



MODERN HISTORY

ATAR course examination 2018

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

- Compare: The two sources both convey messages regarding the impact of the formation of the Country Party in federal politics. In Source 1 the cartoon portrays the irritation of the Labor Party and current Nationalist leader with the formation of a third party represented as a small boy interrupting and ruining the game. The message is that this new political party is disrupting the federal party political system. In Source 2 the extract deals with the compromise reached by Bruce and Page at Hughes’ expense, enabling the formation of a non-Labor Coalition government which became a standard feature of federal politics thereafter. Both sources convey messages of an important fundamental change in the structure of federal party politics in Australia.
- Contrast: In Source 1 the message conveyed is one of hostility to the appearance of the Country Party (the cartoonist emphasising the hostile reaction from the two existing parties to the appearance of the third party), whereas in Source 2 the message conveyed is that the party leader needs to justify his decision to no longer support the Nationalists and to enter into a coalition arrangement rather than acting as a completely independent party in Parliament, and forcing a change of Prime Minister.

Elective 2: Russia and the Soviet Union 1914–1945

- Compare: Both the top half of Source 1 and Source 2 convey the message that the Bolsheviks claim to be creating a new Communist society. In Source 1 Lenin and the Bolsheviks are toasting the liberation of Russian people from ‘violence and hunger’. In Source 2 Lenin promises that the Bolsheviks will bring peace, bread and land.
- Contrast: Source 1 (bottom half) depicts starving peasants without bread and soldiers guarding the bakery and not helping the Russian people, in contrast to Source 2 that promises ‘prime necessities’ to the villages. Source 1 shows that now the Bolsheviks are in power, they are exploiting the people and cannot fulfil their promises, whereas Source 2 conveys the message that the Bolsheviks are genuinely committed to the people. Both sources indicate the intentions of the Bolsheviks. However, Source 1 portrays the reality of the situation a few years later and mocks the hypocrisy of Lenin and the Bolsheviks.

Elective 3: China 1935–1989

- Compare: Both Source 1 and Source 2 are propaganda; both conveying a patriotic message, not only emphasising the importance of defending China against Japanese invasion, but also illustrating the great strength of the Nationalist Army and by implication; the Nationalist government.
- Contrast: In Source 2 the message is different in that it also seeks to emphasise the important role of the Chinese Communist Party in forming a united front with the Nationalists in the face of this threat. The message is that the future of the Chinese people is in the hands of the Chinese Communist Party, rather than in partnership with the Guomindang. Both sources convey how the threat of 'foreign aggression' has been used to promote the GMD and specifically, the CCP.

Question 1 (continued)

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

Description	Marks
Provide example of a strength and weakness of Source 1 regarding the political circumstances represented.	1–2
Provide example of a strength and weakness of Source 2 regarding the impact of the political circumstances 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 political circumstances represented.	

Elective 1: Australia 1918–1955

- Source 1 is very useful in accurately depicting the frustration both political parties faced when dealing with the newly formed Country Party and how having a third party was suddenly destabilising. The strength of Source 1 is that it is a political cartoon from an Australian newspaper, well respected at the time for providing commentary on political issues. Its weakness could be perceived from the perspective it is providing – that there is hostility towards the Country Party as it is interfering with the 'game'.
- Source 2 is useful in representing the need for changing the political landscape that was occurring at the time by the people involved. Its weakness is that it is an extract from a political speech that was crafted to justify a change in political allegiances and is therefore biased, especially as it is a speech from the leader of the Country Party.

Elective 2: Russia and the Soviet Union 1914–1945

- Source 1 is very useful in representing the political opposition in the period after the Bolshevik revolution. The strength of Source 1 is in depicting the hardship many Russian people experienced after the Bolshevik Revolution, with promises not kept. A possible weakness is that its provenance is unknown, presumed to be White Army propaganda, as it mocks Lenin and the Bolsheviks for their lack of achievement.
- Source 2 is useful in identifying the policies of the Bolshevik party. Its weakness is that it was a decree by Lenin and did not reflect the reality of how effective the Bolshevik coup was to this point, as the Bolsheviks did not control the bureaucracy or the rest of the country.

Elective 3: China 1935–1989

- Source 1 is particularly useful in demonstrating the Nationalist government's motive to present the strength of the Nationalist Army and the urgent need to fight the Japanese. Its strength is that it contains a clear visual message and, as a primary source, accurately represents Nationalist objectives and methods at the time. Its weakness is its bias, representing only the Nationalist Government and Army as defenders of China, ignoring all efforts of the Communist Red Army. Although the seriousness of the Japanese threat is accurately depicted, its limited perspective regarding the Nationalist Army as the 'protectors of the nation' reflects its use as political propaganda.
- Source 2 is particularly useful in demonstrating the temporary unification of the Communist Party and the Guomindang in the face of Japanese aggression. Its strengths are that it is an official, primary source Communist Party document, carefully constructed to explain the reasons for Communist Party support of the United Front. Weaknesses are that, despite the obvious need for a strong defence against further Japanese invasion, it is a politically biased document. It is written from the perspective of the Communist Party and seeks to emphasise the role of the Communist Party. It uses highly emotive language to make clear links between the Communist Party and the 'splendid future of our people'.

- (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

- General context of Source 3 is the ALP split of 1955, the third such split for the party.
- Effectively Dr Evatt's behaviour and demeanour throughout the Petrov Affair enabled his detractors to accuse him of being communist and the ALP itself to be a communist party.
- This allowed Menzies to defeat the ALP in the 1954 election. Many people blamed Dr Evatt personally for irreparably damaging the ALP at both the federal and state levels.

Elective 2: Russia and the Soviet Union 1914–1945

- The general context of Source 3 is the Civil War in Russia, a consequence of the changing political circumstance of the Bolshevik Revolution.
- The conflict broke out after the armistice between the Bolsheviks and the Central Powers in late 1917 which was followed by the Brest Litovsk Treaty.
- The specific context of Source 3 (January 1928) showed that the White forces had suffered numerous defeats and the allies had largely withdrawn with the end of WWI.
- The Civil War impacted on the Bolshevik regime as Lenin adapted his policies, introducing War Communism to safeguard supplies and consolidate Bolshevik control.

Elective 3: China 1935–1989

- Contextually, Source 3 reflects circumstances in China after the Japanese invasion of China in 1937 and before the defeat of Japan in 1945. Within this context, Source 3 is Communist Party propaganda intended to increase support for the Communist Party and the Red Army.
- By 1940, Japan occupied most of eastern China, including nearly all of the main cities and communications networks. The troops were battle-weary and experiencing high losses. Their suffering was compounded by the appalling conscription practices depicted in Source 3.
- Source 3 reveals (and largely substantiated by later historians) that Nationalist Army conscripts were often press-ganged into service and sometimes roped together to prevent escape. Evidence suggests up to half of those forcefully rounded up for service died of hunger, thirst, exposure or disease before they reached the training camps. Deaths from mistreatment and disease in the Nationalist Army has been estimated at up to 1.5 million Chinese.
- Candidates may discuss post WWII given that no date was specified on the source.

Question 1 (continued)

- (d) Identify and account for the authors’ perspectives in Source 3 and Source 4 regarding the political circumstances 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. 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

- The perspective of Source 3 is from a satirical cartoonist and is biased against Dr Evatt, portrayed as a communist who was responsible for undermining or shipwrecking the ALP party.
- The Australian publication, The Bulletin, was known for its political commentary. Its purpose was to make clear that the ALP imploded from within the party, and the culprit was Dr Evatt himself as he attacked those within his own party in 1955.
- The perspective of Source 4 is from a social commentator in 1961 and notes that Dr Evatt was responsible for the ALP’s split, not because he was communist, but because he was over ambitious.
- Source 4 was written relatively soon after the events of 1955 in an attempt perhaps to interpret objectively the events that occurred at the time. Its purpose was to dispute the widely held belief that Dr Evatt was a communist and a danger to Australia.

Elective 2: Russia and the Soviet Union 1914–1945

- Source 3 reflects a British perspective and a strong anti-Bolshevik bias.
- Reasons for this are linked to the early withdrawal of Russia from WWI and the existence of the Communist ideology which was antithetical to British democracy. Its purpose is to denigrate the Bolshevik victories within the war and downplay the long term prospects of Bolshevism.
- The perspective of Source 4 is that of an academic in 1996 presenting a new interpretation of past events, specifically the Civil War, who seeks to explain the Bolshevik victory.
- The author was writing an historical account that examines different parts of society: the peasants, the Bolsheviks and the old regime. Its purpose was to highlight the advantages of the Soviet system offered to ordinary Russians compared to elite whites representing the old regime. It was the ‘rejection of the Whites’ that led to Bolshevik victory in the Civil War.

Elective 3: China 1935–1989

- In Source 3, the perspective is from a Communist artist and reflects the point of view of the Communist Party. It is highly critical of conscription as carried out by the Nationalist Army.
- The purpose of the source is to undermine the Nationalist government and to increase support for the Communist Party and the Red Army. The author graphically depicts the Nationalist Army’s conscription practices, corrupt officers and often appalling treatment of

local people. The source is very biased as it lacks detail regarding the reasons for conscription, supporting detail that conscription actually happened as depicted or information about Red Army actions at the same time.

- In Source 4, the perspective is that of an historian writing many years after the 1949 regime change, intending to provide an objective assessment for students of key structural and ideological differences between the Nationalist Party and the Communist Party to explain why the Communists 'were the ultimate victors in the Chinese Civil War'.
- The author's purpose is to provide a concise overview of the circumstances that led to regime change in 1949. He concludes that there were a number of important differences, particularly in terms of military discipline, military tactics, the treatment of the peasants and the leadership and ideology of Mao and Jiang. In this short extract, the author is highly critical of Jiang and very positive towards Mao, however it is difficult to ascertain whether this is bias per se or bias due to the lack of supporting explanation possible in a short extract.

Question 1 (continued)

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

Description	Marks
Articulation of the changing political circumstances depicted.	1–2
Identification of changing political circumstances that have been omitted.	1
Evaluation of the extent to which the sources reflect the significant aspects of the changing political 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 political circumstances within the context studied and why it may have been significant to highlight that, plus what the implication/impact of the changing political 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

- Significant political party changes occurred throughout this time period – leading to several changes in the political landscape that had implications for all involved.
- Sources 1 and 2 focus on the National/Country Party and the creation of the Country Party itself and how that created a changed dynamic at the time. Both sources hence are highlighting the important fundamental change in the structure of federal party politics in Australia.
- Sources 3 and 4 highlight one political party and the split that occurred in 1955, causing another seismic shift in political dynamics at the federal level. This came to the fore on the back of post-WWII heightened hysteria about communism and that was exploited by the Liberals to the detriment of the ALP.
- In terms of the significance of the changing political parties and who they professed to represent and support, the four sources to a large extent highlight the evolving nature of political parties in Australia during this time period – perhaps not witnessed in any other time in Australia's more recent history. Sources 3 and 4 give perhaps a sense of 'own goals' occurring as each split or division led to some time in the political wilderness for the ALP.

Elective 2: Russia and the Soviet Union 1914–1945

- The creation of the Bolshevik regime is the most significant changing political circumstance in the time period, with its ongoing repercussions shown in the four sources, although the four sources extend only to the early 1920s.
- To a large extent, Sources 2 and 4 provide insight into the changing political circumstances, providing reasons why groups of people within Russia supported the political change of the Bolshevik revolution; in Source 2, peace, bread, land; in Source 4, the old regime had not supported the peasants' rights to land nor had the Provisional Government removed Russia from the war. Lenin was more astute in accepting the seizure of land by peasants than the old regime, adapting his policies to formalise this. Strengthened by Bolshevik propaganda, those beliefs led to success in the Civil War.
- Source 1 and 3, in contrast, show the opposition to the changing political circumstances, within Russia and internationally. Source 1 highlights the detrimental impacts of the Bolshevik reign, but is limited in providing sufficient detail of how the workers and peasants responded to Bolshevik policy, especially War Communism.
- Collectively, the four sources to a large extent provide an accurate insight into the changing political circumstances that led to regime change in Russia.

Elective 3: China 1935–1989

- The four sources provide accurate but limited insights into the changing political circumstances that led to regime change in China in 1949.
- Sources 1 and 2 provide insights into the impact of the Japanese invasion in 1937 and the temporary United Front. It took nine months to reach the agreement described in Source 2 and both parties benefited publicly as it appeared they were putting aside their differences for the good of China. The United Front lasted four years and both the Communists and the Nationalists made efforts to coordinate the war against the Japanese. Under Zhu De and Peng Dehui units of the Red Army confronted the Japanese in northern Shanxi alongside the Nationalist troops and Mao Zedong and other Communist leaders were elected to serve on the newly created Peoples' Political Council.
- Source 3 provides insights into the fact that despite the United Front, neither the Communists nor the Guomindang completely lost sight of their own political agendas. The Communists produced political propaganda such as Source 3 to undermine the Nationalists and used the alliance to maximise their influence, particularly among the peasants. There were serious disagreements between the two groups, particularly about who commanded the expanding Communist led armies. The Nationalists believed they had control, but Mao declared it would be suicidal for the Communist Party to lose control over its military, famously declaring that 'political power comes out of the barrel of a gun'.
- Source 4 summarises political circumstances in 1945 and briefly examines structural and ideological differences between the Communist Party and Guomindang from this time through to the establishment of the new regime. The Red Army was renamed the Peoples' Liberation Army in 1946. The Red Army's behaviour, shaped by Mao's 'Three Rules' and 'Eight Points' contrasted with the treatment of the people by Jiang's Nationalist forces. Nationalist armies often boarded in civilian houses without permission, were rude and confiscated supplies from the struggling peasantry. Mao's Red Army did the opposite and consequently was often provided with supplies and shelter. Communist Party practices of re-distributing items confiscated from warlords also increased their popularity. Tactically, the Red Army focused on using guerrilla tactics, giving up land to save men, then striking at Guomindang weak points.

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
	Total	25

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

Assess the political, social and economic impact of immigration on Australian society post World War Two.

Markers' notes:

Candidates should ensure that they focus not only on the story of migration in Australia post WWII, but on what impact migrants had on society:

- In general, migrants coming from Europe post WWII were skilled and ensured that Australia's workforce became younger, and increased in size – specifically in the primary production areas first, then in the manufacturing sector, allowing Australia to boost the exports of manufactured goods.
- Socially there was a cultural awakening of some sort with migrants bringing their cultural customs and families. This was not accompanied post war with any form of anti-migrant riots as had occurred previously in Australia.
- Migration placed a strain on already scarce housing stocks, electricity, schools and hospitals directly after the war. Immigration also added inflationary pressure post WWII. There was a focus on assimilation and conformity to Australia's ideals/values until later in the 1970s.
- Overall there was an economic net gain post WWII due to migration. Small businesses grew in number and diversity. Australian culture and lifestyle gradually began to change and broaden.

Question 3**(25 marks)**

Debate the proposition that Australia in the 1920s was a place of prosperity for all.

Markers' notes:

Broadly candidates should argue that the 1920s were not a time of prosperity for all:

- The end of WWI brought a period of great optimism and progress for many in Australia. Due to the successful exploits of Australian servicemen during the war and in international politics, 'the digger' was enshrined as an Australian icon and legend. The 1920s saw a higher level of material prosperity for non-Indigenous people than ever before. Many non-Indigenous returned soldiers received advantageous financial loans to build houses, on suburban blocks of land. New inventions such as radios and automobiles became common acquisitions for the ordinary family and going to the cinema was a popular form of entertainment.
- At the same time, Indigenous people were being forcibly removed from their lands onto mission reserves and experienced immense hardship through the application of government 'assimilation' policies. Indigenous soldiers returning from the war were ineligible for any of the programs or benefits that were available to non-Indigenous soldiers. They had no access to medical treatment and were ineligible for the soldier settlement program.
- The end of the war also saw Australia enter a period of political unrest and strikes. Unions became more militant in order to protect workers' rights. The conservative alliance, led by ex-ALP renegade and former Prime Minister Billy Hughes and Prime Minister Stanley Bruce, was quick to seize on socialist ALP factions and Irish militancy as evidence of 'Bolshevik Communism'.
- In the second half of the 1920s, the Australian economy suffered from falling wheat and wool prices, and competition from other commodity-producing countries. Australia was also borrowing vast sums of money, which dried up as the economy slowed.
- Women who had found work during WWI had been encouraged to give up their jobs for returning soldiers and were expected to be content working inside the family home.

Question 4**(25 marks)**

Examine the changing nature and scope of Australia's involvement in World War Two.

Markers' notes:

Candidates must address the changing nature of Australia's involvement in WWII, as well as its scope. The term 'examine' implies that candidates will demonstrate not only the historical chronology of Australia's involvement but the how and why as well. They need to consider why Australia entered the war, where and what that entailed, then articulate the changing role Australia underwent, as well as who Australia allied with as the war moved to include the Pacific and became drawn out.

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

Assess the methods that enabled the USSR to secure victory in World War Two.

Markers' notes:

More sophisticated responses should acknowledge that not all methods were successful (especially initially) but candidates must focus on the methods of the USSR rather than external factors.

- The Great Patriotic War began in 1941. Initial rapid advance of German forces, Red Army loses over 2.5 million dead and 3.5 million prisoners in first few months, cities besieged.
- Economic: Russia military production increases due to years of collectivisation and factories in Eastern Europe moving eastward. Funding from America, Lend-Lease contributes to war economy. Agriculture – rationing, acquisition easier than Civil War period despite hardship. Efficient railway system, attempt to ensure food supplies were maintained.
- Military: Generals and strategy: Stalin sharing power with key military personnel, Vasilevsky, Antonov and Zhukov who develop strategies such as double encirclement.
- Propaganda: Stalin's use of propaganda to galvanise the population. Resilience of Russians fighting for their motherland, ideology, role of women and Orthodox Church
- Beyond implemented methods candidates will most likely note Soviet citizens more prepared for the harsh weather.

Question 6**(25 marks)**

Debate the proposition that Leninism was solely responsible for the changes that occurred up to 1924.

Markers' notes:

More sophisticated responses will consider whether Leninism was solely responsible for change or whether Lenin strategically responded to changing economic, political and/or social circumstances by modifying his ideas.

- Leninism adaptation of Marxism to Russian context, i.e. incorporation of peasants in 1917 to gain support, NEP in 1921.
- 1917 Leninism included promoting a smychka of peasants and workers to overthrow the Provisional Government via Peace, Bread, Land but also can be attributed to public discontent with the Provisional Government.
- 1918 Leninism aimed to create State Socialism but the outbreak of Civil War led to introduction of War Communism, requisitioning of agricultural goods to divert to cities and workers led to widespread hunger, movement of people discontent culminating in the Kronstadt Rebellion.
- Leninism changes to NEP allowed for privately owned small business and farms, the rise of NEPMEN and Kulaks but could be viewed as responding to the Kronstadt Rebellion.
- Candidates may choose to discuss changes that occurred prior to October, explaining the role of other actors/factors in these changes. Discussion should not include changes prior to 1914.

The intent of the question is not to debate whether there was change or continuity.

Question 7**(25 marks)**

Examine the methods used by Stalin to control individuals and groups in the Soviet Union to 1941.

Markers' notes:

More sophisticated responses will examine a range of methods and develop a clear thesis.

- Stalin begins influence as General Secretary of Communist Party, uses his position to remove opposition initially.
- Ascendency of Stalin after 1928, elimination or neutralisation of opposition within Politburo such as Trotsky.
- Dekulakisation and forced collectivisation targeting peasants.
- Use of Stakhonovite vs saboteurs in propaganda.
- Purge of party, show trials of old Bolsheviks, the Yezhovshchina (Great Terror).
- Murder of Kirov.
- Cult of personality – poems, posters, art and links himself to Marx and Lenin in images.

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

Assess the political, social and economic impact of Deng Xiaoping's leadership.

Markers' notes:

Candidates must assess the political, social and economic impact of Deng Xiaoping's leadership, however should not be penalised if they assess economic impact in greater depth than political or social impact. Answers must make judgements about the impact of Deng Xiaoping's leadership rather than simply provide narrative detail about his policies. Stronger answers should recognise that Deng was a controversial figure during his time in power and that although few would deny his leadership impacted China in innumerable ways, his long term impact remains a subject of debate.

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Question 9**(25 marks)**

Debate the proposition that Maoism was always in the best interests of the people.

Markers' notes:

Candidates must define Maoism and decide whether or not the ideology and the way it was put into practice was always in the best interests of the people. The question does not require candidates to cover the entire time period, however higher marks should be awarded to those who demonstrate a depth of understanding and develop a logical argument regarding the proposition.

- Candidates may argue Maoism was sometimes, but not always in the best interests of the people. Evidence supporting this view may include reference to the Yan'an period and initial land redistribution that benefited the peasants but also left landlords with enough land to support their families. They may also note the idea that 'women hold up half the sky', literacy initiatives, the 'Mass Line' and the establishment of village cooperatives. This argument could be sustained by referencing positive economic growth and improvements in women's rights, health and education after the revolution.
- Most candidates are likely to develop an argument that strongly refutes the proposition, citing Maoism's emphasis on conformity of political thought, the forced creation of rural communes and the on-going, often violent suppression of opposition. During the Yan'an period candidates may discuss rectification movements, after regime change they may argue the costs of economic success including forced compliance, terror tactics and military control. They could also highlight the persecution of the 'anti' campaigns directed against the middle classes.

Question 9 (continued)

- Candidates may argue that The Great Leap Forward was ideologically driven by Maoism's emphasis on rural communes, the belief in the peasantry in the 'continuing revolutionary struggle' and the idea that the sheer will and mass labour of the people could achieve anything. They may also may argue that Mao Zedong's purpose in launching The Great Proletarian Cultural Revolution was to secure Maoism as the dominant ideology and that by calling on the nation's youth to purge the 'impure'

elements of Chinese society he was attempting to revive the revolutionary spirit that had led to victory in the civil war.

Candidates must identify at least some of the consequences of The Great Leap Forward and The Cultural Revolution in arguments refuting the proposition.

Question 10**(25 marks)**

Examine the purpose and nature of 'The Long March'.

Markers' notes:

Candidates must examine both the 'purpose' and 'nature' of 'The Long March'. Answers focusing on narrative detail should not be awarded high marks. Higher marks should be awarded to candidates who inquire into the narrative in terms of 'purpose' and 'nature'.

Candidates examination of 'purpose' could include some of the following:

- The Long March as a series of military retreats (October 1934 – October 1935) undertaken by the Red Army and the Communist Party of China to evade the pursuit of the Guomindang's Encirclement Campaigns. With defeat imminent, the Communists made the decision to break out of the Jiangxi Soviet and to begin The Long March.
- Once the immediate threat had been countered, the eventual purpose of the Communist Party/Long March was to establish a new base where military strength could be rebuilt and support for communism promoted. On reaching Shaanxi Province, the town of Yan'an was chosen as the new base.

Candidates examination of 'nature' could include some of the following:

- Detail about the routes taken by the Red Army, participation statistics, major successes and failures between October 1934 and October 1935 and the impact of the marches on the Communist party and the Civil War more broadly.
- The rise to prominence of a number of Communist leaders including Mao, with particular reference to the Zunyi Conference in January 1935.
- The historical debate over the nature of the 'The Long March' as a 'successful escape' or a 'retreat' and its symbolic importance to the Communist Party as an heroic and glorious victory.

Stronger answers should specifically articulate the nature of 'The Long March' as crucial in both the establishment of Mao's leadership and of the strategically important Communist base in Yan'an. The base in Yan'an allowed the army to recuperate and rebuild beyond the direct control of the GMD and the CCP to develop ideologically (Yan'an Way), spread its influence and gain support, particularly from peasants.

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

- Contextually, Source 1 is placed just after the end of WWII amid increasing tension between former allies.
- By November 1945 communist governments had been elected in Bulgaria, Albania and Yugoslavia and President Truman in the United States feared these governments would become puppets of the Soviet Union and Stalin, whose aim, they believed, was to spread communism worldwide. The Soviet Union feared the spread of capitalism and the atomic bomb that only the United States possessed.
- Tension and suspicion between the superpowers was based on these competing ideological and geo-political world visions and after WWII was particularly evident regarding their respective plans for Europe and Germany. Source 1 identifies this as a potentially dangerous new era in superpower relations.

Elective 2: Australia's engagement with Asia

- The general context of the source is that of Calwell's stringent enforcement of the white Australia policy at all costs in reference to Asians, as he tried to convince his party to allow more Europeans post WWII to enter Australia to help populate the country.
- Specifically the source is in reference to a case where an Indonesian born woman, married to a British man was hounded and threatened with deportation in 1949, whereby Calwell had new laws passed so that he could specifically deport her and her children after the High Court ruled in her favour to stay. Labour lost power in the 1949 election before the women could be deported under the new laws.

Elective 3: The struggle for peace in the Middle East

- The general context of Source 1 is the debate about creating a Jewish state after the Holocaust and WWII created world sympathy for dispossessed Jews. Palestine was governed by Britain at this time.
- The specific context of Source 1 is the terrorist bombing of the British Headquarters in Jerusalem by the Jewish group, Irgun. Ninety civilians were killed.
- In 1947 the issue of Palestine was referred to the United Nations General Assembly and the nation of Israel was created.

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

- The American cartoonist's purpose in Source 1 is to highlight the potential danger of a deterioration in superpower relations after WWII. His purpose is to convince both superpowers that they are in a dangerous place and both need to reach out, despite their differences, to 'bridge that gulch'.
- The purpose of Source 2 is to encourage the USA to pursue an aggressive anti-communist foreign policy aimed at undermining the power of the Kremlin and communism in the Soviet Union. The purpose is to ensure that the American public support the Government in threatening the use of force against an ideologically driven, aggressive Soviet Union.
- Compare - Both sources deal with ideological and geo-political tension between the Soviet Union and the USA as the 'Grand Alliance' collapsed after WWII.
- Contrast – The purpose of Source 1 is to convince both superpowers to consider their differences and act cautiously to prevent potential disaster. The purpose of Source 2 is to argue strongly that the USA must gather its allies, threaten to use force and ensure that the USA becomes the leader of the 'free world'. The purpose of Source 2 is not to advocate reaching out and accepting differences but to strongly advocate 'the death of the Communist movement'.

Elective 2: Australia's engagement with Asia

- Source 1 purpose – to demonstrate Singapore's (Asia's) thoughts and reaction to the racist White Australia Policy by portraying the Minister for Immigration as a grumpy dwarf.
- Source 2 purpose – to reassure Australians that although the government has changed some immigration laws to meet special needs, there is still a national desire to see Australia as a homogenous population.
- Compare – Both highlight Australia's desire to remain committed to maintaining a predominantly white Australia.
- Contrast – Source 1 is a satirical international view from an Australian cartoonist, and its purpose is to show the policy in a negative light, whereas Source 2 seeks to reassure the Australian people that the government, while allowing more immigrants into Australia as needs require, is still committed to a predominantly white population.

Elective 3: The struggle for peace in the Middle East

- In Source 1, the purpose of the British cartoonist is to appeal to Zionist supporters in support of the creation of Israel. The purpose of Source 2 is to present the Palestinian perspective regarding their options when the State of Israel was declared, and their portrayal as terrorists when they are fighting for liberation.
- Compare: The purpose of both sources is an attempt to influence public opinion about peoples in the Middle East, Source 1 for Jewish people, Source 2 for Palestinians.
- Compare: The purpose of both sources can also be interpreted as showing the negative impact terrorist actions have on how people outside the Middle East view the region.
- Contrast: The purpose of Source 1 is to show that Britain and public opinion 'world sympathy with Zionism' are the victims of terrorism while that of Source 2 is to show that the PLO is justified in its cause and that its actions are the result of oppression caused by others.

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 Marx as communist 'God', Lenin as leader of the Russian Communist Revolution and Stalin as leader of Communist Russia until 1953 are dismayed to witness the consequences of reforms introduced by Gorbachev that ultimately led to the collapse of communism in the Soviet Union and Eastern Europe.
- Marx, Lenin and Stalin are resting on a cloud labelled 'Communist paradise' looking down impotently and with incredulity as Gorbachev leads a funeral procession bearing a coffin labelled 'Communism'.

Elective 2: Australia's engagement with Asia

- The message of Source 3 is that Australia is conflicted about multiculturalism – specifically about Asian migration and settlement in Australia during the 80s and 90s. There are clearly differing opinions as to whether or not Asians are welcome in Australia as Australia has not come to terms with the multicultural aspects of modern Australia as evidenced by the scratching out of the words 'out' and 'welcome' in turn on the wall.

Elective 3: The struggle for peace in the Middle East

- The message of Source 3 is that Yasser Arafat, as leader of the PLO, has renounced terrorism because it is not effective in achieving his objective of negotiating the recognition and rights of Palestine (as depicted by the dead horse and briefcase labelled 'Negotiation').
- The cartoon is in response to Arafat's address to the United Nations General Assembly in Geneva where he accepted Resolutions 242 and 338.

- (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 contestable as a biased American cartoon that ridicules the notion of a 'Communist paradise' and simplistically blames the 'death' of communism on the actions of Gorbachev, the leader of the funeral procession. This interpretation based on limited insights, the caricature provided to describe an undefined 'Communist paradise' and more importantly, the lack of information about Gorbachev's actions makes the source highly contestable. A less contestable assessment of the 'death' of communism would analyse Gorbachev's key policies including glasnost, perestroika and in foreign affairs and examine the reasons, context and consequences of these policies, rather than simplistically ridicule the concept of a 'communist paradise' and single-handedly 'blame' Gorbachev for the collapse of Communism.
- Source 4 is a secondary source written with the benefit of hindsight and not highly contestable. The historian's interpretation contends that Gorbachev always believed in the 'perfect communist state' but that it was ultimately the long term stifling of the freedom of expression and the rights of the individual that destroyed communism. He reflects a pro-western perspective by also noting the positive impact of 'the forces of global capitalism'. Source 4's main contestability is its limited explanatory information supporting this thesis. As a short summary, it does not adequately explain the communist practices 'corrupted' by Brezhnev and Stalin, fully describe 'Leninist principles' or provide detail supporting the statement that Gorbachev was 'attempting to save communism from itself'. Many contemporary historians do argue that Gorbachev did not intend to end communism however, in hindsight, it remains difficult to see how perestroika, glasnost and the ending of the Brezhnev Doctrine could have had other consequences.

Elective 2: Australia's engagement with Asia

- Source 3 is contestable in regards to whether or not it truly represents how Australian people felt as a whole about Asian immigrants. It shows the conflicting viewpoints of supposedly the Australian people on whether or not they welcome Asians. The source simplifies the debate Australia had late in the 20th Century about immigration and the concept of multiculturalism in Australia.
- Source 4 is not highly contestable, in and of itself as a secondary source published much later than Source 1. It is an opinion piece however, and that does mean that it is a person's perspective or interpretation of events/information. It does not explain the basis of, or qualify how or where the writer gets the sense that 'most people recognise the benefits of multiculturalism'. The source reflects some pro-multiculturalism bias.

Question 11 (continued)

- The two sources differ in that Source 3 suggests that the tension about multiculturalism is over in the dawn of the new century, whereas Source 4 highlights that there was significant debate on Asian migration to Australia at the end of the 20th Century – both points of view that can, and have been contested.

Elective 3: The struggle for peace in the Middle East

- Source 3 is contestable in regards to whether the PLO truly renounced terrorism and/or whether terrorism was an effective method to achieve the objectives of the PLO. It shows the cynicism of the West towards Arafat's statement to the UN.
- Source 4 is contestable in regards to its interpretation of what constitutes terrorism, whether the actions of the Israeli state can also be considered terrorism, whether Israeli terrorism was worse than that of the Palestinians and/or whether terrorism was effective in achieving its aims. The source reflects a pro-Palestinian bias in questioning the motives of Israeli terrorism post 1967.
- The two sources show contrasting interpretations and arguments of Palestinian terrorism that can be contested.

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

For elective 1: Communism
 For elective 2: Multiculturalism
 For elective 3: Terrorism

Description	Marks
Placement of the idea 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.	1–3
Evaluation of the idea 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 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 in relation to how they are represented in the sources and how they relate to the other themes/ideas/events of the whole period. Candidates need to:</p> <ul style="list-style-type: none"> • 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 • refer to elements of continuity and/or change evident in the idea • demonstrate a depth and breadth of knowledge for the whole time period. 	

Elective 1: The changing European world since 1945

- The idea of communism is fundamental to an understanding of the Cold War (1945–91) during this period of study.
- The Cold War can be seen as originating in the ideological conflict between communism and capitalism, with both the Soviet Union and the USA committed to the belief that their system was superior. In this view, the Cold War is believed to have developed out of a desire to ensure the evils of the alternative ideologies were not inflicted on the peoples of Europe after WWII. Historians debate the extent to which Cold War conflict was based on such ideological differences and some argue the Cold War was really a battle for supremacy between two superpowers pursuing their own geo-political self-interests; with ideology merely a tool to attack the opposing side.
- Candidates should refer to the sources and provide examples from their own knowledge to evaluate the extent to which communism as an idea was the source of Cold War conflict. They should recognise that once Gorbachev 'attempted to save communism' by reforming the one party system and modifying the centrally planned economic system, communism collapsed and the Cold War ended.
- Candidates may argue that other ideas such as nationalism and re-integration had greater importance towards the end of the period of study.

Elective 2: Australia's engagement with Asia

- Multiculturalism – or more specifically the evolution from White Australia Policy to multiculturalism throughout the time period is very significant. It had political social and economic ramifications for Australia – changing Australia irrevocably.
- Candidates should refer to the sources and provide examples from their own knowledge to evaluate the extent to which multiculturalism as an idea was important. They should recognise that Australia's engagement with Asia changed significantly throughout the time period and this caused social, political and economic change.
- Some candidates may state that other ideas of the time were more important throughout the time period, and should be expected to say how those ideas were more important/significant than multiculturalism had with such large scale lasting change.

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

- Terrorism is evident throughout the time period but more associated with the Israeli Palestinian conflict. Initially targeting the British in Palestine, then between peoples in the Middle East, it did not have as large an impact on the rest of the world compared to the Suez Canal and oil crisis.
- By the 1970s terrorist acts were being conducted by groups sympathetic to causes within the Middle East across the northern hemisphere such as at the Munich Olympic Games; and hijacking planes, so its significance in the international community may be greater at this time.
- Candidates may comment on whether terrorism was successful in achieving its aims.
- Candidates may argue that the definition of terrorism is contestable and may also apply to actions of Israel (as per Source 4) hence terrorism continued after the PLO renounced it, but from the Israeli side.
- Candidates may debate that other ideas such as imperialism, Zionism, nationalism had more of an impact within the region, for example the conflicts involving Israel and other nations, or the Gulf Wars or the Intifada. They may argue that terrorism is not an idea but the mechanism to achieve ideas of Zionism, nationalism.

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
	Total	25

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

Analyse the reasons for, and the consequences of, either the reunification of Germany **or** the break-up of Yugoslavia.

Reunification of Germany

Candidates should analyse both the reasons for and consequences of reunification but should not be penalised for analysing one more than the other. It is likely that candidates will analyse reasons in greater detail than consequences. A narrative account of the collapse of the Berlin Wall should not receive high marks but an analysis of the reasons why it fell could be included.

Candidates may provide some of the following as reasons for German reunification:

- Internal decay/pace with which communism collapsed in the Soviet Union and Eastern Europe, Honecker's unpopularity and economic problems in East Germany.
- Fall of the Berlin Wall, October 1989.
- Gorbachev's support – meeting between Kohl and Gorbachev July 1990
- International support – Two Plus Four negotiations resulted in the 'Treaty on the Final Settlement with Respect to Germany'.

Candidates may provide some of the following as consequences of German reunification:

- Economic differences between East and West Germany at the time of reunification – East Germany significantly smaller, more agricultural and poorer with a population of 16 million compared with West Germany's population of 63 million resulting in on-going economic problems for policy makers in a united Germany and the East German economy needing huge injections of capital.
- Rapid change in the east as the capitalist political, economic and legal systems of the west were transferred in their entirety and the communist systems of the east were dismantled. High unemployment in the east as a consequence of this transition.
- Enormous on going monetary cost of reunification including significant welfare 'solidarity tax' to support the poorer eastern states. Also a massive influx of refugees from former eastern European countries prompting the resurgence of some racist, neo-Nazi groups.
- Re-unified Germany internationally – military role in NATO with Germany becoming the dominant economic power in Europe and the EU.

Break-up of Yugoslavia

Candidates are likely to analyse the reasons for the break-up of Yugoslavia by discussing how and why conflicts occurred in the former republics. Markers should not expect all conflicts of the period 1991 to 1999 to be discussed. Stronger candidates may analyse the extent to which the break-up reflected the re-surfacing of historical animosities compared with arguments stressing the importance of the actions of leaders such as Milosevic and Karadzic and/or the role of the communist dictatorship post WW2 in the development of a single Yugoslav identity and the 'holding together' of the republics.

Candidates may provide some of the following as reasons for the break-up of Yugoslavia:

- Pre 1991 context - Yugoslavia made up of the republics of Bosnia-Herzegovina, Croatia, Kosovo, Macedonia, Montenegro, Serbia, Slovenia and Vojvodina containing a mix of national groups, including Serbs, Croats, Bosnian Muslims, Albanians and Slovenes and religions based on Catholicism, Orthodoxy and Islam.
- Prior to Tito's death in 1980 nationalism within the confederation contained by authoritarian, communist ideology backed, up by the Soviet threat to 'restore' order if there was civil disorder.
- The collapse of communism in the Soviet Union and across Eastern Europe.

Key conflicts resulting in the break-up of Yugoslavia:

- Slovenian and Croatian calls for independence triggering civil war with Serbia as Serbian minorities in Croatia were determined to maintain links with Serbia. Brutal war with Serb 'ethnic cleansing' resulting in hundreds of thousands of refugees and the placement of UN troops in Croatia, with this conflict ending in 1995.
- Conflict rapidly spreading into Bosnia-Herzegovina which also declared independence in 1992. Serbia continued to emphatically reject the idea of an independent Bosnian state and Bosnian Serb nationalist leader, Radovan Karadzic threatening bloodshed if Bosnia's Muslims and Croats broke away.
- Complex multi ethnic, nationalist conflict in Bosnia 1992–1995. Srebrenica massacre July 1995, UN and EC negotiations, NATO airstrikes, Dayton Agreement.
- Slobodan Milosevic remained in charge of Serbia and turned his attention to Kosovo. Conflict when the Kosovo Liberation Army attacked Serbs and Milosevic massacred local civilians. By August 1998 thousands of Albanians had fled as refugees taking with them accounts of killings, atrocities and forced expulsion at the hands of Serb forces. NATO air-strikes in March 1999 forced a Serb withdrawal from Kosovo and a June 1999 peace agreement.
- Relations between Serbia and Montenegro deteriorated.

Consequences of the break-up of Yugoslavia:

- By 2000 Yugoslavia had disappeared from the map of Europe to be replaced by a looser union called Serbia and Montenegro.
- The break-up of Yugoslavia was one of the cruellest civil wars of the post war world as each state and leader attempted to achieve their own ethnic and political agendas. It is estimated that more than 100,000 people died in the conflicts. Contemporary historical sources will have different perspectives on who was responsible for the conflicts.

The Yugoslav conflicts revealed the limitations of the EU as an organisation capable of responding quickly and effectively to the crises. The UN also struggled to end the conflict and ultimately it was NATO largely under US direction that was able to secure peace.

Question 13

(25 marks)

Evaluate the role and significance of an American political leader during the Cold War.

Markers' notes:

Candidates can choose to evaluate the role and significance of ONE of the nine American presidents of the Cold War period: Truman 1945 to 1953, Eisenhower 1953 to 1961, Kennedy 1961 to 1963, Johnson 1963 to 1969, Nixon 1969 to 1974, Ford 1974 to 1977, Carter 1977 to 1981, Reagan 1981 to 1989 or Bush (snr) 1989 to 1993.

They must then evaluate multiple aspects of their chosen president's leadership and assess the significance his actions and policies had on increasing and/or decreasing Cold War tension. Higher marks should be awarded to candidates who evaluate the significance of their chosen president's actions and policies as a Cold War leader than to those who focus on narrative detail of the chosen president's time period.

Markers should expect a wide variety of answers for this question but depending on the president chosen could expect some evaluation of containment policies, détente, the arms race, the threat of nuclear war and impact on the ending of the Cold War.

Question 14

(25 marks)

Examine the development of European governance from the 1950s to 2001.

Markers' notes:

Candidates should examine European governance in the Cold War period as a process of integration involving some western European nations seeing the need to work together for the purposes of maintaining peace, ensuring West German integration into western institutions and as an attempt to combat US influence in Europe. Candidates should also examine European governance in the decade after the collapse of communism and examine the extension of the EU and the re-integration of eastern bloc countries. Higher marks should be awarded to candidates who examine issues with European governance (integration and re-integration) rather than those who provide a narrative account.

Candidates may discuss some of the following points during the Cold War:

- Schuman Declaration 1950 and European Coal and Steel Community 1952 - France, West Germany, Italy, Belgium, Luxembourg and the Netherlands. Never a powerful organisation but of psychological significance as it marks the beginnings of the idea of European integration and coordinated governance.
- Treaties of Rome 1957 led to the creation of the European Economic Community or 'common market' in 1958 – enabling the free movement of goods and services.
- Expansion of EEC 1973 – Denmark, Ireland and UK joined.

Candidates may discuss some of the following points after the end of the Cold War:

- European Agreements in 1992 to begin the process of enlarging the EU by admitting former eastern bloc communist states - aimed at contributing to stability in Europe and to the economic growth of the former communist states.
- Maastricht Treaty specified an agenda for a common currency, unified foreign and security policy and common citizenship rights through cooperation in immigration, asylum and judicial affairs. Created the EU in 1993.
- Eurozone 1999 – EU member states that have adopted the euro.
- Agenda 2000 addressed concerns on the issue of European identity and the development of a common sense of purpose among increasingly heterogeneous member states. Challenges continue as nationalism often remains a significant force and with new countries the ethnic and cultural diversity of the EU is increased.
- EU objectives seek to align foreign policies, legal systems and domestic affairs.
- European governance has expanded beyond economics and can now be seen as a factor in the growth of 'Euroscepticism' and the idea that governments are often more in favour of such integration than ordinary people.
- Huge growth in EU bureaucracy with the associated criticism that decisions are often made by unelected and unrepresentative bureaucrats.

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

Analyse the reasons for, and the consequences of, Australia's involvement in either the Korean War **or** the Vietnam War.

Markers' notes:

Higher marks need to be given to candidates who answer the specific question and do not simply give a narrative of the conflict. It is likely that candidates will choose to focus on the Vietnam War.

Korean War:

Reasons for: The Australian Government supported UN intervention based on communist North Korea allegedly invading South Korea. The Government was very keen to ensure that the communist threat did not make its way through Asia to strike Australian shores.

Consequences: 339 Australian died; the war was considered a police action so soldiers were not considered to be eligible for service medals. A positive was that the ANZUS treaty was signed – leading to stronger ties and security for Australia. It did lay the ground work/justification for becoming involved in later conflicts under the guise of keeping communism at bay.

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Question 16**(25 marks)**

Evaluate the role and significance of an Australian Prime Minister in ensuring that Australia focused on the concept of powerful friends and regional security.

Markers' notes:

Candidates could choose any number of Australian Prime Ministers for this question, but should choose only one. They need to clearly articulate the Prime Minister's role in ensuring Australia had powerful friends and how that helped Australia with its regional security.

Most Candidates will in all likelihood choose Menzies and potentially the signing of the ANZUS treaty to highlight Australia's strategy of ensuring powerful friends, by aligning with the USA, and by ensuring regional security through strength in numbers and armaments that resulted. This was a policy known as forward defence. In order to score more highly, candidates need to at least acknowledge that this policy had its down side (involvement in further military conflicts in Malaya, Korea and Vietnam.)

Some candidates may choose Whitlam and his slightly more realistic policy of defence that saw a reduced reliance on powerful friends, and ensured that Australia could look after its own regional security through alliances and partnerships within the Asia Pacific region. In particular, candidates may discuss the significance of recognising communist China for the first time.

Question 17**(25 marks)**

Examine the changing nature and importance of Australia's trade with Asia.

Markers' notes:

Candidates are likely to take a more chronological approach to this question, exploring how and why Australia traded with Asia – post WWII (less with Japan still Europe centric) through to the turn of the century with a significant resource boom and trade with China and Japan in particular, and less importance on European trade. Britain's trade with Australia has declined since the 1960s. Britain now ranks sixth behind Australia's top five trading partners. Australia's current trade and economic policies are based on trading links with Asia-Pacific countries and regions, such as Japan, Korea, China and South-East Asia, leading to Australia joining APEC, for example.

Candidates need to examine the significance of those trade patterns – through a political and social, as well as an economic lens.

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

Analyse the reasons for, and the consequences of, either the Lebanese Civil War or the First Gulf War.

Markers' notes:

The Lebanese Civil War was a protracted conflict and higher marks should be awarded for discussion of both the short and longer term consequences:

Causes:

- Lebanon's population in the 1950s and 60s predominately Christian; the political system reflects this.
- Creation of Israel displaces Palestinians who live as refugees in Lebanon. Changes to the demography of Lebanon are not reflected in political system.
- PLO's expulsion from Jordan leads them to establish a base within southern Lebanon.
- Lebanese Front and Lebanese forces dominated by the Phalange party supported by Syria.

Consequences:

- Destruction of Beirut, death toll of civilians, military forces from Lebanon, PLO, Syria, Israel etc., displacement of civilians.
- Sabra and Shatilla Massacres tarnish Israel's reputation.
- Formation of Hezbollah had ongoing consequences.
- Failed Camp David talks diminishes Arafat's reputation, PLO decamp to Tunisia.

The First Gulf War (1990–1991) was brief and higher marks should be awarded to those candidates who discuss the consequences, though they need to be mindful of the end date of the unit; 2001.

Causes:

- Kuwait and Iraq share a border and Iraq considered Kuwait to be part of their sphere of influence. Both countries are significant oil producers.
- Iraq heavily in debt due to its protracted war with Iran, one of its key creditors was Kuwait.
- Saddam Hussein launches a surprise attack on Kuwait and annexes the country.

Consequences:

- US President George Bush and the 'grand coalition' initiate Operation Desert Storm.
- Short war, Kuwait liberated but Saddam Hussein allowed to stay in power.
- PLO suffers loss of funds from Iraq at a time when Israel is suppressing the intifada thus having detrimental effect on the Palestinian economy
- US influence in the region grows, however it could be argued that it is more a result of the collapse of the Soviet Union.

Question 19**(25 marks)**

Evaluate the role of the United Nations in its attempts to settle conflicts between Arabs and Israelis.

Markers' notes:

Candidates may begin with observing that the UN contributed to the conflict in the creation of UNSCOP and also the state of Israel via UNGA Resolution 181 in November 1947 – division of Palestine into two regions.

- UNGA Resolution 194 (1948) allowing for the return of, and compensation to, Palestinian refugees is largely ineffective as Israel ignores it.
- UNRWA attempts to alleviate the situation for Palestinian refugees.
- Palestinian refugees in surrounding countries create issues internally and also with Israel, creation of the PLO.
- Resolutions of UN Security Council were largely ineffective and ignored by Israel.
- UNSC Resolution 242 (1967) highly ambiguous document for occupied territories - territory cannot be acquired through conquest but also states have a right to safeguard borders.
- UNSC Resolution 338 (1973) puts an end to the 1973/Yom Kippur/Ramadan War and calls for the implementation of Resolution 242.
- UNSC Resolution 446 (1979) building and existence of Israeli settlements in West Bank, East Jerusalem, Golan Heights a violation of international law but largely ineffective. By 2000 there are over 400000 Israeli settlers in occupied territory.
- 1988 Yasser Arafat addresses UNGA, PLO accepts of Resolutions 242 and 338.

Candidates may acknowledge that all 'workable' agreements between Israel and Palestinians have come via the intervention of the US i.e. Camp David agreements rather than the UN.

Question 20**(25 marks)**

Examine the nature and consequences of the Palestinian reactions to Israel from the 1960s.

Markers' notes:

Candidates may take either a chronological approach or group by types of reaction; Palestinians dispersed by UNGA 181, PLO formed in 1964 and conducts raids in Israel but ultimately it is Israel's actions in 1967 and its occupation of the West Bank, Gaza Strip and East Jerusalem that galvanise Palestinians into unified and often radical action, Israel's victory in 1967 increases the number of Palestinians under its control.

- Yasser Arafat elected as leader of PLO (1969).
- Terrorism such as Black September at the Munich Olympic Games either international recognition or condemnation.
- Arafat's bid for legitimacy and international recognition via UN General Assembly (1974).
- Israel's continued settlement of occupied areas and increased military presence during the 1980s sees conditions for Palestinians in camps deteriorate, increases discontent.
- First *Intifada* 1987–1993 resistance from Palestinians to Israeli control, supported by new movement – Hamas, leads Arafat and PLO to more diplomatic measures.
- Arafat again approaches UN in 1988, displays willingness to accept Resolution 242 and 338.
- Consequence of *Intifada* Israel hands over Gaza Strip and Jericho to Palestinian control, Arafat and Rabin consolidate agreement at Taba after resistance from Hamas.
- Provocative actions by Israel at the end of the period ultimately lead to a Second *Intifada*.

ACKNOWLEDGEMENTS

- Question 3** Text under 'Markers' notes' (1st, 2nd and 3rd dot points) from: My Place for Teachers. (n.d.). *Australia in the 1920s ,Summary of the decade*. Retrieved September, 2018, from https://www.myplace.edu.au/decades_timeline/1920/decade_landing_8.html?tabRank=1
- Text under 'Markers' notes' (4th dot point) from: National Museum of Australia. (n.d.). *Great Depression*. Retrieved September, 2018, from http://www.nma.gov.au/online_features/defining_moments/featured/great-depression
- Question 8** Text under 'Markers' notes' (all dot points) adapted from: Robinson, N. (n.d.). *Impact of Deng Xiaoping on the History of China*. Retrieved September, 2018, from <https://education.seattlepi.com/impact-deng-xiaoping-history-china-5311.html>
- Question 15** Text under 'Vietnam War' (second paragraph) adapted from: Chan, E. (2006). *Vietnam War Extended Response*. Retrieved September, 2018, from <http://www.markedbyteachers.com/as-and-a-level/history/explain-how-the-vietnam-war-affected-australian-society-and-or-its-relationships-with-the-rest-of-the-world-in-both-the-time-p.html>

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