

Cambridge O Level

HISTORY (BRUNEI)**2171/02**

Paper 2

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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.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **22** 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 descriptions 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.

Generic levels of response marking grids**Table 1**

The table should be used to mark the 6-mark part **(b)** questions

Target: Demonstrating an understanding of historical explanation (AO1 and AO2)		Marks
Level 4	Explanation of at least TWO identified reasons.	6
Level 3	Explanation of ONE identified reason.	4–5
Level 2	Identifies AND/OR describes reasons. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1
Level 0	No evidence submitted, or response does not answer the question.	0

Table 2

The table should be used to mark the 10-mark part (c) questions

Target: Demonstrating the ability to analyse historical events and come to a substantiated judgment (AO1 and AO2)		Marks
Level 5	Explains with evaluation of 'How far' with a substantiated judgment. A developed explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge.	10
Level 4	Explanation of both sides of agreement AND disagreement. Argument supported by relevant and accurate contextual knowledge. A simple explanation of both sides should be given 7 marks. Where one side has a more developed explanation, but the other side remains simple, this should be awarded 8 marks. Two developed explanations should be awarded 9 marks.	7–9
Level 3	Explanation of one-side of agreement OR disagreement. Supported by relevant and accurate contextual knowledge. Marks within this level should be decided on the quality of explanation. A one-sided answer, no matter how detailed, cannot be awarded more than 6 marks.	4–6
Level 2	Identifies AND/OR describes reasons. Deployment of relevant and accurate contextual knowledge. No valid explanations given for reasons.	2–3
Level 1	Valid general comment lacking specific subject knowledge.	1
Level 0	No evidence submitted, or response does not answer the question.	0

Question	Answer	Marks
1(a)	<p>What was ‘Syair Rakis’?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> Poem written by Pengiran Indera Mahkota (1) which had 12 verses (1) Written following the British acquisition of Labuan (1) Emphasised need for good governance to prevent further losses/need to resist Western powers (1) Showed how rulers of other countries were easily dethroned by westerners due to ignorance (1), thus stressed importance of education (1) Brunei needed a strong/wise ruler to face challenges of changing world (1) <p>Other relevant responses should also be credited.</p>	4
1(b)	<p>Why did Sultan Abdul Momin call his chiefs to a meeting in February 1885?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> James and Charles Brooke, and the British North Borneo (Chartered) Company, had already acquired a considerable amount of territory, such as causing Brunei to shrink in size. The BNBC and Charles Brooke were competing to gain more Brunei territories. The Sultan feared Brunei faced extinction and would cease to be a sovereign Islamic state. The Sultan called his nobles together to take an oath that they (and their successors) would not cede any further remaining territories to foreign powers because a preventive measure was needed to halt the decline in Brunei’s status. <p>Example: identification/description</p> <ul style="list-style-type: none"> The Sultan wanted his chiefs to sign the Oath of Amanat. The Sultan wanted his chiefs to cease land concessions/leases The Sultan was concerned over Brunei’s future. The Sultan was concerned about Charles Brooke/BNBC. The Sultan felt helpless to prevent Western advance/influence over Brunei. The Sultan was concerned about the possible loss of Limbang. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> Brunei was losing territory. <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
1(c)	<p>How far do you agree that internal disputes and rivalries were the main problem facing Brunei in the nineteenth century? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> I think the internal disputes alone were not the main threat, but they gave opportunities to foreign powers to intervene in Brunei's affairs and to justify intervention by claiming to settle the disputes. For example, Charles Brooke used the Kayan Rebellion to seize Baram in 1874. Also, some Brunei nobles were prepared to lease lands to Westerners; in 1865, Sultan Abdul leased most of North Borneo to Charles Lee Moses, leading eventually to the formation of the British North Borneo (Chartered) Company, which competed with Charles Brooke to gain more territory. <p>Example: explanation (one sided)</p> <ul style="list-style-type: none"> Rebellions continued to plague Brunei throughout the nineteenth century. In the 1840s there was a rebellion against the Governor of Sarawak, Pengiran Indera Mahkota. In 1874 the Kayans of Baram rebelled against Brunei's oppressive rule. The Sultan claimed that Baram was 'the well from which our people drink water'. In the 1880s the Bisayas in Limbang wanted to come under the control of Sarawak. Rivalries in the royal family also weakened Brunei. In 1846 a succession dispute between Pengiran Muda Hashim and Pengiran Anak Hashim resulted in the murder of Pengiran Muda Hashim. <p>OR</p> <ul style="list-style-type: none"> Brunei became the centre of attention from several western powers. As well as Britain, the Netherlands, Spain and the USA all looked to gain economic benefits. This meant that Britain was not the only foreign power who wanted to increase their influence in Brunei. The Brookes were not acting officially on behalf of the British government but were often supported by the Royal Navy, and pressured the Sultan into ceding territory, such as Labuan. Brunei was unable to defend itself against the superior weapons and warships of the British. The British government started to become more directly involved in Brunei affairs. Following the Protectorate Agreement of 1888, the British Colonial Office wanted to divide Brunei between the BNBC and Sarawak. 	10

Question	Answer	Marks
1(c)	<p>Example: identification/description</p> <ul style="list-style-type: none"> • There were disputes in the Royal family. • The population of Brunei was made up of various tribes who rebelled against the Sultan. • The British kept taking more and more parts of Brunei. • Many foreign powers wanted to gain economic benefits in Brunei. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • There were several revolts against the Sultan's authority. <p>Other relevant responses should also be credited.</p>	

Question	Answer	Marks
2(a)	<p>What were the responsibilities of the Brunei police force in the 1920s and 1930s?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • Acting as the fire brigade (1) • Registration of foreigners (1) and motor vehicles/bicycles (1) • Manned telephone exchange (1) • Licensing of firearms (1) and dogs (1) • Supervision of weights and measures (1) <p>Other relevant responses should also be credited.</p>	4
2(b)	<p>Why were improvements to road transport carried out in the 1920s and 1930s?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> • The beach route was unreliable; cars often got stuck in the sand, and crocodiles posed further danger, which made it difficult for cars to travel efficiently. • The building of the oil refinery in Miri, Sarawak necessitated better road transport facilities; therefore BMPC took over the maintenance of bridges along the beach road. 	6

Question	Answer	Marks
2(b)	<p>Example: identification/description</p> <ul style="list-style-type: none"> • The beach was used as the route from Brunei Town to Seria and Belait. • Mail was carried along the beach route by relays of runners. • Small steamships were used to transport goods from Miri to Seria. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • There were no proper roads. <p>Other relevant responses should also be credited.</p>	
2(c)	<p>‘In the period 1925 to 1941, educational reforms had a greater effect on the lives of people in Brunei than health reforms.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> • I think health reforms had more impact. The Brunei government took responsibility only for Malay education, and there were no English schools or secondary schools built before the Second World War. Health reforms were provided by other bodies besides the government and thus benefitted a greater cross-section of the population. On the other hand, many diseases such as tuberculosis persisted due to poor housing and sanitation conditions. <p>Example: explanation (one sided)</p> <ul style="list-style-type: none"> • The opening of four Malay primary schools for boys in 1928 led to improved enrolment and attendance, with increased parental awareness of the importance of education. The 21 primary schools in 1939 increased to 24 by 1941. • The ‘School Attendance Enactment’ of 1929 empowered the Resident to enforce school attendance of Malay boys aged 7–14, leading to increased numbers of students. • Boys below the age of 12 in Malay schools were selected by examination for further studies on a government scholarship. These scholarships opened opportunities for some students to be employed in government administration 	10

Question	Answer	Marks
2(c)	<p>OR</p> <ul style="list-style-type: none"> The first Brunei hospital was built by BMPC in 1925. Even though it was small, it improved healthcare by providing the best medical services in the country at that time. 1929 the first Residential Medical Officer was appointed to oversee health issues, so action could be taken to deal with outbreaks of disease. Regular anti-malarial sprayings in all the main towns brought malaria under control which meant that there were fewer deaths from malaria. Midwives were appointed and the Maternity and Children's Clinic was set up. This was important as the rate of infant mortality was reduced. <p>Example: identification/description</p> <ul style="list-style-type: none"> The number of primary schools increased. In 1939 the number of female students increased. Girls were only able to study to Form Four. Brunei's medical and health conditions improved enormously by the outbreak of the Second World War. Rubber estates provided hospitals and medical services for their workers. In 1929 Brunei Town hospital opened with 30 beds and an operating theatre, and further enlarged in 1937. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> Schools and hospitals were built. <p>Other relevant responses should also be credited.</p>	

Question	Answer	Marks
3(a)	<p>What developments took place in civil aviation in the period 1953 to 1974?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> 1953 the Brunei government started construction work at an airfield in Berakas (1) 1959 Berakas airport was opened (1) 1960s major airlines such as Cathay Pacific and Malayan Airways (1) used Brunei on Hong Kong and Singapore routes (1) October 1974 Brunei International Airport started operations (1), replacing Berakas Airport (1) <p>Other relevant responses should also be credited.</p>	4

Question	Answer	Marks
3(b)	<p>Why did Sultan Omar Ali Saifuddien III introduce the First and Second National Development Plans?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1. Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> • The Sultan wanted to diversify the economy so Brunei would not be wholly dependent on oil. Therefore he set up schemes to promote fishing and industries producing aluminium, fertiliser and cement. He aimed to improve agricultural productivity. • He wanted to modernise Brunei by developing its infrastructure – roads, communications, power stations, water supplies, broadcasting and telephone systems – and this led to an improvement in the peoples' quality of life. • He also wanted to raise Brunei's international status by investing over \$10 million to provide educational facilities for primary and secondary English education, vocational training, and adult education. He approved plans for Brunei to establish its own teacher training facilities. • The Second National Development Plan (1962–1966) was introduced to remedy the less successful aspects of the First Plan, such as attempts to diversify the economy by improving agriculture so that Brunei could reduce the amount of rice which it imported. <p>Example: identification/description</p> <ul style="list-style-type: none"> • The Sultan wanted to modernise Brunei. • The Sultan wanted to develop new industries. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • He wanted to change Brunei. <p>Other relevant responses should also be credited.</p>	6
3(c)	<p>How far do you agree that the building of mosques was Sultan Omar Ali Saifuddien III's greatest contribution to strengthening Islam in Brunei? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2. Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> • I don't think it was only the building of mosques that was the Sultan's greatest contribution. In fact, I think no one policy stands out because of the Sultan's unique position, as the personal embodiment of the importance of Islam. When he became Sultan he became the head of the Islamic faith in Brunei. His personal influence guaranteed the continued belief and practice of Islam among the people. 	10

Question	Answer	Marks
3(c)	<p>Example: explanation (one sided)</p> <ul style="list-style-type: none"> • The Sultan granted permission to build mosques and suraus throughout Brunei, giving Islam a visible presence, and providing greater access for Bruneians to observe their religious duties. They also formed a focal point for local communities, strengthening their Islamic identity. • The magnificent Omar Ali Saifuddien mosque (1958) tangibly endorses the importance of Islam and confirms its status. It was considered one of the most modern of its time. • These mosques reinforced the importance of the MIB philosophy pronounced by Sultan Omar Ali Saifuddien's successor when Brunei became independent in 1984. <p>OR</p> <ul style="list-style-type: none"> • The Sultan was concerned at the lack of time allocated for religious instruction in government schools and established religious schools operating in the afternoon, to increase the time given to religious education. • Religious scholarships were offered to students to continue their higher education overseas; thus, ensuring future influential Bruneians had a good basis in understanding and promoting Islam. • The Sultan regularised Islamic administration, setting up a council of Mohammedan Religious Advisors (1948), chaired by the Sultan himself, which made new proposals to coordinate religious administration. • The Sultan set up the Department of Religious Affairs (1954), responsible for all important decisions on Islamic activities such as community life, laws, education and social administration. • The Sultan made Islam the official state religion of Brunei, embodied in the 1959 Constitution, confirming Islam's status. <p>Example: identification/description</p> <ul style="list-style-type: none"> • Religious schools operating in the afternoon were established. • Sultan Omar Ali Saifuddien granted permission to build mosques throughout Brunei. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • The Sultan was committed to the Islamic faith. <p>Other relevant responses should also be credited.</p>	

Question	Answer	Marks
4(a)	<p>What were the terms of the Anglo-Siamese Declaration, 1902?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • It allowed Siam to maintain control over its northern states but gave Britain direct control over the area (1) • Siam was to control the foreign policy of Kelantan and Trengganu (1) • Siam was to have a share in the revenue of the two states (1) but only if the total revenue amounted to more than \$100 000 (1) • Siam allowed the British government to appoint advisors to assist the Sultans (1) in all matters except Muslim religion and customs (1) <p>Other relevant responses should also be credited.</p>	4
4(b)	<p>Why were the northern Malay states not included in the Federated Malay States?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> • The northern states came under Siam's authority and were not governed by British Residents like the Federated States. • Britain enjoyed good relations with Siam and did not wish to risk that cooperation by intervening in the northern states, especially as Britain wanted Siam's support to protect trade routes through the Straits of Malacca. • British supremacy in the area was under threat from France and Germany and so Britain wanted Siam's support to exclude other powers from extending their influence in the area. • Britain signed agreements (1897 and 1899) recognising Siamese control in the area. Britain had no wish to extend its influence but was content with Siam's promise not to allow other European powers into northern Malaya. <p>Example: identification/description</p> <ul style="list-style-type: none"> • The northern states were closely linked to Siam. • Britain had little influence over the northern states. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • The northern states were a different area in Malaya. <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
4(c)	<p>‘Britain gained more from the 1909 Bangkok Treaty than Siam did.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> I don't think that Britain's gains were as great as they appeared. Although they gained control of the northern states, the Sultans resented the lack of consultation and were reluctant to surrender their authority. Britain's role was to be more advisory than in the Federated Malay States, and the Sultans had a much greater role in governing their own states. Hence Britain didn't really gain more than Siam gained from the 1909 Bangkok treaty. <p>Example: explanation (one sided)</p> <ul style="list-style-type: none"> Siam had found the control of the northern states more trouble than it was worth. The states were unhappy with the secret agreements with Britain which did not have the approval of the Sultans. Hence the Treaty released Siam to concentrate on its own internal affairs. The cost of administering the states had become an increasing financial burden, such as having to loan two million dollars to Kedah to pay debts incurred by a lavish royal wedding. Britain took responsibility for the debts of the four northern states, so they were no longer a financial drain on the Bangkok government. <p>OR</p> <ul style="list-style-type: none"> Britain gained control of Kedah, Kelantan, Trengganu and Perlis. As the Straits Settlement and the FMS were already under British control, this meant that British control of Malaya was now almost complete. Britain's extra-territorial rights in Siam meant that British subjects living there were subject to British laws. When these rights were given British people living in Siam were affected as they would now be subject to Siamese laws. <p>Example: identification/description</p> <ul style="list-style-type: none"> Siam received a £4 million loan to finance a railway from Bangkok to the Malayan border Siam no longer had financial commitments towards the northern states. Britain gained a greater degree of control over the northern states. Britain gave up its extra-territorial rights in Siam. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> The Treaty made some decisions about Malaya. <p>Other relevant responses should also be credited.</p>	10

Question	Answer	Marks
5(a)	<p>What was the Peace-living Certificate?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • The Peace-living Certificate was introduced by the Japanese (1) as part of a system of family registration (1) • Its purpose was to restrict freedom of movement (1) and enabled the Japanese to keep a close check on the movements and activities of Malay civilians (1) • The head of the household was responsible for the behaviour of all family members. (1) • Anyone allegedly found in breach of Japanese laws was subject to arrest, torture and execution (1) and many innocent household heads were punished (1) <p>Other relevant responses should also be credited.</p>	4
5(b)	<p>Why did the Japanese treat the various ethnic groups in Malaya differently?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> • Japan had been at war with China since 1937, and Malayan Chinese had collected large sums of money for China. Thus, the Chinese were treated most severely – forced to do hard labour, tortured and massacred in their thousands. • Chinese traders were allowed to continue their businesses if they co-operated with the new rulers because the Japanese recognised the economic value of the Chinese community. • Japan wanted to win the support of the Indian community against the British in India, and so Indians were treated better. Japan promised independence and helped form the Indian Independence League and India National Army. • The Japanese needed the cooperation of the Malays, the largest ethnic group, in running government affairs. Thus, the Malays were also treated less severely because Japan promised the Malays independence in return for their cooperation. 	6

Question	Answer	Marks
5(b)	<p>Example: identification/description</p> <ul style="list-style-type: none"> • The Chinese were persecuted more than other groups. • Chinese traders were forced to give \$50 million dollars to Japan in 1942. • Indian workers were treated more favourably. • Malays received the least harsh treatment. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • The Japanese disliked some ethnic groups. <p>Other relevant responses should also be credited.</p>	
5(c)	<p>How far do you agree that the growth of Malay nationalism was the most important impact of Japanese Occupation? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> • I think that the growth of nationalism was the greater impact. The sufferings endured during the Occupation eventually came to an end, but nationalism continued to grow, leading eventually to independence. <p>Example: explanation (one sided)</p> <ul style="list-style-type: none"> • The rapid defeat of the British and humiliating surrender to the Japanese destroyed the myth of 'white superiority'. Malays no longer felt they had to depend on British rule for protection and prosperity and they did not want to return to European rule. • Initially, the Japanese claimed to be liberating the countries in southeast Asia under colonial rule. Their slogan, 'Asia for the Asians', encouraged the Malays to aim for independence. • Malays were given administrative positions by the Japanese. As Malays gained experience in government this encouraged their political awareness and desire for independence. • The Malayan People's Anti-Japanese Army's role in resisting the Japanese led to increased support for the Malayan Communist Party, who aimed to replace British rule with a communist government. 	10

Question	Answer	Marks
5(c)	<p>OR</p> <ul style="list-style-type: none"> • The Japanese occupation brought serious economic problems to Malaya as rubber and tin industries came to a standstill. The Japanese did not attempt to repair damage done by the retreating British, and trade with the outside world was disrupted, causing widespread unemployment and poverty which led to disorder and crime in some parts of the country. • All available foodstuffs were seized for the Japanese army. The Malaysians carried out a self-sufficiency campaign, growing crops such as tapioca and yam, but failed to alleviate food shortages and thousands died of starvation. • The Japanese looted hospitals for medical supplies, leaving Malaysians without any means to combat tropical diseases and the effects of malnutrition which clearly caused great harm to the Malaysians. <p>Example: identification/description</p> <ul style="list-style-type: none"> • Malaya did not want to return to British rule after the war. • There was considerable disruption to industry and agriculture. • The Japanese stirred up Malay nationalist feeling against the Chinese. • Malaysians suffered serious food shortages. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • Nationalist feeling grew stronger in Malaya. <p>Other relevant responses should also be credited.</p>	

Question	Answer	Marks
6(a)	<p>What can we learn about the reasons for Japan's surrender from this source? Explain your answer, using details from the source and your knowledge.</p> <p>Target: AO3</p> <p>Level 3 [5–6 marks] Answers which make inference(s), supported from the source and/or from contextual knowledge.</p> <ul style="list-style-type: none"> • The source shows that Japan was close to defeat because it is represented by a smoking landscape with the Japanese flag in tatters. • The source shows the Soviet Union had entered the war against them, represented by the hammer and sickle. They had to face American bombing and as the caption says, 'All this and Russia, Too!' <p>Level 2 [3–4 marks] Answers which make unsupported inference(s).</p> <ul style="list-style-type: none"> • The source shows that Japan was close to defeat. • The source shows that the Soviet Union had entered the war against Japan. <p><i>One inference, 3 marks. Two inferences, 4 marks</i></p> <p>Level 1 [1–2 marks] Answers which describe, copy or paraphrase the source.</p> <ul style="list-style-type: none"> • It shows a large bomb falling on Japan. • It shows a mountain with the Japanese flag on top. • It shows a torn or bending flag. • It shows smoke. <p><i>1 mark for each feature described or copied to a maximum of 2 marks.</i></p> <p>Level 0 [0 marks] No creditable response</p> <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
6(b)	<p>How useful is this source to a historian studying the reasons for Japan's surrender? Explain your answer, using details from the source and your knowledge.</p> <p>Target AO3</p> <p>Level 4 [6–7 marks] Answers which consider the usefulness of the source in terms of its reliability, using content AND provenance.</p> <ul style="list-style-type: none"> • Level 2 or 3 plus e.g. Source B was written by a scientist who was involved in the development of the atomic bomb. Many people morally objected to the use of atomic bombs, so this source is about justifying US policy by saying it saved millions of lives, making it less useful as evidence of Japan's reasons for surrender. <p>Level 3 [4–5 marks] Answers which consider the source useful in terms of what the content tells us AND not useful because of what it does not tell us.</p> <p>Useful</p> <ul style="list-style-type: none"> • It is useful because it tells us that it was the use of atomic weapons that resulted in Japan's surrender <p>Not/Less useful</p> <ul style="list-style-type: none"> • It is less useful because it makes no reference to the impact of the USSR's declaration of war. • It is not useful because it does not tell us about the large number of civilian deaths caused by the bombs and doesn't tell us about the complete destruction of the two cities. <p>Level 2 [2–3 marks] Answers which consider the source useful in terms of what the content tells us OR not useful because of what it does not tell us.</p> <p>Level 1 [1 mark] Answers which make assertions about the usefulness of the source based on generalised statements</p> <ul style="list-style-type: none"> • It is useful because it was written soon after Japan's surrender. • It is not useful because it is biased. <p>Level 0 [0 marks] No creditable response</p> <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
6(c)	<p>‘Japan’s decision to surrender was the direct result of the use of atomic weapons by the United States.’ How far do these sources support this statement? Explain your answer using details from the sources and your knowledge.</p> <p>Target: AO3</p> <p>Level 4 [6–7 marks] Two-sided response supporting or rejecting the statement which addresses ‘How far’, using source content and contextual knowledge. Answer attempts to use the sources as a body of evidence.</p> <ul style="list-style-type: none"> Overall, the sources support the statement because A and B say that Japan suffered considerable damage because of the atom bomb. However, the second bomb on Nagasaki was dropped after the Soviet entry and Source C says this was a severe shock, so the second bomb possibly had little effect on the final decision. <p>Level 3 [4–5 marks] Two-sided response supporting AND rejecting the statement based on source content.</p> <ul style="list-style-type: none"> Yes, they support the statement: Source A shows Japan devastated by the used of atomic weapons. Yes, they support the statement: Source B says Japan would not have surrendered without the use of atomic bombs No, they do not support the statement: Source C says the military leaders played down the impact of the bomb and it was the entry of the Soviet Union that caused them to hasten the surrender. No, Source A says, ‘All This and Russia, Too’, as if it was Russia’s entry into the war that proved to be the final straw. <p><i>4 marks for reference to two sources; 5 marks for all three sources</i></p> <p>Level 2 [2–3 marks] One-sided response either supporting OR rejecting the statement based on source content</p> <ul style="list-style-type: none"> Yes, they support the statement: Source B says Japan decided to surrender the day after Nagasaki was bombed. <p><i>2 marks for reference to one source; 3 marks for two or three sources</i></p> <p>Level 1 [1 mark] Answers which make generalised comments, copy or paraphrase the source(s).</p> <ul style="list-style-type: none"> From my own knowledge I know that the atomic bombs caused catastrophic damage. <p>Level 0 [0 marks] No creditable response</p> <p>Other relevant responses should also be credited.</p>	7

Question	Answer	Marks
7(a)	<p>What was the League of Blood Incident, 1932?</p> <p>Target: AO1</p> <p>One mark for each relevant point. Additional mark for supporting detail.</p> <p>Responses may include the following:</p> <ul style="list-style-type: none"> • The League of Blood Incident was an assassination plot (1) • Extremists targeted wealthy businessmen (1) and liberal politicians (1) • The group chose twenty victims (1) killed two (1) • The two victims were the finance minister (1) and the Director General of the Mitsui Company (1) • It was led by (self-styled) Buddhist priest Nissho Inoue (1) who gave the potential assassins Browning automatic pistols (1) <p>Other relevant responses should also be credited.</p>	4
7(b)	<p>Why did Japan withdraw from the League of Nations in February 1933?</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 1.</p> <p>Responses may include the following:</p> <p>Example: explanation</p> <ul style="list-style-type: none"> • After the Japanese attack on Manchuria in 1931, China appealed to the League of Nations. The League published the Lytton Report, which found Japan guilty of aggression and ordered Japan to withdraw. Japan totally disagreed with this judgement and left the League. • Japan refused to accept the League's decision since it had established a puppet regime called Manchukuo and was now in full control of the region. They would have considered it a shameful humiliation to obey the League's directions. • Japan felt the western powers had treated it as racially inferior and saw the League as an organisation to uphold white European dominance, thus Japan walked out of the League conference in February 1933. <p>Example: identification/description</p> <ul style="list-style-type: none"> • Japan disagreed with the League of Nations judgment concerning Manchuria. • Japan did not want any obstacles to their expansionist foreign policy. • Japan refused to give back Manchukuo. • Japan felt it was the victim of racial prejudice. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • Japan left the League because they disagreed with it. <p>Other relevant responses should also be credited.</p>	6

Question	Answer	Marks
7(c)	<p>‘The Great Depression was the most important cause of Japan’s expansionist foreign policy in the 1930s.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Mark according to the levels of response descriptors in Table 2.</p> <p>Responses may include the following:</p> <p>Example: judgement</p> <ul style="list-style-type: none"> I think the most important cause was the rise of militarism. Everyone in Japan felt that something had to be done to solve Japan’s economic problems as the country was suffering so much from unemployment and loss of its markets, but this would not necessarily have turned into expansionism if the armed forces hadn’t been so powerful. It was the military leaders who decided to conquer other countries as a way of dealing with the economic crisis. <p>Example: explanation (one-sided)</p> <ul style="list-style-type: none"> The Wall Street Crash in 1929 led to the Great Depression, and many countries could no longer afford to buy Japanese goods. Japan relied heavily on its exports, and thus suffered high unemployment, which created political unrest. Loss of exports due to the Great Depression meant loss of income, and so Japan was unable to buy the raw materials it lacked. The occupation of overseas territories such as Manchuria enabled Japan to gain access to those raw materials. The Japanese economy was particularly dependent on silk exports since it lacked many natural resources, and much land was unsuitable for agricultural development to meet the needs of the growing population. These limitations could only be resolved by acquiring lands and resources from other countries. <p>OR</p> <ul style="list-style-type: none"> The Japanese Diet (parliament) was dominated by the Emperor and his advisers and had little real power. Democracy in Japan was very unstable, and voters considered politicians to be corrupted by links with big business. When democratic government proved incapable of solving the economic crisis of the Great Depression voters turned to military leaders who offered expansionism as the solution. The Japanese Army and Navy had considerable influence over political decisions. Japan wanted to copy the West and acquire more colonies in China and southeast Asia. Military success made the Army and Navy even more popular and helped them to gain even more influence over the government. Leaders who did not support the military’s ambitions were often subject to assassination attempts. Military leaders therefore exercised considerable influence over foreign policy. Japanese leaders felt they were subject to racial prejudice by Western powers, and Japan’s aggressive foreign policy challenged those attitudes. 	10

Question	Answer	Marks
7(c)	<p>Example: identification/description</p> <ul style="list-style-type: none"> • The US policy of protectionism caused a decline in Japanese exports. • Military leaders became more powerful in Japan. • Japan felt it was a victim of racial prejudice. • Japan needed more land to grow food. <p>Example: general answer lacking specific subject knowledge</p> <ul style="list-style-type: none"> • Japan wanted more land. <p>Other relevant responses should also be credited.</p>	