Exercise walk-through

4.2
HL Paper 3: late Qing China, 1860–1912

International Baccalaureate · IB Diploma · History · HL

Regional depth: the HL option

- explain what Paper 3 asks for and what "depth" means in a regional essay;
- use **historiography**: name a **historian** or school, state the view and judge it with evidence;
- know the four regions and their commonly taught sections;
- explain why Japan and China responded so differently to Western pressure, 1853–1912.

Worked depth: Japan and China, 1860–1912

- **The "impact–response" model.** John K. Fairbank and others in the 1950s and 1960s saw China's history after 1840 mainly as a response to the Western impact. China responded slowly because its traditional institutions and ideas resisted change; Japan responded fast.
- **The China-centred approach.** Paul Cohen (*Discovering History in China*, 1984) argued that this model made China passive. Many changes came from inside China (population growth, local reformers, the provinces) and were not just reactions to the West.

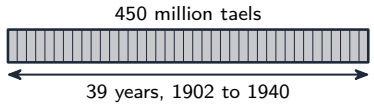
Sources for this lesson

- International Baccalaureate, *History guide* (first assessment 2017), Paper 3 and the Asia and Oceania option.
- J. K. Fairbank and S. Y. Teng, *China's Response to the West* (1954).
- P. A. Cohen, *Discovering History in China* (1984).
- M. B. Jansen, *The Making of Modern Japan* (2000); J. Spence, *The Search for Modern China* (3rd edition, 2013).

Exercises 2.1·2.2

2.1 Explain the meaning of “Chinese learning as the base, Western learning for use”. [2]

2.2 The Boxer Protocol (1901) set an indemnity of 450 million taels, to be paid over 39 years. Calculate the average payment per year without interest, and explain **one** effect of the indemnity on the Qing. [3]



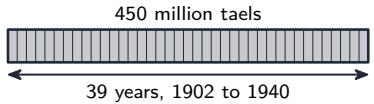
Exercises 2.1·2.2

2.1 Explain the meaning of “Chinese learning as the base, Western learning for use”. [2]

2.1

China should keep its Confucian values and system of government and take only Western technology, e.g. weapons and ships

2.2 The Boxer Protocol (1901) set an indemnity of 450 million taels, to be paid over 39 years. Calculate the average payment per year without interest, and explain **one** effect of the indemnity on the Qing. [3]



2.2

$450 \div 39 \approx \mathbf{11.5}$ million taels per year; the payments drained money the Qing needed for reform and defence; the government raised taxes, which made it less popular and increased support for revolution

Exercises 2.3·2.4

2.3 Explain **two** reasons why the Hundred Days' Reform of 1898 failed. [4]

2.4 Assess the success of the Self-Strengthening Movement, 1861–1895. [6]

Exercises 2.3·2.4

2.3 Explain **two** reasons why the Hundred Days' Reform of 1898 failed. [4]

2.3

any two, explained: the Empress Dowager Cixi and conservatives at court opposed it and she ended it in September 1898, placing the emperor under arrest; too many decrees too fast with no officials ready to carry them out; the reformers had little military support; Yuan Shikai did not back them; the reforms threatened officials' jobs and privileges, e.g. changes to the exams

---

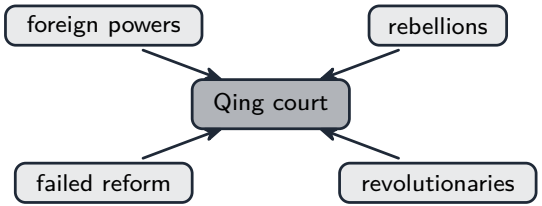
2.4 Assess the success of the Self-Strengthening Movement, 1861–1895. [6]

2.4

successes: modern arsenals and shipyards, e.g. the Jiangnan Arsenal (1865) and Fuzhou Navy Yard (1866); the Beiyang fleet built; the Zongli Yamen and translation schools; limits: change was technical, not political or social; projects were regional and run by officials such as Li Hongzhang, with no national plan; judgement linked to evidence: defeat by Japan in 1894–95 showed the movement had failed to create a modern state

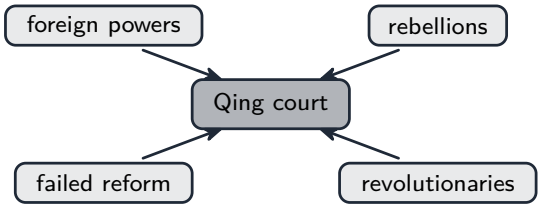
Exercise 3.1

3.1 *(Paper 3 style.)* Evaluate the reasons for the fall of the Qing dynasty in 1911–1912. [15]



Exercise 3.1

3.1 *(Paper 3 style.)* Evaluate the reasons for the fall of the Qing dynasty in 1911–1912. [15]



3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: long-term weakness: the Taiping Rebellion (1850–64) and the rise of regional armies and officials; foreign pressure:

Full solution on next slide

Full solution 3.1

3.1

Mark with the markbands: [13-15] clearly focused on the question, accurate and relevant knowledge used as evidence, well-developed critical analysis, different perspectives evaluated, a reasoned conclusion; [10-12] focused, mostly accurate knowledge, analysis with some evaluation; [7-9] some focus, relevant knowledge, mostly narrative or description with limited analysis; [4-6] little focus, limited knowledge, mostly narrative; [1-3] little understanding of the question. Points that may be included: long-term weakness: the Taiping Rebellion (1850–64) and the rise of regional armies and officials; foreign pressure: the Opium Wars, unequal treaties, defeat by Japan (1895), the scramble for concessions (1898); the Boxer Rebellion and Protocol (1901): humiliation and the indemnity; failed reform: Self-Strengthening was limited; the Hundred Days' Reform (1898) was stopped by Cixi; the late Qing reforms created new groups that turned against the dynasty: New Army officers, students, provincial assemblies (1909); the abolition of the exams (1905) cut the link with the gentry; anti-Manchu nationalism and Sun Yat-sen's Tongmenghui (1905); short-term: the railway nationalization crisis (1911) and the "princes' cabinet"; the Wuchang Uprising (10 October 1911), provinces declaring independence, and Yuan Shikai's switch to the republic; conclusion: a judgement that weighs long-term weakness against the late reforms that created the dynasty's own opponents