

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

GCE Advanced Subsidiary and Advanced Level

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**MARK SCHEME for the November 2004 question paper**

**9697 HISTORY**

**9697/02      Paper 2 (Southeast Asia: From Colonies to Nations,  
1870-1980), maximum mark 100**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

- CIE will not enter into discussion or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the November 2004 question papers for most IGCSE and GCE Advanced Level syllabuses.

**Grade thresholds** taken for Syllabus 9697 (History) in the November 2004 examination.

|             | maximum mark available | minimum mark required for grade: |    |    |
|-------------|------------------------|----------------------------------|----|----|
|             |                        | A                                | B  | E  |
| Component 2 | 100                    | 73                               | 67 | 44 |

The thresholds (minimum marks) for Grades C and D are normally set by dividing the mark range between the B and the E thresholds into three. For example, if the difference between the B and the E threshold is 24 marks, the C threshold is set 8 marks below the B threshold and the D threshold is set another 8 marks down. If dividing the interval by three results in a fraction of a mark, then the threshold is normally rounded down.

November 2004

**GCE AS/A LEVEL**

MARK SCHEME

MAXIMUM MARK: 100

SYLLABUS/COMPONENT: 9697/02

HISTORY

Paper 2 (Southeast Asia: From Colonials to Nations, 1870-1980)

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### Source-Based Questions

- 1**
- Level 1** Writes about the hypothesis but no use of sources. **(1 - 5 marks)**
- Level 2** Uses the information from the sources to challenge or support the hypothesis. **(6 - 8 marks)**  
E.g. Source A and B agree and Sources C, D, E disagree.
- Level 3** Uses the information from the sources to support and challenge the hypothesis. **(9 - 13 marks)**  
E.g. Uses all the sources in a balanced answer but with no evaluation of the sources.
- Level 4** By interpreting/evaluating the sources in context, finds evidence to challenge or support the hypothesis. **(14 - 16 marks)**
- Level 5** By interpreting the sources in context, finds evidence to challenge and support the hypothesis. **(17 - 21 marks)**
- Level 6** As Level 5 plus either (a) explains why evidence to challenge or support is better/preferred, or (b) reconciles/explains problems in evidence to show that neither challenge nor support is to be preferred. **(22 - 25 marks)**

### Essay Questions

- 2** This question asks the candidates to examine how far traditional forms of political authority survived the impact of European colonisation in Southeast Asia up to 1941?

Candidates should examine at least two countries and examine the different European approaches.

- E.g. 1** Malaya and the introduction of direct rule.
- E.g. 2** Burma where the traditional elites were replaced by direct rule.
- E.g. 3** Thailand where Europeans became more invasive.
- E.g. 4** Indonesia where indirect rule was largely maintained.
- E.g.5** Vietnam had oppressive direct rule by French.

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- 3 This question allows candidates to examine the economic penetration of the region by Western nations up to the Japanese occupation. I would expect candidates to have had cognizance of the following:
- (i) The development of cash crop economies in Southeast Asian dependencies.
  - (ii) The growth of capital enterprise.
  - (iii) The penetration into the region of large Western companies.
  - (iv) The effects (economic and social) of the linking of the economies of Southeast Asia to the world economy, especially the impact of downturns (Wall Street Crash in particular).
  - (v) The drain of wealth from the region.
  - (vi) Some knowledge of the benefits accruing to the Western nations from their economic exploitation of the region.
  - (vii) Some knowledge of the products which were developed and exploited by Western capital.
  - (viii) The move from subsistence agriculture to the cash economy.
- 4 The answers to this question should be able to define and account for the growth of plural societies in Southeast Asia. The following should be included:
- (i) The role of immigration in the construction of plural societies.
  - (ii) The role of migration in the same.
  - (iii) The role of economic development.
  - (iv) The role of colonial notions of race.
  - (v) The creation of plural societies as a function of colonisation.
  - (vi) The creation of plural societies as a function of capitalism.

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- 5 This question allows candidates to examine the interaction between nationalism and colonialism from the end of the First World War to the start of the Japanese occupation of Southeast Asia. Candidates should make reference to the following:
- (i) The impact of the First World War on the growth of nationalism.
  - (ii) The economic impact of colonial rule on Southeast Asia.
  - (iii) Religious opposition to the colonial presence.
  - (iv) The causes and consequences of anti-colonial rebellions in Southeast Asia.
  - (v) Co-operation between nationalists and the colonial power.
  - (vi) An awareness of differences in the degree of anti-colonial feeling among the states of Southeast Asia (Burma and Vietnam much more anti-colonial than Malaya, for instance).
  - (vii) Co-operation between different anti-colonial nationalist groups.
  - (viii) The extension of external anti-colonial ideologies (for instance communism) to Southeast Asia.
- 6 This question requires candidates to examine the impact of the Japanese occupation especially on imperialism and nationalism. Among the elements candidates should address are:
- (i) The stimulation given to nationalism by the Japanese.
  - (ii) The decline in the reputation of Western imperialism as a result of defeat at the hands of the Japanese.
  - (iii) The ideological pressure to which imperialism was subjected during the war years.
  - (iv) The damage inflicted on the colonial state by the Japanese.
  - (v) The impact of Japanese ideology and propaganda such as 'Asia for the Asians'.
- 7 This question allows candidates to examine and assess the different paths pursued by the states of Southeast Asia since the end of the Second World War. They should investigate the factors which have led the military to assume power (the prestige of the army, the physical power of armed forces, the battle between right and left in post-colonial Southeast Asia, the role of army in anti-colonial wars, external intervention driven by the Cold War, the failure of democratic and/or constitutional forms of government). Candidates should also explain why certain states have not succumbed to military rule, or an over-weening military influence (the survival of post-colonial constitutions, the creation of multi-party systems, bargaining between different interest groups, survival of traditional forms of authority).

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- 8 Candidates should examine attempts at economic self-sufficiency, and their success decades after the Second World War. Import substitution, nationalisation of industry, protectionism, and financial incentivisation schemes for local economic activities need to be juxtaposed against the continuing dependency of Southeast Asian economies on the external economic environment (globalisation, the influence of Western capital, and the enduring strength not simply of Western economies, but also that of Japan after 1945).

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## GENERIC MARK BANDS FOR ESSAY QUESTIONS

Examiners should note the changes in the mark bands from those used in previous examinations. These changes will make it neither easier nor more difficult for candidates to reach a particular grade boundary but should facilitate decisions about grade boundaries by widening the range of marks awarded to each grade. Examiners can note the grade boundaries given below.

Examiners will assess *which* Level of Response best reflects most of the answer. An answer will not be required to demonstrate all of the descriptions in a particular Level to qualify for a Mark Band. In bands of 3 marks, examiners will normally award the middle mark, moderating it up or down according to the particular qualities of the answer. In bands of 2 marks, Examiners should award the lower mark if an answer just deserves the band and the higher mark if the answer clearly deserves the

| Band | Marks   | Levels of Response   |
|------|---------|--|
| 1    | 21 - 25 | The approach will be consistently analytical or explanatory rather than descriptive or narrative. Essays will be fully relevant. The argument will be structured coherently and supported by very appropriate factual material ideas. The writing will be accurate. At the lower end of the band, there may be some weaker sections but the overall quality will show that the candidate is in control of the argument. The best answers must be awarded 25 marks.                       |
| 2    | 18 - 20 | Essays will be focused clearly on the demands of the question but there will be some unevenness. The approach will be mostly analytical or explanatory rather than descriptive or narrative. The answer will be mostly relevant. Most of the argument will be structured coherently and supported by largely accurate factual material. The impression will be that that a good solid answer has been provided.  |
| 3    | 16 - 17 | Essays will reflect a clear understanding of the question and a fair attempt to provide an argument and factual knowledge to answer it. The approach will contain analysis or explanation but there may be some heavily descriptive or narrative passages. The answer will be largely relevant. Essays will achieve a genuine argument but may lack balance and depth in factual knowledge. Most of the answer will be structured satisfactorily but some parts may lack full coherence. |
| 4    | 14 - 15 | Essays will indicate attempts to argue relevantly although often implicitly. The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. The structure of the argument could be organised more effectively.   |



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- 5      11 - 13      Essays will offer some appropriate elements but there will be an attempt generally to link factual material to the requirements of the question. The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. The structure will show weaknesses and the treatment of topics within the answer will be unbalanced.
- 6      8 - 10      Essays will not be properly focused on the requirements of the question. There may be many unsupported assertions and commentaries which lack sufficient factual support. The argument may be of limited relevance to the topic and there may be confusion about the implications of the question.
- 7      0 - 7      Essays will be characterised by significant irrelevance or arguments which do not begin to make significant points. The answers may be largely fragmentary and incoherent. Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answers usually make at least a few valid points.

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