

# HISTORY

**Paper 2171/01**  
**Multiple Choice (Paper 1)**

Question Number	Key	Question Number	Key	Question Number	Key	Question Number	Key
1	C	11	D	21	B	31	C
2	D	12	B	22	C	32	A
3	D	13	B	23	D	33	D
4	C	14	C	24	D	34	D
5	D	15	D	25	A	35	B
6	C	16	D	26	B	36	A
7	B	17	C	27	A	37	B
8	D	18	C	28	A	38	B
9	D	19	D	29	D	39	C
10	D	20	D	30	D	40	C

## General comments

There was a small increase in the number of candidates this year. The overall performance was slightly below the level of previous years, with a mean mark of 19.9.

A significant factor in the reduction of the mean mark was the performance on the Thailand and Philippines which was weaker than other sections. The highest percentages of correct responses were seen in the Brunei section.

## Comments on specific questions

Candidates were most successful in answering questions about their home country than those on other countries. Three questions in the **Brunei** section were answered with 70 per cent or more correct responses with candidates showing a good understanding of the responsibilities of the Wazirs (**Question 1**), Sultan Hashim's request for help to regain lost territories (**Question 6**) and the date of the Japanese invasion of Brunei (**Question 7**). Less well-known was the date of the building of the Omar Ali Saifuddien Mosque (**Question 8**) and the measures introduced by Sultan Omar Saifuddien III to raise educational standards in Brunei (**Question 10**).

There were a number of questions in the history of **Malaya** which resulted in very low scores. Areas of knowledge which could be improved were Singapore's legal arrangements in the 1820s (**Question 13**) or that Singapore remained a British colony when the Federation of Malaya was formed in 1948 (**Question 19**) and very few that it was Japan which gave Thailand the four northern Malay states in 1943 (**Question 18**). In contrast more than 70 per cent of candidates knew which two states joined with Singapore to form the Straits Settlements in 1826 (**Question 12**) and almost all candidates knew about 'Rubber' Ridley (**Question 14**).

The **Indonesia** section of the paper also saw a very high level of correct responses in two questions. It was well-known that Diponegoro led the Javanese forces against the Dutch in the Java War (**Question 21**) and that Majelis Rakyat Indonesia aimed to bring parliamentary democracy to Indonesia (**Question 27**). This was balanced with a low level of understanding of the 'Colonial Opposition' which campaigned against the Culture System (**Question 23**), the establishment of the Volksraad (**Question 24**) and the premature death of Raden Adjeng Kartini (**Question 25**).

Answers to the **Thailand** section were the weakest. This year none of the six questions was correctly answered by the majority of candidates and there were less than a third of correct responses to five of the six questions set. A not dissimilar performance was seen in the **Philippines** section, where the only questions to produce a majority of correct responses were those on the founding of Katipunan (**Question 37**) and the location of Hukbalahap (**Question 40**).

# HISTORY

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<p><b>Paper 2171/02</b> <b>Paper 2</b></p>
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## General comments

This year's paper, appearing for the last time in this format, saw some candidates scoring very high marks. Those responses demonstrated specific subject knowledge, deployed in a relevant manner to address the precise terms of the question. Many other candidates are knowledgeable, but their answers lack the same degree of focus and do not always show understanding of the question requirements to gain the highest marks. Responses to **Section C** were the weakest.

Although this examination will appear in its new format in 2023, many of the following remarks are still pertinent.

Candidates now seem to take much more care to read each question part in full *before* writing, to ascertain the requirement of each part question. The only instance where this was less evident was in answering **Question 1(d)**, where many candidates were using material more appropriate to **Question 1(e)**.

However, it is nevertheless essential that candidates take note of the precise terms of each part-question. Further comments on part-**Questions 2(d), 3(d), 4(e), 5(d), 6(b)** and **7(e)** indicate how some candidates possibly could have gained more marks if they had given full consideration to all aspects of those questions.

Furthermore, candidates should be encouraged to make it clear that they are using their knowledge to address the specific terms of a question. For example, some responses to part-**Question 4(e)** provided a description of Birch's failings and faults as Resident without relating it to the question about the dissatisfaction of the Sultans towards the Residential System. As well as identifying and describing such factors (e.g., Birch's personality), candidates need to be aware that they must explain how those causes are linked to the outcome specified in the question (the Sultans' dissatisfaction).

## Comments on specific questions

### **Section A: History of Brunei, 1800 –1967**

**Question 2** was the more successfully answered optional question in **Section A** and was attempted by almost three-quarters of the candidates.

#### **Question 1 *Political developments in Brunei***

Candidates found **parts (a)** and **(b)** challenging but were more confident in approaching the remaining part-questions.

- (a) Name three 'British officials' involved in discussions about Brunei's government after the Second World War.**

Some candidates were able to suggest two correct names, usually MacDonald and MacMichael, but few could name three British officials. The name of Malcolm McArthur, a Resident from a much earlier period, was a popular choice,

- (b) How did the Resident 'reassure the people about the effects of the proposed changes'?**

Candidates seemed unfamiliar with this particular proposal for Brunei, Sabah and Sarawak to form a single administrative unit, and that it was a purely administrative measure with little change to

Brunei's status. A number confused it with the process of consultation carried out by the Cobbold Commission concerning the Malaysia Plan

**(c) Why, at first, was Sultan Omar Ali Saifuddien III 'interested in the Malaysia Plan proposal'?**

Generally, candidates were aware of the factors that attracted the Sultan's interest. Basic statements such as economic benefits and the prospect of independence were developed in stronger responses to show how inclusion in Malaysia would bring about those advantages.

**(d) Describe the ways in which 'some Bruneians opposed the Plan'.**

Many candidates wrote about the alternative option favoured by some Bruneians, to form Negara Kesatuan Kalimantan Utara, and the opposition led by Azahari and Partai Rakyat Brunei, culminating in the 1962 rebellion. A good number were also aware that the revolt was triggered by Brunei's involvement in MSCC talks but seemed less familiar with the fact that PRB had initially expressed opposition through constitutional channels, and that its aim was to achieve a more democratic system of government. In weaker responses, some candidates did not read the question correctly and described the reasons for the Sultan's rejection of the Plan.

**(e) Explain why 'the Sultan finally decided that Brunei should not join Malaysia'.**

Again, many candidates displayed sound knowledge of the Sultan's objections to the Plan and were able to explain them clearly.

**Question 2 *Traditional government and administration***

Overall, this question was the best answered on the paper.

**(a) Name three native Borneo peoples living in Brunei who were described as Hamba.**

The vast majority of candidates gained maximum marks for this part-question.

**(b) What rights and privileges were associated with the Kerajaan rivers?**

A good proportion of candidates correctly described the ways in which control of the Kerajaan rivers provided a range of benefits for the Sultan.

**(c) How did river checkpoints in Brunei change?**

This was less well-answered, in that candidates described features of river checkpoints, but did not arrange their material to show the process of change. The best answers showed how the original economic importance of checkpoints evolved to become politically important for the purpose of administration and to control the non-Malay tribes.

**(d) Describe the ways in which religious officials were involved in administrative matters.**

Answers were variable. Most candidates appreciated that the essence of the question concerned the administrative role of religious officials, but some responses focused on their specifically religious responsibilities.

**(e) Explain the role of the Wazirs in governing Brunei.**

A large number of candidates possessed accurate knowledge of the specific roles held by individual Wazirs in contributing to the traditional government of Brunei, and thus gained good marks as a result.

### Question 3 *Economic developments*

Candidate performance on part-Questions (a) to (d) was comparable to the standard of Question 2; however, in contrast to 2(e), part 3(e) was very poorly answered.

- (a) **Name three Asian peoples who worked in rubber plantations in Brunei.**

The vast majority of candidates answered this question well.

- (b) **What effects did the development of the coal industry have on the Muara district?**

Better answers referred to specific developments such as the establishment of the police force and postal service. However, some answers tended to be generalised, and answers such as increased population, while correct, could apply to any developing town.

- (c) **What were the reasons for the growth of the rubber industry in Brunei in the early twentieth century?**

Most answers accurately pointed to the development of motorcars creating a demand for rubber tyres but were often limited to this single factor. There was little mention of the introduction of rubber tree seeds to Brunei in the early twentieth century, nor the investment by European firms to develop large plantations.

- (d) **Explain why the coal industry in Brunei declined in the 1920s.**

Candidates generally understood the factors leading to the wider decline of the coal industry but did not always present that information in a structured manner. The reference to Brunei in the question was mainly overlooked, so few answers referred specifically to the demise of the Muara coal industry, and its closure in 1924.

- (e) **Describe how the Island Trading Syndicate contributed to Brunei's economy.**

Responses to this question were mostly unsuccessful and some candidates made no attempt to answer it. Intrinsically, it is no more difficult than part-Question 2(e) but candidates were unfamiliar with the Island Trading Syndicate as the main processor and producer of cutch. If they had been more familiar with this topic, it is likely that many would have written competently on the value of cutch to Brunei's economy in terms of direct and indirect employment, its contribution to other industries such as fishing and tanning, as well as its importance as a major export.

### Section B: History of Malaya, 1800–1963

Approximately two thirds of candidates answered Question 5. Overall, performance between the two questions was comparable.

### Question 4 *British involvement in Perak*

- (a) **Name three Malay states, apart from Perak, where the British established a Resident between 1875 and 1895.**

Many candidates named all three states correctly.

- (b) **What effect did the growing Chinese population have on Perak before 1874?**

Good answers referred to specific developments such as the expansion of tin-mining, the emergence of secret societies rivalry and consequent warfare and disruption. Some also mentioned the involvement of the secret societies in the Succession Wars.

- (c) **Why was there a dispute about who should be Sultan of Perak after 1871?**

Many candidates were aware of the personalities competing for the succession, but fewer mentioned factors such as the absence of any fixed system of succession or the lack of unanimity among Malay chiefs in supporting any single claimant.

**(d) Describe how the Pangkor Engagement, 1874, settled the problems in Perak.**

Most answers focused on the way on which the Pangkor Engagement settled the succession dispute, while better responses described how it also brought the Chinese wars to an end.

**(e) Explain why Malay chiefs in Perak became dissatisfied with the Residential System.**

Many good answers described Birch's attitude and actions as the cause of hostility towards him personally. However, only the strongest responses addressed the question of dissatisfaction towards the Residential System. The lack of clarity in the Pangkor Engagement, the introduction of new laws without consultation, and the attempt by Jervois to introduce direct rule were less frequently mentioned.

**Question 5 *The Japanese occupation***

**(a) Name three Malay states reclaimed by Thailand in 1943.**

Most candidates correctly identified three states.

**(b) What was the system of government that Japan introduced in Malaya during the occupation?**

A large number of candidates did not appreciate that this question required a brief description of the system of government imposed on Malaya – a military regime based in Singapore under a Governor General, and the division of Malaya into eight provinces with their own Governors and so-called advisory councils. Candidates could also have mentioned the role of Sultans within this system. There was plenty of material available for four marks but instead a sizeable number gave lengthy accounts of 'nipponisation'.

**(c) Why did Malaysians' standard of health change during the Japanese occupation?**

Most candidates explained clearly how the Japanese occupation resulted in a deterioration in health standards, referring to a variety of causes.

**(d) Explain how the Japanese treated individual racial groups in Malaya in different ways.**

This was also well-answered by many candidates who both described and explained the differences in the Japanese treatment of various racial groups. Some candidates did not address the question focus on racial groups and wrote again about the imposition of Japanese culture on the population as a whole.

**(e) Describe how Malaysians resisted the Japanese during the occupation.**

Many candidates knew about the ways in which Malaysians resisted Japanese rule, describing in some detail the role and activities of MPAJA in conjunction with British support. However, a significant number did not seem to understand the question and wrote about compliance with the Japanese in order to avoid punishment.

**Section C: History of Southeast Asia, 1800–1950**

Just below half the candidates answered **Question 7**, which was slightly better answered than the other questions in **Section C**. **Question 6** attracted slightly fewer responses than **Question 8** and displayed a weaker level of performance.

**Question 6 *Indonesia: Nationalism, revolution and independence***

Apart from the occasional stronger response, the majority of answers demonstrated that candidates were insecure in their knowledge of this topic.

**(a) Name three groups set up by the Japanese during the Second World War to win the support of Indonesians.**

Candidates struggled to offer three responses, and often suggested the names of pre-war Indonesian nationalist groups.

**(b) Why did the Japanese start to prepare Indonesia for independence in 1944?**

Some candidates appreciated the significance of the date and placed their answers in the context of specific developments as the course of the war turned against Japan. Responses, which missed the relevance of the date, wrote in more general terms about Japanese slogans such as 'Asia for the Asians'.

**(c) Why did events in Surabaya in June 1945 boost support for nationalism?**

Answers to this question could have been improved with greater understanding of the specific events and the general growth of nationalist movements in this period.

**(d) Describe the principles of Pancasila which Sukarno set out in June 1945.**

This question produced few good answers. Those candidates who attempted it could often only suggest two or three of the principles, with only the strongest responses describing what they meant.

**(e) Explain the events in August 1945 that led to Indonesia's declaration of independence.**

Some candidates wrote clear sequential accounts of the order of events culminating in Indonesia's declaration of independence, but such answers were in the minority. Again, it is important that candidates note the date in the question in order to select relevant information.

**Question 7 Thailand: Rama III and King Mongkut**

**(a) Name three westerners who went to Siam before 1860 seeking trade agreements.**

Answers were less successful, with few candidates naming three westerners. Some thought the question asked for three western nationalities rather than three individuals.

**(b) Why did Rama III become king of Siam in 1824?**

This was the best answered part-question in this topic, and many candidates scored well.

**(c) In what ways did Siam control its vassal states in northern Malaya?**

Almost every answer referred to the obligation to send the annual Bunga Emas tribute. Better responses also mentioned other claims made by Siam upon its vassal states, such as the demand for military support and the necessity for rulers to attend ceremonial occasions in Bangkok. Few candidates referred to the control Siam exercised over the states' relationships with other states.

**(d) Describe Siam's relations with the USA during Rama III's reign.**

There were some good coherent answers that explained Siam's initially warm welcome to USA traders, which led to the Treaty of 1833, before Rama became more cautious, refusing to grant an audience to the USA envoy, Balesier in 1850. Weaker answers tended to be vague and lacked the specific detail required to score highly.

**(e) Explain why the terms of the Treaty of Friendship and Commerce (1855) were important in Siam's history.**

It is important to emphasise that candidates should read questions carefully to ensure they understand their requirements. Many candidates seemed to think this question simply asked for the terms of the 1855 Treaty, and thus made little attempt to assess its importance. Some very detailed answers about the terms therefore could not be awarded maximum marks because they had not fully answered the question.

**Question 8 *Philippines: Constitutional reforms***

Although a number of candidates indicated this was their choice of question in **Section C**, many of the part questions were not attempted. Stronger responses demonstrated a fair level of knowledge and understanding.

- (a) Name three Filipino leaders who worked to gain independence from the USA in the twentieth century.**

Many candidates successfully answered this question.

- (b) What was the Sedition Law, 1901?**

Few candidates understood the USA's purpose in passing this law, as a means of suppressing nationalist agitation. Some suggested it was a measure imposed by the Spanish during the colonial era.

- (c) What was the 'Filipinisation' policy?**

This was better understood, but relatively few candidates were able to give specific examples of ways in which the general principle of the policy was put into practice.

- (d) Explain why there was little progress towards Filipino independence in the 1920s.**

Candidates appreciated the impact of the Republican Party's control of Congress in 1920, and the importance of the appointment of Wood as Governor in 1921, resulting in the resignation of Filipino nationalist leaders from the Council of State.

- (e) Describe how, after 1932, the USA prepared the Philippines for independence.**

Many candidates referred to the various acts of Congress and the institutional changes in the government of the Philippines, as well as the elections for President and Vice-President to prepare for full independence in 1946. The sequence of events and the precise dates of changes were sometimes a little confused, but overall candidates demonstrated some understanding of the process of preparation.