



# **MODERN HISTORY**

## **ATAR course examination 2021**

### **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) Explain the historical context of Source 1. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

Description	Marks
Identify the focus of the source.	1
Explain specific details for the focus of the source: dates/events/people place/ideas.	1–3
<b>Total</b>	<b>4</b>
<b>Markers' notes:</b> This question is concerned with the historical context in which the source is located. For higher marks, the answer must concentrate on the specific historical events/ideas related to the source and not rely on general historical statements.	

**Elective 1: Australia 1918–1955**

- The focus of the source is the 'Task ahead' speech made by John Curtin on 27th December 1941, stating Australia 'looked to America', prioritising the US military and strategic alliance over the traditional alliance with Great Britain at that point in WW2 (this shift is depicted in the Source).
- Candidates could write about the development of WW2 to December 1941 (the attack on Pearl Harbour and Japanese advances in South East Asia), the nature of the traditional alliance with Britain and reasons why Curtin wanted to realign with the US and key individuals involved such as Curtin, Churchill, and FDR.

**Elective 2: Russia and the Soviet Union 1914–1945**

- The focus of the source is the initial impact of the German invasion of the USSR via Operation Barbarossa in 1941.
- Candidates could discuss the early successes of the German army, advancing to Leningrad and close to Moscow. Discussion of the Soviet response to the invasion can be included such as conversion of civilian factories to military production, lend-lease agreement with the USA, relocation of entire factories and populations to east of the Urals etc. Reference can also be made to the immense human and economic cost of the invasion by Germany on the USSR as well as the gradual improvement of the USSR's fortunes as the war progressed.

**Elective 3: China 1935–1989**

- The focus of the source is the period of the Long March beginning in October 1934. The march was a military retreat by the Communist Party after escaping the encirclement of their base in Jiangxi province by Jiang Jieshi and the Guomindang. The army divided into three sections moved west and northwards, travelling over 9000 km in just over a year, eventually meeting up at Shanxi province with approximately 8000 from the original 100 000 plus who started. Mao Zedong participated along with Zhou Enlai, Lin Biao.
- Candidate could also reference that Mao lost his leadership to Zhou, regaining it at the Zunyi Conference in January 1935, a significant outcome of the Long March. Many of the later CCP leadership participated in the Long March. Many of the later CCP leadership participated in the Long March such as Zhou Enlai and Lin Biao.

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

Description	Marks
Reference to the messages in Source 1 and Source 2.	1–2
Points of comparison of the message(s) in Source 1 and Source 2.	1
Points of contrast of the messages in Source 1 and Source 2.	1
<b>Total</b>	<b>4</b>
<b>Markers' notes:</b> Evidence should be drawn from the sources to support the message. Candidates may choose to structure their response according to the grid above but may alternatively choose to incorporate the identification of message within their comments on the comparison and contrast between the sources.	

### Elective 1: Australia 1918–1955

- Compare: Both sources are commenting on Curtin's decision to realign Australia's alliance more closely with the US during WW2. Both sources show Britain to be displeased with the decision (and imply power over Australia.) In S1 through the respective size of the characters depicted, and in S2 through the threat Churchill makes to speak directly to the Australian people. Both sources make Australia out to be rather foolish.
- Contrast: S1 places agency with Curtin and implies 'no offence' to Britain with the shift being temporary. S2 indicates offence has very much been taken by the British PM. Further S1 indicates the US is comfortable with the switch whereas S2 indicates the speech had 'caused resentment'.

### Elective 2: Russia and the Soviet Union 1914–1945

- Compare: Both sources depict Nazi aggression towards the USSR: this is done through the actions of Hitler in S1 and Stalin's comments in S2 about a 'cruel and unrelenting enemy'. Both sources indicate that the Nazis invasion may not be successful in destroying the USSR – in S1 by the 'dinosaur' USSR being barely affected by the Nazi attack depicted as a mere irritant, and in S2 by Stalin discussing the relocation of resources in the event of a retreat and the actions of partisans behind enemy lines.
- Contrast: S1 indicates there has been no major response by the USSR to the German attack as shown by the inaction of the dinosaur whereas in S2 it indicates Stalin is taking a proactive approach to the invasion by relocating resources and encouraging the establishment of partisan movements. S1 depicts the Nazi attack as inconsequential to the much larger USSR, whereas in S2 it appears the Nazis are potentially a more formidable opponent.

### Elective 3: China 1935–1989

- Compare: Both sources show that the GMD has forced the Red Army to retreat and make reference the geographic spread of the communist forces. This is done in S1 via the map whereas S2 mentions eleven provinces influenced by communist forces. Both sources refer to early defeats of the communists, S1 via the falling 'bugs' and S2 with Mao asserting 'the Red Army has failed'.
- Contrast: S1 portrays the communists as inconsequential 'bugs' that are easily destroyed and the communist forces are fleeing, whilst S2 characterises the retreat of the Long March in apposite sense, describing the interaction of communists with the wider population as planting as 'seeds' that will bloom, and that the Red Army has been victorious in spreading a message of resistance and 'their only road to liberation'. In S1 Jiang Jeishi could be viewed as strong, whilst S2 claims he is impotent.

**Question 1** (continued)

- (c) Evaluate the usefulness of Source 1 and Source 2 as evidence of the significance of war/conflict for the nation studied. (6 marks)

Description	Marks
Discussion of how Source 1 is useful as evidence of the significance of conflict/war for the nation studied.	1–2
Discussion of how Source 2 is useful as evidence of the significance of conflict/war for the nation studied.	1–2
Evaluation of the usefulness of the sources including reference to the limitations of the sources.	1–2
<b>Total</b>	<b>6</b>
<b>Markers' notes:</b> Despite the strengths and weaknesses element being removed from the question candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to the significance of conflict/war for the nation.	

**Elective 1: Australia 1918–1955**

- S1 is useful to an extent as it highlights a change that has taken place in foreign policy. It is also useful for gauging how the 'great powers' of the US and Britain are perceived in Australia as the cartoon was published in the influential *Bulletin*.
- S2 is more useful in terms of providing evidence of the significance of Curtin's speech. The response of Churchill demonstrates the impact of the speech on a key ally and the lengths Churchill was prepared to go to halt a perceived change of attitude in the Australian government.
- Limitations of S1 in that not only is it a cartoon, but it focuses solely on a humorous comment of the relationship between the three nations depicted and not the impact of Curtin's speech and policy reorientation. S2 is more useful in that it documents the reaction of Britain's PM to this decision, but the reaction to Churchill's comments by the Australian government, and therefore their significance to Australia are not directly covered by the sources.

**Elective 2: Russia and the Soviet Union 1914–1945**

- S1 is useful in for gauging how the invasion was initially perceived or portrayed in the US. It shows that the perceived impact of the invasion on the USSR was minimal and that the chances of success for the Nazi's were minimal.
- S2 is more useful in the showing the reaction of Stalin and the Soviet government to the attack by Germany. It accurately outlines some key policy actions to try and avoid defeat. It is also useful in showing Stalin's new relationship with the population whereby he refers to citizens as 'brothers and sisters' rather than comrades, acknowledging the key role that citizens will play in this war.
- Limitations of S1 are in its provenance – produced in the USA in the early stages of the invasion. It plays down the threat posed by the invasion. As it is published in the US the source may be more focussed on minimising the significance of the threat of Nazi Germany at a time when the US had not entered the war. S2 is more reliable in outlining the significance of the invasion, but candidates may point out it is in part a propaganda exercise and claims the Nazi's plan 'the re-establishment of the rule of landlords'.

**Elective 3: China 1935–1989**

- S1 is useful in showing the extent of the communist presence in China and how the respective strengths of the Jiang Jieshi's Guomindang and the communists were perceived by a western publication.
- S2 is useful in showing that the communists had survived the Long March and how the Long March was being used as propaganda by the communists.
- Limitations of S1 are that its target audience was westerners in Shanghai and therefore not representative of the views in the majority of China towards the communists or Jiang Jieshi. The characterisation of communists as red bugs is very also evidence of bias in S1. The limitations of S2 are that it is a propaganda speech by Mao to the main body of the party that emphasizes the successes of the Long March, although candidates could point out the speech does provide some balance by acknowledging that the GMD could claim some success in the military confrontations.

- (d) Identify and account for the authors' perspectives in Source 3 and Source 4. (5 marks)

Description	Marks
Articulation of the perspective of Source 3.	1
Articulation of the perspective of Source 4.	1
Accounts for the perspectives in relation to the question asked. This may include discussion of: motives, bias, time, place, purpose.	1–3
<b>Total</b>	<b>5</b>
<p><b>Markers' notes:</b>  Candidates must consider the perspective of the sources in terms of the theme/force of the sources to be analysed. Candidates need to:</p> <ul style="list-style-type: none"> <li>articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time)</li> <li>use evidence of the perspective from the source to identify how the author shows their perspective.</li> </ul> <p>The marks for this question have been reduced from 6 to 5. The last (fifth) mark can be allocated to either source if the candidate demonstrates a more sophisticated analysis of how the perspective can be accounted for through specific reference to the evidence of that source.</p>	

### Elective 1: Australia 1918–1955

- The perspective of S3 is that the women should be encouraged to join the Women's Land Army as it is not only an important role in maintaining agricultural production, but it is also a healthy, open air lifestyle. This perspective can be accounted for as this is a government poster produced during WW2, its motive would be to recruit women and maintain production. It provides a rather one-sided (glorified) depiction of life in the WLA.
- The perspective of S4 is that the reality of life in the WLA is tough but fun. This perspective can be accounted for through personal experience of being involved at the grass roots level. It is realistic and not glorified, but still overall it has a positive view of the experience that can be accounted for by the camaraderie of the WLA and the collective desire of WLA's members to contribute to the war effort.

### Elective 2: Russia and the Soviet Union 1914–1945

- The perspective of S3 is that women are playing a crucial role in helping the USSR win victory over the enemy through their work in munitions factories. The author likely has this perspective as it is an official Soviet poster and aims to convince its Soviet audience that everything is being done to ensure victory, to boost morale and confidence in the regime, to acknowledge and encourage women to continue to make sacrifices for the war effort and potentially to demonstrate the USSR had not abandoned its socialist ideals despite the war.
- The perspective of S4 is a personal reflection on the demands and reality of fighting in the Great Patriotic War. It is realistic and aims to demonstrate that women took on equally challenging roles and excelled in difficult circumstances during the war. The author is likely to have this perspective as her focus for the book was to elaborate on the experiences of women during WW2 and therefore would aim to provide insight into their experiences. Candidates may also note this interview appears in an uncensored version of the book, so will be more likely to provide a realistic perspective of women's wartime experiences in the Red Army.

### Elective 3: China 1935–1989

- The perspective of S3 is that all women are contributing to the war effort against the Japanese, regardless of their occupation. This perspective could be accounted for by it being a propaganda cartoon, published by the Guomindang, during the Second World War when the GMD united with the Communist Party to fight the Japanese invasion.
- The perspective of S4 is that of a 'grass roots' activist who was involved in the mobilisation of the Chinese peasantry during the War of Resistance against Japan. It highlights the challenges for those who were involved in the war effort against the Japanese and the ignorance of the masses. This realistic perspective could be accounted for by the author being a young, educated woman at the time of the Japanese invasion who does not appear to have too much experience of the experiences in the rural villages.

**Question 1** (continued)

- (e) Evaluate the extent to which the **four** sources provide insight into the impact of war/conflict on the nation studied. (6 marks)

Description	Marks
Identification of the areas/topics shown in the sources that provide insight into the impact of war/conflict on the nation studied.	1–2
Evaluation of the extent of insight provided into the impact of war/conflict on the nation studied.	1–3
Identification of an element/s of the impact of war/conflict that have been omitted.	1
<b>Total</b>	<b>6</b>
<b>Markers' notes:</b> Candidates need to focus on what the sources do provide in terms of insight regarding the impact of war /conflict and the quality of those insights. Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A 'list' of what is in each source, or a list of omissions will not suffice for higher marks.	

**Elective 1: Australia 1918–1955**

- The sources provide insight into the impact of WW2 on Australia's alliances (S1 and S2) and the impact of WW2 on the role of women on the home front with a particular focus on the role of the Women's Land Army (S3 and S4).
- S1 and S2 provide an effective insight into the impact of the shift in alliance, with S2 demonstrating how this decision angered Britain.
- S3 and S4 provide limited insight into the importance of the role of women. Their importance to the war effort is inferred via the recruitment campaign for the WLA depicted in S3 and through evidence of the conditions they endured as part of the war effort in S4.
- Candidates could mention the numerous other impacts of WW2 on Australia that are omitted from the four sources, such as the bombing of Darwin, the battle of Brisbane etc. The wider role of women in the war such as their work in factories is also omitted.

**Elective 2: Russia and the Soviet Union 1914–1945**

- S1 and S2 provide insight into the impact of the initial invasion. S1 refers to aggression of the Nazis and alludes to the USSR as a nation being a large and difficult opponent. S2 provides insight into the changes in the Stalin's relationship with the people and the urgent response required by him to the invasion. S3 and S4 demonstrate the impact the war on women; their labour being vital to the war effort in S3, and their role at the front itself (S4).
- Candidates could point out that the insight provided by S1 due to its nature and provenance is limited, whereas S2 is far more useful in providing insight into how the government reacted to the shock of the invasion. S3 and S4 provide effective insight into the 'total war' waged by the Soviets, emphasizing a more equal and prominent role for women in the war and a greater equality of sacrifice.
- Candidates could mention the numerous other impacts that are omitted from the four sources, such as the relocation of factories east of the Urals and the gigantic human and physical cost of the war of the USSR which are not directly referenced by any of the sources.

**Elective 3: China 1935–1989**

- S1 and 2 provide insight into the conflict between the GMD and Communists in the 1930s. S3 and S4 provide insight into the impact of the war against the Japanese invasion after 1937.
- S1 gives limited insight into impact of the conflict beyond identifying the location and the nature of GMD propaganda. S2 provides a much more significant insight into the most significant impact of the Long March, being its propaganda value for the CCP leadership, although it does not directly reference the human cost of the march. S3 provides limited insight into the impact of the war against the Japanese invasion, but implies that a collective effort existed, and the role of women was important. S4 gives some insight into the mobilisation of the population through conscription and propaganda. It also refers to corruption of officials. More significantly it shows that for villagers, war had been a common feature in their life.
- Candidates could mention the numerous other impacts of war/conflict on China, such as the human cost of either the Chinese Civil War or the War of Resistance against Japan, or the political and social upheaval that both conflicts led to.

## Section Two: Essay–Unit 3

25% (25 Marks)

Marking key for Questions 2–10.

Description	Marks
<b>Thesis introductory paragraph</b>	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Synthesised narrative</b>	
Demonstrates an understanding of the inter-relationship 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
No evidence of this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Argument</b>	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists in addressing the question. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>9</b>
<b>Conclusion</b>	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

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

Evaluate the proposition that the ideas of mateship and the ANZAC legend had a significant impact on shaping the Australian nation during the period 1918–1955.

**Markers' notes:**

- Candidates should evaluate the extent to which this statement is accurate or sufficient, so for the highest marks it is expected that candidates will look at the 'counter argument' to the proposition before making their conclusions.
- Candidates could legitimately discuss the origins of ANZAC legend from the Gallipoli campaign and mention the propaganda and publications associated with their glorious deeds, most notably work of C.E.W Bean. The glorification of the qualities of the Aussie digger were in part where the idea of mateship became so influential.

Evidence to support the statement that ANZAC/mateship had a profound influence could include:

- Anzac Day became public holiday between 1921–27. Candidates could argue that Anzac became a defining characteristic of the new nation. The ANZAC legend was linked to being pro Empire, and its power and resonance can be reflected in conservative political dominance over the majority of the period 1918–55. It also shaped the nation by being divisive, with returned servicemen seeing anti conscriptionists etc as traitors. Aboriginal soldiers were also omitted from the Anzac legend.
- Evidence to support a counter argument (that the influence of the Anzac legend/mateship was insignificant) could include the argument that the concepts of the Anzac legend and mateship were largely symbolic and used for political means and had little impact on or resonance for most ordinary Australians. Candidates could highlight (and provide some details) on a range of other events and factors such as the Great Depression and WW2 that were more impactful in shaping the nation over the period of study.

**Question 3****(25 marks)**

Analyse the political responses to the Great Depression in Australia.

**Markers' notes:**

- Candidates could briefly set the context of Great Depression, from Wall St Crash to US depression and its impact on global markets. Australia hit very hard with reliance on overseas trade and investment. 30% unemployed by 1932 etc.
- The central feature of the political response to the Great Depression in Australia was the deep-seated division within and between the political parties on how to deal with the crisis and the resultant major split in the Labor government at the national level. Candidates could discuss the different plans forwarded to address the crisis and the eventual adoption of the Premiers' Plan in June 1931.
- Candidates should also analyse the collapse of the Scullin government, deeply divided on whether to approve the 'Premiers' Plan', and Labor's failure to regain power at the federal level until 1941. Earlier attempts by the Scullin Government to deal with the depression by credit creation were blocked by a hostile Senate in Parliament and by the Commonwealth Bank.
- Candidates could also discuss the political debate over how to deal with the debt owing to English bondholders and the controversy of the Niemeyer plan. This dispute led to the Lang Laborites precipitating the fall of the Scullin government and subsequently to Lang being dismissed as NSW Premier by the State Governor.
- At the state level, most incumbent governments also lost power to their opponents as a result of the depression. In New South Wales a further political response was the formation of the New Guard. In Western Australia the political responses included the strong 'yes' vote in the secession referendum.
- The political response can be seen to have gradually reduced the blight of unemployment, but 10% were still out of work in 1939. Measures to stimulate the local economy through tariffs etc were limited in impact with the export based economy having to rely on the global economic recovery to take place.



## Question 4

(25 marks)

Assess the extent of change experienced by either women or Aboriginal and Torres Strait Islander peoples during the period of study.

**Markers' notes:**

Candidates to focus on one or the other of these groups. If a candidate covers both, markers should reward/mark the fullest/best part of the answer (covering one of the groups) and discount the other part of the essay.

**Aboriginal and Torres Strait Islander peoples:**

- Candidates could discuss some changes over the period, for example the start of protest movement with events such as the 'Day of Mourning' 1938. Activist groups such as the Australian Aborigines League were established and the first walk off the land happened in 1938 in Cumerogunga NSW.
- Another more negative change was the development and implementation of an assimilation policy during the period, with the attendant consequence and horror of the 'stolen generation'. In the 1930s amended *Protection Acts* were passed to control movement of Aboriginal and Torres Strait Islander peoples within states.
- Political change was slow. Citizenship was granted in stages by the states. The 1948 Citizenship Act still didn't allow Aboriginal people to vote in Federal elections or many state elections (such as WA) and Aboriginal people were not entitled to pensions or other elements of welfare.
- Candidates could emphasize that the period was characterised more by continuity than change. Aboriginal and Torres Strait Islander peoples remained economically disadvantaged over the period, massacres continued such as Coniston 1929. Social exclusion continued: eg Aboriginal and Torres Strait Islander soldiers denied war service benefits or access to the soldier settlement Scheme.

**Women:**

- Candidates could discuss the limited amount of change in employment where women were still underrepresented with some exceptions such as in textiles and education.
- During the war there was extensive change with women encouraged to enter a wide range of industries, but this change was reversed in the period 1945–55 there was a move to return women back to the homemaker role, (e.g retrenching women from the civil service).
- Candidates could argue that after the war employment rates were trending upwards although at the end of the period only 23% of workforce were women.
- Politically the period saw greater representation for women. Edith Cowan was elected to WA legislature in 1921 and Dorothy Tangney and Edith Lyons elected to Federal parliament in 1943.
- Over the period women became better organised politically. The United Association of Women was set up 1929 and the Union of Australian Women was established in 1950. There was increased prominence of women's rights with International Women's day gaining prominence.
- Candidates could legitimately argue that the period 1918–55 was characterised more by continuity than change. Women remained predominantly homemakers with limited social mobility or freedom. Equal pay and opportunity was not achieved in this period.

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

Evaluate the proposition that the ideas of Marxism were never truly implemented in Russia during the period 1917–1945.

**Markers' notes:**

- Candidates should evaluate the extent to which this statement is accurate or sufficient, so for the highest marks it is expected that candidates will look at the 'counter argument' to the proposition before making their conclusions. For higher marks candidates would be expected to outline some of the key ideas of Marxism in their responses. For example, the destruction of capitalism and the 'triumph' of the proletariat and the crushing of the bourgeoisie, collective ownership and equality.
- Evidence to support this statement could include the nature of many Bolshevik policies during the Civil War period, such as the return of hierarchy and discipline in the Red Army, and the requisitioning of grain from peasants which saw this group again repressed and exploited. Candidates could also discuss the re-emergence of social class and inequality and a partial return to capitalism through Lenin's New Economic Policy.
- Under Stalin's rule, the manner in which his economic policies were carried out were not in keeping with Marxist ideals. The harsh working conditions faced by peasants and the proletariat were a far cry from the Marxist ideal that exploitation of these groups would cease. During WW2 Stalin reduced the assault on religion, and therefore moved away from the Marxist idea of an atheist state.
- Evidence to support a counter argument include the decrees of the initial months of Bolshevik rule many Marxist ideas were introduced such as land redistribution, reduced influence of the church and nationalisation of large factories.
- In the period until 1941, there was a sustained commitment by the Communists to suppress religion in the name of an atheist state and the planned economy that developed under Stalin did match Marxist ideals to some extent.
- More able candidates may conclude that Marxist ideals were generally used if they would help the Bolsheviks to consolidate their power, however if other methods were likely to be more effective in achieving major policy goals, they would be used.

**Question 6****(25 marks)**

Analyse the reasons why the Bolsheviks were able to overthrow the Provisional Government in October 1917.

**Markers' notes:**

- Candidates are to focus on the October Revolution and not that of February. Discussion of autocracy under Tsar Nicholas II is not required for this question. A brief overview of events is acceptable but for higher marks candidates must analyse the reasons for the revolution and look at the roles of the Provisional Government and the Bolsheviks.
- Candidates may discuss the impact of the Provisional Government continuing with the disastrous war, its failure to address inflation and shortages of goods and the predominantly bourgeois make-up of the Provisional Government.
- Candidates may discuss how new freedoms (eg, freedom of speech and the press) granted by the Provisional Government assisted opponents such as the Bolsheviks and led to wider public criticism of the regime.
- With the return of Lenin to Russia in April 1917, support for the Bolsheviks increased rapidly. Candidates should focus on discussing how Lenin's actions and promises translated into growing support including the 'Peace, Bread and Land' slogan, his promise to end involvement in WW1 and promises to the proletariat in terms of factory organisation and rights under Bolshevik rule.
- Lenin's insistence that the Party follow his plan for immediate revolution contrary to Marxist theory is important, as is his creation of a unified, disciplined party willing to follow his plans can be discussed.
- The Bolshevik's ability to take advantage of opportunities can also be discussed – eg, Kornilov Revolt, as can their creation of a disciplined and committed Red Guard and its role during the seizure of power.

## Question 7

(25 marks)

Assess the extent of change experienced by either women **or** peasants in Russia and the Soviet Union during the period of study.

**Markers' notes:**

Candidates to focus on one or the other of these groups. If a candidate covers both, markers should reward/mark the fullest/best part of the answer (covering one of the groups) and discount the other part of the essay.

**For women:**

- Candidates can briefly outline the position of women under the autocratic rule of the Tsar but should focus mostly on the changes that occurred following the Bolshevik revolution in 1917. This can be used as a point of comparison for latter discussion points.
- Candidates could mention initial reforms by the Bolsheviks such as legalising divorce and abortion and how this improved their position in the short term, however there was a return to hardship for many women during the time of the Civil War as conflict and food shortages were widespread. There were limited changes for women in rural areas during the 1920s as they continued to experience traditional roles in peasant households.
- During the Stalinist era in the 1930s women saw themselves increasingly in the workforce in areas that were traditionally dominated by males. Candidates may discuss examples of this and use these examples of change. Despite this change, many women retained traditional roles around the home and therefore their increasing presence in the workforce was not always viewed as emancipation. Stalin's return to conservative values also saw women increasingly trapped in traditional roles as things such as divorce and abortion were made much more difficult.
- It can be argued that WW2 brought great changes for Soviet women as their labour and patriotism were needed to help ensure victory. Women entered the armed forces in large numbers and took on new roles within the military that made a real contribution to victory.

**For peasants**

- Candidates could make brief reference to the position of peasants under the autocratic rule of the Tsar but this should not be the focus of the essay, rather used as a point of comparison for later time periods.
- Candidates could mention short-term changes under Lenin through redistribution of land in 1917, but this was quickly followed by grain requisitioning which led to famine in the countryside. Better candidates may suggest this requisitioning represented a step backwards for peasants followed by an improvement in their lives through the introduction of NEP in 1921.
- The period of Stalin's rule saw many peasants return to a situation similar or worse to that under Tsarism. The rise of collective farms saw them disadvantaged, experiencing hardship and famine in some areas. Topics such as collectivisation and dekulakisation, repression by the NKVD can be discussed. The methods used to control peasants, including propaganda and coercion can be included. The deportation of many peasants accused of being kulaks can be included along with many peasants moving to cities and living under the conditions of industrialisation and its largely negative impact on peasants' lives can be discussed.
- Candidates may also discuss the suppression of religion in the 1920s and 1930s had some impact on peasants' way of life, although increasing numbers replaced worship of God with a worship of Lenin and Stalin (eg., portraits replaced icons)
- Candidates could legitimately identify a theme of continuity in terms of lack of power, repression, hardship and low living standards when compared to their position in earlier times.

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

Evaluate the proposition that the ideas of Marxism were never fully implemented in China during the period 1949–1989’.

**Markers’ notes:**

- For an effective evaluation eliciting the higher marks it is expected that candidates will look at the ‘counter argument’ to the proposition before making their conclusions. Candidates would be expected to outline some of the key ideas of Marxism in their responses. For example, the destruction of capitalism and the ‘triumph’ of the proletariat and the crushing of the bourgeoisie, collective ownership and equality.
- Evidence to support this statement could include while claiming to be Marxism, Mao made significant modifications to suit the Chinese circumstances, with elements of Legalism and Confucianism. Mao claimed peasants could be considered part of the working class and focused on the mass movement to bring about industrialisation. Later, Deng’s Four Modernisation program embraced market forces to build China’s economy.
- Evidence to support a counter argument include a focus on class warfare, as evident in struggle sessions and the Cultural Revolution. Candidates may question whether this was more about exerting Mao’s control rather than eliminating classes.
- A desire to industrialise China through reforms to increase agrarian production and build heavy industry.
- Reforms to the rights and status of women, beginning with marriage laws; collectivisation of land bears links with Marxist ideas, but this was rolled back by Deng to increase productivity. In addition, the role of China in supporting worldwide revolution by supporting communist parties in the region over the period.

**Question 9****(25 marks)**

Analyse the reasons behind the student protests and the Tiananmen Square Massacre in 1989.

**Markers’ notes:**

- Better responses will clearly demonstrate the link between the longer-term causes and the student protests and the ensuing massacre.
- Candidates could discuss Deng Xiaoping’s introduction of the Four Modernisations in 1978, which was viewed as a roll back from rigid adherence to socialist concepts. However, Deng had no desire to modernise the political system, instead he bolstered the control of the CCP through the Four Cardinal Principals such as upholding the leadership of the CCP, democratic dictatorship. This was viewed as not going far enough and increased discontent.
- Economic reforms increased the middle class (from 1% in 1980 – 12% in 1997) through the expansion of industry and commerce who start to embrace Western style products, but not everyone benefited, and inflation reduced workers real wages. There was an increased number of university graduates, but limited jobs often reserved for party faithful, which furthered discontent.
- The democracy movement evident in 1970s, imprisonment of Wei Jingsheng who posted criticism of the government’s foreign policy on the ‘democracy wall’, near Tiananmen Square in 1979. Demonstrations by university students occur sporadically in the 1980s, Hu Yaobang (CCP general secretary) removed in 1987 for criticising the slow pace of political change and feeding student criticism. His death in 1989 sees him promoted as a symbol of resistance for the students, large crowds gather at Tiananmen Square.
- A petition is refused by Premier Li Peng and leads to sit-ins by protestors, hunger strikes. Gorbachev’s visit brought a large media presence. Zhao Ziyang (government official) tried to placate the students, he was replaced, and Li Peng declared martial law. Support grows and Beijing residents prevent troops from entering Tiananmen Square. Deng Xiaoping and President Yang Shangkun sent in 350 000 PLA soldiers to deal with the protestors, leading to many deaths and the iconic ‘tank man’ stand-off.

## Question 10

(25 marks)

Assess the extent of change experienced by either industrial workers **or** rural peasants in China during the period of study.

**Markers' notes:**

- Candidates to focus on one or the other of these groups. If a candidate covers both, markers should reward/mark the fullest/best part of the answer (covering one of the groups) and discount the other part of the essay.

**Industrial workers**

- This group was limited in size prior to communist takeover, GMD had focused on urban areas with some attempts to modernise China, but workers didn't really benefit.
- First Five-Year Plan emphasises rapid industrialisation, workers and factory owners encouraged/forced to sell companies to the state; by 1956 67.5% of modern industry was under full state control, workers encouraged to speak out against corrupt CCP officials in 100 Flowers Campaign.
- Great Leap Forward leads to much competition to fulfil quotas, impacts on workers. Promises of improved housing, health care and education for workers and their families does not eventuate, conditions are quite dire, population influx to the cities as people are moved to increase the workforce leads to overcrowding, workers live in dormitories with poor sanitation, negligible safety standards, former peasants moved into rural factories and undertake backyard furnace production. Workers affected by the lower agricultural production with the emphasis on crops rather than animal production that required more farming land, leading to poor nutrition.
- Workers were encouraged to participate in Cultural Revolution, forming Red Guard units, disrupting industry, also resulting in conflict.
- Deng's Four Modernisations led to incentives for workers, industry decentralised, production in consumer goods increased, and an emphasis in experts helping contribute to the rise of a middle class.

**Rural peasants**

- This group made up 88% of population prior to communist takeover, exploited by landowners, previous Chinese armies, and warlords. Mao believed that anyone oppressed could be counted as members of the proletariat, and experimented in Jiangxi province, inviting peasants to organise the region into a soviet with peasant associations, ending usuries, introducing literacy and education programmes and providing basic medical services.
- In 1949 the initiatives from Yan'an were extended, mutual aid teams modified to higher agricultural cooperatives, farming practices change, peasants initially resisted giving up land prior to first Five Year Plan in 1953, by 1956 88% of peasants households were in cooperatives, peasants encouraged to speak out against corrupt CCP officials in the 100 Flowers Campaign, Great Leap Forward collectives forced to convert to communes, large scale undermining of traditional family and community life, people ate collectively, children looked after collectively, there were riots and rebellion amongst some communities but they were suppressed.
- The Four Pest Campaign such as war against sparrows had a negative impact on agriculture. Peasants affected by the lower agricultural production which emphasised crops rather than animal production and led to poor nutrition, reduced ability to farm and further food shortages.
- The Four Modernisations led to village communes being replaced with village households given plots of land.

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 and explain the message of Source 1.

(3 marks)

Description	Marks
Identifies the message/s of the source.	1
Explains the message/s of the source.	1–2
<b>Total</b>	<b>3</b>
<p><b>Markers’ notes:</b>                      Look for the message of the source. Candidates need to:</p> <ul style="list-style-type: none"> <li>• identify the message.</li> <li>• explain the representation or opinion being expressed and provide evidence from the source to support the response.</li> </ul>	

**Elective 1: The changing European world since 1945**

- The message of Source 1 is that the Marshall plan (and Western capitalism) is superior to the Communist alternative.
- The cartoon depicts communist farmers forced to work manually due to the absence of machinery that is evident over in the west as a result of the Marshall plan. The cartoon pokes fun at Stalin’s attempt to justify the absence of machinery as avoiding ‘mechanical problems’ of western machinery.

**Elective 2: Australia’s engagement with Asia**

- The message of Source 1 is that Australia is belatedly entering into trade relationships with China and is motivated/impressed by China’ wealth/ability to purchase Australian goods – in this case wheat.
- The cartoon depicts the trading relationship being new through the caption and identifies the financial importance through reference to the ‘colour of your money’ and the 60 million dollar deal shown in the cartoon. The beginnings of a friendly relationship between the two nations is represented through the handshake and frivolity. The cartoonist is making a comment about the importance and priority of economic issues in Australia’s relationship with China.

**Elective 3: The struggle for peace in the Middle East**

- The message of Source 1 is that the closure of the Suez Canal has cut the oil supply to a trickle and that nations around the world are at the mercy of President Nasser, of Egypt who is controlling supply.
- Nasser appears to be enjoying the control he has whilst the other nations including the USA and Britain look worried about their access to oil. The limited supply is reinforced by the small size of the petrol cans that each nation has in their hands. Candidates may acknowledge that Nasser is shown in his military uniform which suggests it is an aggressive move by Nasser and control of the oil is based on force of arms.

- (b) Compare and contrast the purposes of Source 1 and Source 2. (6 marks)

Description	Marks
Articulation of the purpose of Source 1.	1
Articulation of the purpose of Source 2.	1
Identification of elements of comparison and contrast between the two sources.	1–4
<b>Total</b>	<b>6</b>
<p><b>Markers' notes:</b>            This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Candidates need to:</p> <ul style="list-style-type: none"> <li>• identify the issue/event/subject of each source.</li> <li>• identify the likely purpose for which the source was constructed.</li> <li>• use evidence from the source to support the response.</li> <li>• explain how the sources compare (are similar) and contrast (are different) in terms of their purpose. A stronger answer will integrate comparisons and contrasts with the discussion of purpose.</li> </ul>	

### Elective 1: The changing European world since 1945

- The purpose of S1 is to assert the superiority of the Marshall plan and to poke fun at the Soviet system and its reliance on cruel manual labour. As it was published in the US it could also be to galvanise support for the Marshall plan amongst the public.
- The purpose of S2 is to establish the goals and ideals of the Treaty of Rome that will bind the countries to the vision of Europe.
- Both sources are asserting the superiority of a particular set of ideas: the Marshall plan and western capitalism in S1 and the European ideal in S2.
- A contrast in the purpose is that Source 1 aims to entertain and ridicule whereas Source 2 aims to unite and inspire.

### Elective 2: Australia's engagement with Asia

- The purpose of S1 is to emphasise that Australia's new trading relationship with China will be beneficial for Australia economically.
- The purpose of S2 is to justify the government's economic relationship with Japan and convince Australians that establishing trade agreements with Japan is of great benefit to Australia. S2 also has the purpose to reassure Australian that the increasing economic cooperation with Japan presents not a threat, but an opportunity for the nation.
- Both sources aim to emphasise the importance and benefits of trade with Asian nations in the post-war period in terms of Australia's economic situation.
- A contrast in the purpose is that S1 aims to show the benefits of trade will flow primarily to Australia. There is no attempt to indicate the impact for China unlike S2 which aims to show that both Australia and Japan benefit from these trade agreements. Unlike S1, S2 also aims to point out that without this trade, Australia may be in a less well-off position economically.

### Elective 3: The struggle for peace in the Middle East

- The purpose of S1 is to communicate to readers that the world's oil supply is being impacted by the decision to close the Suez Canal and to demonstrate that Nasser is being dictatorial.
- The purpose of S2 is to galvanise support from the Egyptian population by appealing to their nationalism. It also serves to justify the actions of closing the Suez Canal by emphasising imperialist exploitation of Egyptian resources.
- Both sources have the purpose of communicating that Egypt has a key role but also the upper hand in this crisis.
- A contrast in the purpose is that S1 criticises Nasser and shows the foreign powers as victims of him, whilst S2 justifies and defends his actions, arguing that the Egyptian people have been the victim of imperialism and exploitation.

**Question 11** (continued)

- (c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Explain specific details of the focus of the source: events/people ideas dates/places.	1–2
<b>Total</b>	<b>3</b>
<b>Markers' notes:</b> This question is concerned with the historical context in which the source is located. For full marks candidates must focus on explaining the context of what is depicted the source and not a more generic discussion of related historical events.	

**Elective 1: The changing European world since 1945**

- The context of S3 is the Schuman declaration that was an important event in the development of European movement.
- The Schumann declaration led directly to the establishment of the European Coal and Steel Community which then in turn developed into the EEC via the Treaty of Rome.
- A key idea underpinning the declaration is that France and Germany should work together after a century of conflict. Key individuals are Schuman himself (French minister), Jean Monnet and Konrad Adenauer – all seen as founding fathers of Europe.

**Elective 2: Australia's engagement with Asia**

- The context of S3 is the formation and growing importance of APEC by the early 1990s.
- APEC was formed in 1989 under the leadership of Bob Hawke to increase economic cooperation and free trade between nations in the Asia Pacific region and was a response to trade blocs being formed in other parts of the world.
- APEC included vital Australian trading partners such as Japan and China and was viewed as a successful way to improve communication, cooperation and living standards in member countries. The formation of APEC coincided with a time of much greater importance of trade with Asia compared to other parts of the world as Asian economies modernised and increased production of consumer goods highly sought after in Australia.

**Elective 3: The struggle for peace in the Middle East**

- The context of S3 is the Oil Crisis of 1973–74, caused by OAPEC's oil embargo on many western nations.
- This action was a response to the Yom Kippur / Ramadan War was (October 1973), a failed attempt by Arab states (namely Egypt and Syria) to regain territory occupied by Israel after the Six Day War of 1967. The objective was to force the USA and other countries to put pressure on Israel to withdraw from occupied territories, seized in previous conflicts such as the Sinai and Golan Heights.
- Countries targeted in the Oil Embargo included the USA, the Netherlands, Britain, France. The result was a noticeable reduction in oil exported to these countries and an increase in the price of petrol.



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

Your answer should identify elements of contestability within the source material and discuss any alternative interpretations of the ideas/events depicted.

Description	Marks
Identifies the element/s of contestability for Source 3 and Source 4.	1–2
Discusses the reasons for the contestability of Source 3.	1–2
Discusses the reasons for the contestability of Source 4.	1–2
<b>Total</b>	<b>6</b>
<b>Markers' notes:</b>	
<p>The concept of contestability requires a discussion of conflicting historical interpretations represented in the source material, specifically why they are conflicting and open to historical debate. Candidates need to:</p> <ul style="list-style-type: none"> <li>• Identify in each source argument/s, biases or perspectives that can be disputed.</li> <li>• Demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the type of source provides an incomplete or suggestive picture which can be disputed.</li> <li>• Articulate the nature of that dispute by referring to alternative arguments or viewpoints on that element of the source.</li> </ul>	

### Elective 1: The changing European world since 1945

- Elements of S3 that are contestable include the depiction of France. There is loaded language: 'France as servant of peace' and the depiction of the paramount role played by the French government in establishing the European ideal. In addition, the source presents a view of the move to a federation of Europe as a positive development. This can be contested by many who see it as a negative force that crushes individual countries identity and freedoms.
- Elements of S4 that are contestable include the view forwarded by Thatcher that criticises central planning and asserts the superiority of free enterprise. This could be contested by those who criticise capitalism and indeed by communist countries of the East during the Cold War. In addition, Thatcher criticises the vision of a European super state, and this could be challenged by many who believe a united, federal Europe to be far better option for future of Europe than individual nationalities.

### Elective 2: Australia's engagement with Asia

- Elements of S3 that are contestable include the positive language that frames APEC as a success in bringing together the member nations in economic cooperation and better economic outcomes for citizens. This could be contested by those concerned about levels of foreign investment into the country from Asian. The greater cooperation and trade that is emphasised in S3 was viewed by some in Australia as surrendering the nation's ability to be self-sufficient. The view in S3 that APEC will lead to prosperity for all can be contested by those who argue it reinforced a wealth gap both between nations but also between rich and poor within its member states.
- Elements of S4 that are contestable include Paul Keating's indication that Australia is willing to engage more closely with Asia; this could be disputed given the lingering presence of racism and xenophobia in the 1990s, that was considered to be very real by some in Asia. Although Keating mentions Australia opening up culturally and economically some would argue that outside of progressive and business circles in major cities, much conservatism remained, and many Australians were suspicious of rather than embracing towards growing trade links with the Asia Pacific.
- It is possible for candidates to also argue that some immigrants to Australia would contest this overly positive review as many migrants struggled to find economic security and success in Australia.

Question 11 (continued)

**Elective 3: The struggle for peace in the Middle East**

- Elements of S3 that are contestable include the reference to legitimate rights of Arab nations and Palestinians which would be contested by Israel; the reference to the Yom Kippur/Ramadan War being the third conflict resulting from Israel's actions and US support could be contested as students might note that this war had been initiated by the Arabs, not the Israelis. It could be noted that the objectives were contestable, as by the end of the embargo the Arabs had not achieved the recognition of Arab or Palestinian rights.
- Elements of S4 that are contestable include the author's identification of Saddam Hussein's motives, stating 'Hussein hoped', 'he believed', 'no intention of negotiating'. This provides a subjective and negative view of Hussein's intentions. The extract also shows that some of Hussein's assumptions were contestable 'riskless venture abroad', and the historical claim to Kuwait. Furthermore, the idea that Hussein would get legitimacy from military action is contestable.

- (e) Using your knowledge of the whole period of study, evaluate the importance of the economic changes represented in the **four** sources. (7 marks)

Description	Marks
Identification of the economic changes presented in the four sources.	1
Placement of the economic changes depicted within the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period.	1–4
Evaluation of the importance of the economic changes depicted in relation to themes/ideas/events of the broader historical context. This could involve a discussion of other economic changes not present in the sources but arguably equally or more significant.	1–2
<b>Total</b>	<b>7</b>
<p><b>Markers' notes:</b>                      Markers' notes: This question does not require reiteration of the messages in the sources or a simple list of what is covered in each source. Candidates need to:</p> <ul style="list-style-type: none"> <li>• identify the economic changes present in the sources.</li> <li>• evaluate the importance of these changes by using evidence from the sources and linking this to a wider knowledge of the whole historical period.</li> <li>• For the highest marks, candidates would need to demonstrate a depth and breadth of knowledge of the whole period of study and potentially discuss other economic changes not present in the sources but arguably equally or more significant.</li> </ul>	

**Elective 1: The changing European world since 1945**

- The key economic changes depicted in the sources are the implementation of the Marshall plan in S1 (and by inference the clash between capitalist and communist economic systems that characterised the Cold War). Sources 2-4 are concerned with the development of the European Economic Community that had a significant impact on Western European economic activity in the post-war period.
- The Marshall plan depicted in S1 is an extremely important economic initiative that was seen by many historians to have been instrumental in the West winning the Cold War as it accentuated the failures of the bureaucratic centrally planned communist economies.
- The move to the EEC from the Schuman declaration (S3) to the Treaty of Rome (S2) was also highly significant in shaping the development of a more interconnected trading bloc in Western Europe. Some of the controversies linked to the development of a more interconnected Europe were outlined in Thatcher's speech in S4, although it is important to note she was in favour of the free trading opportunities provided by the EEC.
- Candidates could argue that the economic changes that took place in the USSR via perestroika and the ultimate collapse of the communist system were an important theme not directly covered by the four sources.

**Elective 2: Australia's engagement with Asia**

- Sources 1 and 2 outline Australia's growing trade relationship and reliance on Asian nations for exports after WW2. Sources 3 and 4 demonstrate the continuing importance of international trade in the Asia Pacific region in the 1990s.
- S1 and S2 are significant as at the time Australia's traditional trading partner Britain was moving much closer to the EEC and less reliant on Australian exports. These new trading ties were significant as they provided new, large and growing markets for Australian products such as agricultural and mining, which led to larger export income and higher levels of employment and prosperity. It was also significant as Australia was exposed to a greater variety of consumer goods through this trade. S1 also represents the early stages of Australia's trade relationship with China which has become central to the nation's economic prosperity.
- S3 is significant in showing that Australia was keen to pursue trade agreements with Asian nations and the increasing significance of APEC. S4 is significant as it shows the determination of the Labor Party in the 1990s to actively encourage and forge new relationships with Asian nations for trade and immigration.
- All four sources focus on the positive impact of growing trade ties with Asian nations, and as such, they do not provide an entirely balanced picture about these trade links. The demise of Australian manufacturing, the over reliance on foreign investment or the decline of less efficient industries due to competition from Asia in Australia could be mentioned. Candidates could also mention competing economic changes not referenced at all, such as the privatisation during the Hawke-Keating period etc.

**Elective 3: The struggle for peace in the Middle East**

- Sources 1 – 3 reference change in economic relations between Middle Eastern nations and outside countries through the imposition of embargoes. The function of the embargoes was to bring about political change in the Middle East. Source 4 refers to the desire for Iraq to change its economic status by taking over the resources of Kuwait.
- S1 and S2 are in the context of the Suez Canal crisis with the target being countries outside the Middle East and the aim is to remove foreign influence, establish independence and further Arab nationalism. S3 relates to the use of economic embargoes on external countries with the aim to influence Israel and thus relations within the Middle East. Both led to greater economic instability in the short term.
- The ultimate aim of Saddam Hussein's policy in S4 was to be able to exert political influence through economic supremacy. It also led to war with the West and short-term economic instability.
- All four sources acknowledge that oil was the key resource manipulated to bring about political change as it was a resource that those nations outside the region who had influence within the region were dependent upon. The utilisation of embargoes was not very effective tool in achieving stability in the region.
- Candidates could argue that the economic changes depicted were largely short term, with the control of oil remaining largely with the Western powers at the end of the period.

## Section Four: Essay–Unit 4

25% (25 Marks)

Marking key for Questions 12–20.

Description	Marks
<b>Thesis introductory paragraph</b>	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Synthesised narrative</b>	
Demonstrates an understanding of the inter-relationship 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
No evidence of this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Argument</b>	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists in addressing the question. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>9</b>
<b>Conclusion</b>	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

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

Analyse the reasons behind the building of the Berlin Wall in 1961.

**Markers' notes:**

- Candidates could legitimately explain the nature of the wall and why the building of it was such an important event in the context of the Cold War in Europe. The reasons behind its erection could be divided into longer term and immediate causes.
- The longer-term factors start with the division of Germany after WW2 into four occupation zones as per the Potsdam agreement. Berlin was also divided in similar fashion despite it being deep within the Soviet zone of control. The allies and the Soviets failed to agree on plans for the reconstruction of Germany and this created ongoing tension around the fate and functioning of Berlin with the land corridor that linked West Berlin to West Germany kept open only via Soviet goodwill.
- The Berlin Blockade/airlift of 1948-49 was another important factor explaining the building of the wall later on. It was an attempt by Stalin to oust the Western powers from Berlin. The introduction of a new Western currency and the impact of the Marshall Plan was accentuating differences between West and East Berlin that Stalin believed was undermining the viability of both Berlin and the East German state.
- The more immediate causes came in the early 60s were due to increased westward emigration that began to weaken the viability of the GDR. Berlin was a loophole that allowed people to migrate to the West. It was determined that at the current rate of migration East Germany could not continue to function effectively. It was also an ongoing PR disaster for communism.
- Faced with limited options with JFK not being 'bullied' into withdrawing US forces from Berlin, Khrushchev ordered the construction of the wall that started 13th August 1961.

**Question 13****(25 marks)**

Evaluate the importance of the policies of *Glasnost* and *Perestroika* in bringing about the end of the Cold War in Europe.

**Markers' notes:**

- Candidates could discuss the origin and nature of the policies of *Glasnost* and *Perestroika*:
- *Glasnost* as the policy of openness and transparency implemented by Gorbachev upon becoming General Secretary. Gorbachev encouraged greater scrutiny of government action and emboldened dissidents and wider media criticism of the regime. It also led to a greater understanding of the crimes of Stalin and the populace being exposed to Western popular culture. All of these factors help explain the mass movements that transformed the Eastern bloc in 1989.
- *Perestroika* or 'restructuring' was forwarded by Gorbachev as a move to restructure the Communist party and the stagnating economy. This promoted a move to decentralising economic action away from the centrally planned command economy that was not functioning effectively. It also allowed/encouraged foreign investment in the Soviet Union.
- Candidates could point out the limitations in the extent to which these policies transformed the USSR. Gorbachev's economic changes did not do much to restart the country's sluggish economy in the late 1980s. Glasnost did lead to increased media freedom, but the limits of this transparency were evident in the Chernobyl cover up in 1986.
- In making an evaluation, candidates could argue for other factors being more important. Candidates could argue that the ending of the Cold War was explained by a range of factors with glasnost and perestroika being more of a catalyst to the events of 1989 and the end of the Cold War. The economic stagnation of the communist system being of paramount importance, with the Soviet system unable to match the economic and military spending of the West, especially during Reagan's first term in office (S.D.I. etc). The war in Afghanistan was also a debilitating influence on the Soviet regime.

**Question 14****(25 marks)**

Examine the changing role of the North Atlantic Treaty Organisation (NATO) in the region over the period of study.

**Markers' notes:**

- Candidates are to outline the changes that took place in the role of NATO in the period 1949 – 2000. Candidates could mention:
- The initial formation of NATO 4th April 1949 at the end of the Berlin Blockade. Initially 12 countries included. Mission was to 'preserve peace' in the North Atlantic and was based on a system of collective defence where all NATO countries come to the aid of any NATO member that was attacked.
- The Warsaw Pact was established in 1955 as a counterpoint to the creation of NATO.
- No military operations were conducted by NATO during the Cold War in Europe although extensive military exercises were carried out regularly.
- Over time the membership of NATO grew. First West Germany in 1955, then Spain 1982. France left NATO's military structures in 1966 due to De Gaulle's wish to maintain independence over foreign policy and military deployments.
- After the fall of the Berlin Wall and German reunification, NATO's role has altered dramatically. NATO doesn't now see the former Soviet Union as an adversary and Eastern Bloc Warsaw Pact countries are welcome to join; many have such as Poland, Bulgaria, Romania. It has gained 14 new members in this new era.
- Post-Cold War led to decreased defence budgets and no deployment of nuclear weapons on European soil.
- The role of NATO has been more interventionist since the end of the Cold War. NATO Intervened on numerous occasions in the Balkans Wars of the 1990s. NATO enforced a no-fly zone and shot down Serbian aircraft 1994. In 1995 NATO launched an operation responding to Srebrenica massacre. In 1999 the NATO bombing of Yugoslavia was part of move to get Serbs to withdraw from Kosovo.

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

Analyse the reasons behind Australia's involvement in the Vietnam War after 1962.

**Markers' notes:**

- Stronger candidates will focus on why Australia became involved in the Vietnam War rather than outlining the conflict itself.
- A long-term cause candidates could discuss would be the fear of Asian powers expanding towards Australia, which was amplified by Japan's expansion in WW2. Attitudes towards Communist China in the 1950s were extremely hostile among the Liberal leadership and the country was seen as aggressive, immoral and dangerous. This explains the development of the policy of forward defence and its role in Australia's participation in the conflict.
- During the 1950s and 1960s the Australian government espoused the Domino Theory, and this played a key role in convincing the Menzies' government that it was justifiable to commit Australian troops to this conflict as it would halt the spread of communism. The fear of communism and its continued importance in Australian domestic politics could also be discussed.
- Australia's alliance with the USA through ANZUS can also be discussed as a factor and how Australia was desperate to be seen as a loyal ally. The 'insurance policy' idea whereby Australia would help the USA in Vietnam in case Australia needed US help in the future may be discussed here.
- Candidates may also discuss the apparent request for help by South Vietnam in 1962 and its role in formalising and legitimising Australian involvement in the war.

**Question 16****(25 marks)**

Evaluate the role of the United States in shaping Australia's relationship with Asia during the period of study.

**Markers' notes:**

- Candidates should focus on how Australia's relationship with Asia developed during the period of study and the influence of the US in this process, rather than focussing on examples of the alliance with the USA
- Reference can be made to ANZUS and SEATO and ways these alliances increased Australia's involvement in Asian nations (e.g, Vietnam).
- Australia's shared fear of communism with the USA also played a role in encouraging Australia to become involved in a variety of conflicts in the 1950s such as Malaya and Korea. This was important as it showed Australia was viewing Asia as a potential military threat, and required close cooperation with the USA.
- Candidates may also discuss that Australia followed the American lead in developing positive relations with Japan in the 1950s to prevent it falling to communism although this trend was also due to the Australian government seeing economic opportunity in Japan
- In making an evaluation candidate should present alternative arguments. They could emphasise that the USA played a less important role in shaping Australia's relations with Asia in the latter part of the time period as economic priorities became more important from the 1970s. This is evidenced through the growing trade ties with Communist China after Whitlam, greater foreign investment from Asia and the role of Bob Hawke in promoting APEC and growing trading links with Asian nations due to this forum and ASEAN.

## Question 17

(25 marks)

Examine the impact of Asian immigration on Australia during the period of study.

**Markers' notes:**

- Candidates should focus on the impact on Australia rather than the region as a whole and cover a broad part of the period of study not a narrow focus of for example a single decade.
- Candidates should account for the limited impact of Asian immigration before the mid-1970s by referring to the White Australia Policy that was closely adhered to by several governments.
- The arrival of refugees from Vietnam in the 1970s could be discussed. Candidates can explore how these refugees generated political debate and division in Australia about the presence of Asian immigrants in growing numbers.
- The arrival of skilled migrants and students from Asian countries through schemes such as the Colombo plan can be included and a discussion of the benefits this brought to the Australian economy.
- The continued growth of Asian immigration in the 1990s raised concerns in some sections of Australian society that there was a risk the dominant British based culture was under threat. Candidates may discuss the reaction of conservative and xenophobic movements such as Pauline Hanson's One Nation Party to elaborate on this.
- By the end of the period, Asian immigration had altered the demographics in all major Australian cities and was the driving force in Australia becoming a genuinely multicultural nation. It also generated a divide between those who accepted and embraced new ideas from this part of the world and those suspicious of such changes. Candidates can suggest there was a mixed response to this issue.



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

Analyse the reasons behind the Arab-Israeli War of 1948–1949.

**Markers' notes:**

- The establishment of the state of Israel was the key cause of the war and candidates could legitimately write exclusively on this topic.
- The longer-term reasons behind the establishment of Israel were linked to Zionism that developed in the 19th century, with the aim to create a Jewish homeland 'Palestine', with some initial purchasing of land in Palestine; this continued into the 20th century.
- The Balfour Declaration of 1917 was also important as it showed British support of Zionist efforts to create a Jewish homeland in Palestine. The Peel Commission of 1937 recommended the partition of Palestine into separate Arab and Jewish states.
- More immediate reasons for the establishment of the state of Israel involved the impact of World War II and the Holocaust. There was also increased terrorism in Palestine such as the King David Hotel bombing that led to the British referring the issue of Palestine to the United Nations in 1947.
- The United Nations commissions reports and has a debate on partition with members voting on Resolution 181: 33 yes, 13 no and 10 abstained.
- The United Nations resolution sparked conflict between Jewish and Arab groups within Palestine. The Jewish forces were composed of the Haganah and two small irregular groups, the Irgun, and LEHI. The goal of the Arabs was initially to block the Partition Resolution and to prevent the establishment of the Jewish state. The Jews, on the other hand, hoped to gain control over the territory allotted to them under the Partition Plan.
- After Israel declared its independence on May 14, 1948, the fighting intensified with other Arab forces joining the Palestinian Arabs in attacking territory in the former Palestinian mandate. On the eve of May 14, the Arabs launched an air attack on Tel Aviv, which the Israelis resisted. This action was followed by the invasion of the former Palestinian mandate by Arab armies from Lebanon, Syria, Iraq, and Egypt.

**Question 19****(25 marks)**

Evaluate the role of terrorism in shaping the region during the period of study.

**Markers' notes:**

- Candidates should evaluate the impact of terrorism in regard to either meeting the stated aims of the various movements or on influencing the international community.
- Jewish terrorism aimed at establishing a Jewish homeland largely ineffective prior to 1946 and met with repression from the British. The King David Hotel bombing increased the concerns of the British government in challenges of maintaining a presence in Palestine and was arguably effective in hastening the creation of a Jewish state.
- PLO changed to a focus on armed struggle to achieve liberation from 1968 (PLO Covenant) with its new leader, Yasser Arafat.
- Candidates could refer to actions by PLFP (hijacking four planes in 1970) or Black September (Munich Games) or actions of other splinter groups. Candidates may argue these are effective in drawing international attention to the situation of Palestinian refugees (i.e. the Arab League recognises the PLO as more representative of Palestinian interests than Jordan), whilst ineffective in directly achieving their aims of change within the Middle East. The PLO eventually changed course to diplomacy after more terror attacks in 1974, with Arafat attending the UN, signalling diplomacy rather than terrorism could be the way forward to resolve conflicts.
- The Intifada period (1987–1991) sees tensions escalate again after Palestinian demonstrations are met with harsh Israeli response, leading to riots, Hamas and Islamic Jihad play a significant role. International reactions are critical of Israel, in 1988 Palestinian Declaration of Independence and recognition of the Palestinian Authority grows.
- Candidates may argue that whilst it was the Oslo Accords that were responsible for self-government, this was the result of the attention generated through 'terrorist' acts.

## Question 20

(25 marks)

Examine the attempts to settle conflict between Arabs and Israelis during the period of study.

**Markers' notes:**

- Various attempts have been made to settle conflict between Arabs and Israelis during the period with varying degrees of success.
- UN Resolution 242 (1968), after the Six Day War, includes a requirement of 'land for peace' which later forms the basis of the Israel – Egypt peace treaty in 1979 and the Israel – Jordan peace treaty in 1994. The challenge of 242 is its lack of reference to Palestinians whilst the term 'occupied territories' was another cause of continued dispute.
- The Camp David Accords (1978) includes two documents: peace between Egypt and Israel which results in an agreement between Sadat and Begin; and a framework for peace in the Middle East that was condemned (rejected by the UN) as it was written without consulting Palestinians.
- The Oslo Accords (1993 and 1995) between Israel and PLO led to mutual recognition, the planned withdrawal of Israeli military from Palestinian territories and the establishment of a Palestinian Council to govern the West Bank and Gaza, with a future permanent peace to be finalised. Resistance comes from opponents as well as extremists on both sides, for example an Israeli zealot assassinates Prime Minister Rabin and Israel elected the more hard-line Netanyahu. Hamas and Hezbollah increased terrorist attacks.
- Hebron Agreement (1996) King Hussein facilitates negotiations between Netanyahu and Arafat includes Israel handing over control of 80% of Hebron to Palestinian control whilst leaving a small Israeli military contingent in the city.

## ACKNOWLEDGEMENTS

- Question 13** Perestroika. (2021). In *Wikipedia*. Retrieved September, 2021, from <https://en.wikipedia.org/wiki?curid=24143>  
Used under a Creative Commons Attribution-ShareAlike 3.0 Unported licence.
- Question 18** Dot points 6–7 from: U.S. Department of State, Office of the Historian. (n.d.). *The Arab-Israeli war of 1948*. Retrieved September, 2021, from <https://history.state.gov/milestones/1945-1952/arab-israeli-war>

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