

**MARK SCHEME for the May/June 2013 series**

<b>9769 HISTORY</b>	
<b>9769/04</b>	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.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, Pre-U, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

*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 demonstrated.

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### **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.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

#### **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 answers 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.

<b>Page 5</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### Section 1: North and East Africa

#### 1 What best explains European interest in colonising the Horn of Africa between 1882 and 1936?

Candidates should:

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. France annexed Djibouti in 1884. Italy had been interested in colonial expansion in the 1880s. By agreement with Britain it annexed Massawa in 1886 blocking any expansion by Ethiopia and France. It also occupied territory on the south side of the Horn. In 1888 Italy gained land from the Somali Sultanate who hoped to use Italian influence in border disputes with Zanzibar. Italy had ambitions in Ethiopia and a war forced the cession of Eritrea in 1889. A further conflict in 1895 resulted in Italian defeat at Adowa in 1896. The French took advantage of relations with the Somali Sultans to establish French Somaliland between 1883 and 1887. The British also established a colony there in 1888 garrisoned from Aden and ruled until 1898 from India. The British were drawn into a conflict with the Dervish state that was a serious challenge until early 1920s. The Italians were the most enthusiastic colonisers. In 1908 Italy united its East African possessions in Italian Somaliland. Britain ceded Jubaland to Italy in 1919. However despite setting up a full colonial government, effective control did not extend beyond the coastal regions until the 1920s. Fascism brought more forceful colonial rule in 1923. Southern Somaliland was brought under full control in 1926. Thousands of colonists settled around Mogadishu. There were flourishing agricultural settlements and in 1934 clashes with Ethiopia led to expansionist policies. In October 1935 Italy invaded Ethiopia which was conquered by 1936.

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. The discussion may be between local opportunities and the need to reinforce authority and pressures from home and also international competition. The region attracted Italy not for any inherent economic benefits, but for its ports with potential access to Suez and the Gulf of Aden. The prestige and strategic interests were more important than Italian interest in mutton and livestock that the region offered. There were Italian explorers and enthusiasts such as the 'African Society of Italy' (1879) that spread interest in the region. Border clashes with Ethiopia challenged Italian prestige and there was a desire to achieve equality with other great powers by establishing colonies. Suffering from surplus population, Italy encouraged settlement on the coastal strips. The British were more interested in preventing the domination of the region by France or Italy, in supplying meat for Aden and in suppressing the slave trade. Colonial government was only established in the coastal regions. The explanations for colonisation lay partly in the general atmosphere of the Scramble for Africa – the desire not to allow any region to be dominated by other powers and the desire to defend existing interests. Domestic politics in Italy may be seen as the dominant reason for interest in the area. Initially the willingness of local sultans to deal with the Europeans opened up prospects, but the desire for prestige by statesmen from Crispi to Mussolini; to provide some distraction from domestic problems; to develop trade and offer some outlet to 'surplus' population may be considered. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 6</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## **2 To what extent did North Africa benefit from European rule c.1870 to c. 1962?**

Candidates should:

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. France ruled Algeria between 1830 and 1962. Its colonists – the *piets noirs* never integrated well with the Muslim majority. After 1870 there was an influx of refugees from Alsace. An attempt by the Colons to gain independence was ended by the Third Republic's assimilationist policies. During the 1870s, both the amount of European-owned land and the number of settlers were doubled, and tens of thousands of unskilled Muslims were forced to migrate. There was a major tribal rising in 1871, which produced repression and restrictions on the native population who had separate legal measures to control them. An Algerian Assembly set up in 1947 gave very unequal representation to the white minority. The French were determined to hold on to Algeria and a brutal war of independence was waged after 1954. Algeria suffered not only from the war with the French armies but in the uncertainties over the Colon revolt. British control over Egypt began in 1882; Egypt became a Protectorate in 1914 and was independent in 1922, Italy gained control over Tripolitania and Cyrenaica after the war of 1911, Libya was created in 1934 lost the colonies in the Second World War and renounced the colony in 1947. Italian colonists were 110,000 out of 915,000 total population by 1940. The colony was extended and controlled under Mussolini. The fascist regime allowed Muslims to join the fascist associations and recruited North African soldiers. There was economic development of the colony, an extension of health care and industrial growth. New roads and villages were constructed. There were 400km of railways constructed. Morocco came under French protection shared with Spain in 1912. As in Algeria the French authorities allied with the European colonists, but there was economic and infrastructure development. As with Algeria there was expropriation of tribal land. There was a protracted war in the 1920s and unrest again in 1952, leading to serious riots in 1955. Wartime nationalism emerged. In Tunisia France declared a protectorate in 1881. The French dominated the administration by the mid 1880s. The transport system was improved and mining developed. There was also an extension of health care. There were 144,000 colonists by 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. The European powers could be said to have brought some economic progress and development, but at the cost of cultural domination and some economic exploitation. There are distinctions between areas taken as Protectorates by France and the long-established colonisation of Algeria. Britain's influence in Egypt was shorter but she still saw Suez as the vital interest to protect at all costs in 1956. Italy put more resources into North Africa than she gained from the colonisation. There were periods of repression – the British in the Sudan and in the suppression of resistance in 1882, for instance, the Franco-Spanish campaigns in Morocco in the 1920s. Also the Europeans brought their war into North Africa after 1939. Italy was more prepared to take their Muslim subjects into political partnership. This is a wide topic and candidates may set economic development against suppression of national aspirations and draw some distinction between different areas and different colonising regimes. No set answer is expected. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 7</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**3 To what extent, if at all, was Egypt ruled more successfully after the fall of Nasser than before?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Nasser ruled from 1952–70. He was a major figure in the Arab world and threw off British imperialism. He raised Egypt’s status by heading the nonaligned movement. There were social reforms and the extension of educational and employment opportunities. There were attempts at developing electrification, improving working and living conditions. There was less dependency on cotton exports and more industrial growth. The war of 1967 meant continuing heavy military spending and the scale of social and economic change has been seen as limited. Nationalisation programmes produced variable results. Sadat ruled from 1970–81. He reversed Nasser’s links with the USSR. He was also more successful in military conflict with Israel in the 1973 Yom Kippur war. The major change was the meeting with Begin in Israel in 1977 and the Camp David Agreement in 1979. This led to conflict within Egypt and round ups of a variety of dissidents – Islamicists and leftists. He was assassinated in October 1981. Mubarak continued Sadat’s good relations with the west and keeping peaceful relations with Israel. Like Sadat he faced hostility from militant Islamicists. From 1981 there were more liberal economic policies, but also economic problems and continuing hostility from militant Islamic organisations. Despite re-elections in 1993, 1999 and 2005, Mubarak relied heavily on the armed forces and on suppression of opposition. 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. Nasser’s particular brand of charismatic nationalism and moderate socialism was not carried on by his successors who had to adopt a more accommodating stance towards Israel and the west and more liberal and global economic policies. This resulted in the death of Sadat and the overthrow of Mubarak in the so-called ‘Arab Spring’ but candidates may see a more modern, less unstable and charismatic leadership which reflected the realities of the need to develop economic growth with cooperation from the west and to avoid costly conflicts with Israel. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 8	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	04

#### 4 Why was the decolonisation of Algeria so protracted?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. On 1 November, 1954, guerrillas of the National Liberation Front launched attacks in various parts of Algeria against military installations, police posts, warehouses, communications facilities, and public utilities. From Cairo, the FLN broadcast a proclamation calling on Muslims in Algeria to join in a national struggle for the "restoration of the Algerian state, sovereign, democratic, and social, within the framework of the principles of Islam." On 12 November, Pierre Mendès-France rejected any suggestion of compromise and set the tone for the next decade. As the FLN campaign spread through the countryside, many European farmers in the interior sold their holdings and sought refuge in Algiers, where their cry for sterner countermeasures swelled. Colon vigilante units, whose unauthorised activities were conducted with the passive cooperation of police authorities, carried out *reprisals*. An important watershed in the War of Independence was the massacre of civilians by the FLN near the town of Philippeville in August 1955. 123 civilians were killed. The government claimed it killed 1,273 guerrillas in retaliation; according to the FLN, 12,000 Muslims perished in an orgy of bloodletting by the armed forces and police, as well as Colon gangs. After Philippeville, all-out war began in Algeria. By 1956 France had committed more than 400,000 troops to Algeria. France also sent air force and naval units during 1956 and 1957, the National Liberation Army, successfully applied hit-and-run tactics – guerrilla warfare. Specialising in ambushes and night raids and avoiding direct contact with superior French firepower, the internal forces targeted army patrols, military encampments, police posts, and Colon farms, mines, and factories, as well as transportation and communications facilities. Once an engagement was broken off, the guerrillas merged with the population in the countryside. Kidnapping was commonplace, as were the ritual murder and mutilation of captured French troops, settlers and collaborators. Gradually, the FLN/ALN gained control in certain sectors of the mountainous areas around Constantine and south of Algiers and Oran. In these places, the ALN set up an increasingly effective independent state. Late in 1957, General Raoul Salan's surveillance system helped to suppress rebel operations and reduce FLN terrorism, but tied down a large number of troops in static defence. Salan also constructed a heavily patrolled system of barriers to limit infiltration from Tunisia and Morocco. At the same time, the French military ruthlessly applied the principle of collective responsibility to villages suspected of cooperating with the guerrillas. Villages that could not be reached by mobile units were subject to aerial bombardment. The French also initiated a programme of concentrating large segments of the rural population, including whole villages, in camps. Living conditions in the camps were poor. In France, the feeling was widespread that another debacle like that of Indochina was in the offing and that the government would order another precipitate pull-out and sacrifice French honour to political expediency. Many saw in Charles de Gaulle the only public figure capable of rallying the nation and giving direction to the French government. Europeans as well as many Muslims greeted de Gaulle's return to power, in June 1958, as the breakthrough needed to end the hostilities. De Gaulle's political initiatives threatened the FLN with the prospect of losing the support of the growing numbers of Muslims who were tired of the war and had never been more than lukewarm in their commitment to a totally independent Algeria. Meanwhile, the French army shifted its tactics at the end of 1958 from dependence on *defence* to the use of mobile forces deployed on massive search-and-destroy missions against ALN strongholds. Within the next year, Salan's successor, General Challe, appeared to have suppressed major rebel resistance. In 1958–59 the French army had won military control in Algeria and was the closest it would be to victory. But political developments had already overtaken the French army's successes. During 1958–59, opposition to the conflict was growing among many segments of French society. International pressure was also building on France to grant Algeria independence. In September 1959, de Gaulle dramatically reversed his stand on Algeria and uttered the words "self-determination" in a speech. Claiming that de Gaulle had betrayed them, the Colons, with backing by elements of the French army, staged insurrections in January 1960 and April 1961. Peace talks began and The French electorate approved the Evian Accords by an overwhelming 91 per

<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

cent vote in a referendum held in June 1962. Algeria became independent in July 1962. 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. Decolonisation did not follow a major single defeat such as in Vietnam at Dien Bien Phu; neither was the French state willing to accommodate nationalism as in the case of Morocco or Tunisia – perhaps because French rule went back further to 1830 and there were more and better-established colons. The bitterness of the terrorism and counter-terrorism made it difficult for either side to stop, and equally the nature of the war made it difficult for either side to win. The issues had become enmeshed in internal developments in France and in perceptions of France as a major power. Candidates might discuss the relative importance of internal factors and the situation in Algeria. Some may put the struggle into a wider context of fears of the decline of the west. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**5 Explain why the Horn of Africa experienced such frequent war and famine in the years from c.1945 to c.2000.**

Candidates should:

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 has been torn apart by war and in 2000 the UN agencies were appealing for help for 370,000 people hit by war and a further 211,000 affected by drought. In Somalia by 2000 central government was ineffective and violence and instability in the South had made the work of aid agencies nearly impossible. 1997 saw floods followed by prolonged drought and a series of bad harvests that left 1.5 million people without adequate food. The influx of refugees into Mogadishu has created huge problems. The continuing ethnic and religious conflict in the Sudan is an inhibiting factor. The region experienced serious food supply problems by 2000 with increased prices for maize brought about by lower rainfall. In Ethiopia the drought problems were affecting over 5 m out of 77 m by the early twenty-first century. The problems might include the sheer scale of the problem; the way that world developments impact on the Horn of Africa; the problems caused by the lack of international agreement to curb that war – for example China’s relations with Sudan; the lack of intergovernmental support is a factor both internationally and in the region where effective government, for example in Somalia is minimal. Wars include Eritrean War of Independence (1962–1991) Somali Border Wars with Ethiopia and Kenya (1964–1967); The Ogaden War (1977–1978) – Ethiopia’s war against Somalia and Somali rebels in the Ogaden desert area. The Soviet Union and Cuba were also involved on Ethiopia’s side. There was also the Somali Civil War after 1990; the Yemen-Eritrea Border Conflict (1996) and the second Eritrea-Ethiopia War (1998–2000).

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. Possible explanations include population rise – population more than doubled in the last quarter of the twentieth century, together with an inheritance from the colonial era of production for market at the expense of food supplies for the local people. Other explanations of famine are to do with drought. The most well-known crisis occurred in Ethiopia in 1984–85, when hundreds of thousands of lives were lost because of hunger. Some see the main problem governments’ poor agricultural policies and civil war. Many thousands died in neighbouring Sudan, which was also under a dictatorship that refused to acknowledge the scale of the food crisis. Famine and war are obviously connected. Post-colonial conflicts have made the Horn of Africa one of the most destabilised regions in the world. Weak central governments; historical ethnic conflicts; the presence of disputed borders and regions; the existence of armed groups; the failure of international regulation and the willingness of some countries to support a particular side; the power of military groups within states and the legacy of artificial colonial boundaries may all explain conflicts which have grown worse with the disintegration of state authority, e.g. Somalia. Ideological positions may too have exacerbated conflicts. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

Page 11	Mark Scheme	Syllabus	Paper
	Pre-U – May/June 2013	9769	04

## Section 2: West, Central and Southern Africa

### 6 Compare the nature of the disputes between Britain and the Zulus and Britain and the Boers.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The war between Britain and the Zulus was the result of a desire by the local British authorities to end the threat from a powerful Zulu Kingdom in order to create a Confederation of South Africa rather than a desire on the part of the Disraeli government to extend the empire. The previous relations had been good, but there was concern about border disputes and the violent nature of the rule of the Zulu leaders. It was also clear that the Zulus were not interested in providing a work force for the white colonies. Sir Bartle Frere engineered conflict by giving Cetshwayo, a virtual ultimatum in December 1878 to disband large forces and then taking a delay in responding as evidence on the negotiations breaking down. The war rested on the assumption of British military superiority which was dispelled at the defeat at Ishandlwana. Credit analyses of the situation after the Zulu Wars leading to the First Boer War and Gladstone's willingness to reverse the annexation of the Transvaal. The case against the Boers might centre on their treatment of the Uitlanders, the heavy taxes that Kruger put on mining industry to please his rural supporters, the control of essential dynamite, water supply and railways meant that the British were changed highly though the exploitation of the mines depended on British expertise. The denial of political rights to British settlers was a provocation. Given the insensitivity to British interests, the possibility of an anti-British alliance with Germany and the resources that Britain had put into defeating the Boers' African enemies, it could be argued that Kruger was acting in a narrow way that a great power like Britain could not accept over a protracted period. On the other side there is the overwhelming political ambition of Rhodes and the willingness to countenance illegality in the Jameson Raid and the degree of Chamberlain's knowledge and involvement. The treaties with the Boers antedated the discovery of gold and it could be seen (as it indeed was seen in much of Europe) that British motives were not so much the protection of their nationals against unfair discrimination, but to acquire resources and pursue anti-German policies. It could be seen that British actions between 1896 and 1899 were likely to bring about conflict; Chamberlain's imperial ideology could be seen as a vital factor and the reinforcement of British forces seen as provocation. The heavy commitment of British forces and the unscrupulous methods used against Boer women and children could be seen as prolonging and intensifying an unnecessary conflict. 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. Weaker answers will offer sequential or imbalanced narratives, but stronger analyses may point to common and dissimilar features – the influence of 'men on the spot'; the underlying British interests in exploiting wealth and resources; the fragmented nature of the Zulu, British and Boer colonisation and the desire to establish a firmer overall authority; the belief that superior British military resources would bring victory. Dissimilarities are the degree of support from the Imperial Government in London; the disputes about the British settlers in the Transvaal and the international aspects of the struggle. Both Kruger and Chetwayo offered strong leadership, skilled armed forces and were a potential threat to British domination. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 12</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**7 Why was there civil war in some states in sub-Saharan Africa after independence and not in others?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Sub-Saharan Africa comprises the forty-two countries on the African continent south of the Sahara and the six island nations close to it. No less than 28 Sub-Saharan African states have been at war since 1980. Political corruption, lack of respect for rule of law, human rights violations have been blamed for Civil Wars, and where these have been most pronounced, there has been more conflict. There are longer-term causes which have affected some countries more than others. The artificial boundaries created by colonial rulers as they ruled and finally left Africa had the effect of bringing together many different ethnic people within a nation that did not reflect, accommodate or provide for, the cultural and ethnic diversity. This left discontented ethnic groups. European rule often led to the colonisers forming alliances with key groups – for example in Rwanda whose power was resented by other groups and led to war after independence. There were often artificial regional boundaries established which led to resentment. Insufficient attention to ethnic boundaries and ethnic groups in the colonial era led to dangerous situations. False traditions were created and spurious tribal nationalism resulted. To counter this, post-Independence rulers often attempted single party states which seemed to override ‘tribal’ divisions. This caused opposition and a great deal of overthrowing of regimes. Where ruling groups were associated with ethnic, religious or particular socio-economic groups, there was more conflict. Where rulers either were more inclusive, or established a firm authority, there was less conflict. In some parts of Africa, slavery and/or colonial administration had almost erased cultures and community with an “education” and “civilising” programme that gave Africans only a minimal skill set that served European colonial interests. Rebuilding from decades and centuries of this has been a tough struggle. International trade and economic arrangements have done little to benefit the African people and has further exacerbated the problem. The resulting increased poverty of Sub-Saharan Africa fuelled conflict. The Cold War conflicts often meant that groups were armed by rival Cold War powers. The failure to gain international consensus had hindered the settling of wars, for example in Darfur. 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. The judgement here will be about the relative importance of different factors – the nature of colonial rule in different countries; the degree of ethnic divide or poverty; the ability of rulers to cope with diversity. No set answer is expected but better answers will exemplify effectively, if not exhaustively. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 14</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**8 How effectively did the rulers of post-independence Nigeria deal with the problems they faced?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Nigeria became independent in 1963. The major problem was the tensions between North and South. Tensions following disputed elections in 1965 led to military rule in 1966 by the ‘Young Majors’ which were in turn ousted by General Ironsi. Faced with regional conflict, he attempted to end the federal Constitution in 1966. This led to a coup by Northern army officers under General Gowon. Ethnic tensions led to the deaths of many Igbos in the North and the secession of the eastern region as the Republic of Biafra in 1967. The subsequent war claimed millions of lives between 1967 and 1970. Despite higher earnings from the rise in oil prices, the leadership could not restrain discontents and in 1975 Gowon was overthrown by General Murtala Mahomed, himself assassinated in 1976. A new Constitution emerged in 1978 and in 1979 civilian rule was restored. President Shagari was re-elected in 1983. As a large oil producer, Nigeria benefited from the rise in oil prices. However, the benefits of prosperity were not shared and the civilian regime acquired the reputation for corruption, leading to another military coup in 1983 and again in 1985 when general Babandiga announced reforms. There were two parties permitted in 1989 and local elections followed in 1991 but were cancelled. There was a presidential election in 1993. Babandiga annulled the results when he lost. Though he gave way under pressure a brief period of civilian rule was ended by the assumption of power of defence minister Sani Abacha in 1993. Opposition in 1994 brought the country to a standstill, but the government suppressed the opposition of the trade unions and suppressed military opposition. Some local elections were held in 1997 but the results were strictly controlled. Security forces repressed opposition until Abacha’s death in 1998. In 1998 his successor Abubakar restored democracy. By that time there were accusations of economic decline, an over-powerful army, a weak and ineffective administration and corruption. Though attempts were made to address these, the inherent problems of regional and communal conflicts, poverty, environmental issues and over-dependence on oil remained. 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. Analysis should deal with the problems, some of which were inherited from the boundaries established by Britain and the ethnic divides. Few will see complete success, but there might be discussion about the prevention of total disintegration of the country and finally some attempt to end military rule. However, given the windfall of oil price rises some may see a failure to use these beneficially for national development. Clearly Nigeria did not sustain federal democracy for much of this period. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 15</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 9 How important was international opposition in bringing about the end of apartheid?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Following the elections of 1948 a series of discriminatory laws was passed which amounted to an institutionalised racial segregation system; Mixed marriages were banned in 1949 as were inter-race sexual relations. Municipal amenities were segregated in 1953 and there was official employment segregation in 1956. Education was segregated in 1953 and extended in 1959 to higher education. Language was used as a racial segregation tool when Afrikaans became the language in high schools. From 1951 the Bantustan black homelands had separate administrations, leading eventually to the 1970 Black homeland Citizenship Act in which blacks were citizens of the ten homelands rather than South Africa itself. Economic discrimination was enforced by the pass laws. Thus on-going development of apartheid made it harder to resist. Until the 1960s the discrimination in the Southern States of the USA made it difficult for the USA to offer any moral condemnation and much of the legislation had its origins in colonial Britain. However from the 1960s there was more change as so many more African nations gained independence and the Civil Rights movement developed. However there was a time lag between these developments and the eventual decline of Apartheid begun in 1990 and ending in 1994. Boycotts, criticisms, sanctions and internal unrest had limited effects until the ending of the Cold War and the sense of political and economic isolation felt by the South African leadership became compelling reasons for change. 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. Apartheid endured despite international and internal opposition and a radically changing climate towards civil rights and institutional racialism, for example in the USA. Possible explanations might focus on internal difficulties faced by opposition within South Africa. Apartheid was a strongly-rooted white ideology supported by an effective National party with strong and determined leaderships bolstered by religious faith and increasing isolation. They used effective means to separate black communities, to keep educational standards low to prevent political awareness and to restrict physical movement and the establishment of an effective black labour movement. The creation of the Bantustans added another level of division within the country. The control of police and army made opposition difficult and dangerous and repression was often effective and ruthless. The Cold War meant that international divisions helped to sustain the regime – with opposition being too easily linked to communism. Though there was growing popular disapproval, there was little concerted effort between democratic governments in the West to pressure the South African regimes, while struggles against colonial rulers in Africa often left new regimes exhausted and unable or unwilling to organise a pan African effort to bring about regime change in South Africa. The success of the Civil Rights Movement in America was a result of an alliance between charismatic opposition leaders, white liberals and elements of the state itself like the presidency and the Supreme Court. This could not happen in South Africa where opposition was often divided and repressed and the state was solidly behind the apartheid philosophy. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 16</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 17</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**10 Compare the reasons for the rise of dictatorship in any two central African states after independence.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates could write about Angola, Cameroon, the Central African Republic, Chad, The Democratic Republic of Congo, Republic of Congo, Equatorial Guinea, and Gabon; Sao Tome and Principe; Rwanda and Burundi. They could consider social and economic tensions after independence; the importance of particular dictators; the influence of the army; the problems of tribalism; the support offered by other powers. 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. There should be comparison of the background to the rise to power of two dictators, the situation of their countries when they took power, the importance if any of the colonial legacy and their association with ruling elites, their personalities and the nature of their support. Sequential narratives will not score as highly as attempts to analyse and compare different causal elements. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 18</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

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

#### **11 Were Europeans or Africans more to blame for the slave trade before 1850?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. By 1750 sporadic raids had given place to regular commerce. African societies were drawn into it from the fifteenth century. The extension of slavery within the West African kingdoms and the slave trade were parallel developments. There is evidence of the opposition in Africa to slavery and the distancing from the trade by members of the West African elites. Slavery pre-dated the establishment of a European trade in African slaves in the fifteenth century. The Islamic slave trade continued because the African kingdoms did not abolish the sale of slaves which had begun in the ninth century. The Muslim slave trade declined when European powers reduced Arab domination. The so called ‘barbary pirates’ continued into the nineteenth century to deal in Christian slaves. Slavery as a means of exchange of people for goods was well established when the Portuguese began trading. They exploited Sub-Saharan slaves in the 1440s as labour for the sugar plantations of Madeira and San Tome. There was a predominance of commercial transactions between European traders and millions were sold before 1776. The number of slave owners remained relatively limited and the issue brought about a significant moral reaction with the ending of the slave trade in the early nineteenth century. This was not paralleled to any degree in Africa. The end of slavery came more as a result of European colonisation. 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. For some the trade was pioneered by the Arabs and developed by Portuguese and Italians and later other Europeans and Americans with the cooperation of African rulers. The type of criticism that it led to was not mirrored in Islamic or African states. It has been said that the uniquely Western element was the criticism of slavery, not the institution. The counter view is the sheer size of the Atlantic slave trade and the development of exclusively black slavery. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 19</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 12 Did anyone benefit from the ‘scramble for Africa’?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Prior to 1870 the pattern of European colonisation was that trading stations on the coast had been established and European powers recognised African authority, relying on treaties with indigenous rulers. By the end of the century there had been a wave of more formal colonisation. One factor was the changing European background. As Britain had the largest navy and the cheapest manufactured goods, it could afford to allow a ‘free trade’ policy in Africa. By 1870 other countries were catching up. With greater European and US manufacturing there was a need for markets – cloth, clothing, alcohol, arms and metal goods needed African markets and there was a pressure to protect those markets by more formal control than fluctuating treaties. So candidates could discuss whether this factor actually brought economic benefit to the colonisers. There was also the belief that Africa held riches – vegetable oils, ivory, gold and diamonds. So again possible benefits from the resources could be discussed. There was some infrastructure development and new transport as when the French started a railway in 1879 linking Dakar to the upper Niger to secure markets. Once the scramble began, political factors came into play as nationalistic mass electorates were impressed by ideals of Imperial expansion and an extension of Imperial missions to Africa. Thus there might have been some political benefit for the supporters of expansion. The ability of European powers to cooperate as at the Berlin Conference was also a factor. This too could be seen as a possible beneficial ‘spin off’. This cooperation based on a European power’s ability to ‘effectively occupy’ territory opened the door to conquests whose motives might be varied. Bismarck’s own acquisition of land in West, East and South Africa was more motivated by diplomatic or political factors than any belief in economic significance or civilising mission. The benefits or otherwise could be discussed. French desire for re-establishing prestige was important and Britain’s desire to protect earlier gains and maintain her position in a challenging world was important. Candidates could assess whether there were in fact any benefits in these terms. Once the process began it developed its own momentum and generated its own enthusiasts. There could be discussion about whether this had much benefit for either the mother country or the Africans. Threats from indigenous people – like the Asante in Nigeria or the Boers – could be a factor which involved bloodshed and costly war, and colonial expansionism could be said to have brought about international mistrust and tension which led to build up of arms and eventually long and costly war. 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. Better answers will consider the criteria for assessing benefit – did the European powers gain the strategic advantage they sought by blocking rivals? Did the economic benefits outweigh the military and administrative costs? Were they, like the Italians in East Africa drawn in to unsuccessful and costly attempts to develop the interior of their colonies? Did establishing of formal controls involve allying with elites and drawing up new regional boundaries which had a profoundly deleterious rather than beneficial impact on the countries so treated? Did the Scramble bring political benefits or simply make internal political situations in Europe more fraught because of costs and problems? Was there benefit to those who migrated to Africa? Was there an improvement in the infrastructure and government of the new colonies, or were they exploited, such as the people of the Congo or German South West Africa? Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 20</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 21</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### 13 How much did independence affect the status of women in Africa?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. A starting point might be to balance purely economic factors that resulted from growth after independence– urbanisation, the diversification of economic life in some areas, the development of modern communication such as the internet – against social factors such as greater contraceptive availability, education change, greater awareness of world developments etc. and political/religious change – the spread of Islam in some African states has meant that change has not necessarily meant progress towards a western model of equality; in some states political espousal of movements for greater legal rights has been a factor. The nationalist struggles may have helped women in the sense that they were active participants, but may have also put issues related to political independence to the forefront and sidelined issues relating to gender issues. Although some efforts are being made in most countries, integrating women in the development process will take a long time and involve major social and attitude change. 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. The key element is assessment – was there already enough impetus for some change in the role of women which might well have brought about significant change without political independence, or was the whole nexus of change associated with independence more significant in accelerating change. There is the chance to consider different types of change – economic, social, political. There is also the chance to consider different areas and to offer some differentiation between countries where independence had relatively limited impact on tradition and countries where independence offered much wider change. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 22</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

#### **14 Why was opposition to colonialism more effective after 1945 than before?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Before 1939 African nationalism faced confident and well-armed European Imperial power which had grown rather than contracted as a result of the First World War. In 1936 the independent African state of Ethiopia was taken by Italy, leaving only Liberia as an example of independence. Colonial administrations had a confident grip on Africa and nationalist movements were often divided, lacked substantial support, and were impeded by poor communications and a lack of a widely accepted ideology. The Second World War brought a greater awareness of political rights among educated African opinion – the Atlantic Charter was widely discussed and the democratic nature of allied war aims was influential. Africans were aware of the importance of Africa for the allied war effort; for some, wartime demand increased prosperity and confidence. The Colonial powers made more effort to win over African opinion and there were influential African-run newspapers. African troops played a leading part in liberating Ethiopia and Pan Africanism grew to some extent. By 1945 there were influential nationalist leaders like Nkrumah and Kenyatta. When it came to resistance, it was clear that nationalists could count on considerable support and sacrifice, for instance in Algeria. On the other hand, the war had considerably weakened Europe. By 1947 Britain was not in a position to combat Indian nationalism and the granting of Indian independence had a major effect on nationalism in Africa. The USA was not prepared to bolster the British Empire and Britain was overstretched as a world power. The prestige of the colonial powers had been reduced by defeats by Japan and there was considerable damage brought about by the war in economic terms to some countries. The political support for colonisation had been eroded to some extent, too. Against this, in some areas the humiliations of war had made France more determined to reassert itself and in Algeria it was arguably the strength of resistance that was the key element in prolonging the conflict. There is a wealth of material here and candidates may set well-led protests which were widely supported, as in Tanganyika against the position of the colonising power – Britain – which by 1954 had to still maintain itself as a major player in European Cold War politics and did not have the same resources as before 1939 to put into suppressing nationalism which it had acceded to in other parts of the Empire. After 1956 and the Suez debacle it also became clear that international support would not be forthcoming and that public opinion at home had changed. 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. Factors are clearly interlinked – and generalisations are difficult. The level of national awareness differed and often ethnic conflict impeded nationalism. There could be some discussion about whether European power had been weakened or African nationalism strengthened after 1945. It may be more realistic to see the position of the colonial powers having been changed by the war, by a new public opinion, by the changing trade patterns within Europe and by the new international situation. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 23</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**15 What best explains the extent of international aid to Africa in the latter half of the twentieth century.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. This is a contentious issue and generally the case that foreign aid has been disappointing is based on a series of arguments. 1. That corruption and inefficiency prevents aid from reaching those who most need it and often ends up in European bank accounts of corrupt government leaders. 2. That aid is often put into pointless and loss making projects that have little economic benefit. 3. That aid can induce dependency, reduce incentive for agricultural developments and may only reinforce changes which may have been made anyway. 4. That aid is much less effective than genuine and sustainable economic development which in practice it has not encouraged. 5. Some aid has had conditions that have benefited the donor countries and has been motivated, as in the case of China, in acquiring cheap energy and raw materials, distorting the free market which might have benefited producers. The general criticism is that the outcome from such a vast investment has been disappointing, \$500 billion between 1960 and 1997, were given to Sub-Saharan Africa. And today, the national budgets of most Sub-Saharan African countries are dependent on foreign aid for up to 80 per cent of the annual budgets. The World Bank provided \$20 billion towards African development programmes. Yet, it is argued, Africa still suffers from a poverty trap. There are often examples given in this sort of analysis. For example, Somalia's share of food imported in total volume of food consumption rose from less than 33 per cent in 1979 to over 63 per cent in 1984. This sea change ironically coincided with the period of highest food aid distribution to that country. By increasing the supply of food aid, Somalia's domestic food prices were dampened, and the prices of local food crops were prevented from rising, thus reducing the incentives for domestic food crop producers. This exacerbated Somalia's food deficit. On the other hand there is a distinction between long-term limitations and sheer short-term necessity in alleviating humanitarian crisis. Analysis and evaluation are required, not a simple narrative of actions and events. The reports of individual projects to encourage education, better water, medical care and local initiatives show a far more encouraging picture than some of the macro-economic analyses. 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. There are arguments that aid has been disappointing and counter-productive and there are examples of waste, but better answers will attempt to offer a balanced view and see that this is a long period in which political problems such as prolonged war in Eritrea has made large scale economic development difficult but has not obviated the need for immediate assistance. Better answers will engage with the concept of disappointing – making some distinction between different types of aid and different types of expectation. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 24</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**16 What were the main forces for change in African societies in the period from c.1750 to c.1850?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Some change was related to economic development. In Central and East Africa the major stimulation for economic growth was the decline of the slave trade with Europe. Internal trade could not replace the Atlantic trade and caused a rapid increase in population as young men were no longer being sent away. This led to more slave labour being used for agriculture and the development of alternative trade and enterprise. The Chokwe emerged as specialised traders in beeswax and ivory and later rubber. Long-distance trading emerged and new groups such as the Ambaquista and Ovimbundu emerged. Imports of firearms, woollens and Indian cotton were traded for copper from the Congo/Zambia, ivory and salt and captives. Professional traders like the Bisa and the Yao emerged. The prazeros, descendants of Portuguese and Afro-Portuguese traders and hunters dominated the Upper Zambezi slave and ivory trade. Thus a major upsurge in trading activity developed from the diversification and extension of trade. In West Africa there was also the development of 'legitimate commerce'. New crops from America such as maize and cassava were tried in the 1830s and a range of alternative products replaced slaves – though slaves were used in its production – gum Arabic from Senegal; groundnuts from Guinea; palm oil and gold from Asante. Dahomey had to depend on internal slave traders until the 1860s ended the demand from Cuba and the US. Palm oil developed as a major export and was in demand by the European factories as a lubricant. However diversification had little benefit for the majority of the peoples and the resulting increase of European textile imports undermined local production. In Southern Africa the pace of economic development was more limited and by 1850 both conquerors and conquered, white and black depended on small scale farming and some export of hunting products rather than a highly developed cash crop such as palm oil or long-range trade. Economic activity was more associated with the need for power as in Sotho's imports of guns and horses from the white colonists. In North Africa the prolonged war in Algeria retarded economic progress, but the reforms of Mohammed Ali in Egypt saw economic growth. His control of the Mamaluk lands and his irrigation projects brought an increase in land cultivated and the growth of cotton and wheat for export. The invasion by Egypt of the Sudan opened up trade with the Red Sea and a revival of the pilgrim trade to Mecca. British interest in developing trade led to overseas investment at the end of the period. Other change was generated by increasing contact with the West and colonisation, for example the expansion of France into North Africa, and changes related to the ending of the external slave trade. Candidates could consider population development. 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. Better answers will consider what were the 'main' changes and why these were more important. There will be some estimation of the significance of different factors such as economic development, population growth, the ending of the slave trade, the incursion of Europeans and so on. There are arguments that aid has been ineffective and there are examples of waste, but better answers will attempt to offer a balanced view and see that this is a long period in which political problems such as prolonged war in Eritrea has made large scale economic development difficult but has not obviated the need for immediate assistance. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 25</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 26</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

#### Section 4: China

### 17 How successful were attempts to reform China in the period from 1895 to 1911?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates may write about constitutional change, army reform and the growth of railways. In the aftermath of the war with Japan, there were reforming impulses in the Qing court and in 1898 the so called Hundred Day edicts offered a wide range of education, economic, administrative and cultural reforms which might have begun a transformation had they not been suppressed by conservative forces backed by Ci Xi. Pressure from a range of reforming groups led to the petition of 1907 and the 1908 constitutional reforms. Also, under pressure from foreign powers eager to see reform in China and groups within the Chinese elite. The Empress did make some changes. In 1901 there was the announcement that the best points of foreign statecraft would be studied. There were missions sent abroad to study western models of progress and constitutionalism and discussion of preparing changes similar to those instated in Japan after 1868. These included a census, financial reforms, a legal code, a formal constitution and some administrative change. A 1908 constitutional draft included suffrage, freedom of press and assembly, a National Consultative Council prior to a parliament. However the demands of reformers, many of whom were overseas, exceeded the plans of the court. An Imperial decree banning the Zhengwenshe reform movement charged the organisation with “pretending to study current affairs while secretly pursuing the provocation of unrest and harming national security.” Arrests and investigations followed. However there was a widespread petition movement for change and in 1901 the dynasty introduced provincial assemblies. This encouraged calls for a national assembly. The regime allowed a National Political Consultative Council in 1910 and the elites supported change – high ranking governors and army leaders called for a parliament and cabinet. This was announced for 1913 but there was a ban on further petitioning. The cabinet formed in May 1911 showed little awareness of the demands for change – the Han Chinese majority was not represented and it was dominated by Manchus and royal princes. As well as moves towards constitutional reform, the army was modernised after the defeat of 1895. The New Armies were the modernised Qing armies trained and equipped according to western standards. The first of the new armies was founded in 1895 with German arms. On 8 December 1895, Empress Dowager Ci Xi appointed Yuan Shikai the commander of 4,000 men that formed the basis of the New Army. Further expanded to 7,000, this new army became the most formidable of the three army groups stationed near Beijing and proven effective against the Boxers in Shandong province. The New Army was gradually expanded and upgraded in the following years, becoming the only militia that the Qing court could rely on amidst revolutionary uprisings throughout China. However, Yuan became increasingly disrespectful of the dynasty and only loyal to the party which he benefited from; his defection to Ci Xi against Guangxu Emperor was a major blow to the Hundred Days Reform. By the end of the dynasty in 1911, most provinces had established sizeable new armies; however the Yuan's army was still most powerful, comprising six groups and numbering more than 75,000 men. The defeat also led to rapid railway development. The court officers finally understood the importance of the railway transportation and promoted the development of a new railway system. However, the Qing government was forced to give permissions to foreign powers to construct railways in China as well as many privileges, such as settlement or mining along the railway. The most significant was the Japanese concessions on the South Manchurian Railway. By 1911, there were around 9,000 km of rails in China. Analysis and evaluation are required, not a simple narrative of actions and events.

<b>Page 27</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

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. The 1911 revolution may indicate failure, but there were some attempts to emulate the kind of reform introduced in Japan after 1868. The problem was that demands for more fundamental political reform outran the dynasty’s modest efforts to respond and that the best chance for fuller reforms – the so called Hundred Days – were undermined by the Empress Ci Xi. The army reforms were significant in improving the quality of the forces, but only served to support the ambitions of Yuan and many officers were instrumental in undermining the dynasty. Railways increased but also set up problems of resentment at foreign domination. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 28</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**18 ‘The overthrow of the imperial dynasty in China in 1911 was a revolution in name only.’  
Discuss.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates could analyse the nature of the 1911 Revolution. Various discontented elements existed, frustrated by the limitations of reforms but the mutiny at Wuhan was not a planned revolution but a reaction by military discontents to the threat of suppression. The revolution spread by alliances of provincial assemblies and low ranking soldiers. Sun Yat Sen hastened to China to find that the revolutionary groups had limited influence. The key to the situation was the Beiyang army and Yuan Shikai. Court and Revolutionaries disposed of possible rivals leaving Yuan in a position to force the emperor to abdicate and take power. Sun Yat Sen’s election as provisional president was meaningless in itself as Yuan held real power. Once Yuan had reached agreement with the Revolutionaries he turned on the Emperor and on 12 February 1912 Pu Yi was deposed. Yuan broke his agreement to move the capital to Nanking. The constitution established a government responsible to Yuan, but answerable to a new parliament. However there was little in the way of fundamental agrarian reform, a small electorate and political fragmentation. The Revolution had produced disappointing results – Sun Yat Sen’s fellow leader Song Jiaoren was murdered by Yuan’s men. Yuan obtained foreign loans and attacked pro-Sun Yat Sen forces in Jiangxi, created his own party and purged the rival Guominang from parliament. On 31 December 1915 he declared himself emperor. The revolution had not produced a democratic constitution or a stronger China – the Japanese presented 21 demands on 18 January 1915; foreign influence remained strong and Yuan was backed by foreign funds. Yuan renounced the throne and died in 1916. 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. The focus should be on the nature of the changes of 1911–12 and the failure of a strong revolutionary alliance to prevent military dictatorship and Imperial Restoration. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 29</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 19 Assess the achievements of the rule of the Kuomintang between 1928 and 1949.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Jiang and the Kuomintang have had a poor reputation – a dictatorial and paternalistic leader, dominated by financial cliques and his wife and her sisters, offering limited resistance to Japanese assaults in the 1930s, being preoccupied with the violent repression of communism, failing to offer China constitutional government or economic progress which extended beyond some of the cities, being over dependent on foreign capital and support. The Nationalists have been blamed for failing to offer a viable alternative to the Communists by 1949, by mistreating the peasants in occupied areas, for gross mistreatment of their conscripted soldiers, for inept leadership during the post 1945 campaigns. Efforts to rehabilitate them have pointed to the real attempts to modernise China after 1928, to Jiang’s skilful handling of dissident elements among provincial chieftains, for his understanding of the threat of Communism. However, the negative reports of the US advisers remain damning about the corruption and weaknesses of Jiang’s regime by 1949. 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. There was some attempt to modernise agriculture and a successful pilot scheme for land redistribution was established in Sichuan. Increased domestic production reduced imported staples such as rice, cotton and wheat. There was greater foreign trade and industrialisation. There were modern banking methods which invested in agrarian cooperatives and improvement. There was a railway building programme; there had been industrial development and foreign capital financed health and education improvement. The Beijing medical Union had a major teaching hospital and greater medical care for the peasants through a system of grass root ‘barefoot doctors. The balance is the corruption of the regime and the dominance of military authoritarianism and the Fascist Blue Shirt movement which undermined the ideals of the New Life Movement’. Answers might establish a balance between the genuine achievements and the lack of political awareness and the reliance on repression, foreign backing and the failure after 1945 to deal effectively with inflation or win hearts and minds. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 30</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**20 'A period of destructive experiments.' Discuss this view of Communist rule in China in the period of the Great Leap Forward and the Cultural Revolution.**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Though there are defences possible of the GLF, the consensus is that massive economic disruption brought more hardship than progress. Traditional agricultural practices were swept aside as the new communes were established from 1958. The attempt to create linked industrial centres produced only limited successes. The progress made in agricultural development was severely impeded and estimates of deaths run into millions. The half billion peasants forced into 70,000 communes were expected to go from subsistence to large scale farming without training or support. They were disorientated; failures were severely punished so the power of the state fell heavily on them and they were the victim of pseudo-scientific notions based on discredited theories. Massive famines may well have killed 30 to 50 million. The Cultural Revolution made a more fundamental attack on traditional life, though the death toll was lower. However it was a more protracted period of agony as a sort of collective hysteria gripped the country between 1966 and 1976. The victims of the Red Guard were made up of every sphere of Chinese life and culture; the country was subjected to the cult of Mao. Some 12 million young people moved from town to country, often suffering considerable hardships. There was damage done to the arts, science, education, technological progress. It has been said that China was 'a cultural wilderness' by 1976 and had fallen politically into the hands of a clique that used the iconic image of Mao for personal and highly destructive ends. Both phenomena affected huge numbers of people, retarded China's economic progress, affected China's overseas image negatively and caused physical and emotional anguish on a vast scale. 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. The key is whether the policies were considered and aimed at providing solutions to perceived problems or more reckless and speculative; and whether there were constructive achievements, even in terms of ideology and social change rather than just loss of life and economic and cultural impoverishment. No set answers are expected and better answers may empathise with the motivation and attempt a balanced judgement. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 31</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**21 To what extent was there more continuity than change in the way that China was ruled after the death of Mao Zedong?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. This has to do with the extent of economic and political change. China had lagged behind in key aspects of economic development. It still needed to maintain large defence spending and it needed, after the death of an iconic leader to maintain support and legitimacy. Comparison with the capitalist West revealed limitations and the Soviet model, so admired after 1949, was clearly by 1976 not delivering in the same way that it had in the 1930s. A new generation who had not endured the hardships of the 1930s and 1940s had higher expectations and Deng Xiaoping was committed to economic modernisation and the transformation of economic life. The cult of personality and the political instability that had been evident under Mao needed to change in order to make vital economic improvements. China did indeed achieve economic transformation, though still suffers from considerable regional differences and relies a lot on cheap labour and low-end technology. However in comparison with the Maoist period the degree of foreign trade and profits from investment and well-equipped manufacturing enterprises is considerable. The problem for Deng and his successors has been that Marxist theory indicates that with greater capitalism, there is greater chance that the economy will drive politics and undermine communist power. Rather than backtrack on the greater prosperity that has kept the party in power and finances a large military establishment and a foreign policy that extends China's influence in Asia and Africa, the CCP has restricted political freedom. The death toll at Tiananmen Square, the control of internet access, the control of media, the widespread stifling of criticism at local levels and in regions like Tibet, the maintenance of one party rule and the considerable power of police and courts to enforce obedience to the regime has meant that political change has been at a considerably slower pace than economic change. 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. There could be discussion of the role of the CCP and the Army; the degree of political liberalisation; the policy towards the regions and the scope of government social and economic control. By 1978 Deng Xiaoping was in effective control. His economic changes undermined strict Marxism by establishing households to replace collectives and by greater economic contacts with the West. Economic growth created a new middle class and there was a considerable rise in urbanisation bringing about disparities between regions, cities and countryside and richer and poorer Chinese. The power of the state however remained considerable as evidenced in the One Child Policy and the regime rested on the CCP and the PLA. Though there was a more liberal attitude to freedom of expression and the media, there was still no expansion of political life, with the CCP remaining dominant and the crushing of protest in Tiananmen Square in 1989 demonstrated the commitment to maintaining Communist rule. There have been few concessions to regional rights, for example in Tibet and political repression remained, though not on the scale of the Mao years. The style of leadership changed under Deng and his successor from 1993 to 1997 Jiang. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 32</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 33</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

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

#### **22 How effectively did Britain deal with opposition to its rule in India in the period 1857 to 1914?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The British drew lessons from the events of the 1857 Act of Parliament, in 1858 transferring the power to govern from the East India Company to the British Crown. While authority over India had previously been wielded by the directors of the Company and the Board of Control, now this power was to be exercised by a Secretary of State for India aided by a Council. The Secretary of State was a member of the British Cabinet. Under the Act, government was to be carried on as before by the Governor-General who was also given the title of Viceroy or Crown's personal representative. Thus the authority that exercised final and detailed control and direction over Indian affairs came to reside in London, thousands of miles away from India. The activities of missionaries were reduced to avoid provocation and the army was reformed to increase the relative number of British troops, with British forces in charge of key elements such as artillery. There was a conscious policy of divide and rule by mixing soldiers from different regions. The British allied with landowners – Zamindars and Taluqdars to maintain control of the countryside, reversing Dalhousie's policies. To maintain rule, there was an increase in communications – telegraph and railways and better roads. A great deal of capital investment was made not only in infrastructure but also in agriculture and industry to demonstrate the benefits of British rule and to promote prosperity. To maintain themselves the British withdrew in special areas and put considerable social distance between themselves and the Indians. Administration was improved but became more active and control was increased by zealous officials. The new order was confirmed by Disraeli's Empress of India Act of 1877. There were token attempts to share power with Indian elites such as Ripon's municipal and district government boards. Nationalism as represented by the emergence of the Congress Party was limited and provided some outlet for resentment at British rule without actually being able to challenge it. The bureaucratic grip tightened in the later nineteenth century. Proposed reforms in 1909 gave some illusion of the possibility of change while Britain's military and administrative control remained firm. 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. The establishment of a much stronger direct rule did in the short-term end the chance of the sort of unrest seen in 1857, but in the long-term the racial isolation of Britain and its failure to engage with the aspirations of its better educated and richer Indian subjects and its reliance on paternalistic administration and authoritarianism sowed the seeds of future problems. Better answers will consider the implications of the way that Britain ruled India in 1857 and assess the developing nationalist discontent. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 34</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### **23 Does Jinnah deserve to be remembered as ‘the Great Leader’?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Jinnah was a successful lawyer who was a member of the Indian National Congress and joined the Muslim League in 1913. He became its president in 1916. He opposed the policy of non-cooperation and boycotting British goods in 1920. Until the publication of Nehru Report, Jinnah continued his efforts for Hindu-Muslim unity. This was a turning point and gradually Jinnah moved away from cooperation with the Hindu nationalists to secure Indian self-government. In December 1928, the National Convention was called to consider the Report. Jinnah proposed some amendments, but they were all rejected. He finally parted ways with the Congress. In 1929 Jinnah’s Fourteen Points was a step towards a separate Muslim nation. Jinnah reorganised and developed the Muslim League and became permanent president in 1936. He sustained opposition to the period of Congress Rule after the Government of India Act and in 1940 the Lahore conference put forward a formal demand for the creation of Pakistan. After partition in 1947 he became the first Governor General. The problems caused by refugees, the lack of assets and the dispute over Kashmir, together with establishing a government for the separated parts of Pakistan were considerable. Under Jinnah a new government was established and the foundations for the country laid. He died in September 1948. 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. Discussion had hinged on whether Jinnah was determined to create a separate state which resulted in an unstable and divided new nation; or whether he aimed at unity but was pushed by Hindu nationalism to a position where he had to defend Muslim interests. There may be a discussion of his policy in sending forces to Junagadh and encouraging incursions into Jammu and Kashmir. His role in organising Muslims and in establishing the new state may be discussed. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 35</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 24 What best explains the persistent hostility between India and Pakistan after 1947?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The major reason is the Jammu and Kashmir dispute. The dispute has been a long-running one, going back to 1947. India claimed that the Maharaja of Jammu and Kashmir decided to join India; Pakistan argued that there was excessive pressure and natural justice indicates that the Muslim majority should have been given the chance to express their wishes in a referendum. Fighting broke out 1947-9 until on 1 January 1949, the UN helped enforce ceasefire between the two countries. A promised referendum has never been held and is an on-going cause of resentment in Pakistan. In 1957, the disputed State was incorporated into the Indian Union under a new Constitution. In 1965, India and Pakistan once again went to war over Kashmir. A ceasefire was established in September 1965. Indian Prime Minister Shastri and Pakistani president Ayub Khan signed the Tashkent Declaration on 1 January 1966. They resolved to try to end the dispute by peaceful means. Although Kashmir was not the cause of the 1971 war between the two countries, a limited war did occur on the Kashmir front in December 1971. Since 1989 India has faced a significant Muslim resistance movement within Kashmir from 1989 which gained support from within Pakistan. India sees terrorism and rebellion and has responded by direct rule and repression. Pakistan sees freedom fighting and unjustified acts of violence against local Muslims. To crush the Kashmiri freedom movement, India has employed various means of control, including a number of draconian laws, massive counter-insurgency operations, and other oppressive measures. A cycle of terrorism and repression has made Kashmir a very difficult problem to solve despite extensive talks. Heavy artillery and air strikes took place in the so called Kargil War of 1999 and the early twenty-first century saw continuing arms build up, dangers of war, border incidents and claim and counter-claim over violence in Kashmir. The development of Hindu nationalism and Islamic fundamentalist movements has affected relations between India and Pakistan. There have been other causes of conflict – particularly India's support for the separation of East Pakistan in 1971. Also the international situation has brought conflict – Russia's support for India and the support for Pakistan by China and the USA. The general militarisation and development of atomic weapons by both countries and India's fears that radical Islamic movements based in Pakistan could destabilise relations with its Muslim minority. Domestic changes in both countries –the destabilisation of Pakistan, particularly in its North West provinces and the rise of Hindu nationalism in India and the context of the Islamic radicalisation after the Russian invasion of Afghanistan and the Gulf Wars are significant. 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. Better answers will attempt to assess the relative importance of longer term historical factors and the bitterness resulting from partition with subsequent developments, including the arms race between the countries and the impact of foreign alignments and the build up of resentments over armed conflicts. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 36</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**25 How successfully did the rulers of Bangladesh deal with the problems their country faced after independence (1971)?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. In 1971 problems included the highest rural population density in the world, an annual population growth rate between 2.5 and 3 per cent, chronic malnutrition, and the return of 8-10 million refugees from India. The new nation had few experienced entrepreneurs, managers, administrators, engineers, or technicians. External markets for jute, the main export, had been lost; the banking and monetary system was unreliable. Millions of workers were largely illiterate, unskilled, and underemployed. Natural resources were in short supply and the country faced inflation. The war of independence had seriously damaged the infrastructure and roads were poor and public transport and railways in disrepair. Sheikh Mujibur Rahman was a popular leader and the constitution of 1972 established a strong central government based on the Awami League's principle of nationalism, secularism, socialism and democracy. The Awami League won an overwhelming victory in 1973 and had to address the damage done by the war and the severe economic problems facing Bangladesh. The problems of establishing a new country in the face of economic difficulties led to a state of emergency and a one-party system in 1974. Unrest in the army led to the assassination of the Shiekh in August 1975. An army strongman Ziaur Rahman emerged as leader and a nominally civilian government ruled under martial law administration. Economic and social reforms were attempted and in 1978 Ziaur Rahman became official president. Elections were held in 1978 and martial law ended. There were political parties, the main ones being the Awaji League and the Bangladesh Nationalist Party. However the problem of army opposition was not overcome and Ziaur was assassinated in 1981. The coup failed and Ziaur's Vice President attempted to maintain civilian democracy but was overthrown in an army coup in 1982 by General Ershad who imposed martial law. With popular support the general did liberalise political life and encourage elected local government, establishing his own National (Jatiya) party which won a national election in 1986. Martial law was lifted, but a proposal for military representation in local councils caused an opposition movement to develop with strikes and protests suppressed in a state of emergency. Islam was made the state religion in 1988. By 1990 opposition had resulted in strikes, protests and serious challenges to authority and Ershad resigned in 1990. Elections in 1991 produced a coalition between the BNP and the Islamic party and led to recreating a parliamentary system similar to that of 1972. Khaleda Zia, Ziaur Rahman's widow was prime minister between 1991 and 1996. Accusations of electoral corruption led to unrest in 1996 and the re-emergence of the Awami League under a new Prime Minister Sheikh Hasina with a government of national consensus. There were accusations that the government harassed opponents and there were opposition walk outs and widespread strikes and unrest. There was considerable violence in the run up to the elections of 2001. 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. Political life has been unstable since 1971 and there have been recurrent problems of corruption and economic underdevelopment. Bangladesh's large population and the concentration of people in Dhaka have not been effectively addressed by a political system dominated by corruption. However the situation in 1972 was extremely desperate and so the limitations have to be set against the recovery and the establishment of a new nation in the face of considerable problems. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 37</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 38</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 26 How well did Mrs Bandaranaike serve the interests of Sri Lanka?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The widow of Prime Minister Solomon Bandaranaike, Sirimavo Bandaranaike entered politics after his assassination. She won the elections of 1960 and became the first female PM in July. Her aim was to continue the policies of her husband to nationalise key industries and bring all schools under state control. She created opposition by her decision to drop English and make Sinhalese the official language, disadvantaging the Tamils. Militant Tamil nationalism emerged as a prolonged problem for Sri Lanka. In 1961 she was forced to declare a state of emergency. The socialist policy of taking over foreign businesses resulted in bad relations with the USA and Britain and led Sri Lanka to move closer to the Communist world and non-alignment when western aid was cut. She defeated a military coup in 1962 and formed a coalition with the Marxist party in 1964. An agreement with India in 1964 led to the repatriation of 300,000 Indian Tamils and the granting of Sri Lankan citizenship to 185,000 by 1981. She regained power in 1970 in another coalition with the Communists. Faced with a sudden and dangerous left wing JVP rebellion in 1971 she obtained military aid from India and Pakistan. She introduced a new constitution in 1972 and the country was re-named Sri Lanka and a Republic in its own right. Economic problems following the 1973 oil crisis brought repression at home which contrasted to the high standing she had abroad in the Non Alignment Movement. At home poor economic performance and accusations of misgovernment and political oppression tarnished her reputation. Elections were postponed from 1975 to 1977 when Mrs Bandaranaike and her coalition lost. In opposition until 1994 she was a figurehead for her daughter and died in 2000. 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. Better answers will consider the interests of post-colonial Ceylon and Sri Lanka in terms of political stability, economic growth, social change and international status and offer a judgement. There may be a distinction between the effectiveness in carrying out reforms in the first term and the increasing reliance on repression to maintain a coalition government hit by economic problems and the legacy of Nehruvian policies. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 39</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## Section 6: Japan and Korea

### 27 'The Meiji Restoration brought only superficial westernisation to Japan.' Discuss.

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. When the Meiji period ended, with the death of the emperor in 1912, Japan had adopted some key modern elements from the west. In place of the convoluted shogunate there was a central bureaucracy; there was a constitution on the German model with an elected parliament (1889); transport and communications had been improved; education reforms had reduced illiteracy and urban growth had eroded customs seen by foreigners as primitive. A navy had been built up with British advice and an army on German lines. The unequal treaties had been abolished and Japan had regained control of its legal system and trade. It had defeated China and Russia in major wars. It welcomed modern European science and technology instead of isolating itself from them as in the Shogunate period. The feudal domains were ended in 1871 and private samurai-led armies replaced by conscription and a national force. Germany was the model for the army and Britain for the navy. The national financial system was modernised by money taxes not payment in kind, again on a western model. The last conservative rebellion was defeated in 1877 and gradually western dress and manners were introduced into Japan. By comparison with China, the transformation was rapid and successful. Visitors were amazed at railways, modern cities, telegraph and the success of the Russian armed forces in 1905. In terms of creating a more modern Western society, there was greater personal freedom for ordinary people released from feudal obligations and control. Employment opportunity in government industries of sugar, glass, textiles, cement and chemicals (privatised after 1880) and in growing towns, a sign of westernisation, amounted to a considerable social revolution. Universal popular education was a major cause of change – by 1912 all children attended school for at least 6 years. However the duty to the Emperor and to the nation was inculcated. Western-style individualism did not emerge – traditional loyalties to family and the sacred homeland remained. The constitution offered restricted political rights – only 1 per cent could vote. However, western models had not been adopted in a willing way. The restoration of the Emperor was actually a return to a much older system and with it came a revival of Shintoism, replacing Buddhism as the national religion. The Emperor was a mysterious God figure, remote from subjects and speaking a special language. He was a direct descendant of the Sun Goddess and every effort was made to inculcate Emperor-worship and respect for traditional values and the special status of Japan. Though Japan had changed from being a colonial power to being a power with which other great powers allied, its wars of conquest and its uncompromising suicidal fighting methods may be seen as belonging to a former age. 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. The key concept here is the 'superficial' nature of the westernisation. The adoption of new constitutional forms did not end devotion to the Emperor; the use of technology did not necessarily end the desire to use this technology for traditional ends; the greater literacy and exposure to western culture and habits may have simply been a surface development given the persistence of older cultural attitudes. Alternatively this may have been to read too much from the era of post 1931 nationalism. The power of the Samurai was broken, modern administration and constitutionalism were introduced and Japan became more united and urbanised. It might be possible to see the origins of the developed post-1945 Japan in this period as well. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 40</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 41</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**28 Assess the view that the Japanese invasion of Manchuria was the most significant event in Japanese nationalist expansion in the period 1914 to 1941.**

Candidates should:

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 invasion of Manchuria following explosions on the South Manchurian Railway in September 1931 could be seen as a highly significant event. The Japanese had held the rights to the railway since the Russo-Japanese War and had designs on China as evidenced by the 21 demands. The discontent among Japanese officers was shown by the actions of the Kwantung Army. Manchuria was rich in resources which the Japanese, in the grip of depression and its farmers suffering low prices for food and raw materials needed. The failure of Japan to restrain its forces and the failure to accept judgement by the League of Nations could be a turning point towards the greater militarisation of Japan and the full scale war with China that emerged by 1937. The sudden assaults on Chinese territory, the taking advantage of divisions in its enemies and the distraction of the world by economic crisis seem to point the way to a ‘dark valley’ of nationalist expansion culminating in the attack on Pearl Harbour and the Western colonies in late 1941-2. However, some may see the collapse of the dynasty and the divisions in China and the Japanese reaction to them as more significant. The anger at the Treaty of Versailles and the disappointments about Shantung and the failure to retain gains in Russia may be more significant; or the effects of the Depression; or the Marco Polo Bridge incident and the invasion of China or the fatal decision to reject the ‘Strike North’ strategy and instead go for the ‘Strike South’ attacks on the western colonies after the defeats by the USSR at Nomonham may be alternatives.

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. The Manchurian incident which was the first Japanese armed expedition since the invasion of Siberia and the isolation that it produced will probably be seen as the most significant incident but better answers will contextualise it by looking at the wider period and discuss some alternatives. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 42</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**29 Was the Japanese Greater East Asia Co-Prosperity Sphere anything more than a means of exploiting conquered territory?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The idea of the Zone was to create a self-sufficient economic zone including Japan, China, Manchuria and South East Asia. It was a reaction to the problems brought about by the Depression and an attempt to free Japan from the dependence on world market fluctuations. It depended on puppet governments and economic control from Japan. It was formally announced in 1940 and associated with promotion of anti-colonialism and Asian nationalism. The Japanese imposed political control over the conquered areas of SE Asia and there was little reciprocal benefit for the peoples in the new Japanese empire. There were plans to create a Greater Malaya and the extension of control into Russia and India. The level of repression varied within Asia, but there was limited cooperation economically and the planned integration of the economies and societies of East Asia with Japan did not emerge. As the war went on, Japan took increasing amounts from its vassal states and allies. 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. The judgement may well be, given the increasing level of violence and repression in many of the territories within the Zone that this was merely a cover for militarism. However there were ideas of Asian nationalism and Japan did effect some alliances with anti-imperialist groups with a vision of ending European domination. Some distinction might be made between the treatment of Chinese populations as in Singapore and areas where there was more cooperation such as in the former Dutch colonies and in Thailand and the links with dissident Indian nationalists. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 43</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### 30 What best explains the decline of Japanese military nationalism after 1945?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The intense nationalism, fuelled by the revival of Shintoism and the military prestige of having defeated China in 1895 together with a determination to reverse the moral decline associated with the humiliating incursions of the West after 1852 gave way after 1945 to a new Japan, relinquishing overseas conquest, abandoning the official concept of a divine Emperor, accepting US occupation and alliance and taking on the technology and consumerism of the West. The drastic nature of the defeat and the awareness that the USA could not be overcome by sacrifice and bravery alone is the key. The high level of destruction of the divine homeland was a salutary experience and the failure to prevent the surrender and occupation made many nationalist ideals redundant. The Cold War meant there was a need for US support and that involved accepting social and political change. A new generation saw the benefits of western-based prosperity. The depression of the 1920s and 1930s had led to nationalist agitation; the prosperity and rebuilding of the post-1945 period encouraged greater stability and less extreme nationalist ambitions and sentiments. 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. Judgement may be that external threats – the nuclear power of the USA and the dangers from a revived China gave Japan little option but to renounce the fervid nationalism of the 1930s. The events of the war are important, though Japan's armed forces were not entirely crushed, its air force and navy were and the limited ability of Japan to compete against the USA was clearly demonstrated. The Emperor's status, crucial to pre-war nationalism had been changed. Better answers will draw some distinctions between changes which came about as a result of developments in Japan – the changing society, the developing economy, the growth of democracy and those factors which came externally – the nuclear power of the superpowers, the threat from China and the USSR and the need for integration in a growing system of world trade. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 44</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### 31 Why has Korea remained divided since 1945?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. With the defeat of Japan, the USA and the USSR agreed on a division of Korea, annexed by the Japanese in 1910 along the 38<sup>th</sup> parallel but the agreement (as expressed in 1943) was for a united country. However, free elections did not emerge and the USSR developed North Korea as a client state. The US refused to recognise the predominantly left wing provisional government established in September 1945 and backed Syngman Rhee. Until 1948 there was an armed struggle in the South until Rhee established control and was the first president of a separate South Korea. The Russians established a Soviet Civil Authority and allowed an independence movement. In 1946 land reforms began under Kim il Sung who headed a provisional government and large numbers fled south. North Korea instituted Soviet style economic change which established a division with the South. In 1948 Soviet troops left North Korea and a formal Republic of North Korea was established. A UN resolution was passed calling for free elections in 1947 but was not implemented by the USSR. A conference to unite the country failed in 1948. The Korean War of 1950 ended in an armistice which was never developed into a formal peace treaty. A demilitarised zone separated two sides each backed by powerful allies. The Geneva Conference failed to unite North and South and separate political, social and economic development confirmed the separation. Border incidents kept hostility alive and prevented unification. The character of the regimes, favouring authoritarian governments dependent on external threats as a means of reinforcing authority also maintained the division. 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. The balance should be between internal factors and the way that the regimes developed in different and mutually antagonistic ways and the pressures of external events, particularly the rise of Communist China and the development of the arms race and the Cold War which made ‘retreat’ by either side difficult. Both sides gave armed assistance to their states and both states used foreign support and the threat of war to cement internal controls and perpetuate division. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 45</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## Section 7: South East Asia

### 32 Which country ruled its colonies in South East Asia better: France or the Netherlands?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Following interventions to assist missionaries, France was drawn to establishing control over Northern Vietnam after a war with China 1884-5. In 1887 Annam, Tonkin, Cambodia and Cochin China were amalgamated to form French Indo China and Laos was added. The French established formal protectorates, leaving local rulers as figureheads. Rebellions were vigorously suppressed in Vietnam and there was expansion into Laos after a war with Siam in 1893. The French expanded further at Siam's expense in 1907. A major mutiny by Vietnamese soldiers was suppressed in 1930. Japan dominated Vietnam from 1941 but France was determined to restore control but was defeated in 1954 at Dien Bien Phu. The lands of the Dutch East India Company established in the seventeenth century came under government control in 1800, so Dutch rule was more established in SE Asia than that of the French. After losing control to both France and to Britain, Dutch control was re-established in 1816. Control expanded in the nineteenth century but like the French rule in Indochina, there was resistance. In the early twentieth century there was imposition of direct rule far more, though some areas were controlled by treaties with local leaders needing Dutch protection. The local wealth was exploited for the benefit of Dutch industries, but the Dutch introduced a range of new crops. In order to finance the wars, the Dutch introduced forced cultivation with local farmers forced to produce fixed amounts as a tax in kind from 1830. Exporting food and converting land to cash export crops brought about shortages among peasants in the 1840s and reforms were made from the 1870s, but the exploitation of land for valuable produce did lead to hardship, particularly as population rose. The fall in prices from the 1880s added to hardships. Against this the Dutch did improve the infrastructure with roads, railways, irrigation, harbours and water supply. The expansion of the Dutch power did eliminate slavery, cannibalism and widow burning in the islands and bring the different islands into closer contact with each other. From 1901 an Ethical colonial policy was adopted to improve health and education and to give more employment by industrial development. There was more literacy, though total figures remained low. A technical high school was set up in the 1920s. The Dutch remained at the head of the social system but did allow small native elite to emerge out of which a nationalist movement grew. From 1918 there was some native participation in government, which was centralised, and generally efficient, using Dutch law and administrative codes. 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. Candidates could compare the economic exploitation of resources, probably more developed in the Netherlands Indies and the application of direct rule; the establishment of educational and social opportunities; the degree of repression and discontent and the attempts to repress nationalism before and after the Second World War. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 46</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### **33 What best explains the Communist victories in Vietnam in the period 1945 to 1975?**

Candidates should:

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 does require consideration of the defeat of the French as well as the withdrawal of the USA. Candidates may consider the nature of the terrain; the motivation of the Communists and their willingness to accept heavy losses; the strategy of the French is certainly a factor and as well as individual military decisions, the impact of domestic opinion could be discussed in terms of the American withdrawal together with the costs and the loss of belief in the possibility of ultimate victory.

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. Better answers will deal with the whole period and offer some distinction between the French and US experience and also offer a balance between the strength and determination of the Communists and the limitations of the French and Americans. A sense of judgement between factors rather than a list of possible explanations will discriminate between candidates who are offering explanations and those who are addressing the question fully. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 47</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### **34 Why was military rule so prevalent in Burma after independence?**

Candidates should:

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. Burma was given independence in 1947. The first president Thankin Nu handed power to the military in 1958 after civil unrest. Attempts to restore stability in 1960 by concessions to different regional groups failed and General Ne Win took power again, declaring military rule. A rebellion by former leader Nu was suppressed. The military rulers agreed to elections after demonstrations in 1988 but declared them invalid when the opposition won a majority. Attempts to end military rule were ineffective despite the wide following and international renown of Ang San Suu Kyi.

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. The inherited problems of regional differences and communist unrest were compounded by the violent events at the start of independent Burma with the assassination of Ang San. The failure of civilian politicians to contain unrest and the ambitions of the army, especially the powerful Ne Win could be explored. The ability of the military to isolate Burma and the failure of foreign powers to assert pressure for much of the period might be considered. The emergence of a widespread pro-democracy movement did not occur until 1988 and then unyielding military opposition was too much for it. Ang San Suu Kyi has been an outstanding leader but opposition has lacked the means to combat military power and overcome obstacles and the reasons might be set against the power of the military. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 48</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### 35 What best explains the failure of Communism in Malaysia?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The Communist threat in Malaya came mainly from the Chinese-dominated and inspired Malayan Communist Party whose insurgency began in 1948. They had the prestige and experience of fighting against the Japanese. The British countered guerrilla warfare by moving villagers into new Villages, the Briggs Plan, and isolating them from the rebels. In 1949 British and Malay forces adopted an intensive campaign. The British strategy was to unite Malay groups with a different religious and racial profile to the Communist insurgents; to promote social and economic reforms and to promise independence. They also worked with anti-Communist Chinese in the Malay Chinese Association. An anti-Communist front was established by 1955 politically with alliance with Abdul Rahman which formed a stable multi-ethnic coalition to present a credible alternative. Military strength and a policy of cutting off food to guerrilla areas proved effective. By 1954, the communist high command in Malaya had moved to Sumatra. After the Malay Federation became an independent state in the British Commonwealth (1957), the war petered out; increasing numbers of terrorists surrendered (a government amnesty was offered to them in 1955, and many accepted it). The campaign ended in 1960. 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. Different factors here include military campaigning and strategy and the political initiatives which led to self-governing and cooperation with elites in the different ethnic groups. The failure of the Communists to engage different groups and the conflict between the Muslim allegiance of the Malays and the Communists might also be considered. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 49</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**36 How successfully did the rulers of Indonesia deal with internal problems after independence?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. In 1950 Sukarno became president of a unitary Republic of Indonesia. The main problem a part from the scars of years of struggle against the Dutch were the divisions in the different regions and religious and political divisions. The other islands feared Javanese domination. There was the need to meet problems of poverty and economic damage and bringing the new Republic to a higher level of social and educational development. There were problems of regional rebellion and political instability with weak coalition governments – 17 between 1949 and 1958. In Indonesia's constitutional period, the Communists could campaign and gained strong support in the 1955 elections. Sukarno's solution to political instability was Guided Democracy which involved some cooperation with the Communists, the Islamic groups and the army, announced in 1957 together with local discussion at village level. The 1950 constitution was replaced by a more authoritarian one in 1959 with a non-elected government and one party – Sukarno's National Front. Sukarno pursued nationalist and anti-western policies and agreement with the USSR in 1960. A clash with the Netherlands occurred over Western New Guinea which Indonesia successfully took in 1963. There were also confrontations with Malaysia and incursions into Borneo. The resultant loss of western aid led to severe economic problems by the 1960s with limited exports, high inflation, poverty and low production. The Communist party had increased in size and influence and tensions arose between the left and the army ending in an attempted coup in September 1965. The army regained control and blamed the Communists. The New Order brought a violent purge of Communists under General Suharto, who took over power formally in 1967. Western investment increased and there was some economic recovery. West Iranian (Dutch New Guinea) was formally taken over in 1969. East Timor feared Indonesian domination and declared independence in 1975 leading to Indonesian annexation after an armed invasion. The Suharto regime pursued repressive policies against opposition. Another controversial policy was the moving of landless people from Java to less populous areas – seen by those areas as attempts to dominate them. Political unrest occurred in Jakarta in 1996 but pro-democracy supporters were suppressed. Economic problems following the financial crisis of 1997 weakened the regime. An austerity programme was unpopular and in May 1998 riots and unrest forced Suharto to resign. 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. The Dutch legacy of grouping disparate elements in a colonial confederation bequeathed problems and the rulers did maintain the existence of Indonesia as a state and added to its territories – but at the cost of exacerbating separatism and relying more and more on military power and repression. The independent state faced considerable economic problems which were only partially addressed. The shift away from parliamentary democracy led to a dictatorship which ultimately failed to keep disparate elements together. The army relied on nationalism and brutal repression of the left under Suharto which did win some aid and support from the USA in the Cold War period. However, corruption and economic mismanagement were revealed by the East Asia financial crisis. Candidates should see a balance between some successes and some failures and the answer should be focused on problems rather than a narrative. Attempts to deal with historiography and of differing historical interpretations may well enhance responses but are not required.

AO3 – [Not applicable to Outlines]

<b>Page 50</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

AO4 – write in a coherent, structured and effective way. The writing should show a sense of both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 51</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

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

#### 37 Can the rule of the East India Company be convincingly defended?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. After the defeat of the Mughals at Baksar in 1764, the Company ruled behind a facade of princes and nawabs, keeping the power to trade freely and collect enormous revenues. Clive himself reported on the anarchy and corruption this brought. The famine after the failure of the rains in 1769 took millions of lives in Bengal, with merchants exploiting the shortages and the company doing little. Scandals and criticism at home led to the company making some reforms and Warren Hastings brought about financial reform, reducing the powers of the nawab of Bengal. A regulating act brought Bombay and Madras under the company. Hastings brought his enemies in the company and India under control. He used English mercenaries to support an Indian ally in Oudh. The power of the Marathas was contained, but the costs of wars was considerable and Hastings was driven to extort large sums from Oudh and Banaras and in 1784 the India Act gave the British government more control, though the Company officially ran India until 1858. Cornwallis reduced corruption but made a permanent engagement with the zamindars in 1793, transforming Indian concepts of landowning. The new permanent class of landowners had a devastating effect on traditional practice. Increasingly in bad years a new class of absentee landowners emerged as the zamindars sold up or mortgaged their property. New Hindu owners replaced the traditional Mughal gentry. The land was exploited more productively as the taxes were a fixed amount, not a percentage and this gave an incentive to cultivate marginal lands. Population grew. Cornwallis Europeanised the upper ranks of the civil service and army. Cornwallis expanded territory and introduced a new Code imposing strict standards on administration, law and revenue collection. Courts were in British control and the Collector combined police and judicial duties. His successor Wellesley has been seen as a new Mughal, bringing military power to bear on Indian opposition. Subsequent British rule was successful in eliminating princely warfare and endemic pilfering; peasants faced not a lower but a fairer and more regulated tax system in areas taken from the Mahartas after their defeat in 1818. Success brought missionary activity into India and also more education after an Act of 1813 insisted that the company set aside money for this. Bentinck (1828–35) brought utilitarian reform opposing suttee and thugi, but challenging cultural practices. The Charter Act of 1833 brought reforms and slavery was ended in 1843. However Indian cloth manufactured was restricted for the benefit of British exports. Between 1813 and 1833 millions of Indians were thrown out of work by the demise of the vast home-spun native cotton industry. Continued expansion was costly as in the Sikh Wars but a major period of reform came with Lord Dalhousie (1848–56). In order to bring about modernisation, the Indian princes lost their security and the doctrine of lapse threatened complete direct British rule. Dalhousie thought railways, postage and telegraph would be the key to civilisation. However there was limited understanding of sensibilities, particularly of the sepoys and with laws allowing Hindu widows to remarry and native converts to Christianity to acquire property, undermining religion and caste. 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. The greed of the earlier part of Company rule may find few defenders and the autocratic expansionism does not appear attractive. The debate is likely to be about the benefits of a fairer administration, the suppression of banditry and arbitrary tax collection, the provision of a modern infrastructure, the spread of education and legal uniformity. Against this, the economic effects of company rule on native industry; the cultural and racial discrimination; the lack of sensitivity to religion and culture and the limited opportunities for Indians to rise in company service. Another possible defence is the company's contribution to Britain and its ability to extend British rule and

<b>Page 52</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

British markets. The unrest of 1857 will cast doubts on the Company and the increasing regulation, culminating in 1858, suggests these were shared by British governments. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 53</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**38 Do European strengths or Chinese weaknesses better explain European exploitation of China in the nineteenth century?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. The Chinese weaknesses may be seen in terms of industrial and technological stagnation as a result of the isolation of China from western development. Candidates might consider misjudgements in dealing with western powers and the failure to make effective trading arrangements. The Chinese regime was limited in military and organisation terms, particularly in naval developments and could not mobilise its population against the relatively small forces of the west which were nevertheless highly effective. The internal divisions which were acute at the time of the extended Taiping rebellion might be considered. Against this the more developed industrial economies of the west had allowed considerable military superiority. The lessons of the successes of the Opium Wars were learnt in the west more than they were in China which did not adopt the rapid modernisation effected by Meiji Japan. 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. The question does call for a judgement, though analyses might see the relation between Chinese vulnerability and the ability of a well-armed and more economically advanced Europe to exploit these. Some distinction might be made between earlier clashes in which European military superiority was clearly important and later penetration which shows the failure of the dynasty to respond effectively to ongoing European influence. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 54</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

### 39 How strong has the relationship between Australasia and Asia been since 1945?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Australia opened independent missions in Japan and China in 1940-41 and the war showed that the security of Australia was closely linked to developments in Asia. After the war there was a policy of ensuring regional stability and economic development, though emigration policy continued to favour white migration. The Colombo Plan and the trade agreements between Japan and Australia were examples of Australia's awareness of the need for cooperation. The war had shown the limited extent that Australia could rely on Britain for defence and prompted a reconsideration of her Asia policy. Australia's closer connections with US Asia policy should be considered, for example in Vietnam. Economic relations were clearly important with the alignment Britain to Europe. East Asia was taking 50 per cent of Australian exports by the end of the period and the growing prosperity of the Pacific Rim was a major development affecting relations. The 1990s saw important developments such as the Australian-Indonesian Development Area; trade agreements with Malaysia; security talks with China and annual summit talks with Japan. In the late twentieth century, following the Asian financial crisis of 1997, there was Australian aid to Indonesia, Thailand, Korea and the Philippines. 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. The changes since 1945 in Australia's relations with Britain and the USA and the development of Asia economically should be analysed. The amount of economic independence in Asia may have weakened the relationship economically; there may be limited Australian influence on some key issues like human rights; the development of ASEAN might have reduced Australian influence. However, growing immigration, an end to 'white Australia', more regional defence talks and a stronger commitment in Australia to being a part of discussion and dialogue with Asia may be considered. Attempts to deal with historiography and of differing historical interpretations 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 55</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**40 How successful has the Association of South East Asian Nations (ASEAN) been in promoting economic prosperity and political unity in South East Asia?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. ASEAN was created in 1967 following the Association of South East Asia of 1961 by the Philippines, Malaysia, Thailand, Singapore and Indonesia. The Bangkok Declaration was intended to promote regional economic and political cooperation. Brunei, Vietnam, Laos, Burma and Cambodia joined between 1984 and 1999. The principles of ASEAN were non-interference in the affairs of members, settlement of disputes by peaceful means, and effective communication. There was no armed struggle between members and there were talks on many aspects of economic cooperation. There has been greater free trade and links with strong regional powers like China and India. The countries have discussed social issues such as labour conditions and health. There has also been education cooperation and interchange. There is an extensive network of ministerial conferences and committees. There is also a secretariat. 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. Supporters of ASEAN suggest that having a body representing quite diverse interests and establishing structures, opening dialogues and holding meetings has helped to maintain peace and offered an alternative to excessive influence by superpowers such as China or the USA. There has been a flourishing of economic activity in the region and the technological contacts, trade agreements and stability has promoted economic growth. Others point out that it has been more a discussion-based organisation than one which has been able to wield much political influence or real progress economically. It was not possible to establish a free trade area similar to the EC for the period to 2000; the diplomatic influence of ASEAN has been limited and it has not done anything to further the cause of human rights or democracy because of its rigid insistence on non-interference in member states, for instance Burma. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 56</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

**41 What have been the most important obstacles to the progress of women in Asia since 1945?**

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates might consider economic factors – where modernisation has been patchy and women have been confined to low paid or predominantly rural occupation. In some parts of Asia, the restrictions by a revival of religious fundamentalism might be considered, for example in Afghanistan. Educational limitations in some areas might be seen as an obstacle and there were some political developments that could be considered, for example general political repression and the influence of male-dominated military rule, as in Burma. Social factors such as caste in India might be considered. 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. Better answers will attempt to compare the obstacles and use a range of exemplification. No set answer is expected here and candidates may support their judgements and exemplifications from a variety of material. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.

<b>Page 57</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Pre-U – May/June 2013</b>	<b>9769</b>	<b>04</b>

## 42 How significant was the economic impact of the Cold War on South East Asia?

Candidates should:

AO1 – present a response to the question which displays accurate and relevant historical knowledge. Candidates may focus on Vietnam, Cambodia and Laos where the ‘proxy war’ had considerable economic impact in terms of damage and disruption. However, the region as a whole was affected, for example the determination of the British to defend Malaya and the short term disruptions of the emergency set against the longer term effects of independence and federation. Similarly concerns about the Cold War affected the decisions to bring about self-government for Singapore and there were relations with the Philippines and also the conflicts in Indonesia and their economic aspects. 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. Though war did bring about economic dislocation and disruption, nevertheless it might be possible to see it affecting economic development and change in the longer term, for example in the establishment of a united Vietnam and a federated Malaya. No set answer is expected and exemplification may be drawn from a range of countries. Attempts to deal with historiography and of differing historical interpretations 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 both 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. However the cumulative effect of substantial problems in this area will inevitably influence judgements concerning the overall clarity and effectiveness of the presentation.