: The Indian sub-continent and Ceylon/Sri Lanka

#### 22 How great an impact did the events of 1857 have on British rule in India in the period 1857 to 1914?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. This refers to the Sepoy mutinies and the rebellions against East India Company rule in 1857–58.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The most obvious result was the end of East India Company Rule and the direct rule of Britain, culminating in the Empress of India Act. Consequences might be seen in attempts at improvement, changes in military arrangements, greater concern for security, mistrust and fewer attempts to impose religious beliefs and customs.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

#### 23 ‘Independence for India was inevitable by 1945; partition was not.’ Discuss.

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Independence and partition came in 1947 after pressure for change from both Hindus and Muslims.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. It could be argued that given the constitutional changes (culminating in the India Act) and the nationalist agitations, and given the pressures on Britain after the war from economic weaknesses, the beliefs of the Labour party and also the dislike of the USA of the British Empire, that independence was inevitable. The decoupling of independence and partition is necessary to address the question. The pressure for a separate independent Muslim state as opposed to a federal arrangement was not so pronounced and partition still left substantial numbers of Muslims in India.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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## 24 What best accounts for the survival of democracy in India after 1947?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Apart from a relatively brief non-parliamentary rule by Mrs Gandhi, India has maintained parliamentary democracy with very large numbers voting since 1947 and elections have consistently been a matter of great importance for India.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. There is a contrast with India's neighbours where democracy has not been so successfully maintained and the influence of the army has been much stronger. Ethnic, linguistic and geographical diversity have not prevented democracy in India. This may be explained by: the strong influence of the founders of modern India; the existence of some form of independent government before 1947; the emergence of parties to represent different interests; the limited appeal of Communism or anti-parliamentary ideologies; the development of a middle class; and, the continued mass appeals inherited from the pre-independence campaigns (Quit India, etc.).

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

## 25 How important were economic factors in bringing about the conflict that led to the creation of the new state of Bangladesh in 1971?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. There were various causes of tension between West and East Pakistan before the War of Independence which included economic imbalance.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Candidates may consider a range of issues – the language issue was particularly emotive, with Urdu being the official language while Bangla was the most common in East Pakistan. The initial imbalance between East and West Pakistan was not effectively addressed with power and patronage being dominated by the West. The issue of the profits from agricultural products especially Jute caused resentment as did concerns about the inequality of investment and economic benefits relative to taxation. The political nationalism of the Awami League and the determination of West Pakistan to reject the results of the 1970 election may have more to do with political factors.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**26 What best explains the level of internal conflict in Sri Lanka from independence to 2000?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Tamil–Sinhalese conflicts were latent before independence in 1948, but the tension between the urban Tamil elite of the North and East and the more rural Sinhalese increased with the growth of Sinhalese nationalism. The main issues were language – with Sinhalese being the official language from 1956; education, with resentment at the greater numbers of Tamils in US higher education and in receipt of US funded education; and, land colonisation of poorer Sinhalese farmers in Tamil areas. Acts promoting Sinhalese language, culture and religion led to Tamil insecurities and the formation of ethnic political parties and, eventually, armed forces with the Tamil Tigers of 1975. Similar ethnic riots involving Tamils and Sinhalese occurred in 1958, 1977 and 1981, with the most violent and destructive taking place in July 1983. Many see the violence of July 1983 as a turning point in the conflict. By the mid-1980s, there was virtual civil war which Indian peacekeeping forces merely temporarily halted, resuming in the 1990s, and resolved only by terrible loss of life.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Answers may point to the ethnic, cultural and religious differences; the colonial heritage; the pressures built up by Sinhalese only legislation; the failure to resolve differences constitutionally and the resort to violence. The level of conflicts may be explained by the frustrations on both sides and the failure of external agencies to control the civil conflict.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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## Section 6: Japan and Korea

### 27 Did the weaknesses of late Togukawa Japan outweigh its strengths?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The term ‘late Togukawa’ refers to the period 1853–67, but it would be acceptable if answers were to consider the Togukawa rule from the eighteenth century.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Elements of weakness include: foreign incursions; poor management of the central government by the Shogunate; tensions between a Shogunate policy of resisting social change and rooting Japan in traditional rural life, and the growth of commerce; a large and stagnant bureaucracy; famines; a falling behind from the science and industrial knowledge of the West and military stagnation; peasant unrest.

Against this, the long period of peace in the Edo period brought higher standards of living, better crop production, better housing, higher literacy, freer economic production, more use of money, social diversification and attempts to resist Western (barbarian) influence by reform and national revival.

Following Perry, the ruling Bakafu attempted to westernise, pre-empting some of the Meiji reforms, started a modern navy and used French military expertise to reform the army. However, there was a high level of internal dissent which led to the Satsumas and Choshu restoring the emperor in January 1868.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### 28 To what extent did the Japanese people benefit from greater contact with the wider world in the period 1868–1914?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The Meiji restoration brought more contact in a number of ways – trading under the unequal treaties, military and naval knowledge, awareness of foreign political and constitutional forms, cultural links extending to dress and manners as well as the influence of western urban life, diplomatic links such as the 1902 treaty with Britain and the entry into World war I.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. The issue is whether economic, political, social and cultural contacts offered more freedom, more technology, more opportunity and a wider outlook for the people, or whether the impact and benefit was more for the ruling elite. Greater links with the

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West brought more destructive wars, conscription, the dangers of being part of a worldwide economy and the erosion of valued cultural and religious tradition. No set answer is expected.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

## 29 What best explains the rise of Japanese nationalism in the period c. 1918 to c. 1941?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Nationalism appeared in the army in curt circles and in patriotic societies and among students. It led to internal political violence, the assassination of the Prime Minister in 1930 and the attempted coup of 1932; to military intervention in China; to military build-up and increasing repression and control.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Longer-term explanations may go back to the resentment at ‘barbarian’ intrusions after 1853 and to resentments at interference with Japanese expansion in 1899, 1905 and 1919; to hostility to US immigration policy and to the Washington Conference; to desires for a controlled national economic zone to protect Japan from the influence of the Western World economic cycles; to the promotion of Bushido and Shinto to mark out Japanese values in a time when communications and economic development was eroding national values; to a new desire among junior officers to rediscover the old military ways and to resist western influence; to the desire of the Zaimstus for guaranteed markets – economic nationalism.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

## 30 Assess the social consequences for Japan of its defeat in 1945.

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Social consequences should focus on Japanese society, attitudes and culture. The physical destruction, the occupation and the end of militarism, nationalism and emperor-worship as officially sanctioned elements of Japanese life had a major impact. The defeat also led to a massive period of economic change.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. A distinction might be drawn between the immediate

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consequences of defeat and the longer-term impact of some of the developments which followed defeat and occupation. There could also be discussion of the extent of change and the elements of continuity despite the consequences of greater westernisation and links with the West.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### **31 Assess the consequences for Korea of the Korean War.**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The question could consider the immediate impact of the War, which caused considerable loss of life, physical devastation and enduring political division.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. There could be some estimation of the most profound consequences for both North and South Korea. The development of South Korea, economically and politically under the protection of the USA and the persistence of a repressive Communist regime in the North.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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### Section 7: South East Asia

#### 32 How significant was the Second World War to the development of nationalism in French Indo-China?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. There should be a discussion of: the continuity and difference between the pre- and post-War periods; the impact of Japanese occupation; the loss of prestige and power of the French colonisers; and, the resentment about the attempts of the French to return to pre-War control.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. There could be discussion of how far the education and attitudes of nationalist leaders and the organisation of nationalism before 1939 laid the basis of widespread post-war nationalism. However, the occupation by Japan and the loss of French control in South East Asia, the experience of nationalist opposition during the War, the wider context of the emergence of Communist China and the failure of France to meet nationalist aspirations after 1945, may be considered.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

#### 33 How important were ideological factors in affecting Communist China's relations with Southeast Asia in the period 1949–2000?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The emergence of a Communist China in 1949 presented a major challenge and provoked both hopes and fears in different groups in Southeast Asia.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Purely ideological factors – the fear of Communist ideas spreading from China, particularly in areas with Chinese populations and the desire of China to support Communism – may be set against economic factors and, importantly, ongoing territorial disputes which had more to do with traditional Chinese interests than ideology.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**34 What best explains the growth of US involvement in Indo-China in the period 1954 to 1975?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. From offering limited military support and diplomatic pressure, the USA found itself engaging in full scale ground combat and the extensive use of bombing, not only of North Vietnam but surrounding areas.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Explanations may balance purely domestic factors – the desire not to look weak and the political importance of avoiding what was seen as a major defeat in the emergence of Communist China in 1949 and the perceived economic and strategic interests in maintaining South Vietnam. These were partly ideological in the context of the Cold War and partly a need to maintain US influence in Southeast Asia in terms of strategy and trade and investment. The growing confidence of North Vietnam and the increasing inadequacy of the rulers of the South are factors in the immediate context.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**35 Why was opposition to military rule in post-independence Burma not more effective in the period to 2000?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. From the military coup of 1962 to 2000, the military played a key role in ruling Burma and opposition remained ineffective.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Explanations could focus on the nature of the ethnic divisions in the country and the tensions which had led to military rule; the problems of establishing a democratic constitution after 1948; divisions within the opposition; the repressive powers of the military; the lack of foreign support for change. Better responses may weigh factors.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.



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**36 Which was better ruled from independence to 2000: Indonesia or the Philippines?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The rule of Sukarno (1949–68) and Suharto (1968–1998) should be set against the rule of Roxas (1946–48), Quirino (1948–53), Magsaysay (1953–57), Garcia (1957–61), Macapagal (1961–65) and Marcos (1965–1986) and his successors Aquino, Ramos and Estrela.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Much will depend on the definition of ‘better ruled’ in terms of the problems facing both countries on independence. Comparisons may consider political development, the degree of corruption, the ability to resolve internal divisions, the promotion of economic development and effective foreign relations.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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### Section 8: Themes: Asia c. 1750–2000

#### 37 ‘The failure to modernise the economy best explains the weak response of the Manchu Empire to European penetration in the nineteenth century.’ Does it?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The European penetration of China should focus on the British and the Opium Wars and Treaty of Nanjing 1842 and Treaty of Tientsin 1858, followed by US and Russian unequal treaties. Germany and France followed suit.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Economic arguments might focus on the failure to develop the industry needed to create modern weapons to compete with the more technologically and industrially developed nations. However, other factors could be the weak governments, the divisions within China, and the psychological impact of contact with more developed European states.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

#### 38 What best explains the establishment of the power of the East India Company in India?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The development of the Company from a trading concern to a semi-official organisation with a substantial armed force and the ability to impose taxes, conduct relations with Indian states and offer de facto government, should be explained.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Factors might include: the defeat of the French, the ability to play off internal disputes in India, the weaknesses of the Mughal Empire, the military technology, the leadership of individuals like Clive and the development of government by leading figures like Hastings.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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### 39 What was at stake in the ‘Great Game’ between Russia and Britain over Afghanistan?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. The Great Game was the struggle for influence in Afghanistan between Britain and Russia from the time of the first Afghan War to the concerns about Bolshevik influence in the North West Frontier after 1917.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. It could be argued that what was at stake was perceptions of threats. India had become the ‘Jewel in the Crown’ and had been boosted by the Suez Canal and the Empress of India Act. Regardless of any intrinsic value, it became a given of British policy to maintain India and meet any internal or external threat. The expansion of the Tsarist Empire into Central Asia brought prestige to Russia when her external policies – the Crimea, the Congress of Berlin, the emergence of a united Germany, the war with Japan – had been less than successful.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

### 40 Has religion been more a cause of cohesion or instability in post-colonial Asia?

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Examples may be drawn from areas where religion has been problematic – Sri Lanka, with the conflict between Muslim and Buddhists; Burma, with ethnic and religious division; the conflicts between India and Pakistan.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. A balanced answer may see that in some areas and periods, religion has provided for cohesion when states have prided themselves on tolerance, as in Singapore, or when there has been acceptance of a state religion, for example in Brunei.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

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**41 How significant has government policy been in promoting economic growth in post-colonial Asia?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events. Government policies might be considered such as: regulation of banking after 1997, the subsidisation of key economic elements or planning, import substitution policies, regional policies, land reforms.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required. Against government activity, the policies of free market liberalisation, the development of global economies, the development of the financial element and the exploitation of raw materials in the so called Tiger Economies may be assessed. The quality of exemplification and the balance between government and free enterprise will determine the quality of responses.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.

**42 How important have initiatives for pan-Asian cooperation been in promoting political stability in Asia?**

**AO1** – present a response to the question which displays accurate and relevant historical knowledge. Analysis and evaluation are required, not a simple narrative of actions and events.

**AO2** – be able to demonstrate an understanding and awareness of historical concepts, enabling them to present clear, focused and analytical explanations, which are capable of weighing up the relevant and relative factors and approaches and arriving at a well-considered judgement. Attempts to deal with historiography and different historical approaches may well enhance responses but are not required.

**AO3** – [not applicable to Outlines]

**AO4** – write in a coherent, structured and effective way. The writing should show a sense of organisation and direction, displaying clarity, balance and – especially in stronger candidates – fluency. Candidates will not be explicitly penalised for specific deficiencies in spelling, punctuation and grammar.