



TEMASEK JUNIOR COLLEGE
JC2 Preliminary Examinations 2016
HIGHER 2



HISTORY

Paper 2 History of Southeast Asia, c1900-1997

9731/02

15 September 2016

3 hours

Additional Materials: Writing Paper

READ THESE INSTRUCTIONS FIRST

Write your name and CG on all the work you hand in.

Write in dark blue or black pen on both sides of the writing paper.

Start each answer on a fresh piece of writing paper.

You may use an HB pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

Section A

Answer **Question 1**.

Section B

Answer any **three** questions.

At the end of the examination, fasten all your work securely together.

All questions in this paper carry equal marks [25].

You are reminded of the need for good English and clear handwriting in your answer.

This question paper consists of **4** printed pages.

Section A

You **must** answer Question 1.

ASEAN IN THE POST-COLD WAR ERA

- 1 Read the sources and then answer the question which follows.

When answering **Question 1** candidates are advised to pay particular attention to the interpretation and evaluation of the sources both individually and as a group.

Source A

The end of the Cold War in Asia resulted in overall relaxation of tensions in the Asia-Pacific region. For ASEAN countries, it meant the end of the security threat from Vietnam and the security concerns about the Soviet Union. The Cambodian conflict was settled because Vietnam could sustain neither its occupation of Cambodia nor its confrontation with China without large-scale Soviet support which was no longer forth-coming. So the Socialist countries of Southeast Asia had no alternative to economic liberalisation and cooperation with the major capitalist powers and the non-Communist states of Southeast Asia. New market-oriented economies and new centres of rapid growth, especially Vietnam, emerged. With Vietnam, Laos, and Cambodia becoming part of the Southeast Asian mainstream, the great divide between ASEAN and Indochina came to an end, opening new possibilities of economic and political cooperation.

Adapted from an academic article by a scholar specialising in ASEAN affairs, 1997.

Source B

ASEAN must stay focused on basic principles: sovereign equality, consensus decision-making, domestic non-interference, and open economies. Unlike the European Union, ASEAN is an organisation for regional cooperation, not a supranational body at the expense of individual sovereignty. It was designed to manage political and security relations within the region and with major powers. For 30 years, ASEAN has successfully maintained regional peace and built a sense of community. This has allowed member states to focus their energies on development, while enhancing the confidence of foreign investors. We need not be distracted by “expert” opinions proposing that we adopt new or different ways to handle our affairs.

Adapted from a speech by S. Jayakumar, then Singapore foreign minister, at a dinner commemorating the 30th anniversary of the Institute of Southeast Asian Studies, 1998.

Source C

The financial crisis that started in ASEAN caught almost everyone by surprise, including most of the world’s most brilliant economists. And it quickly spread. Because of inadequate consultations among ASEAN members, no ASEAN country was sufficiently aware of the problems building up in others or of the imminent impact of those problems on themselves. There was no institutionalised mechanism for ASEAN members to compare notes on developments in their economies, particularly in their financial sectors, but in the real economy

as well. There was no formal forum for the finance ministers to consult on what to do about impending or fundamental problems that they may see.

Extract from the recollections of then ASEAN Secretary-General Rodolfo Severino, 1999.

Source D

ASEAN responded to the changing environment of the Asia-Pacific by strengthening its institutional structures. It expanded the scope of its activities and its membership and demanded a prominent role in new regional organisations. Despite that, ASEAN's ability to play a leading role in the larger Asia-Pacific is uncertain. ASEAN's efforts to manage regional security within the ASEAN Regional Forum (ARF) are limited by ASEAN's own institutional practices and the fact that the major powers of the region have their own distinct agendas to pursue. ASEAN's expansion to include the remaining states of Southeast Asia has undermined its diplomatic clout and internal political cohesion. ASEAN's attempts to create a meaningful ASEAN Free Trade Area (AFTA) may be bearing fruit, but it is still too early to tell. The post-Cold War era is proving to be a challenge to ASEAN's durability.

Adapted from an academic writing on Southeast Asian regionalism, 2002.

Source E

In a region largely bereft of regional organizations and long divided by the Cold War, the Association of Southeast Asian Nations (ASEAN) has been the most significant multilateral group for the past forty-five years. Since the end of the Cold War, ASEAN has grown increasingly influential.....Perhaps most important, ASEAN has helped prevent interstate conflicts in Southeast Asia, despite several brewing territorial disputes in the region. Yet ASEAN lags far behind its full potential. Most Western leaders and even many of Southeast Asia's own top officials do not consider the organisation capable of handling any serious economic or security challenges, including the ongoing dispute in the South China Sea. In previous times of severe economic downturn, ASEAN members have looked to lenders outside the group for assistance. Because it lacks unity and high-profile leadership, ASEAN's members have resorted to addressing disputes either bilaterally or with major power involvement.

The ASEAN Secretariat in Jakarta runs with a skeleton staff one-tenth of the size of the European Commission's and also smaller than the African Union's. Unlike the African Union, ASEAN possesses no peacekeeping force; unlike the Organization of American States (OAS), it has no strong mechanism for enforcing human rights; unlike the Arab League, ASEAN's top leaders attract little attention from the international media; and unlike the European Union (EU), ASEAN has continually failed to adhere to commitments for deeper economic integration and broader free trade.

Adapted from a paper on ASEAN's future by an independent US think-tank, 2012.

Now answer the following question.

How far do Sources A-E support the view that ASEAN remained relevant as a regional organisation in the post-Cold War era?

Section B

You must answer **three** questions from this section.

You must support your answers with examples drawn from **at least three** countries.

- 2 How secure was the colonial order against the nationalist challenge in Southeast Asia by the eve of World War II?
- 3 “The process of decolonisation in Southeast Asia after 1945 was ultimately shaped by colonial attitudes and responses.” Discuss.
- 4 How far has democracy taken root in independent Southeast Asia in the period up to 1997?
- 5 Why was government intervention in some Southeast Asian economies more successful than others in the period after independence?
- 6 Assess the impact of inter-state tensions on regional security in Southeast Asia in the period after independence.

End of Paper

Credits:

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| Source A | Daljit Singh, “ASEAN and the Security of Southeast Asia”, in Chia Siow Yue and Marcello Pacini (eds.), <i>ASEAN in the New Asia: Issues & Trends</i> (Singapore: Institute of Southeast Asian Studies: 1997) |
| Source B | http://www.nas.gov.sg/archivesonline/speeches/view-html?filename=1998073003.htm |
| Source C | Rodolfo C. Severino, <i>Southeast Asia: In Search of an ASEAN Community</i> (Singapore: Institute of Southeast Asian Studies, 2006) |
| Source D | Shaun Narine, <i>Explaining ASEAN: Regionalism in Southeast Asia</i> (Boulder, CO: Lynne Rienner Publishers, 2002) |
| Source E | Joshua Kurlantzick, “ASEAN’s Future and Asian Integration”, in <i>International Institutions and Global Governance Program</i> , (New York: Council of Foreign Relations, 2012) |

Assessment Rubrics

Source-based Study

Level 1 5m)	Writes about assertion, no use of sources	(1-
Level 2	Uses information taken from sources to support <i>OR</i> challenge the assertion	(6- 8m)
Level 3	Uses information taken from sources to support <i>AND</i> challenge the assertion	(9- 13m)
Level 4	By interpreting/evaluating sources in context, finds evidence to support <i>OR</i> challenge the assertion	(14- 16m)
Level 5	By interpreting/evaluating sources in context, finds evidence to support <i>AND</i> challenge the assertion	(17- 21m)
Level 6	Must reach Level 5 first , then Either a) explains why evidence to support or challenge is better or preferred (i.e. comparative judgement on why some sources are better than others); Or b) reconciles/explains problems in the sources to show that neither support nor challenge is to be preferred; explains why evidence points to an alternative assertion and modifies the assertion to fit the sources	(22- 25m)

Essay

Band	Marks	Descriptors
1	21-25	<ul style="list-style-type: none"> ✓ The approach will be consistently analytical or explanatory rather than descriptive or narrative. ✓ Essays will be fully relevant. ✓ The argument will be structured coherently and supported by appropriate factual material. ✓ The writing will be accurate. ✓ At the lower end of the band, there may be some weaker sections to the answer, but the overall quality will show that the candidate is in control of the argument.
2	18-20	<ul style="list-style-type: none"> ✓ Essays will be focused clearly on the demands of the question but there will be some unevenness. ✓ The approach will be mostly analytical or explanatory rather than descriptive or narrative. ✓ The answer will be mostly relevant.

Band	Marks	Descriptors
		<ul style="list-style-type: none"> ✓ Most of the argument will be structured coherently and supported by largely accurate factual material. ✓ The impression will be that a good solid answer has been provided. ✓ The writing will be mostly accurate.
3	16-17	<ul style="list-style-type: none"> ✓ Essays will reflect a clear understanding of the question, and constitute a fair attempt to provide an argument and factual knowledge to answer it. ✓ The approach will contain analysis or explanation, but there may be some heavily narrative or descriptive passages. ✓ The answer will be largely relevant. ✓ Essays will achieve a genuine argument but may lack balance or depth of factual knowledge. ✓ Most of the answer will be structured satisfactorily but some parts may lack coherence. ✓ The writing will be generally accurate.
4	14-15	<ul style="list-style-type: none"> ✓ Essays will indicate attempts to argue relevantly, though often only implicitly. ✓ The approach will depend more on some heavily descriptive or narrative passages than on analysis or explanation, which may be limited to introductions and conclusions. ✓ Factual material, sometimes very full, will be used to impart information or describe events rather than to address directly the requirements of the question. ✓ The structure of the argument could be organized more effectively. ✓ The writing will usually be accurate.
5	11-13	<ul style="list-style-type: none"> ✗ Essays will offer some appropriate elements but there will be little attempt generally to link factual material to the demands of the question. ✗ The approach will lack analysis and the quality of the description or narrative, although sufficiently accurate and relevant to the topic if not the particular question, will not be linked effectively to the argument. ✗ The structure will show weaknesses and the treatment of topics within the answer will be unbalanced. ✗ The writing may show some accuracy but there will also be frequent errors.
6	8-10	<ul style="list-style-type: none"> ✗ Essays will not be properly focused on the requirements of the question. ✗ There may be many unsupported assertions and commentaries which lack sufficient factual support. ✗ The argument may be of limited relevance to the topic and there may be confusion about the implications of the question. ✗ The writing will show significant weaknesses.
7	0-7	<ul style="list-style-type: none"> ✗ Essays will be characterized by significant irrelevance or arguments which do not begin to make significant points. ✗ The answers may be largely fragmentary and incoherent. ✗ The writing will show very significant weakness.

Band	Marks	Descriptors
		✕ Marks at the bottom of this band will be given very rarely because even the most wayward and fragmentary answer usually makes at least a few valid points.