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Cambridge Ordinary Level

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**HISTORY (BRUNEI)**

**2171/02**

Paper 2

**October/November 2018**

MARK SCHEME

Maximum Mark: 100

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**Published**

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.

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This document consists of **18** printed pages.

**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
<b>Increased Western Interest in Brunei</b>		
1(a)	<p><b>Which three groups of chiefs did the Sultan call ‘to a meeting to sign the Oath of Amanat’?</b></p> <p>Wazirs, Manteris, holders of Tulin rights</p> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
1(b)	<p><b>What ‘problems facing Brunei’ was the Oath meant to solve?</b></p> <ul style="list-style-type: none"> <li>• Shrinking kingdom, loss of lands</li> <li>• Possibility of extinction</li> <li>• Expansionist policies of Westerners, Chas Brooke, BNBC</li> <li>• Brunei chiefs had ceded / leased lands (e.g., Pengiran Anak Hashim)</li> <li>• Chiefs promised to cease land concessions in Oath.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
1(c)	<p><b>Why did Sir Frederick Weld and Sultan Hashim agree ‘to meet in 1887 to discuss Brunei’s future’?</b></p> <ul style="list-style-type: none"> <li>• British sent Weld to discuss Brunei’s future security</li> <li>• Sultan had appealed for help, following Treacher’s proposal for a Resident</li> <li>• British Colonial Office had proposed partition of Brunei, between Sarawak and BNBC</li> <li>• British wished to protect position in East – concern over French and German interest in Borneo.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
1(d)	<p><b>Describe how the Protectorate Agreement of 1888 ‘was intended to help Brunei’.</b></p> <ul style="list-style-type: none"> <li>• Britain took control over Brunei’s external affairs – Brunei protected from attack</li> <li>• Brunei became Protectorate – but was still recognised as independent</li> <li>• Sultan Hashim still sovereign ruler – complete authority over internal affairs</li> <li>• Dynastic succession guaranteed – succession disputes to be settled by British government.</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
1(e)	<p><b>Explain why Sultan Hashim felt the Protectorate Agreement was ‘a great disappointment’.</b></p> <ul style="list-style-type: none"><li>• Believed it would prevent loss of territory – but British aim was to prevent intervention by other foreign nations</li><li>• Did not prevent loss of Limbang – seized by Charles Brooke, 1890</li><li>• Did not secure return of Limbang – Britain ignored protests and declared ‘matter closed’ in 1895</li><li>• Loss of Limbang major economic blow (sago) – geographical damage</li><li>• British revived proposal for partition – only avoided by financial problems of BNBC</li><li>• Brooke and British Consul attempted to persuade Sultan – to cede entire country to Sarawak.</li></ul> <p style="text-align: right;"><b>4 × 2 = 8 marks</b></p>	<b>8</b>

Question	Answer	Marks
<b>Brunei's Traditional Social and Economic Structure</b>		
2(a)	<p><b>List three titles given to Manteri Berchiri.</b></p> <ul style="list-style-type: none"> <li>• Pehin</li> <li>• Pehin Orang Kaya Di-Gadong</li> <li>• Pehin Jawatan Dalam</li> <li>• Pehin Orang Kaya Shahbandar</li> </ul> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
2(b)	<p><b>How did the Manteri Pendalaman fit into Brunei's traditional social structure?</b></p> <ul style="list-style-type: none"> <li>• Title reserved for tribal chiefs</li> <li>• Ruled over natives (Hamba)</li> <li>• Given titles of 'Orang Kaya' and 'Dato', to ensure loyalty to Sultan.</li> <li>• Provided link to Sultan and Royal Family</li> <li>• Only means of access for Hamba to Royal Family.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
2(c)	<p><b>Who were the Cheterias?</b></p> <ul style="list-style-type: none"> <li>• Brunei nobles / aristocrats</li> <li>• Usually closely related to Sultan (Royal Family)</li> <li>• Cheteria also included Manteri Berchiri, officials appointed from outside Royal Family</li> <li>• Social status of Cheteria always higher than that of Manteri Berchiri</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
2(d)	<p><b>Describe the contribution of the Hamba to Brunei's economy.</b></p> <ul style="list-style-type: none"> <li>• Produced / gathered forest goods – e.g., rattan, camphor, candlewax, cinnamon, cloves, sago</li> <li>• Transported goods to river mouths – there sold to Malay merchants for trade</li> <li>• Performed duties for feudal masters – paid personal taxes</li> <li>• Paid special tributes (e.g., Bungkar Sauh tax) – plus contributory taxes to royal events.</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
2(e)	<p><b>Explain how the rivers of Brunei provided wealth for the Sultan and the Royal Family.</b></p> <p><i>General</i></p> <ul style="list-style-type: none"> <li>• Rivers used as communication routes – most Borneo natives lived along rivers, so high income from tolls paid to holders of land rights</li> <li>• River mouths became trading centres – duties were source of revenue</li> </ul> <p><i>Kerajaan Rivers</i></p> <ul style="list-style-type: none"> <li>• Belonged to Sultan – provided living necessities (food, clothing)</li> <li>• Provided skilled labour and scholars – goldsmiths, iron-mongers, weavers, religious scholars.</li> </ul> <p><i>Kuripan Rivers</i></p> <ul style="list-style-type: none"> <li>• Under authority of Wazirs – compelled to contribute payments to Sultan</li> <li>• Sultan entitled to additional tributes and taxes – when visiting kuripan</li> </ul> <p><i>Tulin Rivers</i></p> <ul style="list-style-type: none"> <li>• Source of income only if directly owned by Sultan – otherwise, owner not required to pay tax.</li> </ul> <p style="text-align: right;"><b>4 × 2 = 8 marks</b></p>	<b>8</b>

Question	Answer	Marks
<b>The Reign of Sultan Omar Ali Saifuddien III: Social and Economic Progress</b>		
3(a)	<p><b>List three main aims of the First National Development Plan.</b></p> <ul style="list-style-type: none"> <li>To bring Brunei out of its lowly status in SE Asia</li> <li>To modernise Brunei in the framework of an Islamic Monarchy</li> <li>To improve peoples' living standards</li> <li>To develop non-oil and gas industries (diversify).</li> </ul> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
3(b)	<p><b>How was the First National Development Plan put into operation?</b></p> <ul style="list-style-type: none"> <li>Launched 1953</li> <li>For a five-year period</li> <li>Bevington (Colonial Office, Fiji) appointed to carry out Plan</li> <li>Budget of \$100 million</li> <li>Provided by State Council.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
3(c)	<p><b>How did transport change as a result of the First National Development Plan?</b></p> <ul style="list-style-type: none"> <li>Two bridges built in Tutong District</li> <li>Facilitated new road from Belait District to Brunei Town, opened December 1958</li> <li>Construction work started on airfield in Berakas, 1953</li> <li>Airport opened 1959</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
3(d)	<p><b>Describe how Brunei met the need for more teachers in the 1950s.</b></p> <ul style="list-style-type: none"> <li>Increase in pupil numbers – Sultan OAS III approved plan for Brunei to establish own teacher-training facilities</li> <li>Brunei Teacher-Training Centre (BTTC) set up 1956 – initial enrolment of 14</li> <li>Increased intake of 20 in 1957 – students from Brunei Town, Belait and Tutong</li> <li>More English-medium teachers needed – students still sent to colleges in Malaya, Sabah and Sarawak</li> <li>Agreement made with Malay government for up to 15 places per year at KBTC – 11 students admitted 1958</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
3(e)	<p><b>Explain the attempts to diversify Brunei's economy in the First National Development Plan.</b></p> <ul style="list-style-type: none"><li>• Plans to set up aluminium industry/cement manufacture/fertilisers – plans did not materialise</li><li>• Drainage/irrigation survey to improve agriculture (Lumpas and Mulaut areas) – abandoned due to lack of funds</li><li>• Replant rubber trees – abandoned due to fall in price of rubber (oversupply after Korean War)</li><li>• Fishing mechanisation improved quality and quantity of catch – but industry too small to be significant to economy.</li></ul> <p style="text-align: right;"><b>4 × 2 = 8 marks</b></p>	<b>8</b>



Question	Answer	Marks
<b>British Intervention in the Malay Peninsula</b>		
4(a)	<p><b>Name three Malay states in the nineteenth century.</b></p> <p>Selangor, Perak, Negri Sembilan, Pahang, Kedah, Perlis, Kelantan, Trengganu, Johore</p> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
4(b)	<p><b>Why did the British government follow a policy of non-intervention in Malayan affairs before the 1870s?</b></p> <ul style="list-style-type: none"> <li>• EIC concerned with profits</li> <li>• Wanted to protect trade so did not get involved in local disputes</li> <li>• End of EIC monopoly 1834 led to increased competition and lower profits – necessary to avoid increased expense if involved in local issues</li> <li>• EIC more concerned with establishing position in India – War of Independence required greater political control in India.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
4(c)	<p><b>How did political events in Britain after 1870 lead to the end of non-intervention?</b></p> <ul style="list-style-type: none"> <li>• Appointment 1870 of new Secretary of State for Colonies (Lord Kimberley)</li> <li>• Believed Britain should spread benefits of civilisation</li> <li>• Sir Andrew Clarke appointed Governor of Straits Settlements 1873</li> <li>• Was instructed to consider appointment of British officers to 'reside' in any of states</li> <li>• Clarke's response brought British into direct involvement in Malayan affairs</li> <li>• Led to introduction of British 'Residents'</li> <li>• 1873 Conservatives replaced Liberals in government</li> <li>• New PM Disraeli advocated 'Forward Policy'.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
4(d)	<p><b>Describe the problems in Perak in 1873 that led to British intervention.</b></p> <ul style="list-style-type: none"> <li>• Succession disputes – Raja Yusof, Raja Ismail, Raja Abdullah</li> <li>• Larut Wars (three between 1861 and 1872) – fought by Chinese secret societies, Hai San and Ghee Hin</li> <li>• Convergence of succession disputes and Larut Wars – Raja Abdullah allied with Ghee Hin</li> <li>• Thus, chaotic situation in Perak – local chiefs and triad leaders requested British help to restore order.</li> <li>• Letter from Raja Abdullah to Sir Andrew Clarke – asking for 'a man of sufficient abilities ...to show us a good system of government'</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
4(e)	<p><b>Explain how the British established the Residential System in Perak in 1874.</b></p> <ul style="list-style-type: none"><li>• Swettenham invited Malay leaders to meeting on Pangkor Island – resulted in Pangkor Engagement</li><li>• Clarke chose Raja Abdullah as Sultan – ‘man of considerable talent’</li><li>• Raja Abdullah to provide residence for British Resident – to be consulted on all matters except Muslim religion or customs</li><li>• Resident to oversee collection and control of all revenue – Malay chiefs given pensions instead</li><li>• Beginning of Residential System in Malaya – indirect British rule</li></ul> <p><b>4 × 2 = 8 marks</b></p>	<b>8</b>

Question	Answer	Marks
<b>The Rise of Nationalism and the Malayan Union, 1946</b>		
5(a)	<p><b>Name three groups which supported Malay nationalism.</b></p> <ul style="list-style-type: none"> <li>• Kesatuan Melaya Muda (KMM)</li> <li>• Pembela Tanah Ayer (PETA)</li> <li>• Kesatuan Rakyat Indonesia Semenanjung (KRIS)</li> <li>• Kaum Muda.</li> </ul> <p style="text-align: right;"><b>3 × 1 = 3 marks</b></p>	<b>3</b>
5(b)	<p><b>Why did most Malays accept British rule at the start of the twentieth century?</b></p> <ul style="list-style-type: none"> <li>• Reverence for Sultans – allowed control of religious affairs</li> <li>• Sultans' role still marked by ceremony which gave appearance of status and power</li> <li>• Prosperity and employment so Malays generally content with British control</li> <li>• Sultans expected personal loyalty to themselves so did not encourage nationalism.</li> </ul> <p style="text-align: right;"><b>4 × 1 = 4 marks</b></p>	<b>4</b>
5(c)	<p><b>What were the main aims of Malay nationalist groups?</b></p> <ul style="list-style-type: none"> <li>• Opposition to non-Islamic foreign influence</li> <li>• Favoured union with Indonesia</li> <li>• To gain independence from Britain</li> <li>• By means of revolution.</li> </ul> <p style="text-align: right;"><b>4 × 1 = 4 marks</b></p>	<b>4</b>
5(d)	<p><b>Describe how the Second World War helped the growth of nationalism in Malaya.</b></p> <ul style="list-style-type: none"> <li>• Japanese preached Asian unity – encouraged colonies to drive out Europeans</li> <li>• 'Asia for Asians' slogan and 'Triple A' movement</li> <li>• British surrender – destroyed perception/myth of white superiority</li> <li>• Malays given administrative posts under Japanese – encouraged political awareness</li> <li>• MCP / MPAJA played major part in driving out Japanese – did not want return to British rule</li> <li>• Atlantic Charter 1941 promised self-government for European nations – colonies believed should also be true for Asia.</li> </ul> <p style="text-align: right;"><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
5(e)	<p><b>Explain why Malays opposed the British proposals for the Malayan Union in 1946.</b></p> <p><i>Negotiations</i></p> <ul style="list-style-type: none"> <li>• High handed approach – no consultation with Malay people</li> <li>• Speed of proposals – introduced October 1945, MU proclaimed April 1946</li> <li>• No time for Sultans to discuss – or meet with State Councils</li> <li>• Sultans bullied – threatened with removal for collaboration with Japanese</li> </ul> <p><i>Proposals</i></p> <ul style="list-style-type: none"> <li>• Opposed widening of citizenship to non-Malays – feared they would be outnumbered by Chinese</li> <li>• Upper class Malays were influential civil servants – concerned by competition from non-Malays when granted citizenship</li> <li>• Power to be centralised in Kuala Lumpur – British Governor in full control</li> <li>• Sultans and State Councils just figureheads – Laws to be passed by Central Legislative Council.</li> </ul> <p style="text-align: right;"><b>4 × 2 = 8 marks</b></p>	<b>8</b>

Question	Answer	Marks
<b>Indonesia: The Culture System</b>		
6(a)	<p><b>Name three new export crops introduced in Java under the Culture System.</b></p> <p>Cinnamon, cochineal, coffee, cotton, indigo, mulberry, pepper, quinine, rice, silk, sugar, tea.</p> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
6(b)	<p><b>Why did King William of Holland send Van den Bosch to Java in 1830?</b></p> <ul style="list-style-type: none"> <li>Invited Van den Bosch to be Governor General</li> <li>Dutch financial problems in East Indies – competition from Singapore, fall in coffee prices</li> <li>Van den Bosch success in restoring derelict estate in Batavia</li> <li>His report showed how Dutch East Indies could be profitable.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
6(c)	<p><b>What did the Dutch gain from the Culture System up to the 1840s?</b></p> <ul style="list-style-type: none"> <li>1831 Java's budget balanced</li> <li>Wiped out huge deficit</li> <li>Value of exports from Java rose – 58 million guilders by 1840</li> <li>Paid for administration of East Indies</li> <li>Also funded building of railways and fortifications in Holland.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
6(d)	<p><b>Describe how the Culture System changed in practice from the original proposals.</b></p> <ul style="list-style-type: none"> <li>Maximum of one-fifth of land to be used for export crops – increased to one-third or one-half</li> <li>Dutch promised land rent not to be charged on land used for export crops – failed to keep promise</li> <li>No more than 66 days per year to be spent on export crops – coffee required 90 days' work.</li> <li>Surplus crops could be kept for personal profit – but compulsory to sell to Dutch government at low fixed price, 1833</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
6(e)	<p><b>Explain the benefits that the Culture System brought to Java.</b></p> <ul style="list-style-type: none"><li>• East Indies became prosperous – cultivators wealthy enough to hire labourers</li><li>• Java population rose from 6 million to 9 million – increased import of cotton goods showed greater prosperity among Javanese</li><li>• Culture system never took up more than one-twentieth of land – affected less than a quarter of the population</li><li>• Uneven impact, applied sympathetically in places – thus, cannot make generalised criticism.</li></ul> <p><b>4 × 2 = 8 marks</b></p>	<b>8</b>

Question	Answer	Marks
<b>Thailand: The Reign of King Prajadhipok and the 1932 Revolution</b>		
7(a)	<p><b>Name the three main leaders of the People's Party in the 1932 Revolution.</b></p> <p>Pridi, Pibul, Pahon</p> <p style="text-align: right;"><b>3 × 1 = 3 marks</b></p>	<b>3</b>
7(b)	<p><b>How did Prajadhipok try to cut government spending?</b></p> <ul style="list-style-type: none"> <li>• Reduced number of royal pages from 3000 to 300</li> <li>• Cut Royal Household spending</li> <li>• Reduced number of pensioners on Civil List</li> <li>• Reduced size of Wild Tiger Corps</li> <li>• Also cut salaries.</li> </ul> <p style="text-align: right;"><b>4 × 1 = 4 marks</b></p>	<b>4</b>
7(c)	<p><b>What changes did Prajadhipok make to the way Siam was governed before 1932?</b></p> <ul style="list-style-type: none"> <li>• Revived Chulalongkorn's Cabinet</li> <li>• Set up Supreme Council to advise him</li> <li>• 1927: set up Privy Council of 40 members</li> <li>• To obtain advice from wider section of Siamese society.</li> </ul> <p style="text-align: right;"><b>4 × 1 = 4 marks</b></p>	<b>4</b>
7(d)	<p><b>Explain the causes of the 1932 Revolution.</b></p> <ul style="list-style-type: none"> <li>• Prajadhipok favoured introduction of constitutional monarchy – but continually opposed by Supreme Council</li> <li>• Cuts caused widespread resentment – offended the military whose support he needed</li> <li>• Educated students (wanted less autocratic rule) looked for careers in military or administration – cuts reduced employment prospects</li> <li>• Army objected to powers given to princes – wanted more influence in running country.</li> </ul> <p style="text-align: right;"><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
7(e)	<p><b>Describe how the king's powers were limited by the December 1932 Constitution.</b></p> <ul style="list-style-type: none"><li>• King could dissolve Assembly without Cabinet approval – but had to call election in three months</li><li>• King could veto legislation – but had to withdraw veto if Assembly passed legislation a second time</li><li>• King could issue emergency decrees – but had to be countersigned by relevant minister</li><li>• King could appoint half of Assembly – but elections to be held every four years to elect other half</li><li>• Cabinet ministers chosen jointly by King and Assembly – ministers responsible to Assembly, not King.</li></ul> <p><b>4 × 2 = 8 marks</b></p>	<b>8</b>



Question	Answer	Marks
<b>Philippines: The End of Spanish Rule</b>		
8(a)	<p><b>Name three leaders of the rebellion against Spain after the death of Rizal in 1896.</b></p> <p>Bonifacio, Aguinaldo, General Makabulo</p> <p><b>3 × 1 = 3 marks</b></p>	<b>3</b>
8(b)	<p><b>Why did both the Filipino rebels and the Spanish agree to the Pact of Biacnabato in 1897?</b></p> <ul style="list-style-type: none"> <li>• They wanted an end to the fighting</li> <li>• Spanish faced rebellion in Cuba</li> <li>• Spanish could not commit resources to Philippines</li> <li>• Rebel defeats and Katipunan split</li> <li>• Rebels short of supplies.</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
8(c)	<p><b>What military action did the USA take after the explosion on board USS Maine in Havana harbour in February 1898?</b></p> <ul style="list-style-type: none"> <li>• Sent Commodore Dewey to Philippines</li> <li>• To destroy Spanish fleet</li> <li>• Battle of Manila Bay</li> <li>• All 12 Spanish ships destroyed in 7 hour battle</li> </ul> <p><b>4 × 1 = 4 marks</b></p>	<b>4</b>
8(d)	<p><b>Describe how the Filipinos and Americans brought an end to Spanish rule in the summer of 1898.</b></p> <ul style="list-style-type: none"> <li>• Dewey made agreement with nationalists – promised independence in return for support</li> <li>• Aguinaldo led force of 12000 revolutionaries to capture Luzon – declared independence June 1898</li> <li>• Ready to attack Manila July 1898 – but persuaded by USA to wait for reinforcements</li> <li>• Spanish surrendered to USA August 1898 – but on condition Filipino forces did not enter Manila.</li> </ul> <p><b>3 × 2 = 6 marks</b></p>	<b>6</b>

Question	Answer	Marks
8(e)	<p><b>Explain why the Filipino rebels lost their fight for independence in 1901.</b></p> <ul style="list-style-type: none"><li>• Treaty of Paris (with Spain) placed Philippines under USA control – Aguinaldo's envoy not even allowed to attend peace talks</li><li>• Thus, revolutionaries refused to accept Treaty of Paris – tried to win independence by force</li><li>• Revolutionary Congress, Malolos, January 1899 – proclaimed Republic of the Philippines</li><li>• US forced to take military action – revolutionaries pushed back into mountains and resorted to guerrilla warfare</li><li>• Aguinaldo finally captured March 1901 – not punished but swore oath of allegiance to USA</li><li>• Realised they were defeated – called on revolutionaries to lay down arms.</li></ul> <p style="text-align: right;"><b>4 × 2 = 8 marks</b></p>	<b>8</b>