

Scheme of Work

Cambridge International AS & A Level History

9389 Component 4: Depth study

Southeast Asian History, 1945–1990s

For examination from 2016

Contents

| | |
|--|----|
| Introduction..... | 3 |
| Theme 1: The impact of World War II | 6 |
| Theme 2: The achievement of independence and its consequences..... | 12 |
| Theme 3: Nation building | 17 |
| Theme 4: Regional developments..... | 21 |

Introduction

Recommended prior knowledge

No prior knowledge is expected or required as this can be studied as a course in isolation. However, a general background understanding of the world in the second half of the 20th century, such as the colonial expansion of the Western powers, the rise of Japan, the Second World War and the Cold War, would be useful.

It is assumed that Component 2 (Outline study) of the AS Level has been studied and the key skills of knowledge acquisition, independent learning, understanding, analysis, evaluation and application have been mastered.

Context

This unit provides the opportunity for really detailed study of two topics (themes) of post-war Southeast Asian History in depth. There is ample scope for, and expectation of, substantial independent research and study. The final assessment assumes not only a high degree of knowledge and understanding of the chosen themes, but also high quality extended writing which demonstrates a sophisticated level of analysis and evaluation. The emphasis of teaching should very much be based on analytical questioning of the key themes and looking at how trends of change and continuity develop across the period.

The context of Southeast Asian history in this period is the decline in overseas empires of the western powers after the defeats by Japan in 1942. The impact of the Second World War, the rise of nationalism in all former colonies, not just those in Southeast Asia, the struggles of independent countries to establish stability and prosperity and the changing economic climate which saw the rise of the 'tiger economies'. However, the history of Southeast Asia should also be seen in the context of the pre-colonial history of the different regions and the unique heritage that influenced developments after 1945.

Outline

This unit requires a detailed study of at least two of the four themes which make up the whole unit. In the final examination on this topic, one open-ended question will be set on each of the four themes and learners will be asked to answer any two of these questions using examples they have studied in depth. The themes are:

Theme 1: The impact of World War II

Theme 2: The achievement of independence and its consequences

Theme 3: Nation building

Theme 4: Regional developments

A wide range of activities are suggested for all four topics, but it is intended that all activities are capable of being used, with some changing of names and dates, for any of the topics.

The Japanese assault on the European and US territories in Southeast Asia is the starting point. The rapid advance of an Asian power challenged western supremacy in the region. The Japanese East Asia Co-prosperity Zone offered a different kind of model, even if the nature of Japanese rule was often oppressive and made more so by the demands of a war which Japan could not win. However, western rule and dominance did not return for long after 1945. Whether decolonisation owed more to the war or to the previous development of nationalism is open to debate, but new leaders emerged. In some cases decolonisation, especially after the British retreat from India, was rapid. In some cases this was more prolonged, as in Vietnam. New nations had to establish stability within boundaries that sometimes owed more to colonial decisions than natural frontiers. Thailand had a long history of independence; other countries in Southeast Asia had to develop their own institutions. In some, military rule became predominant and others fell into rule by 'strong men' like Marcos. International organisations also developed to try and bring regional stability, independence and economic growth. There was more rapid social and economic development in some areas than others and the group of 'tiger economies' were notable for high growth rates.

The region is too diverse for a totally thematic approach, but the syllabus offers the opportunity for overviews and themes and also the study of different countries over a period of very considerable change.

Key: whole class **(W)**, group work **(G)**, pair work **(P)** and individual activities **(I)**, as well as homework **(H)**, are indicated within this scheme of work.

Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk>.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.

Non-endorsed resources. Where other textbooks have shown to be useful for some learning objectives they are referred to by the first author.

- Tarling, N. *The Cambridge History of Southeast Asia Vol 2*, CUP, 2000. ISBN: 9780521663724
- Hunter, J. *The Emergence of Modern Japan*. Longman, 1989. ISBN: 9780582494084
- Pomeroy, WJ. *The Philippines: Colonialism, Collaboration and Resistance*. Int Pub Co NY, 1991. ISBN: 9780717806928
- Church, P. *A Short History of South-east Asia*. Wiley, 2009. ISBN: 9780470824818
- Lockard, C. *Southeast Asia in World History*. OUP, 2009. ISBN: 9780195338119
- McCargo, D. *Rethinking Vietnam*. Routledge, 2004. ISBN: 9780415335850
- Isaacs, A. *Pawns at War: Cambodia and Laos (Vietnam Experience)*. Time Life, 1988. ISBN: 9780939526246
- Andaya, BW, and Andaya, LY. *A History of Malaysia*. Palgrave Macmillan, 2001. ISBN: 9780333945049
- Turnbull, CM. *A History of Modern Singapore: 1819–2005*. NUS Press, 2010. ISBN: 9789971693435
- Ibrahim, I. *Brunei and Malaysia: Why Sultan Omar Ali Saifuddin Refused to Join the Federation*. Tauris, 2014. ISBN: 9781780764368
- Vickers, A. *A History of Modern Indonesia*. CUP, 2013. ISBN: 9781107624450
- Charney, MW. *A History of Modern Burma*. CUP, 2009. ISBN: 9781444183818
- Kheng, CB. *Red Star Over Malaya: Resistance and Social Conflict During and After the Japanese Occupation, 1941–1946*. NUS, 2012 ISBN: 9789971695088. Kindle edition available.
- Miller, R, and Wainstock, DD. *Indochina and Vietnam: The Thirty-five Year War, 1940–1975*. Enigma Books, 2013. ISBN: 9781936274659
- Mallet, V. *The Trouble With Tigers: The Rise and Fall of South-East Asia*. Harper Collins, 2000. ISBN: 9780006388883
- Thant, MU. *The Making of Modern Burma*. CUP, 2001. ISBN: 9780521799140
- Tarling, N. *A Sudden Rampage: The Japanese Occupation of South East Asia*. University of Hawaii Press, 2001. ISBN: 9780824824914
- Hall, MK. *The Vietnam War*. Routledge, 2008. ISBN: 9781405874342
- Short, P. *Pol Pot: Anatomy of a Nightmare*. John McRae Books, 2006. ISBN: 9780805080063
- Short, P. *Pol Pot: The History of a Nightmare*. John Murray, 2005. ISBN: 9780719565694
- Li Yuk-Wai. The Chinese Resistance Movement in the Philippines During the Japanese Occupation. *Journal of SE Asian studies* 23(2) 308-321 1992. Available online at <http://www.jstor.org/stable/20071455>

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Useful websites include:

<http://journals.cambridge.org> Journal of SE Asian History

<http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=4457612&fulltextType=RA&fileId=S0022463400006202>

<http://journals.cambridge.org/action/displayFulltext?type=1&fid=4457620&jid=SEA&volumeId=23&issueId=02&aid=4457612&bodyId=&membershipNumber=&soCietyETOCSession=>

<http://www.japanfocus.org/-james-orr/2692>

<http://www.soc.ucsb.edu/projects/casemethod/beamish.html>

<http://www.asiapacifiedcrossings.org/educators/at-the-crossroads-southeast-asia/resources/module-12-world-war-ii-the-philippines-and-the-aftermath-of-the-japanese-occupation/>

http://burmalibrary.org/docs3/karenmuseum-01/History/japanese_occupation.htm

<http://xenohistorian.faihw.com/seasia/>

<http://www.asean.org/asean/about-asean/history>

<https://hydra.hull.ac.uk/resources/hull:5657>

<http://thailandaviation.blogspot.co.uk/2010/08/seri-thai-thailands-world-war-2.html> on the Seri Thai resistance in Thailand

www.yale.edu/cgp Cambodia Genocide Project

<http://news.bbc.co.uk/1/hi/world/asia-pacific/694774.stm> for obituary of Suharto

<http://www.telegraph.co.uk/news/obituaries/1415295/General-Ne-Win.html>

<http://www.stanford.edu/group/sjeaa/journal3/geasia1.pdf> for discussion of criticisms of Asean

<http://education.stateuniversity.com/pages/2434/South-Asia.html> South Asia educational development after independence

Film (DVD/YouTube)

The Killing Fields (1984) directed by Roland Joffé

The Lady (2011) directed by Luc Bess

Theme 1: The impact of World War II

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|--|--|---|
| What was the economic and social impact of Japanese rule on the people of Southeast Asia? | The aims and nature of the Japanese Co-prosperity zone in Southeast Asia | <ul style="list-style-type: none"> Background: the nature of the Japanese regime by 1941; the invasion of Indo China and the attacks on and occupation of the European colonies; the official purpose of the Japanese Co-prosperity Zone. Issue for discussion: was the Co-prosperity Zone a genuine desire to unite Southeast Asians in a community independent from Western Colonialism or merely a cover for Japanese imperialism which would replace European control? (W) Class investigation activity: find out the Japanese view of the Co-Prosperity Zone and define its meaning. (I) Debate: one group represents Japan and defends the idea and application of the Zone; other groups attack the Zone as mere propaganda. (W) (G) Written follow up in short essay: 'To what extent was the Japanese Co-Prosperity zone just propaganda to disguise Japanese imperialism?' (I) (H) Ensure that 'propaganda' is understood and that class have a clear idea of 'imperialism as historical term. | Textbooks <ul style="list-style-type: none"> e.g. Hunter, <i>The Emergence of Modern Japan</i> e.g. Tarling, <i>The Cambridge History of Southeast Asia</i>. Vol. 2. Chapter 1 Online <ul style="list-style-type: none"> http://japanfocus.org/-James-Orr/2692 Some examples of propaganda |
| | The effects of the loss of European and US colonial markets | <ul style="list-style-type: none"> Split into groups and look at the impact of Japanese rule in different countries. (G) Each group reports back and learners make notes to build up an overview. (W) (G) (I) | |
| | The economic effects of the war and blockades | <ul style="list-style-type: none"> The economic impact of the Second World War could be studied by groups considering the impact in different countries in the region and then drawing up a chart. (G) Evaluation of the relative impact – did some areas suffer more than others and were there similarities in the impact. The class highlights similarities on the chart with a marker and then tries to assess the impacts by grading the extent of hardship on a scale of A–E (A = extremely severe). (W) | |
| | Revival of indigenous military traditions and effect on village | <ul style="list-style-type: none"> The social impact of the war in bringing about more mobility and disruption to traditional communities and the impact of military resistance to Japanese rule might again be considered in terms of the similarities and differences between | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|--|--|--|
| | tradition of greater mobility in wartime. | <p>different regions. A case study of two areas would be helpful and the class could split into two groups to prepare a power point presentation on two areas showing the nature of resistance and the impact on village life. (G)</p> <ul style="list-style-type: none"> To assess how learners have understood this aspect of the syllabus, ask them to complete specific questions under test conditions based on the key content. (I) Skill areas: ensure that there is an understanding of the difference between <i>description</i> (What impact did the Japanese Co Prosperity Zone have on SE Asia) and <i>assessment</i> (How great was the impact that the Japanese Co-Prosperity Zone?). (W) An analogy activity. In pairs describe the plot of a favourite film then say why it is a good film – one is <i>description</i>, one is <i>explanation</i>; then say why it your favourite film – more <i>judgement</i>. (G) | |
| What was the importance of resistance movements against Japan in Southeast Asia? | Impact of Communist resistance in Indo-China | <ul style="list-style-type: none"> Establish a time line of events from the Japanese invasion to the end of the war in 1945. (W) Discuss the difference between what happened in the resistance and its impact. Discuss and note some likely impacts. (W) Learners suggest the relative importance of possible impacts by numbering them 1–3 (1 = very significant impact). (P) (I) Learners research in pairs and report back on findings. In discussion consider the key elements in the Communist resistance – leadership, ideology, tactics, response of Japanese. (W) (P) (H) | <p>Textbooks</p> <ul style="list-style-type: none"> e.g. Miller and Wainstock, <i>Indochina and Vietnam</i> <p>Online</p> <ul style="list-style-type: none"> http://www.soc.ucsb.edu/projects/case-method/beamish.html |
| | Resistance in the Philippines | <ul style="list-style-type: none"> Studying and note making about this resistance in the Philippines. (P) (I) In pairs compare the nature and impact of this resistance with that in Indo China. Which was more successful and why? (P) | <p>Textbooks</p> <ul style="list-style-type: none"> e.g. Pomeroy , <i>The Philipines: Colonialism, Collaboration and Resistance</i> <p>Online</p> <ul style="list-style-type: none"> <i>Journal of SE Asian studies</i> September 1992 308–321 http://journals.cambridge.org/action/displayFulltext?type=1&fid=4457620&jid=SEA&volumeld=23&issueld=02&ai |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---------------|---|---|---|
| | | | d=4457612&bodyId=&membershipNumber=&societyETOCSession= |
| | British and American sponsored resistance in Burma, Thailand and Malaya | <ul style="list-style-type: none"> Learners make notes on information on resistance in these areas. (P) (I) Discuss whether outside support from Britain and US made a big difference in these areas. (W) | Textbooks <ul style="list-style-type: none"> e.g. Kheng. <i>Red Star over Malaya</i> Online <ul style="list-style-type: none"> http://www.asiapacificcrossings.org/educators/at-the-crossroads-southeast-asia/resources/module-12-world-war-ii-the-philippines-and-the-aftermath-of-the-japanese-occupation/ http://burmalibrary.org/docs3/karenmuseum-01/History/japanese_occupation.htm Southeast Asia under Japanese Occupation http://thailandaviation.blogspot.co.uk/2010/08/seri-thai-thailands-world-war-2.html on the Seri Thai resistance in Thailand |
| | Problems faced by resistance movements and reasons for different levels of resistance in Southeast Asia | <ul style="list-style-type: none"> As a class, brainstorm some problems that resistance movements would have faced. Put these in order of importance. (W) In groups, learners indicate on a chart those areas where there was very strong and determined resistance and areas where resistance was less continuous or effective. As a class offer some explanations as to why this might have been. Follow up each suggestion by research in pairs or individually. (W) (G) (P) (I) In groups discuss which explanations are convincing (award A to very convincing explanations and C to less convincing explanations). Use the information already gathered. (G) Summative activity. Test on key factual content about resistance above. (I) Essay: 'Why did the resistance to Japanese rule differ in Southeast Asian | Online <ul style="list-style-type: none"> http://xenohistorian.faithweb.com/seasia/ <i>A Concise History of SE Asia</i> Chapter 4 |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|---|--|--|
| | | <p>regions during the Second World War?' (I) (H)</p> <ul style="list-style-type: none"> o Discuss the essay title: is the best way to do this to take each country in turn, or to take different possible explanations for difference and to illustrate them. (W) o Each group in the class to do a trial paragraph and read it to class. Does it explain a reason for the difference; does it use examples; is it clear? Should there be a paragraph at the end which considers the most important reason for the differences? (G) | |
| To what extent did Japanese rule develop nationalism in Southeast Asia? | Extent of Southeast Asian nationalism before 1940 | <ul style="list-style-type: none"> • Class discussion of meaning of nationalism. (W) • In pairs produce three sentences using the word nationalism. Implications of the key question; 'How far' (to what extent) involves weighing other factors. Use the analogy: 'How far did the colour affect your decision to choose your mobile phone?' What other factors would this involve? • The first thing to establish is whether colonial rule was already weakening before 1941–2. Each pair looks at nationalist movements and support for nationalism in a different area before 1940. The groups report back and a decision is made by the whole class about the extent of nationalism (A = very strong and extensive; E = virtually non-existent). (G) (P) | <p>Textbooks</p> <ul style="list-style-type: none"> • e.g. Lockard, <i>Southeast Asia in World History</i>. Chapter 8 |
| | Importance of co-operation of political leaders with the Japanese | <ul style="list-style-type: none"> • Discuss in class why some leaders might have cooperated. (W) • Take an example and investigate it as a case study. Interview the leader chosen in a prepared role play exercise. Do this in pairs – one questions and one answers. One pair is chosen to do this in front of the class and a discussion could follow about the justification. (P) | |
| | Japanese wartime propaganda | <ul style="list-style-type: none"> • Look at the nature and aims of Japanese Wartime propaganda. Groups find examples and comment on what it was trying to achieve and how it was contradicted in practice (this should be linked to revising Co-prosperity Zone). (G) (P) (I) | |
| | Japanese political concessions after 1942 | <ul style="list-style-type: none"> • Note taking on the concessions given by Japan after 1942. (I) • Establish the nature and reasons for concessions and establish their importance. (W) • Debate: how likely was it that Japan could have won over Southeast Asia by | <p>Textbooks</p> <ul style="list-style-type: none"> • e.g. Tarling, <i>A Sudden Rampage: Japanese Rule in Southeast Asia</i> |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---|--|---|
| | | <p>concessions? In class establish factors which suggest that there might have been support and factors which suggest that concessions were unlikely to have been effective. (W)</p> <ul style="list-style-type: none"> • Summative exercise: 'Japanese occupation was the most significant factor in the development of southeast Asian nationalism by 1945.' How far do you agree? (I) (H) <ul style="list-style-type: none"> ○ Preparation. Discuss how to approach quotation questions – class unpacks the issues contained in the quotation, how to organise answer by establishing a case for the proposition in the question and the case against and how to resolve the contradictions and reach a conclusion. (W) | |
| How far did World War II bring about the end of colonial rule in Southeast Asia? | Problems of maintaining colonial rule in Southeast Asia before World War II | <ul style="list-style-type: none"> • Link up material on growth of nationalism in different countries. Each pair looks at problems in a different colony and considers the problems and presents to class. (W) (P) • The problems are compared after a discussion to find common elements and problems affecting only some colonies. (W) • Judgement: how serious were the problems in maintaining Colonial Rule before 1939? In pairs a written judgement (prepared by you) is offered and then discussed. Issues: were problems more serious in some regions? Was there enough organised resistance to present a problem? (P) (I) | <p>Textbooks</p> <ul style="list-style-type: none"> • e.g. Church, <i>A Short History of South-East Asia</i> • e.g. Tarling, <i>The Cambridge History of Southeast Asia</i>. Vol. 2 <p>Online</p> <ul style="list-style-type: none"> • http://www.seasite.niu.edu/crossroads/wilson/colonialism.htm |
| | How far wartime defeats made it impossible to maintain colonial rule in Burma and the Philippines | <ul style="list-style-type: none"> • Two groups, one reads and considers the situation in Burma during the war and the other in the Philippines. Background reading and notes. Each group presents their findings, the other group recording those findings under heading 'wartime defeats'. (G) • Consider in class discussion how you would assess the importance of these defeats in making colonial return impossible. The nature of the defeats: were they very humiliating? Were pre-war discontents in these areas strong? What effects did wartime defeats have on Britain and the USA? Each group discusses the issue and offers a presentation to the class. (W) (G) (I) | |
| | Why Dutch colonial rule ended | <ul style="list-style-type: none"> • In a discussion the whole class suggests possible reasons for the end of Dutch colonial rule and these are put on separate sheets of paper round the room. The class does research then adds explanations or views to the sheets. (W) (P) (I) | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---------------|--|--|--------------------|
| | | <ul style="list-style-type: none"> • Discussion: did Dutch colonial rule end more because of the weaknesses or oppression of Dutch rule or through other factors? (W) | |
| | Why colonial rule lasted longer in Malaya and Indo-China | <ul style="list-style-type: none"> • This raises the topic of why decolonisation went at different speeds in Southeast Asia after 1945. A timeline should be established and discussed. (W) (I) • One part of the class considers Malaya and offers a presentation with reasons. The other part considers Indo China. (G) • Class discussion on why Communism was overcome in Malaya but not in Indochina. (W) | |

Theme 2: The achievement of independence and its consequences

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---|--|--|
| Why, and with what consequences (to 1975), did Vietnam achieve independence in 1954? | Reasons for French defeat | <ul style="list-style-type: none"> Learners make notes on the restoration of French power, the war of independence, the final battles. (P) (I) (H) As a class, make a list of reasons why the French were defeated. (W) In pairs, learners take one of the reasons listed and develop it with a full explanation. A 'washing line' is put over the classroom with pegs. The reasons on cards are put on the line and a discussion establishes which should go first, second etc. in terms of importance. This allows the factors to be moved after further discussion. (W) (P) Written work. 'What best explains the French defeat in 1954?' (P) (I) (H) | |
| | Why did Vietnam remain divided for so long? | <ul style="list-style-type: none"> This involves considering the different nature of North and South. Learners complete independent research on North and South Vietnam. (I) In groups, learners in one group describe the North and the others describe the South. (G) Context of Cold War leads into next factor. Why did other powers support both North and South Vietnam? | Textbooks <ul style="list-style-type: none"> e.g. Church, <i>A Short History of South-east Asia</i>, from p180 |
| | What was the importance for Vietnam of US involvement? | <ul style="list-style-type: none"> Establish a chronology of increasing US involvement in Vietnam 1945–77. (P) (I) (H) Why was Vietnam so important for the US? Whole class discussion to establish reasons. (W) How did this impact on Vietnam and the region? <ul style="list-style-type: none"> Learners research this in pairs or individually. (P) (I) (H) In groups, learners consider the different types of impact this might have had (political, social, economic). Groups consider different aspects and report back. (W) (G) | Textbooks <ul style="list-style-type: none"> e.g. Hall, <i>The Vietnam War</i> |
| | The impact on the region of ongoing conflict in Vietnam | <ul style="list-style-type: none"> Chronology of the spread of the war and its impact on neighbouring states, e.g. Laos and Cambodia. (H) Why did the war spread? Learners think through possible reasons and then establish by discussion what they were. (W) Assess the seriousness and extent of impact on different parts of the region. | Textbooks <ul style="list-style-type: none"> e.g. Isaacs, <i>Pawns at War: Cambodia and Laos</i> |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|--|---|--|
| | | In groups, learners consider the different areas and cross reference by different aspects, e.g. physical impact, political impact, social and economic impact, and report back as a class discussion. (W) (G) (I) | |
| Why, and with what consequences, did the Federation of Malaysia come about? | British pressure to maintain unity | <ul style="list-style-type: none"> Establishing basic background information on Malaysia. Each group prepares a short presentation (PowerPoint or other method) which might be given to diplomats joining a foreign embassy in Malaysia who needed a guide to the background of the country from colonial times. The presentation should not last more than 15 minutes. (W) (G) (P) (I) Why did the British wish to maintain unity even though the various elements of former colonies in Malaysia were diverse? <ul style="list-style-type: none"> Learners research this area. (P) (I) (H) Group discussion suggesting reasons. (G) Were the British right? Class discussion. (W) | Textbooks <ul style="list-style-type: none"> e.g. Andaya, <i>A History of Malaysia</i> |
| | Problems of integrating Singapore and Malaya | <ul style="list-style-type: none"> Learners are divided into two groups: <ul style="list-style-type: none"> One group researches Singapore and establishes key elements that made it distinctive. Presents findings. (G) (P) (I) (H) One group researches Malaya and does a presentation. (G) (P) (I) (H) Differences and similarities discussed by class. Problems are established and listed. (W) Class discussion of how serious problems were. Some use of original sources from Tunku Abdul Rahman and Lee Kwan Yew would establish viewpoints. (W) | Online <ul style="list-style-type: none"> <i>Journal of SE Asian History</i> September 1965 http://journals.cambridge.org/action/displayIssue?decade=1960&jid=SEH&volumeId=6&issueId=02&iid=5864692 |
| | The situation in Brunei | <ul style="list-style-type: none"> Learners research and take notes on the background of the situation of Brunei. (P) (I) (H) Establish the special features of the political, economic and social situation in Brunei by class discussion. Learners could highlight/colour code their notes to represent this. (W) Discussion in class of Brunei's interest in new federation. (W) | Textbooks <ul style="list-style-type: none"> e.g. Ibrahim, <i>Brunei and Malaysia</i> Tauris Online <ul style="list-style-type: none"> https://hydra.hull.ac.uk/resources/hull:5657 |
| | Importance of separation of | <ul style="list-style-type: none"> Background reading/research into Singapore's economic and social development to 1990s and what makes it distinctive. (P) (I) (H) | Textbooks <ul style="list-style-type: none"> e.g. Turnbull, <i>A History of Modern</i> |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---------------------------------------|---|---|
| | Singapore | <ul style="list-style-type: none"> • Comparison of Singapore with other parts of Malaysia. Creation of a wall chart to show similarities and differences. (W) | <i>Singapore</i> |
| How well did Sukarno and Suharto deal with the problems of Indonesia after independence? | Role of the army | <ul style="list-style-type: none"> • Learners research the background to Indonesia and problems inherited from colonial rule and biographical information on Sukarno. (P) (I) (H) • Learners establish a basic chronology of events within Indonesia and produce a timeline. (P) (I) • Explain what role the army played by highlighting within the chronology events associated with the army. <ul style="list-style-type: none"> ○ Discussion: why do you think the army was so important? In which other Southeast Asian countries has the army been important since independence? (W) ○ Discuss possible reasons as a class and then in groups discuss which are more convincing. (W) (G) | Textbooks <ul style="list-style-type: none"> • e.g. Vickers <i>A History of Modern Indonesia</i> • e.g. Church, <i>A Short History of South-east Asia</i>, from p38 |
| | Guided Democracy and authoritarianism | <ul style="list-style-type: none"> • Ensure that the terms ‘Democracy’ and ‘Authoritarianism’ are understood. Class research definitions and confirm understanding by using words in context. (W) (P) (I) • Learners research what ‘Guided Democracy’ meant in the Indonesian context. (P) (I) (H) <ul style="list-style-type: none"> ○ Discuss whether this is a valid concept. How did it work in practice and did it benefit Indonesia? This could be done in a prepared question and answer session. (W) (G) ○ Groups work together in being prepared to defend ‘Guided Democracy’ and other members consider what key questions to ask about it. (W) (G) | |
| | Pancasila | <ul style="list-style-type: none"> • The concept of Pancasila needs to be defined and understood and background notes made. (W) (P) (I) (H) • The main elements should be broken down and if possible some primary material justifying it could be used and evaluated in groups. (G) | |
| | Social and economic development | <ul style="list-style-type: none"> • The progress in social and economic development should be assessed by means of comparing Indonesia at independence, returning to the initial notes and activity, with the situation by the end of the Suharto rule. This could be done by constructing two charts, each by a different group. (W) (G) | Online <ul style="list-style-type: none"> • http://news.bbc.co.uk/1/hi/world/asia-pacific/694774.stm for obituary of Suharto |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|---|--|---|
| | | <ul style="list-style-type: none"> In pairs, learners look at different elements in social and economic development. The pairs report back and the class discusses how far overall development was achieved. (W) (P) Summative task. Compare the achievements of Sukhano and Suharto as rulers of Indonesia. There should be discussion of how achievements is a different concept from policies and should be related to aims and problems. Also there should be discussion of how comparison questions are best tackled, sequentially or in terms of comparing themes. (W) (G) (P) (I) | |
| What problems faced the supporters of democracy in Burma after independence? | Regional divides inherited from colonial rule | <ul style="list-style-type: none"> To gain an overview of the situation, the topic could be introduced by a showing of the film about Aung San Suu Kyi (<i>The Lady</i>) with a view to evaluating the portrayal against a study of the period. (W) The background of the different regions and traditions of colonial Burma should be studied and the significance of these discussed in class. This could be taken together with the inherited economic issues and the way that these developed after independence. (W) (P) (I) | Textbooks <ul style="list-style-type: none"> e.g. Charney, <i>A History of Modern Burma</i> e.g. Church, <i>A Short History of South-East Asia</i>, from p80 Film <ul style="list-style-type: none"> <i>The Lady</i> (2011) directed by Luc Besson |
| | Economic problems | <ul style="list-style-type: none"> Research and note taking on economic problems in Burma. (P) (I) Discussion on how far regional differences and economic problems made the establishment of democracy difficult. Is there a link between these factors and political development or is it likely that other factors influence political growth; if so, what? From a class discussion a list of factors might emerge and can be put on the class noticed board to be referred to later. (W) | |
| | Influence and tactics of Ne Win | <ul style="list-style-type: none"> Background research into the life and policies of Ne Win and an understanding of why the army came to play such an important role in Burma. (P) (I) (H) Comparison with Indonesia. What justifications could here by for Ne Win's actions and what criticisms could be made? (W) | Online <ul style="list-style-type: none"> http://www.telegraph.co.uk/news/obituaries/1415295/General-Ne-Win.html |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---------------|-------------------------------|--|--|
| | Situation of Aung San Suu Kyi | <ul style="list-style-type: none"> • Learners research and make notes on Aung San Suu Kyi's life, ideas and career. (P) (I) (H) • In pairs, learners prepare answers to these questions: <ul style="list-style-type: none"> ○ Why did Aung San Suu Kyi's opposition not succeed for so many years? ○ What was the importance in Burmese history? (P) • Presentation (PowerPoint or other method) or plans for TV documentary about Burma and Aung San. (P) • Summary essay: Why was Burma under so much military rule after independence? (I) (H) • Discussion might consider how an essay like this avoids both a chronological narrative with comment and a series of reasons in no particular order. Note the wording of the question 'so much' not just 'under military rule'. How would this be addressed? (W) | <p>Online</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/news/world-asia-pacific-11685977 |

Theme 3: Nation building

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|-----------------------------------|---|--|
| Why was there military rule in Thailand? | Inherited military rule in 1948 | <ul style="list-style-type: none"> Investigate the extent of military rule in Thailand in the twentieth century. Learners should draw up a chronology since 1900. (P) (I) Did this make the development of democracy impossible? How important was the previous experience of military rule? Discuss these issues in class and compare with other areas of SE Asia studied. (W) | Online <ul style="list-style-type: none"> http://www.murdoch.edu.au/Research-capabilities/Asia-Research-Centre/document/working-papers/wp166.pdf <i>The Influence of the military in Thai Politics since the 1990s</i>, Katsamporn Rakson |
| | Role of military strongmen | <ul style="list-style-type: none"> Learners establish the periods of military rule after 1948 in a time chart and investigate the background and character of the military leaders. (P) (I) Groups do a short biographical presentation. (G) | Textbooks <ul style="list-style-type: none"> e.g. Thant Myint-U, <i>The Making of Modern Burma</i> |
| | US influence and Cold War context | <ul style="list-style-type: none"> Learners set the time chart above against a time chart of the key events in the Cold War and the conflict in Vietnam. (P) (I) <ul style="list-style-type: none"> Discussion: does this help to explain military rule? (W) Investigate US influence in Thailand. How important do you think this was? (P) (I) (H) Establish by discussion all the reasons you can for military rule, including US influence, and try and give a value to each (1 = high; 5 = low) with reasons. (W) <ul style="list-style-type: none"> Put these reasons in a list from high to low. Where does US influence come in your list and why? (P) (I) (H) | |
| | Problems of opposition | <ul style="list-style-type: none"> <i>Why was opposition not more effective?</i> In pairs, learners consider the conditions necessary for successful opposition to a military regime then pool their ideas in groups. (G) (P) <i>Did the Thai opposition meet these conditions? If not, why?</i> Learners research, followed by class discussion. (W) (P) Learners compare the situations in Thailand and Burma, listing differences and similarities. (P) Summative essay: What best explains military rule in Thailand? (I) (H) <ul style="list-style-type: none"> Class discussion about the introduction, how might it avoid the formula | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|--|---|---|
| | | ‘There are many different reasons...’ and focus on the types of reasons and offer a view on the best explanation. (W) | |
| Why did the Philippines come under the rule of Marcos and have his successors been more successful? | Social and political situation by 1965 | <ul style="list-style-type: none"> Learners research the background. <ul style="list-style-type: none"> In groups, learners prepare an in-depth newspaper article by investigative journalists trying to explain to their readers the problems the Philippines faced by 1965 since independence. (G) A spokesperson for each group reports back to the class, followed by a class discussion to establish a clear understanding of why a dictatorial regime might be established. (W) | |
| | The Marcos coup and its consequences | <ul style="list-style-type: none"> Learners research and make notes on the career and character of Marcos and the events of the coup. (P) (I) (H) What characterised his rule and what impact did this have on the people of the Philippines? Who was most affected? In pairs take a different element of his rule and explain the consequences and report back. (P) Consider as a class why his rule ended and what state he left the Philippines in compared to the position in 1965. (W) | Textbooks <ul style="list-style-type: none"> e.g. Church, <i>A short history of South-East Asia</i>, from p122 Online <ul style="list-style-type: none"> http://www2.gwu.edu/~nsarchiv/nsa/publications/philippines/philippines.html <i>The Philippines. The Marcos Years</i> |
| | Policies of Ramos, Estrada and Arroyo | <ul style="list-style-type: none"> Learners research and make notes on the personality and policies of these leaders. (P) (I) (H) In groups, learners prepare for a balloon debate where, in a sinking balloon, only one of these leaders can stay. A spokesperson for each group must defend his policies and say why he was the best leader. The class votes. (W) (G) | |
| | Problems of insurgency and Islamic militancy | <ul style="list-style-type: none"> Learners consider why this problem might have emerged. Brainstorm suggestions in class and then research in pairs to see if suggestions can be confirmed. (W) (P) Discussion: <i>Has this been the most serious problem since independence?</i> (W) | |
| What explains the emergence and nature of | The coup against Sihanouk and the legacy of his rule | <ul style="list-style-type: none"> The background to Cambodia in this period. Learners research and make notes on the rule of Sihanouk. (P) (I) (H) In pairs, learners produce reasons for his fall. (P) | |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|--|--|--|
| the Pol Pot regime in Cambodia? | | <ul style="list-style-type: none"> • These are shared in a whole class or group discussion. (W) (G) • Write an obituary of Sihanouk explaining his legacy for Cambodia – what he left behind and his importance. These could be put on the wall and the judgements compared. (W) (P) (I) (H) | |
| | The rise of the Khmer Rouge and civil war 1970–75 | <ul style="list-style-type: none"> • Learners study posters and propaganda messages to establish the nature and main aims of this movement. (P) (I) • Learners research the main elements of the civil war and why they won. (P) (I) (H) • Discussion: why would such an extreme group win support? (W) | Textbooks <ul style="list-style-type: none"> • e.g. Short, <i>Pol Pot: Anatomy of a Nightmare</i>. John McRae Books (2004) 9780805080066 • e.g. Short, <i>Pol Pot: The History of a Nightmare</i> |
| | Personality and ideas of Pol Pot | <ul style="list-style-type: none"> • Learners research and make notes on the life and career of Pol Pot. (P) (I) (H) • Group discussion: Why do you think such a leader rose to power and exerted so much influence? (G) | |
| | Social and economic policies 1975–78 | <ul style="list-style-type: none"> • Learners list the main policies followed. (P) (I) (H) • What impact did these policies have on the people and the progress of Cambodia? Learners work in pairs to research and explain this. (P) • Why did the policies stop? Learners work in pairs to research and explain this. (P) • Watch the film ‘<i>The Killing Fields</i>’, followed by group discussion: (G) <ul style="list-style-type: none"> ○ Is there any justification for the policies followed? ○ How should history judge Pol Pot and his followers? ○ What lessons if any should the Pol Pot experience offer to the people of Southeast Asia and should history offer any moral judgments? | Online <ul style="list-style-type: none"> • www.yale.edu/cgp on the Genocide in Cambodia Film <ul style="list-style-type: none"> • <i>The Killing Fields</i> (1984) directed by Roland Joffé |
| How successfully did the regimes of Vietnam, Cambodia and Laos respond to changing | Impact of ideological change with the end of the USSR and changes in China | <ul style="list-style-type: none"> • Learners research the end of the Cold War in Europe and China’s moves to a freer market economy after Mao’s death. Followed by class discussion. (G) (P) (I) (H) • How did this impact on Vietnam, Cambodia and Laos? Learners in three groups, each looking at an overview of the changes since 1991 in one of these countries. As each group reports back, similarities and differences are noted. (W) (G) | Textbooks <ul style="list-style-type: none"> • e.g. McCargo, <i>Rethinking Vietnam</i> • e.g. Church, <i>A short history of South-East Asia</i>, from p10 |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|-------------------------------------|-------------------------------------|---|--------------------|
| political circumstances after 1991? | Foreign investment and co-operation | <ul style="list-style-type: none"> • What investment and links with foreign countries were made and how did these affect the economies of the three countries after 1991? Learners work in groups of three, each researching a different country in response to this question. (G) (I) <ul style="list-style-type: none"> ○ All those who researched the same country meet and discuss their findings, to share information and confirm conclusions. (G) ○ Then the original group of three reforms and each learner shares their work with the rest of the group. (G) | |
| | Growth of private sector | <ul style="list-style-type: none"> • In groups, learners draw up a chart showing examples of economic change and development and how the private as opposed to the state sector grew. Learners could create a new chart for each country or devise one to compare all three countries. (G) • Discussion: how likely is economic change to result in political change? (W) | |
| | Reforms in Party and government | <ul style="list-style-type: none"> • Learners investigate and make notes on the political changes. (I) • To what extent do these changes amount to a major change in the way that these countries have been ruled? Against each identified change, learners (in pairs) consider whether the impact has been considerable (C), important (I) or limited (L). (P) • Essays. Select one of: (P) (I) (H) <ul style="list-style-type: none"> ○ ‘Account for the rise and fall of either Pol Pot or Marcos’ ○ ‘How great has been the pace of economic and political change in former Indochina since 1991?’ • As a class, discuss these essay titles as their answers contain different elements, so need to be planned to deal with all parts of the question. (W) | |

Theme 4: Regional developments

| Key questions | Key content | Suggested teaching activities | Learning resources |
|--|------------------------------|---|---|
| How important has ASEAN been for Southeast Asia? | Foundation and aims of ASEAN | <ul style="list-style-type: none"> Learners use the ASEAN website for information about the aims of the organisation and how it was formed. (P) (I) (H) In groups, learners create wall displays to show the nature of the organisation and why the ASEAN nations come together. (G) Discussion: how important are regional organisations like ASEAN in the modern world? (W) | <p>Textbooks</p> <ul style="list-style-type: none"> e.g. Tarling, <i>The Cambridge History of Southeast Asia</i>. Vol. 2. Chapter 5 <p>Online</p> <ul style="list-style-type: none"> www.asean.org/asean/about-asean/history |
| | Economic co-operation | <ul style="list-style-type: none"> Learners research then outline the main features of economic co-operation in a table with some key dates. (P) (I) (H) Whole class discussion: (W) <ul style="list-style-type: none"> How important have these policies been for Southeast Asia? Why has ASEAN been criticised for the outcome of some of its policies and how justified are these criticisms? In pairs, learners compare the ASEAN websites with some online criticisms then discuss as a class which is more convincing? (W) (P) | |
| | Political co-operation | <ul style="list-style-type: none"> In pairs, learners research the underlying philosophy of ASEAN in dealing with disputes between member states. (P) Learners research and make notes on what actions has ASEAN taken and how effective have these been, followed by group or class discussion. (W) (G) (P) (I) Discussion: can an organisation which rejects military action and direct interference be effective in exerting moral and diplomatic influence? (W) | |
| | Criticisms of ASEAN | <ul style="list-style-type: none"> Learners research and make notes on different criticisms of the organisation. (P) (I) (H) Explain these criticisms. Each pair researches a major criticism and attempts to defend ASEAN in a presentation to the class. The class decides whether the defence is justified. (W) (P) | <p>Online</p> <ul style="list-style-type: none"> http://www.stanford.edu/group/sjeaa/journal3/geasia1.pdf for discussion of criticisms |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---|---|---|---|
| What were the major reasons for social development in post-colonial Southeast Asia before 1991? | <ul style="list-style-type: none"> • Education change • Urbanisation • Communications • Religious factors | <p>These four elements, Education, Urbanisation, Communications and Religious factors, could all be studied together. The activities below show how this could be done:</p> <ul style="list-style-type: none"> • The class decides which of these developments was most significant in an extended research project and discussion. (W) <ul style="list-style-type: none"> ○ Each group takes one of these large topics and investigate its importance. (G) ○ Learners take examples from different countries but the investigation should try and consider the topic as a whole. (G) (P) (I) (H) ○ Class discussion to ensure that all groups focus on the key elements of social development and to define what they are. (W) • The groups produce a report on the impact of their theme on the four elements of social developments. (G) <ul style="list-style-type: none"> ○ The groups present their findings to the class and discuss, and provide a summary for the other learners. (W) ○ Learners make notes on the main points for each of these four elements. (I) ○ After four presentations, in which you can offer additional material, a decision should be made about the relative importance of the four elements and a judgment made. It may well be that in some regions, one factor, for example urbanisation may have been dominant so judgements need not be definitive. The aim is that a clear link between these elements and social development has been established and that examples have been deployed to support explanations. (W) • Learners write up a summary of each element and the decision regarding the relative importance of each, taking into account regional factors. (I) (H) | <p>Online</p> <ul style="list-style-type: none"> • http://education.stateuniversity.com/pages/2434/South-Asia.html Educational development after independence <p>Textbooks</p> <ul style="list-style-type: none"> • e.g. Lockard, <i>Southeast Asia in World History</i>, Chapter 10 • e.g. Tarling, <i>The Cambridge History of Southeast Asia</i>, Vol. 2 Chapter 4 (religion) |
| What has been the impact of globalisation and economic change on Southeast Asia since 1991? | Reasons for the development of the 'Tiger economies' | <ul style="list-style-type: none"> • Learners research the reasons for the development of the 'Tiger Economies'. The definition of these economies and the extent of their economic growth should be established by reading and note-taking. (I) (H) • The class should agree what constitutes the main elements of a 'tiger economy'. (W) <ul style="list-style-type: none"> ○ In pairs, one major possible explanation is investigated and explained. (P) • The pairs report back to the whole class, then class discussion on the relative importance of the reasons for the development. (W) | <p>Textbooks</p> <ul style="list-style-type: none"> • e.g. Mallet, <i>The Trouble With Tigers</i> • e.g. Tarling, <i>The Cambridge History of Southeast Asia</i>, Vol. 2 |

| Key questions | Key content | Suggested teaching activities | Learning resources |
|---------------|---|---|--------------------|
| | Financial; Crash of 1997 and its importance | <ul style="list-style-type: none"> • Learners analyse the causes of the 1997 financial crash and, from a given list, discuss the long- and short-term factors. (P) • Similarly the consequences are analysed in terms of long- and short-term effects. (P) <ul style="list-style-type: none"> ○ It may be useful to compare with 2008 (this is not on the syllabus but might be a useful activity). (W) | |
| | Unequal development of Southeast Asian economies | <ul style="list-style-type: none"> • Teacher-led introduction: What did the Tiger economies have that other economies in the region did not? Which economies did less well and why? (This might be taken with the first point above.) (W) • Class discussion of possible reasons. (W) • Learners undertake research in pairs and report back on which explanations are most convincing, followed by class discussion. (W) (P) (H) | |
| | Consequences of economic growth for living standards and social development | <ul style="list-style-type: none"> • In groups, learners research independent case studies of successful economies. (G) • Discussion to identify some key issues: (W) <ul style="list-style-type: none"> ○ how living standards are measured; ○ the impact on different social groups; ○ whether progress has benefited all; ○ whether social change has been likely to last. • Discuss how examples can support essays on these more general topics but cannot dominate or the answers will be about individual countries and not about the overall developments. • Learners, individually or in pairs, began by writing an introduction and one sample paragraph to at least one of these essay questions: (P) (I) <ul style="list-style-type: none"> ○ ‘ASEAN has promised more than it has delivered.’ Discuss. ○ ‘Urbanisation was the most important reason for social development in postcolonial Southeast Asia before 1991.’ How far do you agree? ○ Why was economic growth more developed in some countries than others after 1991? • Discuss these essays as a class. (W) | |

© Cambridge International Examinations 2015
Version 3.1
Updated: 19.02.16

Cambridge International Examinations
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
tel: +44 1223 553554 fax: +44 1223 553558
email: info@cie.org.uk www.cie.org.uk

