



HISTORY (BRUNEI)

2171/02

Paper 2

October/November 2019

MARK SCHEME

Maximum Mark: 100

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.

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

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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
<i>The British North Borneo Company</i>		
1(a)	<p>Name three areas of Brunei that ‘James Brooke controlled’ by 1860.</p> <ul style="list-style-type: none"> • Sarawak, • Batang Lupa, • land to Rajang River (including Kalakah, Saribas, Sekrang, Lingga and Samarahan) • land from Rajang to Bintulu River (including Mukah and Oya) <p>3 × 1 = 3 marks</p>	3
1(b)	<p>What were ‘the promises made by Charles Lee Moses’ which impressed Sultan Abdul Momin?</p> <ul style="list-style-type: none"> • CLM promised to pay Sultan – \$4500 pa • Sultan believed Moses would bring economic prosperity • Promised US protection • Moses promised to recover debts • Debts owed by China Steamship and owed by Labuan Coal Company <p>4 × 1 = 4 marks</p>	4
1(c)	<p>Why was there ‘disagreement between Moses and the Sultan’?</p> <ul style="list-style-type: none"> • CLM didn’t keep promise • Failed to pay Sultan • Moses failed to recover debts • Made demands to own Muara coal mines • Moses set fire to US consulate • Tried to frame Sultan to claim compensation <p>4 × 1 = 4 marks</p>	4
1(d)	<p>Explain why ‘Both Torrey and von Overbeck had difficulties in making a success of the lease’.</p> <ul style="list-style-type: none"> • Torrey: business failed – unable to pay lease money to Sultan • Torrey: fell out with Moses – who asked Sultan to cancel the lease • Von Overbeck: Sulu Sultan claimed to own some of leased territories – von Overbeck had to pay additional \$5000 annually to protect lease • Von Overbeck: Austrian Consul-General in Hong Kong – but not supported by Austrian government <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
1(e)	<p>Describe how ‘The formation of the BNBC as a chartered company greatly affected Brunei’.</p> <ul style="list-style-type: none">• Charter gave support of British govt. to BNBC – allowed to rule over leased territories• British support allowed BNBC to gain more territories – 1884 gained Padas region• BNBC continued to seek further expansion – by 1885 competition with Charles Brooke threatened Brunei’s survival• Brunei threatened with extinction as a sovereign state• Amanat of 1885 aimed to prevent further losses but unsuccessful – BNBC had steam warships and more powerful guns• British Colonial Office proposed division of Brunei – between BNBC and Sarawak.• 1887 new Sultan (Hashim) appealed to British govt. for support – led to Protectorate Agreement 1888 <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
<i>The Residential System (1906) and its aftermath</i>		
2(a)	<p>Name three British officials involved in the Supplementary Protectorate Agreement of 1905–6.</p> <p>Malcolm McArthur, Douglas Campbell, Sir John Anderson</p> <p>3 × 1 = 3 marks</p>	3
2(b)	<p>What powers did the Resident have in the Residential System?</p> <ul style="list-style-type: none"> • Resident to advise Sultan on all matters of administration – except those related to Islamic religion. • Resident held three important posts – Chief Executive, Judicial Officer, Legislative Officer • Supposedly a system of indirect rule – but in reality Resident more a ruler than an adviser <p>4 × 1 = 4 marks</p>	4
2(c)	<p>How did changes to tax collection under the Residential System benefit Brunei?</p> <ul style="list-style-type: none"> • Collection of taxes / revenue centralised • Increased government income • Saved Brunei from bankruptcy • Ended quarrels over rights • Increased revenue financed new departments – postal services, police, education, medical <p>4 × 1 = 4 marks</p>	4
2(d)	<p>Describe how the Residential System increased British influence in Brunei.</p> <ul style="list-style-type: none"> • British officers brought in to head new departments – locals thought to lack necessary experience and education • British officers also brought in from Sarawak – as magistrates, clerks and customs inspectors • British introduced new civil laws – replaced traditional laws (Hukum Kanun) • New laws approved by British High Commissioner – Sultans and Wazirs no longer law-makers <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
2(e)	<p>Explain why some Bruneians were not happy with the Residential System.</p> <ul style="list-style-type: none"> • Local population – denied opportunity to hold important positions in administration • Sultan – no help from Residents to reclaim Limbang from Brooke • Sultan, Pengiran Bendahara and Pengiran Pemancha – loss of river rights and related income • Wazirs – forced to surrender all rights and privileges to central government • Landowners – could not always prove ownership following introduction of land codes (1909) • Parents opposed introduction of compulsory education – unwilling to allow daughters out of their homes to attend school <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
Discovery of oil and its effects		
3(a)	<p>Name three companies involved in the development of the oil industry before 1924.</p> <ul style="list-style-type: none"> British Borneo Petroleum Syndicate Ltd (BBPS) Sarawak Oilfield Ltd. (SOL) British Malayan Petroleum Company (BMP/BMPC) Royal Dutch Shell <p>3 × 1 = 3 marks</p>	3
3(b)	<p>What led to the discovery of large quantities of oil in Seria in 1929?</p> <ul style="list-style-type: none"> 1926 Cochrane & Marriott stopped at Seria River on way to Kuala Belait – smelled oil April 1928 led to geological survey in Seria Reported hundreds of seepages in and around Seria July 1928 decision to drill Seria Well Number One (S-1) Struck oil April 1929 at 297 metres <p>4 × 1 = 4 marks</p>	4
3(c)	<p>What impact did the discovery of oil have on state revenue in the period from 1932 to 1940?</p> <p><i>General</i></p> <ul style="list-style-type: none"> Royalties payable by BMPC to government – increased revenue Became one of wealthiest countries in world – able to pay off national debt by 1936 Provided income for developments – communications, law and order, welfare <p><i>Specific</i></p> <ul style="list-style-type: none"> 1932: royalties were \$68 000 – 18% of State Revenue 1933: royalties were \$236 000 – 40% of State Revenue 1940: royalties were \$793 000 – 51% of State Revenue 6 million barrels of oil produced 1940 – Valued at \$7.5 million <p>4 × 1 = 4 marks</p>	4
3(d)	<p>Describe how the discovery of oil changed transport in Brunei.</p> <ul style="list-style-type: none"> 1930, BMPC took over maintenance of bridges – along beach road from Kuala Tutong to Kuala Belait 1931, regular weekly government mail service by car introduced – previously mail carried by relays of runners along beach 1938, completion of road between Kuala Belait and Seria – previously, beach used as highway, cars often stuck in sand; encounters with crocodiles <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
3(e)	<p>Explain how oil production in Brunei was affected in the period from 1941 to 1946.</p> <ul style="list-style-type: none">• British sealed Seria oilfields at outbreak of Pacific War – to prevent Japanese extracting oil resources• During occupation Japanese attempted to restore oil production – about 16 wells successfully re-opened• By time of Japanese surrender – output only half of pre-war levels• 1945 Seria oilfields badly damaged – set on fire by retreating Japanese / struck by Allied bombing• Sept 1945 fires in Seria oilfields brought under control – by British Military Administration• BMPC repaired 113 wells by 1946 – drilled 17 new wells <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
<i>Economic Developments in the nineteenth century</i>		
4(a)	<p>Name three people, not including Ridley, involved in setting up rubber plantations in Malaya.</p> <p>Kindersley brothers, W S Bennett, T S Hill, Stephens, McGillivray</p> <p>3 × 1 = 3 marks</p>	3
4(b)	<p>Describe the two main methods of extracting tin from river beds at the start of the nineteenth century.</p> <ul style="list-style-type: none"> • Dulang washing – scooping the river bed with large hand-held pans • Lampang mining – shovelling tin-bearing soil into a man-made stream <p>4 × 1 = 4 marks</p>	4
4(c)	<p>Why did the coffee industry decline at the end of the nineteenth century?</p> <ul style="list-style-type: none"> • Coffee crops destroyed • Infestation of Bee Hawk moths • Competition from increased coffee production in Brazil • Quadrupled production 1895–1903 resulted in dramatic decrease in coffee prices • Malays turned to rubber production – more profitable <p>4 × 1 = 4 marks</p>	4
4(d)	<p>Describe how British intervention in Malaya helped the tin industry to develop after 1874.</p> <ul style="list-style-type: none"> • Increased political stability and end of piracy in Straits of Malacca – encouraged investment • Improvement in communications – rivers drained, roads built • Railways, e.g. Taiping to Port Weld (1885) – Kuala Lumpur, Klang, Port Swettenham all linked by rail (1886) • Malayan states surveyed and mapped – settled disputes over tin leases • Land & Mines Dept. set up 1890 – issued licences • Mining Code – dealt with conditions in mines • Geologists appointed – to survey states for more tin deposits • Recruitment of Chinese labourers – provided workforce for expansion of tin industry <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
4(e)	<p>Explain how the work of Ridley helped the development of the rubber industry in Malaya.</p> <ul style="list-style-type: none">• Appointed Director of Botanical Gardens in Singapore (1888) – previously little interest in Malaya• Influence in two main areas – publicising new crop and improved cropping techniques• Encouraged Malay farmers – widely distributed rubber seeds to planters• Perfected herring-bone method of tapping – single strip cut each day• H-b method did not harm trees – allowed single tree to be tapped for up to 30 years• Devised method of transporting seedlings in high temperatures – wrapped in moist charcoal kept seedling alive• Experimented on best methods for large-scale plantations – best if spaced, planted on sloping ground in chemically-enriched soils <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
<i>British-Siamese relations with the Malay States</i>		
5(a)	<p>Name three treaties between Britain and Siam in the period from 1897 to 1902.</p> <ul style="list-style-type: none"> • Anglo-Siamese Secret Convention, 1897 • Anglo-Siamese Boundary (or, Frontier) Agreement, 1899 • Anglo-Siamese Declaration, 1902 <p>3 × 1 = 3 marks</p>	3
5(b)	<p>What was Britain's policy towards the four northern Malay states before 1900?</p> <ul style="list-style-type: none"> • Policy of non-intervention – states under Siamese control • Wanted to maintain good relations with Siam – to protect SE Asian trade routes/possessions from other European powers <p>4 × 1 = 4 marks</p>	4
5(c)	<p>Why did Britain change its policy towards the four northern Malay states after 1900?</p> <ul style="list-style-type: none"> • Britain concerned that Siam was unable to prevent other European powers getting involved in northern Malaya – rumours of Russian and German attempts to set up bases • Danish military officer advising Sultan of Kelantan – British govt. feared threat to trade in area • Resentment against Siam so 1902 Sultan Muhammad IV of Kelantan went to Singapore asking British for protection – British feared he may turn to other European powers if they did not protect him • Duff incident – asked for British support against Siam • Duff threatened to ask France/Germany for help – thus Britain forced to agree to request <p>4 × 1 = 4 marks</p>	4

Question	Answer	Marks
5(d)	<p>Explain why Siam decided to transfer control of its Malay states to Britain in 1909.</p> <ul style="list-style-type: none"> • States more trouble than their worth (examples below) – Siam decided to concentrate on internal problems • States increasingly resentful – objected to lack of consultation over 1897/99 treaties • Kelantan and Trengganu angered by 1902 Declaration – resented control over foreign policy given to Siam • Cost of administration financial drain upon Siam – 2 million dollar loan to Kedah to pay off royal wedding debts • Britain agreed to take on debts of states – agreed £4m loan to build railway • Britain agreed to give up extra-territorial rights – British subjects in Siam to be subject to Siamese not British law <p style="text-align: right;">3 × 2 = 6 marks</p>	6
5(e)	<p>Describe how the northern Malay states reacted to the 1909 Bangkok Treaty.</p> <p><i>General</i></p> <ul style="list-style-type: none"> • Sultans not part of negotiations – resented transfer of control to Britain • Sultans more independent and powerful than FMS sultans – not prepared to surrender authority to British Residents • Thus British rule to be advisory – Sultans to have greater role in governing states <p><i>Individual states</i></p> <ul style="list-style-type: none"> • Perlis accepted advisor 1909 – but did not sign treaty till 1930 • Kedah accepted British advisor 1910 – but as a protest did not accept terms of Bangkok Treaty until 1923 • Trengganu accepted British official to oversee foreign relations – but did not accept advisor until 1919 • Sultan of Kelantan accepted principle of British control, but opposed by many chiefs – 1914 rebellion put down with British help <p style="text-align: right;">4 × 2 = 8 marks</p>	8

Question	Answer	Marks
Indonesia: The Ethical Policy		
6(a)	<p>Name three Dutch writers who criticised the Liberal Policy.</p> <p>Kuyper, van Deventer, Brooshooft</p> <p>3 × 1 = 3 marks</p>	3
6(b)	<p>What political measures did the Dutch introduce as part of the Ethical Policy?</p> <ul style="list-style-type: none"> • 1903, Decentralisation Law – aimed to increase Indonesian participation in government • 1905 town councils set up in Jakarta • 1909, district councils set up in East Sumatra • 1906, Graff's Village Regulation – village governments under headman/local officers to supervise (e.g.) public health • 1916, (1918?) Volksraad (People's Council) – set up to advise Governor General • 1925, Indonesian participation in Volksraad increased to 25 – out of total of 60 members <p>4 × 1 = 4 marks</p>	4
6(c)	<p>Why did the Ethical Policy fail to achieve improvements in education?</p> <ul style="list-style-type: none"> • Lack of commitment from Dutch – no provision for further education until three colleges set up in 1920s • Lack of interest among Indonesians – only 630 high school graduates out of a population of 68+ million • Population explosion – reforms unable to keep pace • Thus illiteracy rate still at 90% – as late as 1940 <p>4 × 1 = 4 marks</p>	4
6(d)	<p>Describe the aims of the economic measures introduced as part of the Ethical Policy.</p> <ul style="list-style-type: none"> • 1905 Dept. of Agriculture set up in Batavia to supervise local cultivation – use of fertilisers and better quality grains • Agricultural improvements – drainage and irrigation schemes • Programme of road and rail building – to develop Indonesian resources to full potential • Industry encouraged – mining (tin and coal); forestry; fishing • 1903 Factory Act – to protect local (handicraft) Indonesian industries from European and Chinese competition • Public credit facilities set up – loans available to discourage use of extortionate money-lenders <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
6(e)	<p>Explain why the Ethical Policy led to the growth of Indonesian nationalism.</p> <ul style="list-style-type: none">• Volksraad aimed to give Indonesians government experience – provided opportunity for Indonesians to meet and discuss issues• However, resentment at lack of real political influence – participation but not power• Reforms led to breakdown of power of local chiefs – growing group of educated Indonesians no longer accepted views of chiefs without question• Improvements in communications between islands – increased contact encouraged sense of Indonesian identity and unity• Half-hearted implementation – delays in opening civil service to Indonesians increased frustration• Failure of Ethical Policy to improve standards of living – fuelled growing resentment against Dutch <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
<i>Thailand in war and peace, 1940–1950</i>		
7(a)	<p>Name three Thai leaders, not including Pibul, from 1940 to 1946.</p> <p>Khuang Aphaiwong, Seni Pramoj, Pridi Panomyong, Thamrong Nawasawat, (King) Ananda Mahidon, (King) Bhumiphol Adulyadej</p> <p style="text-align: right;">3 × 1 = 3 marks</p>	3
7(b)	<p>Why did Pibul sign a pact with Japan in 1940?</p> <ul style="list-style-type: none"> • Realised Japan was militarily superior – wanted to protect Thailand from damaging effects of invasion and occupation • Hoped to win back territories with Japanese support – while European states were engaged in the Second World War • Battambang, Siem Reap and Laos – from France • Northern Malay states and parts of Burma – from Britain <p style="text-align: right;">4 × 1 = 4 marks</p>	4
7(c)	<p>Describe Thai resistance to the Japanese during the Second World War.</p> <ul style="list-style-type: none"> • Underground resistance movement – aimed to help Allies • Free Thai Movement set up – Thai exiles in Britain and USA • Pridi resigned as Minister of Finance in protest against T-J pact – attempted to set up anti-Japanese govt. in north • Pridi used position as Regent to organise resistance – kept in contact with Free Thai Movement • Airfields prepared for Allies to land secret forces – to enable attacks on Japanese • Underground movement tried to help European prisoners-of-war – working as slave labour (e.g., ‘death railway’) <p style="text-align: right;">4 × 1 = 4 marks</p>	4
7(d)	<p>Explain how Thailand re-established relationships with the western Allies following the end of the Second World War.</p> <ul style="list-style-type: none"> • Pridi condemned Pibul’s support for Japanese – Pibul and others arrested as war criminals • Seni Pramoj became pm in August 1945 – leader of Free Thais so acceptable to Allies • British-Thai agreement 1946 – northern Malay states and parts of Burma returned to Britain • Franco-Thai Treaty 1947 – territories in Cambodia and Laos returned to France • Won Russian support for Thai entry in UN – annulled Manopakorn’s anti-communist laws <p style="text-align: right;">3 × 2 = 6 marks</p>	6

Question	Answer	Marks
7(e)	<p>Describe the ways in which Pibul established a military dictatorship during 1948–1950.</p> <ul style="list-style-type: none">• Accused Pridi of involvement in Ananda's death – Pridi forced to flee• Strengthened military forces – built new military city near Lopburi• 1949 suppressed attempted coup – aimed to restore Pridi as pm• Closed Chinese schools – to prevent spread of communism• Suspended 1949 Constitution – replaced it with 1932 Constitution, (one chamber, almost all army officers) <p>4 × 2 = 8 marks</p>	8

Question	Answer	Marks
<i>Philippines: Filipino reaction against Spanish rule</i>		
8(a)	<p>Name three revolts against Spanish rule between 1800 and 1850.</p> <p>Sarrat (1815), Novales (1823), Tayabas (1843)</p> <p>3 × 1 = 3 marks</p>	3
8(b)	<p>Why did a group of Filipino troops rebel against Spanish rule in 1843?</p> <ul style="list-style-type: none"> • De la Cruz requested permission to set up religious order – permission refused, • De la Cruz defied refusal and held meeting • Attacked and taken captive by Spanish troops • Execution sparked rebellion of Filipino troops in Tayabas • Called on local people to fight for independence from Spain <p>4 × 1 = 4 marks</p>	4
8(c)	<p>How did improvements in education during the nineteenth Century lead to the growth of Filipino nationalism?</p> <ul style="list-style-type: none"> • 200 000 attending school – increased awareness of social justice • Some wealthy Filipinos educated in Spain – came into contact with western liberal ideas • Highly educated Filipinos still treated as second-class – not given same rights as Spanish <p>4 × 1 = 4 marks</p>	4
8(d)	<p>Describe how the Spanish authorities responded to the Cavite Mutiny, 1872.</p> <ul style="list-style-type: none"> • New Governor decided to use mutiny as excuse to punish supporters of previous Governor – liberal de la Torre who had introduced reforms into Philippines • Mutiny was just a complaint against day-to-day conditions – but Spanish portrayed it as a revolution • Spanish arrested priests and professionals – charged them with treason • Three priests (Burgos, Gomez and Zamora) – tried and executed <p>3 × 2 = 6 marks</p>	6

Question	Answer	Marks
8(e)	<p>Explain why there was support, both in Spain and the Philippines, for the Propaganda Movement.</p> <ul style="list-style-type: none">• PM seen as moderate, not revolutionary – aimed to publicise conditions in Philippines• PM wanted equal legal status for Filipinos and Spaniards – seen as reasonable aim• PM supported by Filipino intellectuals – opposed to violence• PM believed Philippines should be loyal to Spanish crown – but aim to secure reforms• PM wanted Philippines to be a province of Spain – thus be represented in Spanish parliament• PM not seeking independence from Spain – thus supported by many people in Spain <p>4 × 2 = 8 marks</p>	8