



MODERN HISTORY

ATAR course examination 2024

Marking key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Source analysis–Unit 3

25% (25 Marks)

Note: When marking a candidate's work in this section:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

Question 1

(25 marks)

- (a) Compare and contrast the messages of Source 1 and Source 2. (4 marks)

Description	Marks
Describes the similarities of the messages in the two sources	2
Describes the differences of the messages in the two sources	2
Total	4
<p>Markers' notes: Evidence should be drawn from the sources to support the message. Candidates may choose to structure their response according to the grid above. Candidates may choose to incorporate the identification of message within their compare and contrast.</p>	

Elective 1: Australia 1918–1955

- The message of Source 1 is that the contributions of Indigenous Australians have been disregarded in the collective memory of war and the Anzac legend.
- The message of Source 2 is that Aboriginal soldiers were integrated into Australia's military and were proud to serve for Australia, experiencing mateship and belonging.
- The messages are similar:
 - their message about the role of Indigenous Australians in Australian society, in that they both suggest their involvement and sacrifice has been significant.
- The messages are different:
 - the first suggests that there is division and ongoing exclusion of Indigenous Australians from Australian history, whereas the second is suggesting that they have such a sense of belonging that they willingly enlisted in the military.

Elective 2: Russia and the Soviet Union 1914–1945

- The message of Source 1 is relief that the foreboding dark clouds hanging over Russia have led to revolution, and that the Russian people have finally had enough of the Tsar's terrible reign, and have shoved him from the throne, showing he was overthrown by the Russian people.
- The message of Source 2 is that Lenin was given a warm welcome as a well-known and much-loved and revered figure, upon his return to Russia, portraying him as a saviour or heroic figure, coming to save Russia, arriving between the February and October Revolutions, arriving in Petrograd in April 1917, from Switzerland, being greeted by Russian sailors and soldiers.
- The messages are similar:
 - they capture the revolutionary mood in Russia in 1917
 - they describe the feelings of the people at the time, and the despair that people faced under the Tsar's rule.
- The messages are different:
 - Source 1 depicts the people getting rid of the Tsar
 - Source 2 sees the people, especially those in the military, welcoming Lenin back from exile in Switzerland
 - framing of the revolution
 - Source 1 suggests the revolution is about the people overthrowing the Tsarist regime
 - Source 2 suggests it was about the people bringing in Bolshevik rule under Lenin.

Elective 3: China 1935–1989

- The message of Source 1 is that Deng Xiaoping does not have control over China and its population as he is seen as a small figure holding onto the dragon that is China, asking it to 'heel' but as he is dangling from the collar and off the ground, the implication is that he cannot actually do anything.
- The message of Source 2 is that Deng Xiaoping is a strong and powerful leader of China who is the architect of the changing geopolitical landscape in China. His portrait shows him as a kind leader and the caption praises him for building a better China.
- The messages are similar:
 - Source 2 explicitly states that Deng was responsible for reforming China, opening it up and modernising it
 - Source 1 infers that under Deng's modernisation and reform, China has grown into a large powerhouse, as indicated by its representation as a dragon.
- The messages are different:
 - Source 2 shows Deng as a powerful leader who is in control of the reforms in China
 - Source 1 infers that Deng, seen dangling from China's collar, has no control of what is going on in China and is a weak leader.

Question 1 (continued)

- (b) Discuss how reliable and useful Source 1 and Source 2 are to an historian studying the ideas of the period of study. (6 marks)

Description	Marks
For each of the two sources (2 x 1 mark)	
Identifies factors of reliability within the source (may include creator, time of creation, motive, type)	1
Subtotal	2
For each of the two sources (2 x 2 marks)	
Discusses how the source is useful when studying ideas of the time, using evidence from the source and knowledge of the period of study	2
Describes how the source is useful when studying ideas of the time, using limited evidence from the source or knowledge of the period of study	1
Subtotal	4
Total	6
<p>Markers' notes: Candidates do not have to refer to specific historians in their answers to access full marks in any section. Candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to the impact/importance of the key ideas represented.</p>	

Elective 1: Australia 1918–1955

- Source 1's reliability is influenced by its being a political cartoon, published on Anzac Day, a hugely sentimental day of legacy and commemoration in 1991, but being critical of the exclusion of Aboriginal Australians.
- Source 1 is useful for understanding the limitations of the Anzac legend in terms of who it refers to, and the exclusion of Indigenous Australians from the collective memory of war. It is useful for understanding that the inclusion and respect for Indigenous Australians was time-limited, during the war, and didn't lead to long-term change after the war.
- Source 2 is reliable as it is sourced from official war archives, however it lacks reliability to the ideas more generally as it does not accurately capture the enormity of integration of Aboriginal soldiers in Australia's military, nor their more common and genuine experience.
- Source 2 is useful to gain an understanding that Aboriginal soldiers were integrated, however, not in significant proportion. It is less useful for the ideas of the period of study as it elevates the Aboriginal soldier to equal status, and suggests a sense of belonging, when in fact frequently integrated Aboriginal soldiers were used for grunt work. It also downplays the return to exclusionary practices once the war was over.

Elective 2: Russia and the Soviet Union 1914–1945

- Source 1 is reliable as it was a depiction of the views of some left-wing working-class people (in Australia) at the time, and therefore doesn't carry the inherent bias of works published in Russia that would be Tsarist or anti-Tsarist. The cartoonist has captured the mood of the populist, uprising from below of the February Revolution. As a political cartoon from a left-wing publication, it carries some inherent bias, but still accurately captures the mood of the Revolution in its tone.
- Source 1 is useful as it shows the attitudes towards the February Revolution from a more global perspective, showing the attitudes and views of working-class people from outside Russia. It captures the attitudes towards autocracy and the internal divisions that had grown due to WWI. It also captures the spontaneity of the February Revolution. It is limited in that it is narrow in its focus, looking only at the February Revolution, and thus has many significant omissions, particularly the impact of WWI but also the role of the Bolsheviks, Kadets, Social Revolutionaries and other political parties and movements who had agitated for change, such as striking workers, and the hunger and starvation that was prevalent at the time.

- Source 2 is very reliable in that it shows the way the Soviet Union glorified Lenin and used propaganda. It is limited in its reliability in that because it is clearly a work of communist propaganda, an example of the sanctioned art style of the regime, socialist realism, and is a 1970 painting of an event from 1917, and therefore biased in its presentation and not likely to be accurate and impartial in its portrayal of Lenin's arrival back in Russia. It depicts Lenin's return in April 1917, where he expounded his April thesis of 'Peace, Bread, and Land', to become the catchcry of the masses in an overtly positive manner.
- Source 2 is useful as it shows to historians an example of the propaganda methods used by the Soviet Union to portray Lenin and Leninism in a positive light, glorifying his role in Russia and the October Revolution. It is also useful as it is a good example of socialist realism, the style of art encouraged by the Soviet Union for much of its existence. Source 2 is limited in that it doesn't reference the February Revolution which happened in Lenin's absence, nor the internal divisions in Russia at the time between the Provisional Government and the Petrograd Soviet, nor other significant leaders such as Trotsky, or even Kerensky. It is also fundamentally flawed in its presentation due to the bias that its creator would have possessed.

Elective 3: China 1935–1989

- Source 1 is reliable to the extent that it is a political cartoon drawn in the US, which held an anti-communist stance. As such, there is bias within the source that needs to be taken into consideration when commenting on reliability.
 - As a political cartoon, it is useful for the historian when finding out the global reaction to events in China, particularly the Tiananmen Square protests.
 - The source is less useful to the historian without prior knowledge of the event to which the cartoon is referring. The Tiananmen Square protests were large scale protests calling for freedoms and political reform. These were met with the government responding with martial law in May, and on June 4, the military was brought into Tiananmen Square to clear out the demonstrators. This is the event to which the cartoon is referring.
 - With knowledge of the incident, this source is useful to the historian to see the perspective of the US that Deng had lost control of the situation within his country and provides a global perspective of the Tiananmen Square protests.
- Source 2 is reliable to the extent that it is a propaganda poster, and therefore it is a reflection of the image Deng is trying to portray to the people of China and the rest of the world.
 - As a piece of propaganda, it is useful to the historian studying the time in looking at how the Chinese government was portraying itself and its policies.
 - As the caption outlines what Deng's policies were, it is useful when understanding the changes happening in China, such as the Four Modernisations, the Special Economic Zones, and the modernisation of Chinese agriculture and industry.
 - The source is less useful to the historian studying the time as it does not refer to many of the social changes that were occurring, such as socialism with Chinese characteristics, or the fact that during this time there was a greater freedom of the press, and many citizens were looking for a change in the government. Also, many of the hardline party elders were sceptical of the reform programs as they felt it deviated from the intended direction of the Chinese Communist Party (CCP).

Question 1 (continued)

- (c) Identify the focus and explain the context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

Description	Marks
Identifies the focus of Source 3	1
Subtotal	1
Explains the specific context of Source 3, including events, people and ideas	3
Describes some aspects of the context of Source 3	2
Provides limited detail related to Source 3	1
Subtotal	3
Total	4
<p>Markers' notes: For full marks candidates must focus on explaining the context of the foci in the sources and not a more generic discussion of related historical events.</p>	

Elective 1: Australia 1918–1955

- The focus of Source 3 is Robert Menzies' attempt to appeal to working and middle class Australians prior to the 1946 election, in relation to workers' rights and trade union action.
- The context of Source 3 includes:
 - Robert Menzies was the leader of the federal opposition party, the newly formed Liberal Party in coalition with the Country Party, in 1946, having resigned from the Prime Ministership in August 1941. In opposition, he began to rebuild his profile and connection to electors.
 - Through his 'The Forgotten People' speech in 1942, he attempted to connect with middle class Australians.
 - Chifley's post-war leadership of Australia focused on increasing centralisation of industry and the economy, while communism and Cold War tensions were beginning to spread.

Elective 2: Russia and the Soviet Union 1914–1945

- The focus of the Source 3 is Lenin justifying the actions of the Bolsheviks in the October Revolution and during the Russian Civil War that followed.
- The context of Source 3 includes:
 - This text from Lenin was published towards the end of the Russian Civil War and shortly after the Bolsheviks abandoned War Communism as a policy for the New Economic Policy at the 10th Party Congress in March 1921.
 - 1917/18 including the Provisional Government and the early months of Bolshevik rule
 - During the civil war, grain requisitioning by the Red Army had a devastating impact and led to widespread discontent amongst the peasantry. Russia was also in a state of economic collapse, with significant reductions in industrial and agricultural output that was below WWI levels.
 - This widespread discontent triggered the Kronstadt Mutiny in March 1921 which the Red Army brutally suppressed.
 - Kronstadt provided Lenin with a wake-up call and he recognised the failures of War Communism and so he announced the New Economic Policy (NEP), a significant softening of the previous policy in order to stimulate production of all types.

Elective 3: China 1935–1989

- The focus of Source 3 is the aftermath of the Cultural Revolution.
- The context for Source 3 could include:
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 - In 1966, Mao Zedong launched the Cultural Revolution (or Great Proletarian Cultural Revolution); its stated goal was to preserve communism and purge capitalist and traditional elements from Chinese society. This effectively returned Mao to the centre of power in the Chinese government and the aim was to spread his idea of Maoism to create the new classless society.
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 - The Gang of Four (including Mao's wife, Jiang Qing) controlled the later parts of the Cultural Revolution, such as the government media, but were eventually arrested following the death of Mao; the government blamed them and Lin Biao for many of the atrocities of the Cultural Revolution.

Question 1 (continued)

- (d) Identify and account for the author's perspective in Source 3 and Source 4. (5 marks)

Description	Marks
Identifies the perspective in Source 3	1
Identifies the perspective in Source 4	1
Subtotal	2
Accounts for the author's perspective in Sources 3 and 4 by discussing specific evidence from both the source and knowledge of the time period and/or author	3
Accounts for the author's perspective in Sources 3 and 4 by discussing evidence from the source and/or knowledge of the time period and/or author	2
Accounts for the author's perspective in Sources 3 and 4 by discussing some supporting evidence	1
Subtotal	3
Total	5
Markers' notes: The evidence used to discuss perspective includes motives, bias, time, place, and purpose. Not all these need to be discussed for full marks to be given to the candidate.	

Elective 1: Australia 1918–1955

- Source 3's perspective is firmly that employment conditions for the working and middle class should be fair, but that trade unionism using direct action conflicts with the law.
- Menzies's personal context, having grown up in a middle-class family and desiring to work for the welfare of the middle-class 'forgotten' people of Australia, influenced his drive for wages and conditions that would remunerate people fairly, whilst also allowing the Australian economy to expand.
- As the leader of the newly established Liberal Party of Australia, the new conservative party that superseded the United Australia Party, his motive was to achieve the election of his party to power and to suppress possible growth of communism in Australia, which he believed to be likely through trade unionism.
- Source 4's perspective is that the Communist Party of Australia (CPA) experienced significant swings in strength and support over their history, and is disappointed that their strength led to their downfall.
- MacIntyre's research expertise in Australian history, and particularly his extensive research into the Communist Party of Australia, positions him well to hold this perspective, and as such one may contend that his bias is in favour of the CPA.
- The author's motive is to present MacIntyre's personal perspective following his research, but to ensure this becomes the accepted and popular interpretation of the CPA's successes and failures.

Elective 2: Russia and the Soviet Union 1914–1945

- The perspective of Source 3 is that the Bolsheviks achieved a lot in the period of consolidating their takeover of power after the October Revolution, and that they did more for working class people, including the peasants, than the period of time under the Dual Authority and Provisional Government, for the Russian people, for industrial workers and the peasantry. Lenin's perspective at this time, which followed the abandonment of War Communism and adoption of the New Economic Policy (NEP), is an attempt to present their previous actions and policies as necessary and successful in establishing a Marxist-Leninist regime.
- It is clearly biased, as Lenin knew how deeply unpopular and hated War Communism had become, with the Kronstadt Uprising only months earlier, and is attempting to highlight the good things the Bolsheviks had done. His motive is likely to be an attempt to justify the previously unpopular actions and policies the Bolsheviks had previously enacted.

- The perspective of Source 4 is that much of the brutality and terror imposed on the bourgeoisie or 'burzhooi' was not necessary but rather driven by a mentality of revenge and payback. Figes presents the policies of the Bolsheviks and as not being necessary but actually about 'retribution', allowing the poor and working-class to punish and humiliate the middle-class before their elimination as a class.
- Figes perspective has the benefit of hindsight and also much greater access to historical sources of information, following the fall of the Soviet Union. As an academic and historian, Figes brings a more impartial view of the events than perhaps a Russian historian, though he is likely to possess some bias as a Westerner.

Elective 3: China 1935–1989

- The perspective of Source 3 is that it was important to uphold and develop Mao Zedong Thought, and this was a central point in the resolution.
- The author of the source is Deng Xiaoping, who was a significant leader and policymaker of the CCP.
- The resolution aimed to provide an official Party perspective on historical events and ideological shifts.
- The author recognised that Mao Zedong was a central figure in the CCP and that criticising him too harshly could have destabilised the Party, and therefore there was emphasis on the importance of upholding and developing Mao Zedong Thought. He believed that the CCP needed to affirm Mao's historical role and explain the necessity of continuing to uphold his thought.
- Deng had lived through significant periods of Chinese history, and his experiences during these times influenced his views on Party history and the role of Mao. As a victim of the Cultural Revolution, Deng recognised that they needed to address the events honestly and objectively, but at the same time, acknowledge the importance of Mao. He wanted to strike a balance between acknowledging past mistakes and maintaining Party unity. Despite the political turmoil, Deng did see Mao's contributions as essential to the Party's identity.
- The perspective of Source 4 is that the Cultural Revolution resembled Mao's earlier approach, drawing a parallel with his open-door rectification policy in 1956 and 1957; however, by the time of the Cultural Revolution, Mao had changed his views due to the perceived 'threat of revisionism.' The author recognises the historical shifts in Mao's approach as he is a 21st Century historian who has access to historical records. The author has a revisionist perspective on the events that happened and is able to make judgements using hindsight.

Question 1 (continued)

- (e) Evaluate the extent to which the **four** sources represent the key ideas over the period of study. (6 marks)

Description	Marks
Identifies the areas/topics shown in the sources that represent the key ideas over the period of study using explicit evidence and knowledge	2
Identifies the areas/topics shown in the sources that represent the key ideas over the period of study	1
Subtotal	2
Evaluates the extent that the sources represent significant aspects of key ideas over the period of study using specific evidence from the sources and knowledge of the period of study	4
Discusses the extent that the sources represent significant aspects of key ideas over the period of study with some evidence from the sources and/or knowledge of the period of study	3
Describes the extent that the sources represent the significant aspects of key ideas but not over the whole period of study	2
Identifies key ideas omitted in the source set	1
Subtotal	4
Total	6
Markers' notes: Candidates are to focus upon the representation the sources provide into key ideas over the period of study. A list of omissions will not suffice for higher marks.	

Elective 1: Australia 1918–1955

- Overall, the sources represent something of the key ideas, but most significantly do not address the role and impact of women, of changed foreign policy, or economic considerations.
- The sources represent the significant ideas of the period of study. Source 1 and Source 2 focus on mateship and the Anzac legend, and potentially a candidate could argue that they also represent Aboriginal and Torres Strait Islander (ATSI) activism through the reference to the exclusion of Indigenous Australians, whereas Source 3 and 4 draw on unionism, communism, nationalism.
- Source 1 and 2 represent the ongoing exclusion of Aboriginal people despite their active participation and service in the Australian military in WWII, and the lack of recognition for their service. Through this they demonstrate the limitations of the Anzac legend, and how the concept of mateship has been selectively used during the period of study for political purposes, and that the reprieve from exclusion during the war was only short term, nor do they represent the generally menial and low-level work Aboriginal people were used for in the military. They don't specifically represent ATSI activism in the time period and the efforts and outcomes of activists.
- Source 3 represents Menzies drawing on the idea of unionism, but also somewhat nationalism, to garner support of the people of Australia. He also was making clear the challenge that the well-organised working class is to Australia, via trade unions and direct action. In doing this he is laying down a challenge to the trade unions and communists that he will work for the benefit of the employer but also the economy, and will not countenance attacks on democracy via the trade unions.
- Source 4 alternatively emphasises the significance and success of the Communist Party of Australia but also draws on the influences of its limited success over the period of study.

Elective 2: Russia and the Soviet Union 1914–1945

- Overall, the sources provide coverage of the revolutionary and Leninist periods of the period of study and give some insight, but overall have some significant omissions, and therefore only provide a limited insight to the key ideas of the whole period of study.

- The sources are also relatively narrow in covering the specific events of the February Revolution, October Revolution and the period of the Civil War, including only an indirect alluding to War Communism and the pivot to the New Economic Policy (NEP).
- Source 1 reflects the unpopularity of autocracy and Tsarism and the revolution from below that rejected them, while Source 2 reflects the idea of Leninism, and Lenin's leadership (for example, the April Thesis) as being a key to understanding the period of study. Sources 3 and 4 also provide some insight into Marxist-Leninist ideas as well as communism more broadly, indicating the key element of the revolutionary ideas of destroying the aristocracy and bourgeoisie, and the terror that was inherent to this.
- Nevertheless, other key ideas are not referenced in the sources, most notably Stalinism and collectivisation, which are fundamental to understanding the key ideas of the entire period of study.

Elective 3: China 1935–1989

- Overall, the source set does a good job in representing the main ideas of Mao and Deng that influenced the development of China during the time period studied
- Source 1 is commenting on Deng's idea of Socialism with Chinese characteristics; inferring that this is not working, as it demonstrates Deng has lost control of the Chinese population. The idea was significant because while many of the protestors saw Deng's policy of opening up China to mean that he was willing to accept more democratic forms, Deng still held to many of the Chinese Communist principles, which was demonstrated by the response to the protestors when the Chinese Army was called in to disperse them.
- Source 2 is referring to Deng's Four Modernisations and the idea of Socialism with Chinese Characteristics. The source discusses how Deng was the one who opened up and modernised China. This was significant during the period of study, as Deng's reforms opened up China to the rest of the world and enabled China to grow into an economic powerhouse. The ideas put forward by Deng were ones that helped China modernise their industries and grow their economy.
- Source 3 refers to the ideas of Cultural Revolution and how Mao Zedong Thought was an important part of the Party identity. Although Deng recognised the Cultural Revolution was a period of chaos, he also recognised the significance of Mao's contributions and therefore wanted to reaffirm Mao's role in the history of the Chinese Communist Party (CCP). This is significant because although Deng disagreed with Mao and was a victim himself of the Cultural Revolution, he still understood to maintain stability in China, he could not condemn Mao's actions, but rather uphold Mao as an important figure.
- Source 4 also refers to the ideas of the Cultural Revolution, with the author claiming it had many similar aspects to the Hundred Flowers Campaign. Both were significant in the time period studied; during both of these, freedom of thought and expression were originally encouraged. Both campaigns ended with a crackdown on those who voiced their criticism, and opposition was purged. Both campaigns had a lasting impact on Mao's ideologies as both were an attempt to solidify his socialist ideals. Some may also argue that both campaigns were political strategies by Mao to expose and silence critics.
- Some other ideas not expressed in the source set would be from the Great Leap Forward, where mass mobilisation, collectivisation, self-reliance, and agricultural and industrial development were all emphasised. Also not expressed are the ideas that came out of the Long March, which marked Mao as the leader of the CCP, the anti-imperialism expressed against Japan, and the idea of the heroism and sacrifice of the CCP which became a part of the Communist ideology throughout the period of study.

Section Two: Essay–Unit 3

25% (25 Marks)

Marking key for Questions 2–10

Description	Marks
Introduction	
Introduction clearly relates to the topic of the question, containing understanding of the focus and key terms of the question, and gives a clear sense of the direction of the essay	3
Introduction gives a general indication that the topic is understood and includes a simple proposition	2
Introduction consists of a sentence of two outlining the 'who' or 'what' to be discussed in the response	1
Subtotal	3
Narrative	
Demonstrates an understanding of the interrelationships between events, people and ideas, and continuity and change	4
Demonstrates an understanding of the narrative, for example, that there are relationships between events, people and ideas, and/or continuity and change	3
A mainly chronological narrative with some content about, for example, events, people and ideas and/or continuity and change	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas	1
Subtotal	4
Argument	
Develops a sustained and sophisticated argument that shows a depth of analysis throughout the response, which is analytical, logical, and coherent	6
Develops an argument which is analytical, logical, and coherent, showing a clear understanding of the inter-connectedness of the topic	5
Develops an argument which is logical and coherent and shows some understanding of the inter-connectedness of the historical narrative	4
Develops a somewhat logically structured argument which responds to the aspects of the question	3
Develops a response to the question containing generalisations and statements with minimal accuracy	2
Develops a response that is disjointed and suggests limited understanding of the topic	1
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence consistently used to assist critical analysis and evaluation. Where appropriate, evidence is used to argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	10
Detailed, accurate and relevant evidence used to assist analysis and evaluation, and where appropriate, to argue for and against a view/proposition. Draws on different perspectives and interpretations of history to develop and strengthen arguments	9
Detailed, accurate and relevant evidence used to assist analysis and evaluation, and where appropriate, to argue for and against a view/proposition. Refers to perspectives and interpretations of history to strengthen arguments	8
Accurate and relevant evidence used to assist analysis. Where appropriate, uses evidence to argue for and against a view/proposition. May begin to refer to perspectives and interpretations of history to support arguments	7
Accurate and relevant evidence used to assist analysis. Where appropriate, uses evidence to argue for and against a view/proposition	6
Mostly accurate and relevant evidence used to support analysis, including a range of historical examples, quotations and sources	5
Uses some accurate and relevant evidence to support response, which may include historical examples, quotations and sources	4
Provides accurate and relevant evidence	3
Provides some relevant evidence	2
Limited evidence, not always relevant	1
Subtotal	10
Conclusion	
Effectively draws the response's argument or point of view together	2
Summarises the response's point of view	1
Subtotal	2
Total	25

Elective 1: Australia 1918–1955**Question 2****(25 marks)**

Analyse the extent to which the policies of the Bruce-Page government affected Australia's experience during the Great Depression.

Markers' notes:

- Candidates must identify and explain the key policies of the Bruce-Page government that can be linked to Australia's experience of the Great Depression, and make clear how those policies were linked, and provide a clear evaluation.
- This should include economic policies, but also should consider social policies.
- Whilst candidates may contend that other factors were more significant for Australia's experience of the Great Depression, they must focus their discussion on the policies of the Bruce-Page government.

Policies that candidates may draw upon to support their discussion include:

- Men Money Markets policies focused on economic development within the imperial framework and ensured economic links were strengthened between Australia and Britain. These investment, banking and export market ties significantly impacted Australia's experience of the Great Depression.
- Other economic policies included protectionism and implementation of high tariffs on imported goods, and the establishment of the Australian Wheat Board.
- The Anglo-Australian Naval Agreement was negotiated with the UK which strengthened the alignment between Australia and the UK but also supported Australia to invest in its own regional defence.
- Industrial relations changes were implemented through the Industrial Conciliation and Arbitration Act.
- Immigration restriction was maintained and reinforced, impacting population growth.
- Significant investment in the expansion of railway networks across the country, as well as the establishment of a national broadcasting corporation to expand communication links.
- Social welfare policies included the implementation of the Soldier Settlement Scheme and the Maternity Allowance Act.

Experiences of the Great Depression that candidates may draw upon include:

- As global trade contracted, Australia with an export-oriented economy was considerably affected. The reliance on primary industries led to economic downturn as demand for exports decreased, leading to business bankruptcy and a soaring unemployment rate. There was a reduction in investment in secondary industries such as manufacturing and construction, and a cessation of national housing and infrastructure projects.
- Unemployment contributed to unprecedented levels of poverty, hardship and the establishment of shantytowns to manage the challenge of homelessness.
- The initial response of the government was in favour of limited government intervention in the market, which created dissension. The Bruce-Page coalition lost power and was replaced by the Scullin Labor government.
- The lack of response by the Bruce-Page government, and then the instability and internal divisions within the Scullin government contributed to the rise of social movements and protests.

Question 3**(25 marks)**

Evaluate the proposition that John Curtin was most responsible for significant social change in Australia during the period of study.

Markers' notes:

- Candidates may either agree or disagree with the proposition, but it is intended that they will engage with and consider the role of John Curtin for significant social change, and make clear links between his actions and policies, and subsequent conditions for social change.
- In challenging the proposition, candidates may elect to argue other forces or leaders were more significant for bringing social change, or they may assess Curtin's contributions as being limited.

Curtin's actions and policies that candidates may draw on to support their response include:

- Curtin foreshadowed his social change policies in his election campaign in 1940, in which he set out a blueprint for a new social order.
- Through his wartime leadership, he successfully mobilised Australians for war, both at the front and at home, including women and Aboriginal people. The Women's Employment Board was established to oversee conditions and wages and promote gender equality in the workplace. Acknowledgement of Indigenous Australians' service in the military took place, as a symbolic step in the recognition process.
- Social welfare measures introduced included family allowances for the dependents of servicemen, war widows' pensions and recognition of other dependents.
- Educational opportunities were expanded, with the establishment of the Commonwealth Reconstruction Training Scheme to provide education and vocational training for returned servicemen and women.
- He successfully managed resources and inflation, which provided for social welfare measures to be introduced, additionally he implemented reforms in the labour market to deliver fairer wages and working conditions. He worked productively with trade unions to ensure workers received fair treatment, but also to minimise industrial disputes during wartime.
- Prior to his death and the end of the war, he set out a vision for post-war Australia, in which reconstruction would occur, but also that Australia would be holistically better. His vision included ensuring social and economic challenges were managed such as unemployment, housing and social inequality. He established the Department of Post-war Reconstruction in 1942 to plan for these changes.

Significant aspects of social change across the whole period that candidates may use to assist their evaluation of the proposition include:

- The social impacts of WWI in terms of casualties and veterans, and the rise of social movements in response to global changes, including women's suffrage, workers' rights.
- The global impact of the Roaring Twenties and the Great Depression, particularly for women and workers.
- Post WWII reconstruction, housing boom, and social welfare reforms.
- The impacts of the populate or perish programme on diversity and demographics in Australia, ultimately leading to the breakdown of the White Australia Policy.
- Social welfare changes of the Chifley government, and expansion of education under Menzies.

Question 4

(25 marks)

Assess the consequences of the 1926 Imperial Conference and the Statute of Westminster for Australia's foreign policy during the period of study.

Markers' notes:

Candidates may elect to discuss consequences across the whole period of study, or limit their discussion to a defined period of time within the period of study.

- The Imperial Conference was also known as the Balfour Declaration Conference, and was held in London to address constitutional issues in the British Empire.
- The Statute of Westminster, enacted in 1931, granted legislative independence to dominions, which allowed them control over their own laws, free from control or approval of the British Parliament. The Statute of Westminster was a necessary outcome of the 1926 Imperial Conference.
- The most significant outcome for Australia was the Balfour Declaration affirming equal status of self-governing dominions within the British Empire, and making clear that all dominions and the UK were not to be subordinate to another, which was important for clarifying sovereignty for Australia (and all dominions).
- The Statute of Westminster in providing control to Australia over their own laws, established legal independence which was to be critical for the formation of more independent foreign policy during the period of study.
- The Statute of Westminster also granted power to dominions to make their own treaties, which was utilised by Australia by the end of the period of study.
- The Imperial Conference and subsequent Statute of Westminster were largely disregarded by Australia in 1939 at the outbreak of WWII. Australia made an independent decision to support the UK in the war against Germany, as announced by Prime Minister Menzies. His speech declaring war made clear Australia stood in support of the UK, and suggested that we were responsible to do so, which was not questioned by any politicians.
- Australia's foreign policy was significantly impacted after the bombing of Pearl Harbour as the threat that Japan posed regionally became clear and Australia began to question the ability of the UK to protect. The declared transition, albeit allegedly temporary, to the USA was a consequence of the Imperial Conference and Statute of Westminster.
- Despite Prime Minister Menzies' hesitations, troops were committed in 1941 to the European theatre, despite the growing sense of war occurring in the Asia-Pacific theatre. After the outbreak of the Asia-Pacific theatre, Curtin redirected troops on their route to the Middle East, and involved in the Asia-Pacific Theatre, in direct conflict with the wishes of the UK.
- The consequence of Australia turning to the USA was significant for the duration of the war and outcomes of the war for Australia, which had further consequences in future foreign policy actions, whereby Australia interacted regionally, not just in line with colonial ties.
- After WWII, Australia's foreign policy actions included the work with the establishment of the United Nations, a leading role in the British Occupation Forces in Japan, and the signing of the ANZUS Treaty. Australia also independently pursued the Colombo Plan and SEATO, because of the freedom to do so.

Elective 2: Russia and the Soviet Union 1914–1945**Question 5****(25 marks)**

Analyse the extent to which collectivisation was the key policy that led to the modernisation of the Soviet Union.

Markers' notes:

Candidates should explain what is meant by collectivisation and modernisation and the key policies that allowed for modernisation, especially industrialisation. This should include explaining the policy of collectivisation, even if they do not consider it to be the key policy. Key arguments could include collectivisation as the key policy, collectivisation part of the key policies, other policies (e.g. the Five-Year Plans) being the key policy for modernisation.

- Collectivisation – in theory, the surrendering of smaller private farms to create large communal farms that shared labour and capital, to achieve economies of scale and greater overall production levels; in practice, it was a compulsory and ruthlessly enforced confiscation of land and agricultural production to feed the urban masses, to export grain and use the proceeds for capital investment in industry.
- Collectivisation caused social and cultural change, through the terror and elimination of the kulaks as a class and millions of the peasantry, as well as through the state-created famine (including the Holodomor) that saw millions of peasants abandon the land and agriculture for urban and industrial work and life.
- Collectivisation could be presented as a key policy for change as it saw a complete overturning of the centuries-old peasant way of life into an industrialised, urban modern nation.
- Modernisation through industrialisation was the fundamental goal of the Five-Year Plans, the 'revolution from above'. According to Stalin, the Five-Year Plans had the fundamental task 'to convert the USSR from an agrarian and weak country ... into an industrial and powerful country, self-reliant and independent of world capitalism.'
- Rapid industrialisation could only be achieved with capital equipment and machinery that could only be sourced by buying internationally. The funds for this were to come from collectivised agriculture and grain requisitioning by the state from the kulaks and peasants.
- Modernisation could be attributed to be more a product of the industrial focus of the Five-Year Plans than collectivisation, but some consideration of the link between the two policies is essential to their analysis of the extent.
- Associated issues with collectivisation include the Kulaks and peasant system, Kolkhozes and Sovkhozes, the modernisation of agricultural practices such as through Mechanical and Tractor Stations (MTS), the role of the Party, the Red Army, the Joint State Political Directorate (OGPU) and the gulag system.
- Associated issues with modernisation and industrialisation include the First, Second and Third Five-Year Plans, the focus on heavy industry, such as machine and tractor manufacturing, chemical and metallurgical plants, transport systems such as canals and railways, and development of coal and hydro-electric power plants, shock workers and 'Stakhhanovites'.
- Some coverage of resistance to the policies of collectivisation and the Five-Year Plans, and the terror and repression used to enforce them, could be provided but need not be a focus of their analysis.
- Candidates using evidence, including statistical data, to support their analysis, should show due scepticism for official Soviet figures.
- Analysis of the modernisation of the Soviet Union could acknowledge the economic transformation that the Soviet Union underwent but also the significant human sacrifice and cost at which it came. Some may articulate arguments that it was an economic disaster but a political success in terms of establishing socialised agriculture and political control of the peasantry.

Question 6

(25 marks)

Evaluate the proposition that Leninism was the critical factor in the Communist consolidation of power to 1924.

Markers' notes:

Leninism might be outlined in a variety of ways, for example, through his writings or through his speeches. Evaluation may require consideration of Leninism through a particular lens, which could include: Leninism was a Russian form of Marxism adapted by Lenin to meet the challenges of a revolution in a mainly agrarian nation rather than an industrialised country; Leninism was not really an ideology but rather pragmatic responses to the challenges presented in bringing about a socialist/communist revolution to Russia. Other legitimate arguments should also be rewarded.

The following could be considered in evaluation:

- Leninism – in early writings (pre-1917) he espoused the idea of a highly centralised party of professional dedicated revolutionaries who would act as the vanguard of the working class. They would lead the workers in revolution in the struggle to overthrow capitalism, especially in the conflict between the bourgeoisie and the proletariat. Later, in his April Thesis, he expounded the need for a worldwide socialist revolution, an immediate end to the war, end cooperation with the Provisional Government, the Soviet to take power and land be given to the peasants, summarised into the slogans 'Bread, Peace and Land!' and 'All power to the Soviets!'
- Early reforms post October 1917 included an 8-hour working day, social security system, abolition of titles and class distinctions, ranks in the army, nationalisation of the banks, worker takeovers of factories and railways, prohibited private ownership of land, confiscation of estates without compensation and distribution of land to the peasants, state control over all schools and confiscation of Church lands and property.
- The Treaty of Brest-Litovsk was negotiated and signed on March 3, 1918 at Lenin's insistence and leadership of the Central Committee, despite significant loss of land and imposition of reparations.
- Russia descended into Civil War between the Reds (the Bolsheviks) and the Whites (numerous disparate forces including the Social Revolutionaries, Kadets, Mensheviks and tsarists) as well as international forces.
- War Communism was adopted in response to Civil War and was adopted to ensure continued supplies of food and recruits. Lenin decreed nationalisation of all areas of production and distribution, bringing centralised control that enabled the support and success of the Red Army in the war. This included nationalisation of all factories and businesses, and workers forced to work without wages for only rations and shelter; all grain requisitioned and delivered to the state, which was enforced by the army and led to resistance which was met by the terror of the Cheka; banned private trade and introduced rationing of food and consumer goods; and removal of money for universal rationing by the state. There were also reforms made to the Red Army and the introduction of mass conscription.
- Rationing by Communist order – the Red Army and bureaucrats' first-class rations, most workers' second-class rations and the bourgeoisie's, a third-class ration.
- Different perspectives of War Communism include that it was a response to the needs of fighting a civil war, others interpret it as a means to implement socialism by decree through class war, against kulaks and other opponents of Soviet government.
- Candidates could include an examination of the role of the Red Terror and Cheka in Leninist ideologies.
- The end of the Civil War but the continuation of War Communism saw peasant rebellion, suppression of trade unions, the ban on factions and economic chaos.

Question 6 (continued)

- Lenin's New Economic Policy (NEP) was a response to the end of the Civil War, and the rebellions by workers, sailors and peasants to the harshness of War Communism. It entailed the end of crop requisitioning in exchange for a form of tax which allowed peasants to sell surplus crops for profit on the open market, allowed private traders to buy and sell goods on the open market, allowed for private ownership of smaller enterprises to operate for profit, while larger firms and factories remained under state ownership and control, issue of a new revalued currency.
- NEP represented a retreat from communism and state control of the economy, allowed for the economy to flourish briefly, however, industry failed to keep pace with agricultural growth, ultimately led to the 'scissors' crisis.
- Other factors which could be considered by candidates – Marxism, the Red Army, weaknesses of opposing factions, internal division and crises, Lenin and others' (e.g. Trotsky) leadership.

Question 7**(25 marks)**

Assess the consequences of Stalinist methods of controlling social and cultural life in Soviet society after 1928.

Markers' notes:

Social, cultural, political and economic consequences – social and cultural factors the primary focus, these should be developed in terms of how they affected groups and individuals, but consideration of political and economic factors should also be presented.

- Major consequence was authoritarianism increased significantly and control was exerted through various professional bodies and youth groups but also through terror and a culture of informing and denunciation of others.
- The Great Terror – purges of the party, armed forces, and the people broadly, including show trials, the gulag system, political repression and the People's Commissariat for Internal Affairs (NKVD). This climate of suspicion and fear altered social dynamics.
- Stalin's cultural revolution affected women, nationalities, youth and education (Komsomol) the arts and religion.
- Youth groups, such as the Pioneers and Komsomol, inculcated loyalty to communist values and loyalty to the working class.
- Religion continued to be banned, and party members were expected to be atheist.
- State controlled media and propaganda developed the cult of personality around Stalin.
- Restricted intellectual and cultural freedom. Socialist realism in arts and literature glorified Stalin as a great and benevolent leader.
- Move away from high art and elitist culture (e.g. ballet, opera) for popular culture, the Proletkult (proletarian cultural movement).
- The arts were controlled through groups such as the Union of Composers, the Union of Architects, the Union of Writers.
- Education was further cleansed of bourgeois ideas and continued to be the fundamental means of communist indoctrination and acculturation, learning about the October Revolution and communism, as well as technical and industrial training. A return to more traditional approaches was adopted under Stalin, emphasising discipline and good behaviour but still subservient to the needs of the state.
- Russian life was also significantly affected through economic policy, including - forced collectivisation, causing famine and displacement, along with the terror and repression used to impose it; the mass industrialisation and commitment to work, leading to significant disruption in working a personal life.
- The consequences of these did assist the rapid industrialisation of the Soviet Union but also had a negative effect on many of the Soviet population.

Elective 3: China 1935–1989**Question 8****(25 marks)**

Analyse the extent to which the Second Sino-Japanese War (1937–1945) changed the political landscape in China.

Markers' notes:

There are many ways that the Second Sino-Japanese War impacted on China that can arguably be said to have changed the political landscape of China. To analyse, the candidates will need to look at the various impacts and relate them to how it shaped China politically. Candidates may also argue that the Sino-Japanese War did not have a great impact on changing the political landscape and will have to discuss the importance of its other impacts on China.

Impacts on China include:

- The collaboration of the Nationalists (GMD) and the Chinese Communist Party (CCP)
 - The Second Sino-Japanese war played a crucial role in creating the collaboration between the GMD and the CCP.
 - The United Front was created to work against the common enemy of the Japanese invaders. Although there were joint military operations, the CCP were more effective in their guerrilla warfare tactics in the rural areas, which gained them support from local peasants and provided the CCP with an opportunity to expand their base of support.
 - The CCP also increased their influence in rural areas with their land reforms and mobilisation of the peasants.
 - The GMD were seen as unable to resist Japanese invasion, and their perceived corruption and inefficiency led to a decline in their popularity.
 - This cooperation did not resolve the ideological and political differences between the GMD and the CCP, so after the defeat of Japan, both sides sought to gain control over post-war China which escalated into civil war in 1946, thus ending the United Front era.
- Strengthening of CCP and weakening of GMD (some of this is also discussed in the previous dot point).
 - The CCP forces played a significant role in resisting the Japanese and gained support in rural areas that helped them expand their base; they also made promises of land reform and social change that the majority of the population wanted.
 - The weaknesses of the Nationalist government were exposed during the war; their inability to effectively resist Japan damaged their political legitimacy.
 - Students may argue that the Second Sino-Japanese War, while highlighting the weaknesses of the GMD, was not the reason for the political breakdown, but rather the Nationalists were unable to effectively implement land reforms, which led to an abandonment by the rural community and also economic mismanagement had led to a decline in stability of the country.
- The loss of territory and resources during the war.
 - This fragmented the political landscape as various regions came under the control of Japanese puppet governments, warlords, or resistance groups, which undermined the central authority of the Nationalist government.
 - The bitterness of the Japanese occupation in the Chinese population influenced post-war politics as it shaped nationalist sentiments; it also influenced diplomatic relations between China and Japan.
- The changing Asian geopolitical landscape post-WWII.
 - Jiang was represented in Allied conferences (Cairo 1943 and Potsdam 1945) that provided a platform for China to assert itself in the post-war order.
 - Recognition of China as one of the victorious nations had implications in post-war negotiations and securing China as one of the five permanent members of the UN Security Council.
 - WWII contributed to the decline of Western colonial influence in Asia and could be said to have set the stage for the creation of the People's Republic of China in 1949.

Question 9**(25 marks)**

Evaluate the proposition that the Long March was the catalyst that led to the success of the Chinese Communist Party.

Markers' notes:

There were several different factors during the Long March that candidates may discuss as being reasons for or against it being a catalyst.

- Surviving the Long March.
 - Positive: it allowed Mao and the other leaders of the Chinese Communist Party (CCP) to survive a long, hazardous, and perilous journey; this enhanced Mao's prestige within the party and helped him to solidify his leadership.
 - Negative: the CCP experienced significant losses with the death of many of their soldiers; the party's military strength was weakened.
- Peasant support.
 - Positive: the march enabled the CCP to establish connections with the rural population and gain mass support from the peasants; this was crucial for the CCP's survival and it positioned them as the defender of the peasants, who made up a majority of the Chinese population.
 - Negative: the march did cause hardship for the local populations when the Red Army passed through various regions; resentment among some communities was felt.
- Ideology.
 - Positive: it contributed to an ideological unity within the party; surviving members were more committed to the cause; there was a sense of camaraderie and a shared purpose.
 - Negative: there was some dissent and factionalism in the CCP after the Long March; although there was a greater ideological unity, it was not absolute and there were still internal struggles.
- The Red Army.
 - Positive: the CCP had to reorganise the Red Army during the Long March, which led to improvements in military strategy and organisation; these lessons learned during the march would help the Red Army become more effective in future conflicts.
 - Negative: the military losses reduced the size of the Red Army considerably; recovery took time and resources
- International attention.
 - Positive: the international attention the Long March received created sympathy for the CCP and its struggles against the Nationalists (GMD); this helped gain external support and recognition.
 - Negative: although there was international sympathy, actual support from foreign powers was limited and the CCP primarily relied on its own resources for survival.

Question 10

(25 marks)

Assess the consequences of the Cold War on China's international relations with the United States.

Markers' notes:

The ideological divide between capitalism (US) and communism (China) led to mutual suspicion and hostility that prevented normal diplomatic ties for ages.

- The victory of the Chinese Communist Party (CCP) in 1949 led to the extension of the Cold War to East Asia, as the US refused to recognise the People's Republic of China (PRC) and continued relations with the Nationalist government in Taiwan, which made China an adversary of the US in the region.
- The US adopted a policy of containment towards the PRC, seeking to limit its influence through economic embargoes and blocking its UN membership.
- The Sino-Soviet Treaty of Friendship, Alliance, and Mutual Assistance of 1950 was driven by China's need for security against the perceived US threat; it also was a way to gain economic and military aid from the Soviets.
- This treaty contributed to the extension of the Cold War to East Asia and heightened tensions between China and the US.
- Mao had announced the policy of 'leaning to one side' in the Cold War, which aligned China with the Soviet Union, which set the stage for many proxy conflicts.
- Mao adopted an aggressive stance towards the US and its allies, which escalated Cold War tensions by providing aid and support to communist movements and regimes in Asia, Africa, and Latin America. He also would denounce the US as an 'imperialist' power in many of his rhetorical attacks.
- The Taiwan Strait crisis of 1958 raised fears of a broader US-China conflict and shaped US policy of deterring Chinese aggression.
- During the cultural revolution, the PRC leadership feared a potential US attack aimed at regime change due to the internal chaos, which heightened the tensions between the two countries.
- The US continuation of recognising the Republic of China (Taiwan) as the legitimate government of China until 1979 fuelled tensions with the People's Republic of China; this was a part of US foreign policy of containing communist China's influence by strengthening alliances with Japan and South Korea to maintain its military presence in the region.
- Nixon's 1972 visit led to the Shanghai Communique which called for diplomatic normalisation and led to diplomatic relations in 1979, which arguably concluded the Cold War in East Asia. His visit also changed the perception of both countries and how they saw each other.
- The normalisation of relations in 1979 which allowed China to gain access to Western technology, trade and investment.
- The Cold War arms race prompted China to develop its own nuclear weapons.
- China and the US engaged in proxy conflicts with China backing North Vietnam and North Korea, and the US supporting South Vietnam, South Korea and Taiwan.
- These proxy conflicts perpetuated instability in Asia and drained resources that could have been used for economic development.
- Deng Xiaoping moved away from Mao's ideological confrontation with the West, and prioritised economic development and reform, asserting that 'the market is only a means of economic development' and embraced global capitalism, which reduced tensions with the US.
- Deng Xiaoping ended China's support for revolutionary communist movements abroad which removed a major source of contention with the US.
- China supported the US against the Soviet invasion of Afghanistan, which further aligned them with the US in the latter stages of the Cold War.

Question 10 (continued)

- China's economic development was hindered by its isolation from the global economic order, leading to missed opportunities for potential trade in goods and services and reduced flows of investment capital.
- For copyright reasons this cannot be reproduced in the online version of this document
- Following the Tiananmen Square protests and crackdown, the US imposed a range of diplomatic and economic sanctions on China, which included the cutting off arms sales and military relations, restricting technology transfers, and opposing new loans to China from the World Bank.
- Following the Tiananmen Square protests, US-China relations were at their lowest point since the normalisation in 1979, with all high-level dialogue suspended and US direct investment in and lending to China fell dramatically. Beijing would not be able to restore ties until later in the early 1990s.

Section Three: Source analysis–Unit 4

25% (25 Marks)

Note: When marking a candidate's work in this section:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

Question 11

(25 marks)

- (a) Identify the focus and explain the historical context of Source 1. Include the relevant events, people and ideas depicted or represented in the sources. (4 marks)

Description	Marks
Identifies the focus of Source 1	1
Subtotal	1
Explains the specific context of Source 1, including events, people and ideas	3
Describes some aspects of the context of Source 1	2
Provides limited detail related to Source 1	1
Subtotal	3
Total	4
Markers' notes: For full marks candidates must focus on explaining the context of the foci in the sources and not a more generic discussion of related historical events.	

Elective 1: The changing European world since 1945

- The focus of Source 1 is the increase in defence spending by both the US and the Soviet Union during the late 1970s.
- The following might be considered when explaining the historical context:
 - Strategic Arms Limitation Talks I (SALT I) began in 1969 and ended in the Treaty on ABM Systems and the Interim Agreement and Protocol on Limitation of Strategic Offensive Weapons, signed by President Nixon and Leonid Brezhnev in May 1972. SALT I aimed to restrain the arms race in Intercontinental ballistic missiles (CBMs) armed with nuclear weapons.
 - SALT II was a continuation of SALT I continued from 1972 to 1979 and were eventually concluded when President Carter and Brezhnev signed the agreement in 1979.
 - SALT II aimed to limit the production of strategic nuclear weapons and build upon the groundwork of SALT I.
 - By the time SALT I was signed the Soviet Union had built up its nuclear arsenal and was investing more in their military equipment and facilities than the US.
 - There was a disparity in spending during this time and this influenced the arms race dynamics and the negotiations during SALT II. As such, the topic of defence spending played a crucial role in shaping discussions.
 - The goal of SALT II was to prevent an uncontrolled arms race and promote stability in the context of nuclear weapons.

Question 11 (continued)**Elective 2: Australia's engagement with Asia**

- The focus of Source 1 is the newly signed Australia-Japan Trade Agreement on Commerce and its strengthening of Australian and Japanese relationships in the region.
- As context:
 - The reliance on Great and Powerful Friends at the start of the period of study, specifically the focus of the Menzies government on re-establishing the connection between Australia and the UK.
 - Australia signed the Agreement on Commerce with Japan in 1957, which paved the way to normalised, positive relations between Australia and Japan. PM Robert Menzies was the driving force behind the agreement, pushing for reconciliation with Japan as he saw the economic benefits of open trade with Japan.
 - Australia had engaged in some trade with Asia, particularly Japan and China, throughout the entire period of study, but as European unity advanced and European trade agreements were struck, there was a need for Australia to look to new markets in Asia.
 - Australia's economy was strong in the 1950s on account of primary industry, but towards the end of the 1950s and into the 1960s, the need to diversify to secondary and tertiary industries to maintain Australia's economic growth was identified.
 - It was the Commerce Agreement with Japan that influenced growth in trade with Japan, and the change in political leadership in Australia to the ALP in 1972 that led to the growth in trade with China.

Elective 3: The struggle for peace in the Middle East

- The focus of Source 1 relates to the declaration of independence by Israel in May 1948, the recognition of Israel by the USA as a de facto state, and the ongoing Arab-Israeli War of 1948-49, along with the US Presidential election of November 1948.
- The historical context could include:
 - Zionism
 - United Nations Special Committee on Palestine (UNSCOP) and the UN General Assembly Resolution 181, the Partition Plan
 - Israel's declaration of the Establishment of the State of Israel, 14 May 1948
 - The role played by David Ben-Gurion, Harry Truman, Golda Meir
 - The outcome of all of this was a President Truman elected to another term and remaining an ongoing and close ally of Israel, financially, politically and militarily.

- (b) Compare and contrast the purposes of Source 1 and Source 2. (4 marks)

Description	Marks
Describes the similarities between the purposes of Source 1 and Source 2	2
Describes the differences between the purposes of Source 1 and Source 2	2
Total	4
<p>Markers' notes: If the candidate only states the purpose of the source is to inform, this is not enough for full marks. Candidates must ensure they do not segue their description to the message of the sources rather than focusing on what the sources are attempting to achieve.</p>	

Elective 1: The changing European world since 1945

- The purpose of Source 1 is to inform the readers that although the SALT II talks were aimed at limiting the nuclear arsenal of the US and the Soviet Union, the CIA believed that the Soviet Union was continuing to invest heavily in its military capabilities and that the SALT agreements were not going to be effective in curbing Soviet spending. The article was created to contribute to public awareness and debate the effectiveness of arms control agreements.
- The purpose of Source 2 is to illustrate the defence spending of both the US and USSR, and to show how the Soviet spending continued to increase throughout the time period, whereas the US spending decreased after the 1960s until the Reagan presidency. This can be seen as in the first part of the time period, the US line is above that of the USSR; however, around 1969 (moon landing), the US spending decreases, while the USSR's line continues to go up.

The purpose of the sources is similar:

- both refer to the idea of defence spending and the amount of money that was poured into these budgets.

The purpose of the sources differs:

- Source 1 creates debate about the effectiveness of the arms talks
- Source 2 is a neutral, informative graph that is being used to compare the spending of the US and the USSR.

Elective 2: Australia's engagement with Asia

- The purpose of Source 1 is to announce the positive change in the relationship between Australia and Japan through the signing of the Australia-Japan Commerce Agreement. This is evident with the article stating 'a better sentiment has been developed between the two countries than most people would have believed possible five years ago.'
- The purpose of Source 2 is to illustrate the change in destination for Australia's merchandise exports, and therefore explain the importance of Asia for Australia's economy.

The purposes of the Sources is similar:

- they both aim to highlight the importance of Asia to Australia's economy, and also demonstrate the changes that have occurred in Australia's exports since WWII.

The sources differ:

- Source 1 is aiming to forecast the positive impacts the agreement will bring for the relationship between Australian and Japan
- Source 2 summarises the economic changes over time.

Question 11 (continued)**Elective 3: The struggle for peace in the Middle East**

- The purpose of Source 1 is to reiterate the United States support for the establishment of Israel and its willingness to support them financially. Occurring right before the 1948 presidential election, it is also likely intended to sway Jewish voters in the US to vote for President Truman.
- The purpose of Source 2 is to demonstrate the extensive foreign aid to Israel, above and beyond all other Middle/Near East nations, and the emphasis that is placed on military aid, in particular. It shows the focus of US interests are primarily with Israel and its security, rather than economic development in the broader region. Also of note is that US funding is to Palestinians, and not a nation state of Palestine, nor the Palestinian Authority, demonstrating the geopolitical difficulties of the region.

The purposes are similar:

- they both relate to the economic development and security of Israel and the Middle/Near East region
- they also show the important role of the USA to Israel's economic and military security.

The sources differ:

- Source 1 appears to suggest that the USA would support Israel but also seek to contribute to the development of the Middle/Near East and continue to work for a peaceful and amicable solution through the UN
- Source 2 indicates the USA offers much less economic aid and in some cases no military support to some nations, especially Palestinians.

(c) Identify and explain the message of Source 3.

(3 marks)

Description	Marks
Identifies the message of Source 3	1
Subtotal	1
Explains the message of the source using evidence from the source	2
Attempts to explain the message of the source	1
Subtotal	2
Total	3

Elective 1: The changing European world since 1945

- The message of the source is that Helmut Kohl is emphatically supportive of the Maastricht Treaty, but other European leaders are more hesitant in their support.
 - The figure of Helmut Kohl diving head-first into the pool, saying 'follow me' indicates his readiness to lead and commit to the creation of the EU and the Economic and Monetary Union(EMU).
 - French President Mitterrand seems more reluctant. He says "let us know if there's any water in the pool" which could be interpreted as his cautious approach towards the changes.
 - PM John Major is also depicted as about to climb off the diving board, indicating his reluctance of hesitancy towards the commitments to the Economic and Monetary Union (EMU).
 - The use of a swimming pool is a metaphor to represent the risk and uncertainty of this major political and economic change being undertaken. The different countries' leaders' attitudes towards jumping into the pool reflect their respective attitudes towards the changes.

Elective 2: Australia's engagement with Asia

- The message of the source is that Australia (represented by the ALP Prime Minister Bob Hawke) is not responsive to the human rights violations by Indonesia in East Timor, claiming it is minding its own business, whereas it is actually protecting its economic interests in the region, namely the profits from mining oil in the Timor Sea.
- Hawke seems smug and defensive, shown through his body language of crossed arms, while the person querying if Australia will respond to East Timor looks desperate and concerned.
- Hawke is sitting on an oil barrel labelled Timor Gap Oil, referring to the Timor Gap Treaty signed in 1989 between Australia and Indonesia.

Elective 3: The struggle for peace in the Middle East

- The message of the source is that Egypt's President Sadat has deserted the Arab world, especially the Arab OPEC nations, and their financial resources, in order to pursue peace. This is evident in the way he has turned away from the Arab men, and towards the dove carrying the olive branch, symbolising peace.
- This is following the Camp David peace conference hosted by US President Jimmy Carter, which produced the Camp David Peace Accords.
- It also followed the Yom Kippur War of 1973 and the period of 'oil shocks' around the world, especially the US, as the Arab oil-producing nations showed their support for Palestine by using oil as a political weapon and severely restricting production.
- It portrays Sadat nobly, as a man focused on peace. It also comments on Egypt's expulsion from the Arab League for its recognition of Israel and agreement for peace.

Question 11 (continued)

- (d) Identify how, and explain why, Source 3 and Source 4 are contestable. (6 marks)

Description	Marks
Identifies how Source 3 is contestable	1
Identifies how Source 4 is contestable	1
Subtotal	2
Explains why Source 3 is contestable by explaining the elements of contestability in the source and by articulating alternative argument/s and/or viewpoint/s to demonstrate an understanding of contestability	2
Explains why Source 3 is contestable by identifying some elements of contestability in the source	1
Subtotal	2
Explains why Source 4 is contestable by explaining the elements of contestability in the source and by articulating alternative argument/s and/or viewpoint/s to demonstrate an understanding of contestability	2
Explains why Source 4 is contestable by identifying some elements of contestability in the source	1
Subtotal	2
Total	6

Elective 1: The changing European world since 1945

- Source 3 can be considered contestable for several reasons:
 - The cartoon is subjective; some might see the cartoon as an accurate representation, while others may disagree with the portrayal of the leaders and their attitudes towards the Maastricht Treaty.
 - The cartoon appears to portray Kohl in a more positive light than Mitterrand or Major and has a political bias. As it was published in Germany, it will tend to favour the German leader over other European leaders. The portrayal of the other European leaders could be contested by those who have a different perspective on the roles these leaders played in the formation of the EU.
 - As a snapshot of a specific historical moment, it does not fully capture the continuously changing and evolving views of the leaders depicted.
 - As a political cartoon, it is meant to be a form of commentary that incorporates satire and humour; as such, it is designed to provoke and as such is contestable.
- Source 4 can be considered contestable for several reasons:
 - Stark acknowledges that some people expected the European Monetary Union (EMU) to drive political integration, but it can be argued that this expectation was not necessarily realistic and that policymakers did not see the EMU as a catalyst for deeper unity, but rather it was primarily an economic project.
 - Stark was one of the architects and likely had a vested interest in portraying its creation and implementation in a positive light, so the historian would need to assess whether his perspective is influenced by his role and whether he downplayed any challenges or shortcomings (or even acknowledges them).
 - Stark claims that 'national interests are causing economic policy coordination to work less well than it might' and this may not be the case as some governments would claim that they were not prioritising their own interests over collective goals. He also criticised the lack of political ambition and leadership, resulting in a resurgence of national interests; however, it could be disputed as to whether or not this has hindered integration.
 - Many of the nations within the EU would dispute the claim that they are focusing on their individual needs and not the union as a whole.

Elective 2: Australia's engagement with Asia

- Source 3 could be considered contestable as it presents an interpretation that Australia's response to the events in East Timor were primarily motivated by money and what was beneficial to the Australian economy, and were prepared to compromise acting with integrity to protect human rights in East Timor. It also suggests that Hawke is insensitive to the needs for human rights in Asia.
 - This source is heavily biased, given the organisation is UK based and focused on the achievement of human rights, peace and democracy.
 - This interpretation downplays the complexity of the engagement between Australia and Indonesia on the topic of East Timor. The Whitlam government had encouraged the Indonesian government to find an appropriate solution, and in 1976, PM Fraser tried to promote a UN-sponsored act of self-determination in East Timor. Further, it had been established that Australia would not be protected by the Australia, New Zealand and United States Security Treaty (ANZUS) if they were to create issues with Indonesia and thus they were cautious in their dealings.
 - This interpretation also fails to recognise that the International Court of Justice was unable to make a definitive finding that Australia should not have contracted with Indonesia over the Timor Gap oil reserves.
- Source 4 could be considered contestable while it does highlight some of Hawke's key achievements, particularly through multilateral forums like Asia-Pacific Economic Cooperation (APEC) and strengthening economic ties with China, it overlooks or downplays aspects that could challenge Hawke being portrayed as a visionary leader.
 - This source is heavily biased, given the author was a Ministerial Advisor to the Hawke government, and is now working for an agency striving to build stronger links with Asia.
 - This interpretation does address the portrayal of Hawke as pursuing 'closer engagement with near neighbours' is accurate, but does not truly discuss the complexities and challenges Hawke faced in managing relations with key regional partners like Indonesia, where tensions persisted over East Timor. This interpretation also does not value the role played by leaders prior to Hawke in establishing the conditions for his positive engagement.
 - The assertion that Hawke inherited a platform that 'eschewed playing a subordinate role in the US alliance' is contestable. While Hawke sought to balance the US alliance with greater engagement in Asia, he remained committed to the ANZUS alliance and did not fundamentally challenge Australia's close security ties with the US.
 - While the source does highlight Hawke's efforts to carve out a middle power and embrace of multilateralism; however, it overlooks the fact that APEC's creation was initially met with scepticism and opposition from some regional powers.
 - The claim that Australia 'restored the momentum of growing enmeshment with China' after Tiananmen is contestable, as the relationship faced ongoing challenges and tensions.

Question 11 (continued)**Elective 3: The struggle for peace in the Middle East**

- Source 3 is contestable for several reasons:
 - it is an American cartoon and so would tend to be biased towards Israel, and would view any Arab nation, such as Egypt, pursuing peace with Israel, in a positive manner.
 - Following the Camp David Peace Accords of 1978 that brought peace between Egypt and Israel but left the wider region still in conflict, it displays nothing of the plight of the Palestinian people, who Israel largely abandoned in pursuing the peace treaties.
 - It depicts Arab nations in the Arab League in a cliched manner, suggesting they try to bribe people with 'oil money' or resort to terror and violence, shown by the Arab man holding a gun on the right of the cartoon.
 - It presents Sadat nobly, as pursuing peace and not swayed by money, ignoring the significant economic and military aid Egypt has received from the US since 1978.
- Source 4 is contestable on many levels:
 - That both sides are to blame for the conflict through 'escalation ... and counter-escalation on the other
 - the argument that the Oslo Accords failed due to a lack of Palestinian sovereignty over land and being dependent on Israel economically
 - it presents the notion of the Oslo Accords as an 'unbalanced agreement' and that the violence since the Oslo Agreement was a product of the lack of Palestinian sovereignty.

- (e) Evaluate the significance of the economic forces in the region, as represented in the **four** sources, using your knowledge of the whole period of study. (8 marks)

Description	Marks
Identifies the economic forces in the region presented, with reference to all four sources	2
Identifies the economic forces in the region presented in the sources	1
Subtotal	2
Discusses the economic forces depicted within the broader historical context, demonstrating a breadth and depth of knowledge of the whole period of study	3
Explains the economic forces depicted and places them within a broader historical context, demonstrating knowledge of the whole period of study	2
Describes the economic forces depicted but does not demonstrate knowledge of the whole period of study	1
Subtotal	3
Evaluates the significance (or lack thereof) of the economic forces in relation to the themes/ideas/events of the broader historical context. Demonstrates an understanding of the whole period of study through the discussion	3
Discusses, generally, the significance (or lack thereof) of the economic forces and mentions the themes/ideas/events of the broader historical context	2
Explains, generally, the significance (or lack thereof) of the economic forces	1
Subtotal	3
Total	8

Elective 1: The changing European world since 1945

- Sources 1 and 2 represent the defence spending of the US and USSR; Source 1 specifically represents the spending of both the US and USSR during the SALT II talks and the predictions the US CIA had regarding Soviet spending following the SALT II talks, and Source 2 represents the total amount spent by both the US and the USSR. Sources 3 and 4 represent the Maastricht Treaty, which led to the formation of the EU, the establishment of the free trade zone, set the criteria for the European monetary union, and paved the way for the introduction of the Euro. Source 3 addresses the agreement of the Maastricht Treaty and Source 4 discusses the reflections on how well the Maastricht Treaty achieved its goals, specifically focusing on the EMU.
- Cold War defence spending was influenced by the ideological differences between the US and USSR and led to the arms race, NATO and the Warsaw Pact, and a reliance on the superpowers' military (e.g., US intervention in Bosnia and Kosovo).
- The Maastricht Treaty laid the foundations for the European Union. It also provided for the introduction of a central banking system and common currency. Members were also committed to a common foreign policy and greater cooperation on issues, including the environment, policing and social policy.
- Cold War defence spending of the US and USSR could be considered significant because:
 - Both the US and USSR spend a large amount of their budgets on military defence.
 - As a result of the defence spending, both countries developed nuclear weapons which led to the idea of Mutually Assured Destruction (MAD) and a nuclear stalemate.
 - The large spending of the Soviet Union was one of the catalysts that would lead to the downfall of the USSR in the 1990s.

Question 11 (continued)

- The Maastricht Treaty could be considered significant because:
 - The treaty formally established the European Union.
 - The treaty introduced EU citizenship, which enabled people to run for office and vote in European Parliament elections in whatever country they lived, regardless of nationality.
 - The treaty paved the way for the introduction of a central banking system and common currency.
 - The treaty committed members to implementing common foreign and security policies.
 - The treaty called for greater cooperation on issues such as social policy, the environment and policing.
 - The treaty established a political union and strengthened economic integration with the creation of the Economic and Monetary Union (EMU).
 - The EMU aimed to create a cohesive economic system and single currency
 - The introduction of the Euro was a historic achievement that eliminated exchange rate fluctuations and promoted cross-border trade and investment within the Eurozone.
 - The EMU's establishment required significant political will and commitment to meet the strict criteria outlined in the Maastricht Treaty (i.e. limits on budget deficits and public debt levels).
 - EMU fostered economic cooperation, stability, and a shared economic identity among the participating nations.
 - The treaty allowed for the stabilisation of political tensions within Europe as the Cold War ended, as a unified Germany was integrated into the EU.

Elective 2: Australia's engagement with Asia

- Sources 1 and 2 represent the changes to Australia's trade over the period of study, with Asia, particularly China and Japan, deliberately becoming our larger trading partners.
- Sources 1, 3 and 4 all in some way represent the motives of Australian governments in their economic engagement with Asia, whilst Source 2 indicates a corresponding decline in trade with Europe (creating impetus to look to Asian markets).
- Source 1 and 3 in particular represent trade being a central focus for engagement, even when in conflict with political and public support.
- Source 4 represents the deliberate change by Hawke to change international relations focus from the United States to Asia, and in particular China.
- A result of Australia engaging with Asia through trade was a greater understanding of the complexity of Asia as a region, and increased acceptance of Australia's place within an Asia-Pacific region. This contributed to a greater focus on regional security through constructive relationships.
- Trade opened opportunities for social and cultural exchange, which enabled a shift in policy towards multiculturalism to occur and the break down of dominant White Australia ideology within Australia.
- Trade created positive political engagement with the region, initially seen through Colombo and Association of Southeast Asian Nations (ASEAN), and then later with the formation of APEC.
- Increasing trade with Asian nations also enabled Australia to move away from Great and Powerful Friends over the period of study.

Elective 3: The struggle for peace in the Middle East

- The economic forces presented in the sources could include:
 - The role of the USA in the economic development and military/security of Israel is well depicted (Sources 1 and 2)
 - The extent of American financial support in the region, both regarding development but also to underpin arms/weapons transfers and costs, is also illustrated (Source 2)
 - The use of oil as a political weapon, through Arab nations as members of the Organisation of the Petroleum Exporting Countries (OPEC), and the vast wealth accumulated by some nations through oil, and their influence in the Middle East is represented in Source 3
 - The lack of economic development for Palestinians, due to a lack of political sovereignty and autonomy, is also referenced in Source 4
- The economic forces that could be considered omissions from the sources that are significant could include:
 - The role of Zionists (particularly in the USA) in fundraising for Israel's foundation and ongoing support for arms purchases in Israel's early decades of existence
 - The role of alternative sources of finance for nations in the Middle East (for instance from the Soviet Union providing military support and financial support for the Aswan Dam) is largely omitted from the sources, though they could be considered to be alluded to in some sources (Source 1 particularly)
 - American finance as a means to support and underwrite peace initiatives (including for example the Camp David Peace Treaties and funding for Egypt, funding for Jordan following the Israel-Jordan Peace Treaty in 1994);
 - Arab economic boycotts of Israel and constraints on Israel; to use the waterways, including the Suez Canal and the Straits of Tirana.
- Candidates should evaluate the importance of the economic forces and can include other significant forces, for example, political forces, as part of their evaluation, but the focus should be economic. Stronger responses will likely identify the nexus between economic power and political power and the added impetus financial clout can add to finding political resolutions to conflict and other issues.

Section Four: Essay–Unit 4

25% (25 Marks)

Marking key for Questions 12–20

Description	Marks
Introduction	
Introduction clearly relates to the topic of the question, containing understanding of the focus and key terms of the question of the question, and gives a clear sense of the direction of the essay	3
Introduction gives a general indication that the topic is understood and includes a simple proposition	2
Introduction consists of a sentence of two outlining the 'who' or 'what' to be discussed in the response	1
Subtotal	3
Narrative	
Demonstrates an understanding of the interrelationships between events, people and ideas, and continuity and change	4
Demonstrates an understanding of the narrative, for example, that there are relationships between events, people and ideas, and/or continuity and change	3
A mainly chronological narrative with some content about, for example, events, people and ideas and/or continuity and change	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas	1
Subtotal	4
Argument	
Develops a sustained and sophisticated argument that shows a depth of analysis throughout the response, which is analytical, logical, and coherent	6
Develops an argument which is analytical, logical, and coherent, showing a clear understanding of the inter-connectedness of the topic	5
Develops an argument which is logical and coherent and shows some understanding of the inter-connectedness of the historical narrative	4
Develops a somewhat logically structured argument which responds to the aspects of the question	3
Develops a response to the question containing generalisations and statements with minimal accuracy	2
Develops a response that is disjointed and suggests limited understanding of the topic	1
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence consistently used to assist critical analysis and evaluation. Where appropriate, evidence is used to argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	10
Detailed, accurate and relevant evidence used to assist analysis and evaluation, and where appropriate, to argue for and against a view/proposition. Draws on different perspectives and interpretations of history to develop and strengthen arguments	9
Detailed, accurate and relevant evidence used to assist analysis and evaluation, and where appropriate, to argue for and against a view/proposition. Refers to perspectives and interpretations of history to strengthen arguments	8
Accurate and relevant evidence used to assist analysis. Where appropriate, uses evidence to argue for and against a view/proposition. May begin to refer to perspectives and interpretations of history to support arguments	7
Accurate and relevant evidence used to assist analysis. Where appropriate, uses evidence to argue for and against a view/proposition	6
Mostly accurate and relevant evidence used to support analysis, including a range of historical examples, quotations and sources	5
Uses some accurate and relevant evidence to support response, which may include historical examples, quotations and sources	4
Provides accurate and relevant evidence	3
Provides some relevant evidence	2
Limited evidence, not always relevant	1
Subtotal	10
Conclusion	
Effectively draws the response's argument or point of view together	2
Summarises the response's point of view	1
Subtotal	2
Total	25

Elective 1: The changing European world since 1945**Question 12****(25 marks)**

Analyse the consequences of the creation of North Atlantic Treaty Organisation (NATO) on the European world during the period of study.

Markers' notes:

NATO was established as a defensive alliance to counter the alleged threat of Soviet expansion in Europe and played an important role in containing the spread of communism throughout the Cold War.

- Throughout its existence, NATO has reinforced the transatlantic bond between North America and Europe; the US commitment to European defence is a result of the close cooperation between the two continents.
- NATO provided a framework for promoting stability and collective defence during the period of study both during and after the Cold War.
- Defence
 - NATO held the principle of collective defence, as outlined in Article 5, which meant that an attack on one member was seen as an attack on all; this became a deterrent for aggressive movements toward its members and allowed for greater military preparedness of its member states.
 - NATO integrated nuclear weapons into its defence strategy; the presence of US nuclear weapons in Europe was an important aspect of NATO's defence.
 - In response to NATO, the Soviet Union consolidated its power among Eastern bloc countries by creating the Warsaw Pact in 1955. This mirrored NATO's structure but represented the Communist bloc.
 - The existence of these rival alliances intensified the arms race and military build up during the Cold War. Although NATO ground forces were smaller, the balance of power was maintained through superior weaponry, specifically intermediate-range nuclear weapons.
- Stability
 - NATO provided security for its European members, which meant that it created a stability for its members and discouraged any acts of aggression; in this way it prevented major conflicts in Europe.
 - The inclusion of West Germany in 1955 helped integrate it into the Western bloc, bolstering the security of that section of Europe.
- Post Cold War
 - NATO expanded its membership to include former Eastern Bloc countries and incorporated them into its security framework.
 - NATO played a key role in the Balkan conflicts, in particular Bosnia and Kosovo; in this way, its focus shifted from the original focus of containment to addressing stability throughout the region.
 - Many have questioned the relevance of NATO, citing that a need for a military alliance focused on defence is not necessary when there is no clear and present conventional threat in the area.

Question 13

(25 marks)

Examine the influence of Leonid Brezhnev on Cold War policy during the period of study.

Markers' notes:

Brezhnev's influence includes many different aspects: détente efforts and arms control negotiations, to military buildup and assertive actions. All of these have had an impact on Cold War policy from 1964, when he became General Secretary of the Communist Party of the Soviet Union until his death in 1982.

- Détente
 - Brezhnev initially pursued a policy of détente, which is relaxation of tensions with the US and its NATO allies.
 - He was actively involved in negotiations to limit the arms race between the US and the USSR; signing of SALT 1 in 1972 imposed the number of strategic nuclear weapons each country could have.
 - Brezhnev participated in summit meetings with US presidents, including Nixon (when SALT I was signed) and the Helsinki Summit (1975) which resulted in the Helsinki Accords, agreements to improve relations between East and West Europe.
 - Détente also involved economic cooperation, and trade agreements and cultural exchange were promoted between the USSR and Western countries.
 - Helsinki Accords aimed at addressing issues of human rights, economic cooperation, and territorial integrity and were seen as a landmark event for détente.
 - Whilst initially supporting détente, the period was not without its challenges and Brezhnev was to go back on many of the principles of détente in his tenure.
- Brezhnev doctrine
 - Introduced to assert the Soviet Union's right to intervene in the affairs of socialist countries to protect socialism; justified the USSR to suppress any political or economic reforms within the Eastern Bloc countries that deviated from Soviet socialism.
 - This was put into full effect in 1968 when Soviet forces and Warsaw Pact troops intervened in Czechoslovakia to crush the Prague Spring, solidifying Soviet control over the Eastern Bloc.
 - There was fear and distrust in Eastern Bloc politics, as leaders, aware of the consequences of not following Soviet socialism, were not willing to challenge the status quo, and therefore there was no real political change.
 - The doctrine heightened tensions between the Eastern Bloc and Western countries, including NATO, as they saw the Soviet intervention as violations of national sovereignty.
- Military build-up
 - Brezhnev oversaw a continued Soviet military build-up during his reign.
 - Seen as a way to assert Soviet power, Brezhnev expanded the USSR's nuclear arsenal and spent a lot of money to build and maintain a strong military force.
 - This focus on the arms race and military expenditure would contribute to long-term economic problems for the Soviet Union.
- Invasion of Afghanistan
 - Led to the deterioration and end of détente.
 - Invasion was aimed to support the pro-Soviet government of Afghanistan and prevent the spread of Islamic fundamentalism; it escalated Cold War tensions.
 - When Ronald Reagan became US president soon after, he took a more confrontational and assertive stance toward the USSR, ending détente.

Question 14

(25 marks)

Evaluate the significance to Europe of the changing nature of the world order from 1989–2001.

Markers' notes:

There are many events that have led to significant changes and transformed the world order in Europe during this period. Candidates do not need to address all of them, but to gain higher marks, they do need to address knowledge of the whole period addressed (1989–2001). Candidates not only have to discuss the events, but comment on the extent these events affected Europeans politically/socially/economically/etc.

- Collapse of the Berlin Wall (1989)
 - Led to the end of the Cold War, which brought about a reduction in military tensions, withdrawal of troops from the region, and a more stable environment.
 - Led to the reunification of Germany in 1990.
- Dissolution of the Soviet Union (1991)
 - Ended the Cold War division of Eastern and Western Bloc countries and NATO and Warsaw Pact; led to reduction in military tensions; Soviet troops withdrew from Eastern Europe
 - Independent states in Eastern Europe and the Caucasus emerged; this drew concerns about the political and economic futures of these newly formed nations.
 - NATO expanded eastward as former Warsaw Pact countries, along with some former Soviet republics expressed interest in joining NATO.
 - Created opportunity for European integration as liberated countries sought ties with the European Union; this contributed to the political and economic transformation of the region.
 - Former Soviet satellite states transitioned to market economies which restructured the economies of the entire region.
 - Regional conflicts, particularly in the Caucasus and Central Asia, led to ethnic tensions, separatist movements, and border disputes; led to instability which affected neighbouring countries and beyond.
- Yugoslav Wars (1991–2001)
 - Created a massive humanitarian crisis, as there was widespread displacement, atrocities against civilians, and ethnic cleansing; this humanitarian challenge had to be addressed by European countries as many displaced persons and refugees needed to be looked after.
 - Prompted international intervention by the UN, EU, and NATO.
 - NATO played a key role, especially in Bosnia and Kosovo; they conducted air strikes against Bosnian Serb and Yugoslav forces in response to ethnic cleansing and human rights abuses; this was a departure from NATO's traditional role.
 - Fuelled by ethnic nationalism and the desire for self-determination among ethnic groups, these conflicts raised concerns that other ethnic tensions had the potential to arise and destabilise other European regions.
 - These conflicts challenged the effectiveness of the established European security plans; they highlighted the need for a more cohesive and coordinated European response to such events. Reconstruction of the Western Balkans became a priority and EU membership was used to encourage reforms in the region.

Question 14 (continued)

- The European Union
 - Maastricht Treaty (1992) was a landmark moment as it laid the foundation for the establishment of a European Union; introduced the concept of European citizenship, common foreign and security policy, and the adoption of a single currency.
 - Completion of the single market in 1992 removed barriers to the free movement of goods, services, capital and citizens within the EU member states, contributed to increased economic cooperation and growth.
 - Euro currency (1999) aimed to facilitate trade and enhance economic stability.
 - Expansion of EU membership to include Central and Eastern European countries; EU membership was an incentive for democratic and economic reforms in these nations; contributed to stability and integration of the European continent.
 - Common Foreign and Security Policy (CFSP) established to coordinate EU member states' positions on international issues, a step toward a more unified European approach to global issues.
 - Treaty of Amsterdam (1997) expanded the scope of EU action in areas like home affairs and justice and aimed to improve the efficiency and democratic accountability of EU institutions.
 - Enhancing the role of the European Parliament in decision making was made an important issue to create a more democratic EU governance structure.
 - Schengen Agreement was implemented (signed in 1985, but implemented after 1989), allowing for the abolition of border controls between participating EU countries, allowing the free movement of people within the Schengen Area.
 - Challenges facing the EU include debates over scope and pace of integration, concerns about democratic deficit, and balancing national sovereignty and supranational integration.

Elective 2: Australia's engagement with Asia**Question 15****(25 marks)**

Analyse the consequences of the success of the Communists in China in shaping Australia's engagement with Asia.

Markers' notes:

It is intended that candidates will fully engage with the focus of this question, being the success of the Communists in China. For higher marks, candidates should address Australia's political, social and economic engagement with Asia.

- At the start of the period of study, the fear of Asia dominated the political and social landscape in Australia, as the events of WWII had provided evidence of the risk to Australia of geographic proximity to Asia and over-reliance on powerful friends.
- The spread of communism was a second fear for Australia, influenced by the emergence of the Cold War and Australia's alliance with the US.
- Chifley's government supported Indonesia's aspirations for independence (1945-49), identifying that a strengthened, supported and independent Indonesia would provide a buffer from communism.
- Australian forces provided support for independence in Malaya and to crush the communist uprising, also in an attempt to ensure geographic safety from the spread of communism.
- Chifley's actions to nationalise various industries further heightened the fear of communism in Australia and heavily influenced the election outcomes in 1949 which saw Menzies begin 23-years of Liberal Party leadership, which in turn contributed significantly to Australia's engagement with Asia.
- The Chinese Communist Party (CCP) successfully took power in 1949, which gave credibility to the concern about the perceived threat of communism and Asia to Australia. Australia did not give formal recognition to the new CCP government.
- Menzies government sought to build on the work of Chifley's government to reconnect economic, political and social connections between Australia and Europe. This was evident through migration schemes, trade agreements.
- During the 1950s, the fear of communism dominated and heavily influenced Australia's combative or defensive engagement with Asia, including engagement with the UN and US in Korea, Vietnam, the Indonesian Confrontation, and the formal alliances and ties that were formed during this period. Formal ties focused on the containment of communism included the Colombo Plan and Southeast Asia Treaty Organisation (SEATO).
- Migration policy did experience change during this period, though it was limited and continued to be largely exclusionary to Asia. Notable change was the introduction of the Migration Act (1958) and a visa system to address skills shortages. Of note was the ministerial permission granted to allow for the immigration of Japanese War Brides.
- Trade with China did occur during the period of leadership of the Liberal Party, with recognition of their market being of benefit to Australian balance of trade issues. However, it was not until the 1972 election of Whitlam in Australia that more productive trade policies were implemented.
- After the Tet Offensive in Vietnam in 1968, and the rise and success of protest movements contributed to changing attitudes towards communism, successive Liberal prime ministers' engagement with Asia began to become more accepting. Regional security and inclusion of Asia within the geo-political landscape became a greater priority.
- The most significant turning point in Australia's engagement with Asia changing to not be dominated by the fear of communism was the withdrawal of Australian troops from Vietnam and the fall of Saigon, the influx of Indochinese refugees, and the recognition of the impact of the genocide waged by the communist Khmer Rouge in Cambodia.

Question 16

(25 marks)

Examine the role of peacekeeping on Australia's engagement with Asia.

Markers' notes:

- Candidates may elect to examine the role of peacekeeping broadly across the whole period of study or one case study. The most comprehensive discussions will emanate from post-war occupation in Japan, Cambodia and East Timor.
- Peacekeeping was a more significant feature of Australia's engagement with Asia during the second half of the period of study, as communism and powerful friends were less dominant, and Australia emerged as a regional leader working for regional security.

Post-War Occupation of Japan

- Australian forces played a significant role in the post-war reconstruction of Japan, commanding the British Commonwealth Occupation Force.
- The occupation positioned Australia alongside the US rather than as subordinate, which influenced confidence to engage proactively within the Asian region and speak independently or in conflict with the US on matters of foreign policy when necessary.
- The occupation consisted of ~16 000 Australian troops, including naval, which led to a growing understanding of Asian culture and personal relationships within Japan and the need for Australia's immigration policy to allow for the immigration of these families.
- The proximity of Australian troops and naval fleet led to the quick deployment to Korea when action began in 1950, influencing engagement in the context of communism.

Cambodia

- The fall of Cambodia to the Khmer Rouge in 1975 led to genocide, but this was largely unknown on account of the evacuation of foreigners from Cambodia. Vietnam invaded in 1978. The government-in-exile that received US and the Association of Southeast Asian Nations (ASEAN) support consisted of the Khmer Rouge and various opposition groups, including members of the previous right-wing regime who could claim legitimacy to leadership in Cambodia.
- Australia applied trade sanctions to Vietnam, for their invasion of a sovereign nation.
- In the 1980s, as relations normalised with Vietnam and knowledge of the genocide by the Khmer Rouge became understood, Australia autonomously recognised the Vietnamese controlled government in Cambodia and derecognised the government-in-exile.
- Australia demonstrated leadership in campaigning for the Vietnamese controlled government to occupy the Cambodian UN seat, and the establishment of a peace plan.
- Australia's leadership in the establishment of the Peace Plan in the late 1980s and early 1990s saw Australian troops lead the UN forces in Cambodia during the elections, and support movements for the establishment of peace in Cambodia.
- The role of Australia's leadership contributed to improved positive perceptions of Australia in terms of their attitudes towards Asia, as well as provided an active leadership role which influenced more positive engagement in the region by the end of the period.

East Timor

- Australia's early responses to Indonesia in the conflict with East Timor were influenced by geopolitical pressures to cede to Indonesia. Precedent had been set by Australia's response to Indonesian attempts to incorporate West Papua.
- Despite Australia supporting aspirations of smaller nations for independence, during the invasion of East Timor in 1975, Australia took no political action to defend East Timor.
- Five Australian journalists were killed at the village of Balibo during the invasion, and the Australian government did not speak out in criticism of Indonesia for this loss of lives.
- Australia's response was limited in the following years. Simultaneously, they engaged with Indonesia to reach agreement on access to oil reserves in the Timor Sea.
- The Timor Gap Treaty reflected on Australia internationally, as the International Court of Justice found that Indonesia did not have sovereign right to negotiate over the reserves.
- Subsequent prime ministers and foreign ministers were silent on the issues and the desire by the East Timorese people for independence.
- The turning point in the relationship came when Habibie succeeded Suharto as President in Indonesia. He desired to resolve the issue of independence in East Timor and had discussions with Australian Prime Minister John Howard to this effect.

- The situation rapidly evolved and the decision was made for elections to be held.
- Australia supported the UN in supervising and carrying out the elections, and as the election result (for independence) became known and led to a break out of violence, Australian troops, led by Peter Cosgrove, led the UN force to bring peace in East Timor.
- The outcome of the work of Australian troops was significant in bringing independence in East Timor, assisting the country in their aspirations and establishment, and asserting Australia's leadership regionally and internationally, while keeping open the ability for Australia to trade openly and positively with Indonesia.

Question 17

(25 marks)

Evaluate the significance of the leadership of Gough Whitlam in changing Australia's approach to social engagement with Asia.

Markers' notes:

- Candidates should focus their evaluation on the leadership of Whitlam. This should include discussion of the policies and actions taken that led to changes in Australia's social engagement with Asia. If candidates contend that Whitlam's leadership was less significant than other leaders or forces, this is a valid approach, however they must still address Whitlam's leadership in their evaluation.
- Candidates may draw on the following to establish their argument about Australia's approach to social engagement, across the period and to provide context to the significance of Whitlam's actions. It is anticipated candidates will rely heavily on the introduction of the policies of multiculturalism and integration to make their argument.

Pre-Whitlam

- Chifley and Calwell implemented the Populate or Perish scheme which involved migration from across Europe, leading to the first substantial diversification of Australian society.
- Establishment of Good Neighbourhood Councils, use of term New Australians.
- Entry of Japanese brides and families challenged Australian society.
- Migration Act 1958 replaced the Immigration Restriction Act and introduced a visa system to replace the dictation test for entry.
- 1966 Holt amended the Migration Act further, relaxing restrictions on non-Europeans.
- Between 1967 and 1971, approximately 10 000 non-European arrivals per year were recorded.

Whitlam's leadership

- Introduction of the policies of multiculturalism and integration, to replace assimilation and exclusionary processes. Formal cessation of the White Australia Policy.
- Positive engagement in particular with China and proactive shift from fear of communism. Established formal ties between Australia and China and recognised the Chinese Communist Party (CCP).
- Immigration Minister Al Grassby implemented series of government responses to ensure social and cultural rights for new migrants within the context of multiculturalism.

Fraser's leadership

- Prime Minister of the day for the arrival of the first Indochinese refugees from South Vietnam, welcomed to Australia.
- Built on the work of Whitlam in this area, developed and implemented specific policies.
- Introduction of English classes, the establishment of the SBS and the Australian Institute for Multicultural Affairs.

Hawke's leadership

- Family reunions became focus in the early 1980s, shifting from refugees, and then by the end of the 1980s into the 1990s skilled and business migration.
- Humanitarian approach to Chinese students following events in Tiananmen Square 1989.

Debates on immigration

- Initiated by Geoffrey Blainey in 1984, persisted through the late 1980s and then again mid 1990s with the fall of the Keating government and rise of Pauline Hanson.
- Australian identity in the context of multiculturalism, as well as the saturation point for immigration into Australia's population, the focus of debates.

Impacts of engagement

- Significant increase documented in engagement by Australians with Asia since the 1970s.
- Multiculturalism evident in Australian society in many aspects, with social/cultural engagement occurring through travel, trade and migration.

Elective 3: The struggle for peace in the Middle East**Question 18****(25 marks)**

Analyse the consequences of the Iranian Revolution of 1979 on the struggle for peace in the Middle East.

Markers' notes:

Candidates should consider the nature of the revolution within Iran and then the wider implications of the revolution across the region in its struggle for peace.

- The Iranian Revolution was an overthrow of the Iranian constitutional monarchy under the Shah through a fundamentalist Islamic revolution and the establishment of an Islamic republic under the Ayatollah and Koranic law.
- At the start of the period of study, Iran was a constitutional monarchy ruled by a parliament under the Shah of Iran who retained considerable executive power, and was under British influence due to the significant oilfields tapped by a British oil company.
- Nationalist movements in Iran after WWII wanted to end British domination of its oilfields and they were nationalised in 1951 under PM Mossadeq.
- Iran's shared border with the USSR, and encouraged by the British, saw the USA become involved who helped replace Mossadeq with a more pro-Western regime.
- Under the new regime, the Shah signed a new treaty with the USA and became an important ally of the USA.
- Meanwhile, discontent within Iran, especially foreign influence that was un-Islamic bred resentment and opposition to the Shah and his government. The Mullahs criticised the government and the Shah's secret police arrested, imprisoned and tortured thousands of the government's critics, including religious clerics.
- The leader of these opposition groups was the Ayatollah Khomeini, exiled from Iran, but able to communicate his ideas with his followers from abroad.
- Strikes and demonstrations followed and a declaration of martial law only led to further and larger demonstrations. The military began to sympathise with some of the protestors.
- The Shah left for medical treatment in January 1979, and Ayatollah Khomeini returned to declare an Islamic Revolution, overthrowing the government and establishing an Islamic state.
- A national referendum followed and the people voted in favour of establishing an Islamic republic.
- The Ayatollah became supreme leader, sitting above the government and parliament. Koranic law was established,
- Short-term consequences included:
 - The USA now seen as 'the Great Satan', and the USA Embassy was stormed by militant Iranian students taking hostages.
 - Following this, the Ayatollah criticised the Iraqi government as being corrupt and atheistic, and called on its people to topple the Iraqi regime.
 - Iraq, under Saddam Hussein, went to war with Iran, which lasted from 1980 to 1988. This became a religious war, with young Iranians willing to become martyrs for the Islamic Revolution. It also caused division in the Middle East, as Iran being Persian and speaking Farsi (not being Arab and not speaking Arabic) and also predominantly Shiite Muslim, widened the difference between the rest of the Middle East, who were largely Arab, spoke Arabic and were Sunni Muslims. Most Arab states supported Iraq in this war, not Iran.

Question 18 (continued)

- Long-term consequences included:
 - The rise of political Islam and Islamic fundamentalism is inextricably linked with Iran and its Islamic Revolution.
 - Iran became viewed by the US as a rogue nation, eventually declared a State sponsor of terrorism.
 - Iran is consistent in supporting militant movements to deter threats to its regime and undermine its opponents in the region and globally especially Israel and the USA.
 - Linked to providing support to Hezbollah, the Islamic Brotherhood and Hamas, as well as the Syrian regime under Assad and rebel groups in Yemen.
 - It has long encouraged anti-Israel sentiment which has had a major impact on Israeli-Arab relations and been a barrier to peace.
 - Iran is perceived to foment Islamic radicalisation across the region, also a barrier to peace.

Question 19**(25 marks)**

Examine the role of terrorism on peace initiatives in the Middle East since 1945.

Markers' notes:

Most analyses of terrorism focus on the significant rise of terrorist acts attributed to Palestinian groups since the 1967 Six-Day War. Stronger candidates should recognise terrorism was prolific in the Middle East well before this and could consider:

- The Arab Revolt (1936-1939) by a small group of Arab workers against the British over the issues of Jewish immigration and land sales.
- The Irgun and Stern Gang, Jewish paramilitary groups who viewed themselves as freedom fighters, engaged in acts of terror against the British mandate, the United Nations Special Committee on Palestine (UNSCOP) and the murder of its leader Count Bernadotte, and subsequent attacks after the foundation of Israel such as Deir Yassin in 1948.
- Fedayeen guerrilla fighters, largely displaced Palestinian Arabs living in Egypt, from 1950 against the new State of Israel.
- The formation of the Palestine Liberation Organisation (PLO) in 1964 and its stated aims to liberate Palestine using 'armed struggle';
- Various acts of terror in the 1960–1990s, including plane and ship hijackings, the Munich massacre at the 1972 Olympic Games in Germany.
- Arab disputes and splintering of groups, including fedayeen, the PLO, Fatah, the Popular Front for the Liberation of Palestine (PFLP), Black September, Democratic Front for the Liberation of Palestine (DFLP), the Muslim Brotherhood, Hezbollah, Hamas, Islamic Jihad, the Taliban and Al-Qaida.
- The terrorist attacks using hijacked planes on the World Trade Centre Twin Towers in New York City and the Pentagon in September 2001.
- At the same time, candidates should refer to some peace initiatives, including:
 - UN initiatives, including UN Resolution 181 (the Partition Plan 1948), UN Security Council Resolution 242 (post-Six-Day War in 1967) UN Security Council Resolution 338 (1973).
 - other initiatives, such as Kissinger and shuttle diplomacy (1974–75), Arafat's speech at the UN General Assembly (1974), the Camp David Accords (1978) and Peace Treaty (1979), the Stockholm Declaration (1988), the Madrid Conference (1991), the Oslo Accords (1993) and the Camp David Summit (2000).
- Candidates could reference the role of great powers in peace initiatives, including Great Britain, the USA and the Soviet Union.
- Candidates should examine issues including the use of terror to counter peace progress, the rise of extremist groups, including their beliefs (Zionism, Islamic fundamentalism) and their impacts on diplomacy.
- Some candidates may make the observation that one person's terrorist can be considered another person's freedom fighter.

Question 20

(25 marks)

Evaluate the significance of the Six-Day War (1967) on the struggle for peace in the Middle East.

Markers' notes:

The Six-Day War followed the earlier flashpoints in the Middle East; the Foundation War of 1948–49, and the Suez Crisis of 1956.

- The war was precipitated by Palestinian terrorism (through Fatah and the Palestinian Liberation Operation) with support from Syria, and Syrian, Egyptian and Israeli brinksmanship, including the expulsion of the United Nations peace-keeping force from the Sinai. This was abetted by superpower support, with the USA largely supporting Israel, and the USSR Egypt and Syria.
- Israel's pre-emptive/premeditated strike against its Arab neighbours (Syria, Jordan and Egypt) largely neutralised their air forces initially and then their militaries more broadly over the next few days.
- Subsequently, Israel had waged a brief but highly successful war and gained significant territory, but even greater hostility from its Arab neighbours.
- Occupation and annexation of the West Bank, Gaza Strip, Golan Heights (from Syria) and the Sinai Peninsula (from Egypt). These Occupied Territories gave Israel more easily defended borders. East Jerusalem was added to the State of Israel and proclaimed its capital forever.
- Zionist settlers moving into and settling in the Occupied Territories further drove out Arabs (as in 1947–49) and greatly escalated tension and resentment.
- Arab neighbours were severely impacted, militaries were largely destroyed. Egypt lost the Sinai, and thousands of men as well as all her air force and tanks. Syria lost the Golan Heights and received a massive influx of refugees from the now Occupied Territories. Jordan faced a similar position
- The Arab world remained hostile to Israel, stating at an Arab summit shortly after the war 'no peace with Israel, no recognition of Israel, no negotiations with it, and insistence on the rights of the Palestinian people in their own country.'
- At the UN, the USSR called for Israel's withdrawal. With support from the USA, Israel ignored this. Instead, the Security Council issued UN Security Council Resolution 242 which called for Israeli withdrawal from territories it had occupied in the war, and for every state to be able to live in peace within secure and recognised borders.
- UNSCR 242 was accepted by Israel, Egypt and Jordan (a de facto recognition of Israel's existence) and continues to provide the main framework for peace and resolution of territorial issues.
- The short-term significance of the Six-Day War included: the issues of the Occupied Territories, Palestinians in the West Bank and Gaza Strip now under Israeli control, colonisation/settlement by Jewish people in the West Bank and Gaza Strip, the growth of Palestinian nationalism and desire for statehood, greater unity under new leadership (Arafat) of the PLO, increased PLO resistance calling for liberation and militancy (armed struggle) including guerrilla action/terrorism, including hijackings, and less emphasis on Arab nationalism, the rise of ultra-nationalist and religious groups and continued issues around refugees in the region.
- Medium-term significance could include the Yom Kippur War of 1973, but also the Camp David Accords (1978) and Peace Treaty (1979).
- Long-term significance could include the continuing issues of Palestinian refugees, terrorism and regional conflicts as the PLO shifted from Syria to Jordan to Lebanon, the Occupied Territories and Israeli settlements in them, the rise of Islamic fundamentalism, the Oslo Accords of 1993, the Camp David Summit in 2000.
- The significance of the Six-Day War is apparent in the various consequences presented, but has created more sticking points in the struggle for peace than any other flashpoint in the Middle East, primarily through the Occupied Territories, particularly the Gaza Strip and the West Bank, and subsequent issues with Jewish settlements/colonies, and also produced what is regarded as the most likely framework or blueprint for peace through UNSCR 242, which provided the basis for Israeli withdrawal and a two-state solution.

ACKNOWLEDGEMENTS

- Question 1(c)** Elective 3: China 1935-1989 Sub-dot points 3, 4, 6, 7 & 8 adapted from: Cultural Revolution. (2024, July 18). In *Wikipedia*. Retrieved August, 2024, from https://en.wikipedia.org/w/index.php?title=Cultural_Revolution&oldid=1235170057
- Question 5** Dot point 4 from: Stalin, J. V. (1933). The Results of the First Five-Year Plan. *Collected Works Volume 13 July 1930 – January 1934*. Foreign Languages Publishing House. Retrieved August, 2024, from <https://www.marxists.org/reference/archive/stalin/works/1933/01/07.htm>
- Question 10** Dot point 19 adapted from: SkillMentor. (n.d.). *What was the Purpose of the Federal Trade Commission When it was Created in 1914?* Retrieved August, 2024, from <https://inscricao.faculdadeitop.edu.br/mentor/what-was-the-purpose-of-the-federal-trade-commission-when-it-wrbw>
- Question 20** Dot point 7, quote from: *Khartoum Resolution*. (2024, August 30). In *Wikipedia*. Retrieved October, 2024, from https://en.wikipedia.org/w/index.php?title=Khartoum_Resolution&oldid=1243107973
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