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MARK SCHEME

Maximum Mark: 100

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1	Economic and Social Developments: Coal and Cutch Industries	
1(a)	<p>Name <u>three</u> ‘countries around the world’ to which Brunei exported cutch.</p> <p>Britain, USA, China, Japan.</p> <p>3 × 1 = 3 marks</p>	3
1(b)	<p>Why was the cutch industry ‘an important feature of Brunei’s economy’?</p> <ul style="list-style-type: none"> • Extensive mangrove vegetation – easily obtained along Brunei River • Used in fishing industry (strengthen nets, dyeing sails) – and tanning industry (dyeing leather) • Major source of employment – c.850 employed in 1915 • Indirectly created other jobs – Bruneians employed by shipping companies to transport cutch. <p>2 × 2 = 4 marks</p>	4
1(c)	<p>How was coal ‘transported overseas by a number of different routes’?</p> <ul style="list-style-type: none"> • Transported by steamers – from Muara to Labuan and Singapore • Sarawak Government’s steamers – shipped coal to Manila, Saigon • Norwegian, British ships purchased coal from Brunei – also Japanese navy ships. <p>2 × 2 = 4 marks</p>	4
1(d)	<p>Describe how ‘the success of the Muara mine led to great changes in Muara Town’.</p> <ul style="list-style-type: none"> • Employment opportunities for local people – 250 employed in Muara by 1908 • Population increased – 1447 people by 1911 • Muara developed to become self-sufficient town – shops opened, roads built • Police force formed by Charles Brooke – to maintain law and order • Postal services started – Muara produced its own stamps. <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
1(e)	<p>Explain why ‘the cutch industry declined in the 1920s’.</p> <ul style="list-style-type: none">• Insufficient supply of barks – wasteful felling due to poor control of logging• Increased costs – due to barks obtained from outside Brunei (e.g., Sabah)• Labour shortage – other industries (fishing, rubber, oil) expanding in 1920s/30s paid higher wages and were more attractive• Shipping difficulties – Sarawak Government steamer from Muara to Labuan stopped in 1920s; lack of alternatives• Production restrictions – Brunei government imposed restrictions on cutch output during First World War• Coal earned more revenue 1921 – rubber exports worth more than cutch 1923• Great Depression – led to accumulation of cutch stocks. <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
2	Diplomatic Rivalry	
2(a)	<p>Name <u>three</u> areas taken from Brunei in the nineteenth century by James Brooke.</p> <p>Tanjung Datu to Samarahan River, Bintulu, Batang Lupar, Rajang. $3 \times 1 = 3$ marks</p>	3
2(b)	<p>Why did the British renew their interest in North Borneo in the early nineteenth century?</p> <ul style="list-style-type: none"> To obtain raw materials / expand trade Britain wished to protect trade route – founding of Singapore 1819 and formation of Straits Settlement 1826 led to increased trade with China via north Borneo Anglo-Dutch Treaty 1824 – Borneo not explicitly mentioned so Britain felt free to intervene. <p>$2 \times 2 = 4$ marks</p>	4
2(c)	<p>Why did the British persuade Sultan Omar Ali Saifuddin II to sign the Treaty of Friendship and Commerce in 1847?</p> <ul style="list-style-type: none"> British not satisfied with Treaty of Labuan (1846) – feared Sultan would seek help from other countries British wanted to keep Brunei under their control – for trade and territorial expansion Concerned about US interest in Brunei – USA had made Treaty with Sultan of Sulu, 1842. <p>$2 \times 2 = 4$ marks</p>	4
2(d)	<p>Describe how Brunei and Britain reacted to American interest in Brunei during the 1840s and 50s.</p> <ul style="list-style-type: none"> 1845 USA wanted trade treaty with Brunei (for coal) – Sultan not interested, believing he could rely on British for protection 1850 USA proposed US-Brunei Treaty of Friendship – Sultan accepted; now wanted to counter British influence 1850 Treaty opposed to terms of 1847 Treaty but British did not object – Americans only interested in trade, not territory. <p>$3 \times 2 = 6$ marks</p>	6

Question	Answer	Marks
2(e)	<p>Explain how the British settled Spanish and Dutch objections to British control over North Borneo.</p> <p><i>Dutch</i></p> <ul style="list-style-type: none"> • Dutch objected to BNBC presence in north Borneo – over-ruled by British • 1912: agreement reached – defined respective boundaries in Borneo <p><i>Spanish</i></p> <ul style="list-style-type: none"> • Parts of north Borneo belonged to Sulu kingdom – under Spanish rule since 1878 • Spanish sent warships to Sandakan harbour – British Resident (WB Pryor) refused to give in and Spanish withdrew • 1885 Spanish government accepted British presence – Britain recognised Spanish sovereignty over Sulu. <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
3	The 1959 Constitution	
3(a)	<p>Name the <u>three</u> British officials who met with Sultan Omar Ali Saifuddien III to discuss the 1959 Constitution.</p> <p>Sir Anthony Abell, Sir Alan Lennox-Boyd, Sir Robert Scott.</p> <p>3 × 1 = 3 marks</p>	3
3(b)	<p>How was Brunei ruled before the 1959 Constitution?</p> <ul style="list-style-type: none"> • Brunei ruled by State Council (re-established 1946) – Sultan as head • Council was law-making body – but all important decisions made by British Resident • Other members: Wazirs, Manteris, senior government officials. <p>2 × 2 = 4 marks</p>	4
3(c)	<p>Why did Sultan Omar Ali Saifuddien III set up the Tujuh Serangkai?</p> <ul style="list-style-type: none"> • To find out views of people regarding a Constitution – report back to Sultan • To visit Federation of Malaya (January 1954) – to study their constitution in operation • To attend meeting (May 1954) to consider report – and advise the Sultan on drafting the Constitution • To establish District Councils – to form more democratic basis for government. <p>2 × 2 = 4 marks</p>	4
3(d)	<p>Describe the powers that the 1959 Constitution gave to the Sultan.</p> <ul style="list-style-type: none"> • Supreme executive authority in Brunei – President of Executive Council and Privy Council • Power to appoint members to Advisory Committee – had right to reject Advisory Council's decisions • Had right to appoint Speakers – to Legislative and State Religious Councils • Could declare State of Emergency – if Brunei threatened by external aggression or internal disturbances. <p>3 × 2 = 6 marks</p>	6
3(e)	<p>Explain the significance of the 1959 Constitution to Brunei's political development.</p> <ul style="list-style-type: none"> • Brunei now fully responsible for internal administration – step towards full independence (achieved 1984) • Post of Resident abolished – end of Residential System • British government now only responsible for defence – and foreign affairs • Malay language and Islam embodied in Constitution – strengthened national identity. <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
4	The Founding of Singapore	
4(a)	<p>Apart from Singapore, name <u>three</u> places in the Malay Archipelago which Raffles suggested as possible British bases.</p> <p>Semangka Bay, Padang, Palembang, Rhio, Carimon Islands.</p> <p>3 × 1 = 3 marks</p>	3
4(b)	<p>Why did Raffles choose Singapore as a British settlement in 1819?</p> <ul style="list-style-type: none"> Physical features – broad sandy bay, good harbour, wide river Location – to protect trade route to China, and proximity to East Indies Strategic importance – challenge Dutch trade monopoly/control over Straits of Malacca and Sunda Straits Opportunity – no evidence of Dutch flag; thus not already under Dutch control. <p>2 × 2 = 4 marks</p>	4
4(c)	<p>How did Raffles get the Sultan of Johore to agree to the Treaty of 6 February 1819?</p> <ul style="list-style-type: none"> 1818 Sultan Abdul Rahman of Johore had signed treaty with Dutch – unlikely to accept British settlement of Singapore Raffles smuggled Tengku Long into Singapore – proclaimed him rightful Sultan instead of SAR. <p>2 × 2 = 4 marks</p>	4
4(d)	<p>Describe the trading terms of the Treaty of 6 February 1819.</p> <ul style="list-style-type: none"> East India Company to have sole right to build factory on Singapore island – in return for annual payments to Sultan and to Temenggong Duties collected from native ships using Singapore – half to go to Sultan and Temenggong. East India Company not to interfere in internal politics of Sultan – but agreed to support Sultan and Temenggong East India Company to administer Singapore – and pay costs of running port. <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
4(e)	<p>Explain how Raffles organised the administration of Singapore after 1822.</p> <ul style="list-style-type: none">• Set up Town Planning Committee – designated areas for different races / activities• South bank – for Malays, Indians, Chinese and commercial development• North bank – for Europeans and government buildings• Drew up provisional legal code – Charter of Justice issued 1827• Based on English law but special provision for native customs (religion, marriage)• 12 magistrates appointed from principal British members – assisted by headman from each Asian community• Regulations for land registry – police force established. <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
5	Political developments 1948–1957	
5(a)	<p>Name the <u>three</u> political parties which did <u>not</u> win any seats in the 1955 Elections in Malaya.</p> <ul style="list-style-type: none"> • Party Negara • People's Progressive Party • Labour Party. <p style="text-align: right;">3 × 1 = 3 marks</p>	3
5(b)	<p>What were the citizenship qualifications set out for <i>all</i> groups of citizens in the Federation Agreement, 1948?</p> <ul style="list-style-type: none"> • All citizens to have adequate knowledge of Malay or English – promise to reside permanently in the Federation • To be of good character – and swear oath of allegiance to Federation. <p style="text-align: right;">2 × 2 = 4 marks</p>	4
5(c)	<p>What was the Member System, 1951?</p> <ul style="list-style-type: none"> • Britain wanted to prepare Malays for self-government • Appointed six members to Executive Council – 3 Malays, 1 European, 1 Chinese, 1 Ceylonese • Each Member placed in charge of one government department – Education; Agriculture & Forestry; Health; Works and Housing; Home Affairs; Lands, Mines & Communications • Important step towards independence – six members gained valuable government experience. <p style="text-align: right;">2 × 2 = 4 marks</p>	4
5(d)	<p>Describe how the United Malays National Organisation (UMNO) developed in the period from 1946 to 1955.</p> <ul style="list-style-type: none"> • Formed 1946 to oppose Malayan Union proposals – first pan-Malay party • 1948: worked with British to set up Federation of Malaya – then aimed to achieve full independence • 1951: Data Onn wanted to allow non-Malays to join UMNO – UMNO refused so Data Onn resigned and formed IMP • 1952: UMNO formed alliance with MCA – to prevent IMP success in local elections • UMNO-MCA Alliance won 9 out of 12 seats – both parties formed nationwide alliance to fight elections • 1955: Alliance joined by MIC – now represented 3 major racial groups • Landslide victory in 1955 general election – UMNO-MCA-MIC Alliance won 51 out of 52 seats. <p style="text-align: right;">3 × 2 = 6 marks</p>	6

Question	Answer	Marks
5(e)	<p>Explain how Malaya moved towards full independence after the 1955 Elections.</p> <ul style="list-style-type: none">• After election success Alliance wanted full independence – still under British rule• High Commissioner could veto bills – senior posts in Executive Council still held by British• Merdeka Mission 1955 – Tunku Abdul Rahman flew to London and British agreed to grant independence• Reid Commission drew up draft constitution – Alliance unhappy because of dual citizenship and Islam was not given official status• TAR led another delegation to London – led to Merdeka Constitution• 31 Aug 1957 – TAR proclaimed independence in Kuala Lumpur. <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
6	Indonesia: The Japanese Occupation	
6(a)	<p>Name <u>three</u> places in Indonesia where Japanese troops landed in January 1942.</p> <p>Bali, Sumatra, Celebes.</p> <p>3 × 1 = 3 marks</p>	3
6(b)	<p>Why did the Dutch Commander-in-Chief in Java surrender to the Japanese in March 1942?</p> <ul style="list-style-type: none"> Holland occupied by Germans – unable to send help 8000 British/US troops in Java no match against Japanese – thus commander surrendered to avoid annihilation. <p>2 × 2 = 4 marks</p>	4
6(c)	<p>How did some Indonesians benefit as a result of the imprisonment of Dutch and Eurasians?</p> <ul style="list-style-type: none"> Many were administrators – government posts now available to Indonesians Gained experience of administration – eventually valuable in move towards independence. <p>2 × 2 = 4 marks</p>	4
6(d)	<p>Explain why Japanese occupation was harmful to the people of Indonesia.</p> <ul style="list-style-type: none"> Harsh regime imposed – Indonesian flag / anthem banned Workers had to wear name tags – bow to Japanese soldiers All languages but Japanese banned – however, could not be enforced Exploitation of resources – oil, rubber, rice, scrap metal Conscripted over 250 000 men for work in jungles of Burma and Malaya – many never returned Widespread unemployment – resulting in poverty and starvation. <p>3 × 2 = 6 marks</p>	6
6(e)	<p>Describe how Indonesian nationalism grew stronger under Japanese rule.</p> <ul style="list-style-type: none"> Japanese wished to encourage anti-Western feelings – released nationalist leaders (Sukarno, Hatta, Sjahrir) Sukarno and Hatta promised to work with Japanese – but continued to collaborate with underground resistance Japanese set up PUTERA 1943 – campaigned for self-government Set up PETA, volunteer army trained by Japanese – provided military experience used in 1945 War of Independence Attempts to set up MASJUMI to oppose Western Christian nations – strengthened Islamic identity Angkatan Muda, aimed to supervise young Indonesian intellectuals – provided a forum where they could develop nationalist ideas. <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
7	Thailand: The Reign of Mongkut (1851–1868)	
7(a)	<p>Name <u>three</u> products Siam exported after the Bowring Treaty of 1855.</p> <p>Rice, rubber, teak, tin.</p> <p style="text-align: right;">3 × 1 = 3 marks</p>	3
7(b)	<p>How was transport developed during Mongkut's reign?</p> <ul style="list-style-type: none"> • Roads – in areas of timber / rice products • Canals – e.g., Bangkok to Chao Phraya • Shipbuilding – to transport Siamese goods as trade grew. <p style="text-align: right;">2 × 2 = 4 marks</p>	4
7(c)	<p>What did Mongkut do to be closer to the Siamese people?</p> <ul style="list-style-type: none"> • Left the palace – travelled amongst his people more widely than previous rulers • Subjects allowed to look at him – rather than having to face the ground. <p style="text-align: right;">2 × 2 = 4 marks</p>	4
7(d)	<p>Describe how Mongkut used westerners to help modernise Siam.</p> <p><i>Education:</i></p> <ul style="list-style-type: none"> • Employed English governess, Anna Leonowens – taught his children • Allowed missionaries to teach Siamese – and to print translations (even when critical of king) <p><i>Administration:</i></p> <ul style="list-style-type: none"> • Italian – in charge of military cadet school • Dane – in charge of provincial police force • Closest advisor – Belgian, Rolin-Jacquemins • Many French and English administrators. <p style="text-align: right;">3 × 2 = 6 marks</p>	6

Question	Answer	Marks
7(e)	<p>Explain why relations between Siam and France changed in the period from 1858 to 1867.</p> <ul style="list-style-type: none"> • Initial friendship: French missionaries allowed in Siam – but relations gradually grew worse • French resented apparently preferential treatment given to British in trade • Siam increasingly suspicious – worried by French exploration of Vietnam • French expansion into Cambodia – captured Tourane 1858 • French expansion into Vietnam – captured Saigon 1858 • 1863: forced King Norodom of Cambodia to sign Treaty – acknowledged French protectorate over Cambodia • 1865: Mongkut reluctantly signed treaty – transferred overlordship of Cambodia to France • French wanted more concessions – Mongkut negotiated new treaty • 1867: Siam accepted French protectorate over Cambodia – gave up claims to Cambodia. <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
8	The Philippines: The American Occupation	
8(a)	<p>Name <u>three</u> departments set up in the Philippines by William Taft.</p> <p>Agriculture, Water & Forests, Public Health, Supreme Court.</p> <p>3 × 1 = 3 marks</p>	3
8(b)	<p>Why did the USA remain in the Philippines after the Spanish surrendered in 1898?</p> <ul style="list-style-type: none"> • Wanted to expand trade in western Pacific – Manila ideal naval base • Trade with China – Philippines suitable location • Decline of Spanish power – fear of other European powers (especially Germany) taking control • Belief that USA had duty to spread its values – bring modernisation to Philippines • Continued fighting by revolutionaries – proved to USA that Philippines not yet ready for self-government. <p>2 × 2 = 4 marks</p>	4
8(c)	<p>What changes did William Taft make to education in the Philippines?</p> <ul style="list-style-type: none"> • US soldiers and wives – helped teaching in primary schools • Soon joined by 600 teachers – recruited in USA • Aim was to educate ‘for duties of citizenship’ – to prepare for independence • Also to extend use of English – eventually to become national language. <p>2 × 2 = 4 marks</p>	4
8(d)	<p>Describe the terms of the Philippine Organic Act, 1902.</p> <ul style="list-style-type: none"> • Proposed creation of two-tier legislature – Upper House and Lower House • Upper House to consist of Taft Commission – plus four Filipino members • Lower House to have 80 members – to be elected • Thus census of Philippines to be held – to draw up electoral roll for 1908 elections. <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
8(e)	<p>Explain how political parties developed in the Philippines in the period from 1901 to 1907.</p> <ul style="list-style-type: none">• Intention to hold elections (Philippine Organic Act) stimulated formation of political parties• Sedition Law 1901 discouraged nationalist parties – offence to write or speak about independence• Liberal Party formed 1902 first wanted self-rule under US protection – became Independence Party and changed aim to full independence; thus banned• Democratic Party also in favour of independence – also banned• Ban on independence parties lifted 1906 – Nationalist Party grew in importance• Supported by other parties in 1907 election – won vast majority of seats• Federalist/Progressive Party did not support independence – but very little support from Filipinos. <p>4 × 2 = 8 marks</p>	8