



MODERN HISTORY

ATAR course examination 2017

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
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 message in Source 1 and Source 2.	1
Total	4
Markers' notes: Look for the message of each of the sources. Evidence should be drawn from the sources to support the message.	

Elective 1: Australia 1918–1955

The message of Source 1 is that Australians were experiencing considerable economic hardship in 1930 during the Great Depression and that a major contributory factor in this regard was the actions of the Bank of England in its endeavour to obtain maximum loan repayments from Australia at the time, Niemeyer sought to implement deflationary measures which affected all parts of Australia.

Source 2 highlights the historically high unemployment level in the midst of the depression as well as the striking contrast between Australia's post World War One and World War Two unemployment levels.

Both sources provide a clear message of the extent of the economic difficulties during the depression period but Source 2 in contrast shows more favourable economic circumstances in relation to unemployment during and post WWII.

Elective 2: Russia and the Soviet Union 1914–1945

The message of Source 1 is that Kulaks were increasing their profits at the expense of the Russian people not caring about their starvation and suffering. It portrays the growth of the Kulaks negatively. The message of Source 2 is that the NEP was working as indicated by the increasing output in each of the key industrial outputs. Production rose exponentially after the Civil War.

Both sources give the indication that NEP was working in terms of increased production of goods, however Source 1 does not convey this as a positive as economic progress was inequitable and much of the population continued to suffer.

Elective 3: China 1935–1989

The message of Source 1 is that the Communist Party victory in the Civil War was advantageous for the Chinese people as more food will now be available and the cost of the food will be lower. The message of Source 2 is that the First Five-Year Plan has been very successful because many of its industrial commodities' targets have been exceeded or were very close to being achieved.

Both sources convey the message that the Communist Revolution has been a positive for the Chinese people. Both sources convey economic improvement as a consequence of the Revolution. In contrast, Source 1 – the focus is on the individual peasant, agriculture and the year immediately after the Revolution (specifically food production). It speculates about future economic development and contains no evidence that what has been depicted will actually happen. Source 2 – the focus is on six key industrial commodities across the whole Chinese economy (specifically industrial production) and covers a longer period 1952 to 1957. It contains 'factual evidence' about economic achievement and does not rely on speculation. Source 2 also indicates that some targets were not met whereas Source 1 conveys that overall success will result from Communist rule.

Question 1 (continued)

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of Source 1 and Source 2 regarding the impact of the economic forces represented. (6 marks)

Description	Marks
Provide example of a strength and weakness of Source 1 regarding the impact of the economic force(s) represented.	1–2
Provide example of a strength and weakness of Source 2 regarding the impact of the economic force(s) represented.	1–2
Evaluation of the usefulness of the sources.	1–2
Total	6
Markers' notes: Higher marks should be awarded to candidates who look at both the strengths and weaknesses of the sources provided in terms of how they discuss the impact of the economic forces represented.	

Elective 1: Australia 1918–1955

Source 1 strengths: the source provides useful insights into the extent of the economic hardship and internal political conflicts arising in Australia as a consequence of the impact of the Great Depression.

Weaknesses: it is specific to one particular time/policy/event.

Source 2 strengths: useful in setting the Australian economic experience in the context of Australia's imperial relations and the impact of each of the two World Wars.

Weaknesses: the gaps between the years. The data is estimated, questioning their validity.

Usefulness of the sources: They illustrate strikingly Australia's very different economic experience in WWII and post 1945 period as compared with the immediate post WWI era as well as during the Great Depression. They also highlight the economic relationship between Australia and England.

Elective 2: Russia and the Soviet Union 1914–1945

Source 1 strengths: easily understood given the caption for the poster and the visual representation of the Kulaks.

Weaknesses: propaganda and likely to be highly exaggerated, simplistic and is clearly biased against Kulaks.

Source 2 strengths: information given on a range of industrial commodities, with clearly presented data enabling comparisons between years of the NEP.

Weaknesses: contains limited information on only five industrial commodities, so may not represent the total economy, such as agriculture.

Usefulness of the Sources: Despite its bias and motive, Source 1 is useful as it provides an important insight into the Communist Party's desire to gain the support of the peasants. It also reveals the importance of propaganda in general and more specifically about economic improvement, in establishing the new regime. Source 2, despite its weaknesses/limited nature, is also useful as it illustrates the Government's commitment to improving industry, as one of its most immediate plans after the Civil War. It is also useful as it identifies five key industrial commodities seen to be fundamental to economic development in this context.

Elective 3: China 1935–1989

Source 1 strengths: visual, humorous and easily understood and highlights the future economic benefits of New China.

Weaknesses: the source is propaganda and highly exaggerated, simplistic and biased, presenting a positive image glorifying the likely achievement of the Revolution. Without any factual basis provided in the source, assertions that the economy would produce more food in the first year after the Revolution are questionable and misleading.

Source 2 strengths: official information is provided on a range of industrial commodities, enabling comparisons between projected output and actual outputs.

Weaknesses: source of the information is the Chinese Government – and it is very difficult to validate the accuracy of any of the figures, particularly given the time frame of 1952–1957. It contains limited information on only six commodities, so is somewhat limited regarding the total economy. The data on the use of fertiliser indicates an economic improvement in agriculture.

Usefulness of the Sources: Despite its bias and motive, Source 1 is useful as it provides an important insight into the Communist Party's desire and need to improve the economy, in order to gain the support of the peasants in the very early days after the Revolution. It also reveals the importance of propaganda in general and more specifically about the intended economic improvement. Source 2, despite its weaknesses, is also useful as it illustrates the Communist Government's commitment to improving industry as one of its most immediate plans after the Revolution. It is also useful as it identifies six key industrial commodities seen to be fundamental to economic development in this context.

Question 1 (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
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source, dates/events/people/place/ideas.	1
Total	3
Markers' notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

Elective 1: Australia 1918–1955

Source 3 is centred on Prime Minister Curtin's policy speech during the August 1943 general election campaign. This was of considerable significance as Labor's victory in the election gave the Curtin Government both the parliamentary majority which it did not have at the time of Pearl Harbour, and the mandate to plan for the post war period, hence it is a pledge to provide employment to all who served in the war.

The source highlights the emphasis placed on the maintenance of full employment and social security to avoid the hardships experienced before and during the Depression. In this regard the speech was set in a much broader context than one merely related to war time issues.

Elective 2: Russia and the Soviet Union 1914–1945

The focus for Source 3 is Stalin's speech to Industrial Managers in February 1931 about the need for Soviet Industrialisation at a rapid pace.

Candidates should focus on the shift from the NEP to 5 Year-Plans reflecting a broader shift from Lenin to Stalin and the fact that NEP hadn't necessarily modernised Russia as quickly as it needed to. This speech is the turning point/break from previous political and economic policy and heralded forced collectivisation and breakneck industrialisation.

Elective 3: China 1935–1989

The focus of the source is Mao's announcement of 'The Great Leap Forward', his Second Five-Year Plan to develop agriculture and industry in China.

This was spurred on by the success of the First Five-Year Plan and Mao ambitiously aimed for China's economy to overtake that of Britain's in 15 years. This 'Great Leap Forward' would simultaneously develop agriculture and industry through the forced re-organisation of the co-operatives into peoples' communes.

- (d) Identify and account for the authors' perspectives in Source 3 and Source 4 regarding the impact of the economic forces represented. (6 marks)

Description	Marks
Articulation of the perspective of Source 3.	1
Articulation of the perspective of Source 4.	1
Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> • motives • bias • time • place • purpose. 	1–4
Total	6
<p>Markers' notes: The last part of the question 'regarding'. Candidates must consider the perspective of the sources in terms of the theme/force of the sources to be analysed.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) • use evidence of the perspective from the source • identify how the author shows the perspective in the source. 	

Elective 1: Australia 1918–1955

In Source 3 the author's perspective (Curtin) is that the nationalist Government after WWI helped create the unemployment issues and poor economy of the 1920s and 30s. Curtin's perspective can be understood in terms of his strong political commitment to achieving full employment and to relating victory in the war with the development of a peacetime environment very different from the previous decade.

In Source 4 the author's perspective is that of the professional economist writing several decades after the events of the 1930s and articulates that the Depression was actually beneficial in getting the government to reduce dependency on foreign capital. Schedvin's argument was developed with the focus on the nature and basis of the recovery rather than the degree of the recovery and his perspective was that of the academic seeking to set the events of the time in the long-term economic context.

Elective 2: Russia and the Soviet Union 1914–1945

In Source 3 the speech is made by Stalin, presumably written by him and therefore clearly articulates his perspective of needing to modernise Russia as quickly as possible to uphold what Lenin began and to ensure that the West does not beat them again. He justifies his perspective by saying it is for the good of the workers and peasants. His purpose is to rally the workers and peasants and give them a 'common enemy' – the West depicted by him as bullies.

In Source 4 the perspective of the author is that the 5 Year-Plan was justified and needed and that there was a case to be made for the 5 Year-Plan to go ahead. Source 4 is from a history textbook seeking to give an objective overview of the economic reasons for the 5 Year-Plan. As such, it is not emotive, nor does it seek to persuade like Source 3. It outlines that State control was the only way to ensure rapid industrialisation, the NEP proving ineffective economically.

Question 1 (continued)**Elective 3: China 1935–1989**

In Source 3 the author is Mao Zedong so his perspective is biased in favour of the rapid industrialisation and communisation he is announcing. His perspective is that China is far behind other countries economically and needs to rapidly industrialise. Mao's purpose is also to motivate the people so he offers attractive incentives such as the catching up with Britain in about 15 years' and carrying out the 'Forty-Point Programme for Agricultural Development' in only eight years.

Source 4 is written by an academic, published author and university lecturer and his perspective on the economic 'nightmare' he describes is likely to be based on many years of detailed research and written with the benefit of hindsight. His perspective is that Mao's contradictory vision contributed to the problems of the Great Leap Forward. The author's attention to the detail contained in the transcripts of party meetings suggests this is a well-researched and objective account intended to shed light on Mao's attempt to radically transform the Chinese economy. Spence is highly critical of Mao's actions and calls it 'bizarre' that Mao could seemingly knowingly pursue these 'ultimately disastrous' economic policies.

- (e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of the changing economic circumstances during your period of study. (6 marks)

Description	Marks
Articulation of the changing economic circumstances depicted.	1–2
Identification of changing economic circumstances that have been omitted.	1
Evaluation of the extent to which the sources reflect the significant aspects of the changing economic circumstances being depicted in the sources in terms of their impact on the context studied.	1–3
Total	6
Markers' notes: The intent is to not have a list of what has been omitted; rather candidates need to focus on what the sources do tell them regarding the changing economic circumstances within the context studied and why it may have been significant to highlight that, plus what the implication/impact of the changing economic circumstances was on the society being studied. Candidates should include their own knowledge of the course studied to support their point of view as well as the sources provided.	

Elective 1: Australia 1918–1955

The four sources in one respect or other are all centred on the impact of the Great Depression in Australia in the 1930s and on the subsequent economic and political developments before, during and after WWII. In dealing with these issues embracing the period under review the authors of the sources have dealt specifically with the political impact of the Great Depression and with an overview of the recovery phase in the mid and late 1930s leading into a focus of the political and economic consequences arising during the WWII.

The aftermath of WWI and the events during the 1920s are seen only in the context of later developments while the economics of the first half of the 1950s are hinted at rather than fully analysed. The four sources, it can be argued, provide significant insights into the impact and outcomes of the Great Depression in the 1930s, as well as the extent to which the problems had arisen in the aftermath of 1918, and also which longer term developments were more significant than actions taken at the time, as for example the Premiers Plan.

Significant insights arise from the links made with the events of WWII and the extent to which these and the consequences of the Great Depression contributed to the very different political and economic experience in Australia in the last few years of the period under review. Economics and politics are both central to the sources while the imperial context is dealt with indirectly in terms of the Australian experience during the Great Depression and hostility to the payment of war debts to England in such a difficult era.

Elective 2: Russia and the Soviet Union 1914–1945

The four sources depict changing economic circumstances in the period 1920 to 1931. Specifically the sources look at the NEP under Lenin and the change to the first 5 Year-Plan under Stalin. Some candidates could argue that this change was simply a natural progression from one leader to another and that the effects of the economic change were more political and social rather than economic.

All four sources provide accurate insights, with reference to the context and purposes for which they were created, into changing economic circumstances, however these insights are very limited in terms of revealing the significance of these changes. Specifically while we see a negative perspective about NEP, we do not see in the sources the negative impact of the 5 Year-Plan, in fact we see it is hinted that Russia was able to ride out the era of the 1930s when other nations underwent the Great Depression in Source 4.

Question 1 (continued)**Elective 3: China 1935–1989**

The four sources depict changing economic circumstances in the period 1949 to 1962. Source 1 refers to the promises made by the Communist Party that they would improve the economy after the Revolution in 1949, Source 2 provides industrial production statistics showing the success of the First Five-Year Plan between 1953 to 1957 and Sources 3 and 4 convey two vastly different perspectives on the Second Five-Year Plan or 'Great Leap Forward'. Source 3 enthusiastically announces its economic targets and Source 4 concludes it was a 'Maoist vision' that 'finally tumbled into a nightmare'.

All four sources provide accurate insights, with reference to the context and purposes for which they were created, into changing economic circumstances, however these insights are very limited in terms of revealing the significance of these changes.

Omitted is the economy – during the Cultural Revolution, after Mao's death, and the reforms of Deng Xiaoping.

Section Two: Essay–Unit 3

25% (25 Marks)

The marking guide below must be used for **Questions 2–10**. Markers notes for each question follow the marking guide. These notes are not exhaustive or prescriptive.

Guide to marking essay responses		Marks
Thesis introductory paragraph		
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
	Subtotal	3
Synthesised narrative		
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
	Subtotal	4
Argument		
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
	Subtotal	6
Supporting evidence		
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. 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
	Subtotal	9
Conclusion		
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
	Subtotal	3
	Overall total	25

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

Assess the extent of the changing nature of Australia's international relationships between 1918 and 1955.

Markers' notes:

Australia's international relationships between 1918 and 1955 can be considered as encompassing such issues as the aftermath of its participation in WWI and the extent and changing nature of its direct participation in WWII; its changing role within the evolving British Empire and Commonwealth of Nations; its varying and significant economic and political relationships with Japan and China; the development of the American Alliance and the ANZUS Treaty and entry into SEATO; the focus on assisted migration from the late 1940s onwards both in terms of post-war European migration to Australia and the initial stages of the Colombo Plan.

Other issues could include the maintenance of the White Australia Policy; the origins of the Colombo Plan; the refusal to recognise Communist China; Australian membership of the United Nations and involvement in the Korean War and Malayan Crisis.

Question 3**(25 marks)**

Debate the proposition:

'The ideas of mateship and the Anzac legend were of significant influence on Australian society during the time period'.

Markers' notes:

The idea of the Anzac legend which emerged in the post 1918 era, and remained highly significant throughout the period under review, can be regarded as derived from the broader concept of mateship which developed in the Australian colonies in the nineteenth century. During the 1920s and 1930s the Anzac legend emerged as a particular manifestation of mateship linked with the idea of the all-volunteer Australian force; with Australia's initial, and to an extent, legendary role on 25 April 1915; and then more broadly throughout the remainder of the war. Australia's role in WWII gave further impetus to the concept and broadened it to embrace the concept of non-Australian mates such as the 'fuzzy wuzzy angels'. In the period under review the Anzac legend remained highly significant notwithstanding the rapidly diminishing number of WWI veterans in the community and this in an era when Australia Day (January 26th) had not yet attained its current status.

Candidates need to identify and explain the ideas of mateship and the Anzac legend and then decide whether or not they had a significant influence on society. Both parts of the question need to be addressed for higher marks. Part of the debate may be to identify other ideas that had a more significant impact on Australian society.

Question 4

(25 marks)

Evaluate the impact of Robert Menzies as a political leader within the time period.

Markers' notes:

In broad terms Menzies' role as a political leader can be divided into three distinct time periods during the relevant years. In the wake of his emergence from the ranks during the 1920s and 1930s his first significant term was as non-Labor leader and then Prime Minister from the mid to late 1930s until August 1941 when he was deposed as leader of the United Australia Party and Prime Minister, precipitating the parliamentary vote in October 1941 that led to John Curtin becoming Prime Minister. Then between 1941 and 1944 while in opposition, Menzies developed the reformed Liberal Party with himself as leader and at the second attempt in 1949 he was elected as Prime Minister nine years after his initial resignation from that office. Thirdly, from 1949 to 1955 as Prime Minister, Menzies led the Liberal Party anti-Communist crusade during the emergence and the development of the Cold War and the domino effect in Asia.

Candidates need to provide an evaluation as to the impact of Menzies as a leader within the time he governed and then perhaps address whether or not he continued to have an impact beyond his time as Leader. Stronger candidate responses will attempt to do both and should score higher marks for this question.

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

Assess the extent to which internal divisions and crises within Russian society led to Bolshevik victory in 1917.

Markers' notes:

Candidates will need to identify the internal divisions and crises within Russian society, including the impact of WWI, and leadership (or lack of) of the Provisional Government and longer term, the leadership of the Tsar; and make a judgement as to how they led to the causes, events and outcomes of the February and October Revolutions in 1917.

Candidates should be awarded higher marks for engaging in the whole question which needs to have a strong element of 'assess the extent' – allowing students to identify and discuss ideas outside of those listed (actions of the Bolsheviks themselves, impact of international events on the internal divisions) that may have had an impact or influence on what was occurring in Russia pre-1917.

Question 6**(25 marks)**

Debate the proposition:

'Stalin's cultural revolution transformed Soviet society significantly'.

Markers' notes:

Candidates will need to articulate the social/cultural impact of Stalin's Cultural Revolution to 1945, including women, nationalities, youth and education (Komsomol), the arts (including Social Realism) and religion and then connect that to how it was crucial in allowing Russia to become a major world power – in effect how Stalin used the Cultural Revolution.

Noting the style of essay question, higher marks should be awarded to candidates who actually debate the proposition and identify a potential counter-argument to the one posed, but make a judgement in the end as to the validity of the proposition's accuracy.

Question 7**(25 marks)**

Evaluate the impact of Trotsky as a political leader within the time period.

Markers' notes:

Stronger candidates for this question will be able to articulate Trotsky's earlier influences and his role in the Bolshevik Revolution and in the initial reforms and decrees of the Bolsheviks, as well as during the Civil War, but should note that he did not have a long term impact given the nature of the struggle with Stalin for power post-Lenin and why/how Stalin was able to succeed in the struggle. Some candidates may state that given Stalin saw Trotsky as a threat, his impact was considerable.

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

Assess the extent of the changing nature of China's international relations during the time period.

Markers' notes:

Award higher marks to candidates who explicitly 'assess the extent of change' (make a judgement about the degree of change), than to candidates who simply provide a narrative of China's international relations during the period.

Candidates are most likely to argue that there was significant change in China's international relations during the period, shaped by both Communist Party ideology and the influences of the Cold War. All well-argued perspectives should be rewarded.

Candidates may address the war against Japan and the role of the Communist Party, the changing relations with the United States in the Korean conflict (1950–1953), and the nature and practice of China's subsequent international relations until 1980s.

Question 9**(25 marks)**

Debate the proposition:

'The Cultural Revolution led to a complete suppression of all dissent in China'.

Markers' notes:

Candidates need to consider both sides of the proposition – that the Cultural Revolution did lead to a complete suppression of dissent and also the extent to which it may not have. Examples and narrative detail must support the debate, not merely be provided to describe what happened during the Cultural Revolution.

Candidates need to address the causes, events and significance of the Cultural Revolution (1966–1976) as a continuing attempt to organise Chinese social and economic life and to suppress dissent, and the implications for groups within China, including rural peasants and political dissidents.

Question 10**(25 marks)**

Evaluate the impact of Mao Zedong as a political leader within the time period.

Markers' notes:

Candidates should articulate a clear thesis in response to the question and it is likely that most candidates will argue that Mao's impact as a political leader was extremely significant. Higher marks should be awarded to candidates who provide examples linked to this thesis than to candidates who provide a narrative of what Mao did as a political leader. Candidates may also refer to contemporary historical debate regarding the nature of Mao's leadership/impact and this should also be rewarded with high marks.

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) Explain the historical context of Source 1. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or event that led to the focus of the source.	1
Provides specific details of the focus of the source, events/people/ideas/dates/places.	1
Total	3
Markers' notes:	
This question is concerned with the historical context in which the source is located.	
The answer must focus on what is in the source, and provide the surrounding 'picture' for that source.	

Elective 1: The changing European world since 1945

The historical context of Source 1 is specifically the second summit meeting held between Brezhnev and Nixon in Washington in June 1973. This meeting was more generally a part of détente, a foreign policy position adopted by both superpowers involving an easing of tension and in the case of Source 1, easing tension by making agreements on strategic arms limitation. Brezhnev refers to this as 'political détente ... backed up by military détente'.

As a result of détente each superpower leader visited the other. Nixon went to the USSR to sign SALT 1 at the Moscow summit meeting in May 1972, Brezhnev referring to this as 'the exceptionally important job begun in May 1972'.

Détente had emerged as Mutual Assured Destruction (MAD) became a reality and the arms race intensified. Both sides could see benefits in reducing expenditure on nuclear arms and reducing Cold War tension. In this source, Brezhnev refers to 'better relations' and a 'stronger universal peace'.

Elective 2: Australia's engagement with Asia

The historical context of Source 1 is set around the domino theory broadly, and more specifically Australia's commitment to staying involved in South East Asia during the 1960s to guard against the fall of the dominos and interactions around the Malay-Indonesia confrontation.

Specifically, Menzies' comments in the House of Representatives shows how he believed, and developed Australian policies around the concepts of the domino theory and the concept of forward defence, hence his comments about wanting both Malaysia and Indonesia to be 'well governed and communist free'. If Indonesia were to become communist, this was too close to Australia in his opinion.

Elective 3: The struggle for peace in the Middle East

Source 1 is set in the broader context of the role played by Egypt from the 1950s to 1980s as part of the struggle for the establishment of a separate Arab state in the aftermath of the Israeli refusal to acknowledge the claim, and subsequently the capture of the occupied territories during the Arab-Israeli war in 1965. The source takes the form of a brief extract from a speech given by the then President of Egypt Anwar Sadat to the Knesset, the unicameral legislature of Israel, in Jerusalem on 20 November 1977. The decision for the Egyptian leader to speak directly to the supreme political entity in the country with which Egypt had a history of conflict and seemingly irreconcilable differences, caused dissension and anxiety amongst other Arabian countries and ultimately had tragic consequences for Sadat himself. In the speech itself Sadat frankly conceded that his decision was totally surprising and unexpected but he justified his actions on the grounds that he was seeking to 'save my Egyptian/Arab people and the entire Arab nation ... the horrors of new shocking and destructive wars'.

Question 11 (continued)

- (b) Compare and contrast the purpose 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
Total	6
<p>Markers' notes: This question focuses on the reasons for the construction of the sources, and what they aim to achieve.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • identify the issue/event/subject of each source • identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in candidate interpretation) • use evidence from the source to support the response. • explain how the sources compare (are similar) and contrast (are different) in terms of their purpose. <p>A strong answer will integrate comparisons and contrasts with the discussion of purpose.</p>	

Elective 1: The changing European world since 1945

Brezhnev's purpose in delivering the address in Source 1 is to make a positive impression on the American people during his visit to the United States while attending the Washington summit meeting in June, 1973. Brezhnev's purpose is also to gain American public support for the treaty he and President Nixon have already signed, SALT 1, and the new agreements they intend to discuss for the future.

The purpose of the cartoonist, Behrendt, in Source 2 is to highlight the lack of progress in reaching an agreement as the SALT II talks continue. He is criticising both Brezhnev and US President Carter for their mistrust of each other and their duplicitousness as they aggressively cajole each other to 'go first' while attempting to conceal their own build-up of nuclear missiles.

Both sources highlight the role of superpower leaders in the process of arms limitation negotiations in the 1970s. Both sources identify arms limitation as a key aspect of international relations of détente in the 1970s.

In contrast, the purpose of Source 1 is to depict both Brezhnev and Nixon as leaders committed to arms limitation and world peace, and as leaders prepared to negotiate to achieve these objectives. The purpose of Source 2 is to depict both Brezhnev and Carter as leaders who are not committed to world peace and disarmament, and to show them as leaders who do one thing and say another, and that neither can be trusted to effectively negotiate any limitations on the build-up of nuclear weapons.

Elective 2: Australia's engagement with Asia

Menzies's purpose in Source 1 is to clarify why Australia needs to be involved in SEATO and be committed to helping Australia's Asian neighbours in order to keep communism far away from Australia.

The purpose of the cartoon in Source 2 is to comment on Australia's desire for peace close to their own shores at seemingly any cost as they accept Indonesia's annexation of East Timor. It is not meant to be complimentary of Australia for this move, in fact it is supposed to show Australia in a poor light.

Points of comparison are that both sources expand or address the notion that Australia's key objective in their international affairs policies in regard to South East Asia are ones of self-interest in keeping communism and trouble far away from Australian shores.

In contrast, Source 1 specifically refers to Australia's overall obligations via SEATO and hinting at the many conflicts that had occurred, or had the potential to occur due to the threat of communism, whereas Source 2 is focused on one specific event of the annexation of East Timor by Indonesia which was not an issue of communism at all, but a situation that Australia thought would be advantageous for them, that they could exploit.

Elective 3: The struggle for peace in the Middle East

Both Source 1 and Source 2 represent attempts to highlight significant developments in moves to resolve the Israeli-Arab conflict concerning the establishment of the state of Israel and the moves to achieve a separate Palestinian state. In each case the sources deal with agreements which, as it eventuated, were acceptable to only a limited number of the affected entities and were short-lived in each case.

Sadat's purpose as portrayed in Source 1 is both to justify and to highlight the boldness of his attempt to reach agreement with the Israelis. The prime purpose of the cartoonist as depicted in Source 2 is to convey visually the military context in which the agreement is portrayed suggesting a significant power imbalance between the parties concerned.

Both sources deal with high risk strategies and are designed to indicate clearly the major obstacles in each case to be overcome before a genuine lasting settlement can be achieved. In broad terms the purpose of each source is to highlight the hazards involved in seeking to resolve the conflict and the very real difficulties in achieving a solution. In contrast, the purpose of Source 1 is a justification of the actions of an individual, whereas Source 2 questions the long-term success of the agreement given the power discrepancies.

Question 11 (continued)

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

(3 marks)

Description	Marks
Identifies the message/s of the source.	1
Explains the message/s of the source	1–2
Total	3
<p>Markers' notes: Look for the message of the source.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • read all the elements of the source (title/author/date/location) • identify the message • Explain the representation or opinion being expressed • provide evidence from the source to support the response. 	

Elective 1: The changing European world since 1945

The message of Source 3 is that Gorbachev's leadership of the USSR can be viewed both positively and negatively and that future events will impact any assessment of his ultimate legacy as it is too early to make such judgements.

Written in 1994, the secondary source historian points out that Gorbachev's domestic policies led to the ultimate collapse of the USSR, 'the dismemberment of the USSR itself' and that Gorbachev can be seen as a failure as a leader by causing this under a reformed Communist Party or 'he failed in his attempt to achieve the reconstruction of Soviet society'. To use highly emotive language such as a leader 'dismembering' his own country implies strong criticism.

However, the historian also considers Gorbachev's role as a Cold War leader and praises him as being a 'catalyst of change'. He cites another Cold War historian to support this view but leaves the question of Gorbachev's ultimate legacy open 'future historians may well assess him as the most influential person of the second half of the twentieth century', a grand suggestion indeed.

Elective 2: Australia's engagement with Asia

The message of Source 3 is that Paul Keating as Prime Minister specifically acted to create a secure and close relationship within the Asian region, despite it not being a popular concept at the time. Secondary to that is the message that Keating is to be seen in a very positive light for this foresight.

The author portrays that Keating was instrumental in developing engagement with Asia as a 'national project that will not end', indicating that Keating laid the foundations for future governments that was very different from previous policies and politicians. The author does note that Keating was wholly successful in integrating Australia with both the USA and Asia simultaneously into Australia's Asian future.

Elective 3: The struggle for peace in the Middle East

The message of Source 3 is that even ten years after his death the real significance and consequences for the role played by Yasser Arafat, the founder of Fatah and the leader of the PLO for the best part of half a century, to the establishment of a separate Palestinian state is not fully understood.

In this instance two British academics contend that Arafat's 'most enduring legacy' was to lead the Palestinians out of the devastation they felt after the establishment of Israel. The source conveys that it was Arafat's commitment to armed struggle which kept the issue in the forefront of international affairs, notwithstanding his embrace of violence and the methods of terrorism which marred his reputation. The source highlights that whatever the interpretation of Arafat's actions, he had a significant impact on the struggle to create an Arab homeland in Palestine.

Question 11 (continued)

(d) Identify how and discuss why Source 3 and Source 4 are contestable. (6 marks)

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
Total	6
<p>Markers’ notes: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • 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 • identify in each source argument/s, biases or perspectives that can be disputed • articulate the nature of that dispute by referring to alternative arguments or viewpoints on that aspect. 	

Elective 1: The changing European world since 1945

Source 3 is not highly contestable as a secondary source, it is balanced and objective in its assessment of Gorbachev’s leadership of the USSR from 1985 to 1991. There is little debate that as a leader Gorbachev was a ‘catalyst of change’ and that his policies did (if unintentionally) lead to the collapse of the USSR, the perspective is still pro-Western as shown by the quote from Kennan, a major Cold War theoretician.

Source 4 is highly contestable in terms of its lauding of Gorbachev’s leadership (a very biased, pro-Western assessment, that sees no failings or unintentional outcomes in Gorbachev’s actions).

The suggestion that Gorbachev may well be ‘assessed as the most influential person of the second half of the twentieth century’ is open to debate and provides candidates with potential alternative viewpoints and/or agreement. How and why was he influential? What did he do? Was he the most influential leader of the period? Additionally, the selection of quoted leaders is contestable.

Elective 2: Australia’s engagement with Asia

Source 3 is not on its own highly contestable in that it is a secondary source, written after the time period being written about. It does however paint Keating in a very positive light with use of very complimentary language. It does note that Keating wasn’t wholly successful in his endeavours, but made significant progress that other leaders could use. It doesn’t give credit however to the fact that Keating’s strategy was not a new one – that others before him (Hawke in particular) had tried something similar. So overall, Source 3 has a very narrow focus which could make it contestable.

Source 4 being a newspaper article does lend itself to being contestable given the nature and purpose of reporting on political issues and the use of specific quotes that make it more about political point scoring and discrediting the opposition leader, John Howard rather than solely factual. There is no quote from John Howard himself, which would have allowed for a more balanced report. Readers are left with the view that John Howard wishes to return Australian policies to those of the 50s and 60s centred around ties with the USA.

Elective 3: The struggle for peace in the Middle East

Source 3 is eminently contestable given that its purpose is to judge the significance of Arafat by providing a subjective and possibly biased assessment of Arafat's role in endeavouring to deal with 'the Palestinian problem'. This interpretation suggests that regardless of the use of violence, Yasser Arafat 'still matters' in world affairs.

Source 4, as with Source 3, is contestable as its purpose is to glorify Sadat's speech to the Israeli Knesset in 1997. The speech was published in a pro-Egyptian newspaper, praising Sadat using highly emotive language, such as

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The obvious bias within this interpretation of Sadat's motives in going to Israel to secure peace for all Arab nations is contradicted by the statement

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<http://www.dailynewsegypt.com/2009/03/27/editorial-in-the-spirit-of-sadat/>

This hints that there was too much opposition within the Arab world and presents a counter argument that Sadat was largely acting without the backing of the broader Arab states.

Question 11 (continued)

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

Description	Marks
Identification of the idea of leadership.	1
Placement of the idea of leadership with the themes/ideas/events of the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period.	1–2
Evaluation of the idea of leadership in relation to those of the broader historical context.	1–2
Compare and/or contrast what is in the sources with the other ideas of leadership of the time period.	1–2
Total	7
<p>Markers' notes: This question does not require reiteration of the messages in the sources. Evaluate the importance of the ideas of leadership in relation to how they are represented in the sources and how they relate to the other themes/ideas/events of the whole period.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • identify the idea of leadership in the sources • evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period • refer to the long and/or short-term effects of the idea of leadership • refer to elements of continuity and/or change evident in the idea of leadership • demonstrate a depth and breadth of knowledge for the whole time period. 	

Elective 1: The changing European world since 1945

The four sources collectively represent the importance of the idea of leadership, specifically the actions of leaders both in international relations and in making important political decisions for their own countries.

The sources are focused on the actions of specific leaders and candidates may demonstrate a depth and breadth of knowledge of the whole time period by arguing that other political leaders of the period were more important in international relations by making decisions that increased or decreased tension, with reference to the arms race and/or in making important political, economic and social decisions for their own countries.

To demonstrate a depth and breadth of knowledge of the whole period, candidates may argue that the actions of other leaders with respect to the arms race and the ending of Cold War tensions were more important.

Elective 2: Australia's engagement with Asia

The four sources collectively represent the importance of the idea of leadership, specifically the actions of leaders both in international relations and in making important political decisions for their own countries.

The sources are focused on the actions of specific leaders and candidates may demonstrate a depth and breadth of knowledge of the whole time period by arguing that other political leaders of the period were more important in international relations by making decisions that increased or decreased tension, with reference to important political and social decisions for their own countries in relation to the Asia specific region.

To demonstrate a depth and breadth of knowledge of the whole period, candidates may argue that the actions of other leaders were more important/had more impact.

Elective 3: The struggle for peace in the Middle East

The four sources collectively represent the importance of the idea of leadership, specifically the actions of leaders both in international relations and in making important political decisions for their own countries.

The sources reflect the issues and events arising from the consequences and aftermaths of the UN decision in 1948 to establish the State of Israel and the actions of specific leaders.

Candidates may demonstrate a depth and breadth of knowledge of the whole time period by arguing that other political leaders of the period were more important by making decisions that increased or decreased tension and had more impact.

Section Four: Essay–Unit 4

25% (25 Marks)

The marking guide below must be used for **Questions 12–20**. Markers notes for each question follow the marking guide. These notes are not exhaustive or prescriptive.

Guide to marking essay responses		Marks
Thesis introductory paragraph		
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
	Subtotal	3
Synthesised narrative		
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
	Subtotal	4
Argument		
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
	Subtotal	6
Supporting evidence		
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. 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
	Subtotal	9
Conclusion		
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
	Subtotal	3
	Overall total	25

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

Evaluate the changing nature and consequences of the European world order in the period 1989–2001.

Markers' notes:

Candidates need to evaluate – 'appraise carefully' – to make a considered judgement about the place of Europe in the changing world order 1989–2001 and the consequences of those changes.

Answers may include:

Changing Europe 1989–2001: Europe in transition:

- the re-unification of Germany
- the break-up of the USSR
- the break-up of Yugoslavia
- the changing role and expansion of NATO
- economies of Eastern Europe
- changes in the EU – role and expansion.

Question 13**(25 marks)**

Assess the significance of one key idea of the time period.

Markers' notes:

Candidates need to assess the significance of their chosen idea to ensure higher marks. Candidates who write a narrative about an idea should score lower marks as they have not answered the entire question.

Key ideas may include one or more of the following:

- communism
- capitalism
- democracy
- containment
- peaceful co-existence
- détente
- Glasnost
- Perestroika
- democratisation
- nationalism
- re-integration.

Question 14**(25 marks)**

Analyse the reasons for and consequences of key conflicts in Europe during the 1950s and 1960s.

Markers' notes:

Candidates may choose to assess one or more conflicts and the number of conflicts chosen does not automatically influence their mark. However, higher marks should be awarded to candidates demonstrating the ability to analyse (examine in detail the relationship between causes and consequences in the context of the 1950s and/or 1960s) than to those who simply outline what happened, so it may be likely that candidates choosing one conflict gain higher marks.

Key conflicts may include:

- East Berlin and East Germany 1953
- Hungary 1956
- Berlin 1958–61
- Prague Spring 1968
- the impact of the arms race and the threat of nuclear war
- the space race.

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

Evaluate the changing nature and consequences of Australia's cultural ties with Asia during the time period.

Markers' notes:

In evaluating the changing nature of Australia's cultural ties, candidates should address the influence of cultural ties with Asia, including debates on Asian immigration, popular culture, travel, education, religion and make a judgement as to how these have changed during the time period.

Candidates may also address changing attitudes towards Japanese war brides; the acceptance of refugees from Asia; family reunions, skilled and business migration; the significant ideas of assimilation, multiculturalism, humanitarianism, asylum and exclusion as part of a broader look at Australia's cultural ties and the influence/impact they have had.

Question 16**(25 marks)**

Assess the significance of one key idea of the time period.

Markers' notes:

Candidates need to assess the significance of their chosen idea to ensure higher marks. Candidates who write a narrative about an idea should score lower marks as they have not answered the entire question.

Candidates may choose one of the following significant ideas:

- assimilation
- multiculturalism
- humanitarianism
- asylum and exclusion
- forward defence
- communism
- decolonisation
- nationalism
- peace-keeping.

Question 17**(25 marks)**

Analyse the nature and consequences of Australia's response to key conflicts in Asia during the 1950s and 1960s.

Markers' notes:

Candidates may choose to assess one or more conflicts and the number of conflicts chosen does not automatically influence their mark. However, higher marks should be awarded to candidates demonstrating the ability to analyse (examine in detail the relationship between causes and consequences in the context of the 1950s and/or 1960s) than to those who simply outline what happened, so it may be likely that candidates choosing one conflict gain higher marks.

Key conflicts may include:

- the Korean War
- Indonesian claims for independence
- the Malay Crisis
- the Vietnam War.

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

Evaluate the changing nature and consequences of the role played by Britain in the Middle East over the time period.

Markers' notes:

Candidates need to ensure that they address both nature and consequences to score highly.

Candidates may include:

- The central feature of Britain's role in the Middle East over the time period was its steady reduction in influence and economic significance dating from the latter stages of WWII from which time Britain was increasingly overshadowed by the United States in the Middle East.
- Dating from the Balfour Declaration of 1917 Britain had undertaken in principle to facilitate the establishment of a national home for the Jewish people in Palestine and while it held responsibility for the mandated territory of Palestine the international ramifications of the Palestine Arab–Israeli conflict created serious difficulties for British governments.
- British influence in Egypt and over the Suez Canal also came under increasing pressure with the revolution placing Nasser in power and then the Suez Canal crisis which followed the failure of the West to help finance the Aswan Dam.
- In the aftermath of Suez, British influence in the area steadily declined in the Middle East and the closure of the Suez Canal for several years caused economic problems for the British. In 1968 the British Government abandoned its east-of-Suez defence policy.
- With its military power in the region removed Britain was relegated to a secondary role in the Middle East and the British economy was also affected from time to time by OPEC oil blockades. By the 1990s the Middle East occupied a relatively lower place in British diplomatic preoccupations.

Question 19**(25 marks)**

Assess the significance of one key idea of the time period.

Markers' notes:

Candidates need to assess the significance of their chosen idea to ensure higher marks. Candidates who write a narrative about an idea should score lower marks as they do not answer the entire question.

Key ideas may include:

- imperialism with particular reference to the changing role of the USA
- UK and USSR in the region during the period
- Zionism in the context of the establishment and expansionism of the Jewish homeland
- terrorism in particular as related to power struggles centred on the Palestinian question
- Arab nationalism both in the broader movement and in the specific context of the role of Egypt.

Question 20**(25 marks)**

Analyse the reasons for and consequences of key conflicts in the Middle East during the 1950s and 1960s.

Markers' notes:

Two key conflicts in the 1950s and 1960s between the Arabs and Israelis were the Suez War in 1956 and the Six Day War in 1967.

The origins of the Suez War:

- British shares in the Suez Canal Co and 1936 treaty with Egypt for British troops to be stationed in the Canal zone
- growing importance of Canal for oil in early 1950s
- Nasser coup in Egypt and British negotiations for new Canal agreement
- US–Soviet dispute influencing events in Egypt

Consequences:

- British influence in Middle East greatly weakened in the long-term
- Aswan Dam completed with Soviet assistance
- Suez Canal placed under UN control.

The origins of the Six Day War:

- ongoing refusal of Egypt and other Arab countries to accept the existence of Israel
- formation of the PLO in 1963 and terrorist attacks against Israel
- political instability in Syria
- UN buffer force in Sinai withdrawn
- blockade on the Straits of Tiran
- in six days Israel had captured the Sinai, the Golan Heights, Gaza Strip and the West Bank.

Consequences:

- UN resolution in 1967 for the Israeli withdrawal of land gained in the Six Day War (Security Council Resolution 242) in return for peace agreements.

ACKNOWLEDGEMENTS

Question 11(a)

Set 4: Elective 1
Source 1

Quotes from: Brezhnev, L. (1973, June 24). *Address by Leonid Brezhnev (24 June 1973)*. Retrieved April, 2017, from http://www.cvce.eu/en/obj/address_by_leonid_brezhnev_24_june_1973-en-287d87d7-3b40-4df5-8a10-b66e3806e952.html

Question 11(c)

Set 6: Elective 3
Source 3

Quotes from: Agha, H., & Khalidi, A. S. (2014, November 13). Yasser Arafat: why he still matters. *The Guardian*. Retrieved April, 2017, from <https://www.theguardian.com/news/2014/nov/13/-sp-yasser-arafat-why-he-still-matters>

Question 11(d)

Set 4: Elective 1
Source 3

Quotes from: Cowie, H.R. (1994) *The essential collection* (Vol. 2: Versailles to Bosnia). Albert Park, Vic.: Phoenix Education, p. 221.

Set 6: Elective 3
Source 4

Quotes from: Al Malky, R. (2009, March 27). Editorial: In the spirit of Sadat. *Daily News Egypt*. Retrieved April, 2017, from <http://www.dailynewsegypt.com/2009/03/27/editorial-in-the-spirit-of-sadat/>

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