



MODERN HISTORY

ATAR course sample examination

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

20% (20 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

(20 marks)

- (a) Outline the historical context of Source 1. Include the relevant events, people and ideas represented in or surrounding the source. (3 marks)

Description	Marks
Outlines the historical context of Source 1, providing accurate and specific details about the relevant events, people and ideas	3
Outlines the historical context of Source 1, providing mostly accurate details about the relevant events, people and/or ideas	2
Identifies the focus of the source	1
Total	3
<p>Markers' notes: This question is concerned with the historical context in which the source is located. The focus of the source should be identified but does not need to be explicitly stated. The answer must concentrate on the relevant historical events/people/ideas and not rely on general statements. Accurate, specific details (causes/dates/events/people/place/ideas) need to be provided for candidates to achieve full marks.</p>	

Elective 1: Australia 1918–49

- Focus of the source is the 1926 Imperial Conference, involving The Prime Ministers of the United Kingdom as well as those of the Dominions.
- This conference's notable achievement was articulation of the Balfour Declaration, which declared that the Dominions were equal in status to Great Britain under the Crown, and used the term 'Commonwealth' for the first time.
- Some other Dominion Prime Ministers sought a constitution to govern the Commonwealth, and sought greater independence from Britain, to which Bruce was opposed.
- While Bruce wanted greater consultation with the Dominions regarding foreign policy, he continued to defer to Great Britain as the pre-eminent member of the Empire/Commonwealth, and allowed Australia's foreign policy to continue to be determined by Great Britain.
- This was reflected in Australia appointing R.G. Casey as a liaison officer between Great Britain and Australia, but appointing no ambassadors to other nations during the 1920s, nor establishing a Foreign Affairs Department until 1935.

Elective 2: Russia and the Soviet Union 1914–45

- Focus of the source is the abdication of Tsar Nicholas II following the events of the February Revolution.
- Candidates could discuss the weaknesses and poor decisions of the Tsar that created the climate for the February Revolution, such as his decision to take command, and the consequences for this in Petrograd, where the Tsarina's and Rasputin's influence undermined support for the Tsar from higher echelons of society.
- The events of the February Revolution itself, where an International Women's day march snowballed into revolution, and how it culminated in the Tsar's decision to abdicate, could also be discussed.
- Reference to the creation of the Dual Authority as a replacements for the Tsarist system could also be made.

Elective 3: China 1945–89

- The focus of the source is Mao and Jiang at the end of World War II, following the surrender of the Japanese.
- During the war, the two leaders formed the 2nd United Front to defeat the Japanese.
- Although they formed the front, there was minimal cooperation between the two forces, and they fought the Japanese very different ways – the Guomindang (GMD) waiting out the Japanese while the Chinese Communist Party (CCP) engaged in Guerilla warfare.
- In the aftermath of the Japanese defeat, the GMD remained the recognised government of China internationally; however there was hope in the west that the GMD-CCP united front could become a coalition government after the war.
- The photograph was taken at talks brokered by the USA, and held in Chongqing between the two sides, with a view to securing a peace deal; the talks were civil in nature, and ended with an agreement to suspend hostilities and form an all-party Government.
- However, the agreements did not last long, with fighting breaking out between the two forces within weeks. This was to become the Civil War that culminated in Communist victory in 1949.

Question 1 (continued)

- (b) Discuss the reliability of Source 2 and Source 3 as representations of the selected leader. (7 marks)

Description	Marks
Identifies the reliability of Source 2	1
Identifies the reliability of Source 3	1
Discusses the reliability of both sources in relation to the selected leader, supported by detailed, accurate and relevant evidence	5
Explains the reliability of both sources in relation to the selected leader, supported by mostly accurate and relevant evidence	4
Describes the reliability of both sources in relation to the selected leader supported by some evidence	3
Describes the reliability of one source, supported by mostly accurate and relevant evidence	2
Provides a general comment about the reliability of one or both sources in relation to the selected leader, supported by limited evidence	1
Total	7
<p>Markers' notes:</p> <p>'Discuss' requires candidates to identify issues and provide points for and/or against. 'Reliability' refers to the accuracy of a source, and the extent to which it is trustworthy in relation to its topic. In answering this question, candidates need to:</p> <ul style="list-style-type: none"> • make a statement about the accuracy/reliability of each source • make points for and/or against the reliability of each source, supported with evidence and reasoning, this may include discussion of author, motive, bias, time, place, purpose as part of the discussion. 	

Elective 1: Australia 1918–49

- Source 2 is a secondary source critical of Chifley, arguing that his actions, particularly in the Coal Mining strike, constituted a betrayal of the working class. The author seems to be aiming to tarnish Chifley's legacy as a Labor Prime Minister.
- Source 2 comes from the 'Marxist Left Review', which reveals a very clear bias in the source's creator, which would be pro-union and pro-communist, and therefore significantly limits its reliability.
- Source 3, a primary source cartoon from the Bulletin, is also critical of Chifley, in this case specifically his maintenance of wartime restrictions well after the war, with the cartoon suggesting that those restrictions are holding Australia back, and that voters are only too keen to switch to the Liberal Party, symbolised by Menzies and the modern car, running on a 'full tank of petrol'.
- The reliability of Source 3 can be questioned due to the political leanings (motive) of the magazine (Bulletin) which by this time was very opposed to the policies of the Chifley government, seeing them as almost (if not in fact actually) communist, and therefore aims to encourage readers to vote for the Liberal Party.
- Both sources could be considered relatively unreliable of the Chifley government, with both motivated by biased political perspectives to criticise Chifley and his government.
- In terms of differences, the unreliability of each source exists for different reasons, Source 2 attacks Chifley from the left, whereas Source 3 attacks him from the right.
- Source 2 is a secondary source, and its unreliability stems from a left wing analysis of the Government's overall achievements; whereas Source 3 is a primary source, and its unreliability stems from the fact that it is seeking to encourage the reader to vote against the Chifley government.

Elective 2: Russia and the Soviet Union 1914–45

- Source 2 is from British historian Orlando Figes, who is writing about the nature of Stalin's rule, exploring the reasons for the introduction of the Great Terror, as well as exploring his role in it - his position is that the Terror was initiated by Stalin for specific reasons, and was not an unintended escalation, nor did it emerge 'from below'.
- As a Historian writing long after the event, the source could be seen as a reliable piece of analysis of Stalin's motives, backed by research.
- The fact that Figes is arguing a case that is somewhat contested does impact on its reliability.
- The perspective of Source 3 is a very pro-Stalin one, that Stalin is a benevolent and caring leader who appreciates the work of Soviet citizens in building the Communist state – as indicated by the warm expression as he shakes the hand of a wife of an engineer, and is a leader who loves, and in turn is loved by, his people.
- It comes from a Soviet artist operating at a time when there were very strict controls around how and for what purpose art was produced, which would greatly limit its reliability.
- Thus, in terms of reliability, Source 2 could be considered to be a more reliable source than Source 3, given the differences in purpose and authorship.
- Source 2, like Source 3, does have limits in its reliability due to the fact that it is presenting a debatable case.

Elective 3: China 1945–89

- Source 2 is from a former aide Bao Tong the most senior Communist Party official imprisoned over the Tiananmen protests (sympathised with the student movement) but a leading figure guiding economic reform.
- It is an article written whilst under house arrest reviewing the significance of the 11th Central Committee of the Chinese Communist Party hence both memory and circumstance may introduce distortion. But the author can give a direct viewpoint of how Deng managed the 'chaos' and the break from tradition at the Third Plenum paving the way for widespread reform. Indicating Deng was flexible and proactive in meeting a new situation.
- Source 3 suggests that Deng, despite his fragility, has maintained a brutal hold on China, specifically in relation to social reforms and the desire for greater democracy.
- The source is produced very soon after the event, when details may be unclear, and in an American newspaper, where views about democracy would explain the negative perspective Chappette presents regarding Deng's actions, which would call into question the reliability.
- Thus both sources have some questions around their reliability based on why they were published, and the views they therefore have about Deng's policies.
- However, it could be argued that Source 2, written by a former insider of the CCP is overall a more reliable insight into the actions of Deng than Source 3, which, as a cartoon produced in the immediate aftermath of the event, lacks the capacity to reflect from afar.

Question 1 (continued)

- (c) Evaluate the extent to which the **three** sources accurately reflect the impacts of the selected leaders on the nation, over the period of study. (10 marks)

Description	Marks
Evaluates clearly the extent to which the three sources accurately reflect the impacts of the selected leaders on the nation over the period of study, using detailed, accurate and relevant evidence to support the evaluation	9–10
Discusses the extent to which the three sources accurately reflect the impacts of the selected leaders on the nation over the period of study, using accurate and relevant evidence to support the evaluation	7–8
Explains to some extent how the three sources reflect the impacts of the selected leaders on the nation over the period of study, using relevant evidence to support the evaluation	5–6
Identifies aspects of leadership from the sources and outlines to some extent how the sources reflect the impacts of the selected leaders on the nation over the period of study, using some evidence to support the response	3–4
Identifies aspects of leadership from the sources or provides general comments about how the sources accurately reflect the impacts of the selected leaders on the nation over the period of study using limited evidence to support the response	1–2
Total	10
<p>Markers' notes:</p> <p>Candidates are required to evaluate the sources in terms of the extent to which they reflect the impacts of the selected leaders rather than leadership more broadly. Therefore, candidates should focus their discussion on the leadership of the two leaders referenced in each source set.</p> <p>Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions (particularly of other leaders) will not suffice for higher marks. Referencing elements of the selected leader's policies, motives and actions not shown in the sources is legitimate if tied to an evaluation of the extent of insight provided by the set as a whole.</p> <p>Specific marks are not allocated to 'omissions' from the source set.</p>	

Elective 1: Australia 1918–49

- Bruce's desire to remain strongly tied to the Empire is hinted at in Source 1, although the source does not engage with any specific outcomes of that conference. As a photo, it provides limited insight into his actual attitudes, and his broader conservative views and policies on issues such as Unions and the economy are not referenced.
- Sources 2 and 3 together accurately capture the sense in which Chifley's policies in relation to the economy produced opposition from both sides – the right perceiving his approach to be holding Australia back (Source 3) and the left seeing his actions in the Coal miner's strike as a betrayal of workers (Source 2). However, in providing only negative perspectives, the sources do not reflect the way in which Chifley's leadership contributed to postwar redevelopment.
- Thus the sources capture a sense of the broader philosophy of the selected leaders, but are limited in their depiction of the reasons for, and impacts of, specific policy decisions adopted by those leaders.

Elective 2: Russia and the Soviet Union 1914–45

- The ineffective leadership of the Tsar, and the way in which that contributed to the February Revolution, is symbolised by Source 1, although no specifics regarding the decisions he made, or his leadership approach, are provided.
- Sources 2 and 3 provide accurate insight into the nature of Stalin's leadership, with Source 2 exploring the motivations of Stalin, and Source 3 capturing the way in which the Cult of Stalin was created and reinforced through visual media.
- The sources, therefore, collectively provide an accurate sense of the nature of each leader's rule while providing very limited detail on their specific policy decisions and achievements – such as the decisions of the Tsar that contributed to the February Revolution, or the elements of Stalin's 'Great Turn', such as Industrialisation and Collectivisation.

Elective 3: China 1945–89

- Source 1 implies a unity between the CCP and GMD leaders at the conclusion of the Sino-Japanese War, and a willingness of Mao and Jiang to cooperate.
- As such, it could be argued that the source has limited accuracy, as it ignores the underlying differences and tensions between the two that had been reflected in conflict before the war, and would re-emerge in the Civil War of 1946-49.
- It therefore provides a misleading sense of the nature of the relationship between the two across the period.
- Sources 2 and 3 focus on Deng Xiaoping and provide an effective depiction of both his economic policies, as well as his attitudes to democratic reforms.
- Source 2 in particular, provides a detailed insight into the motivations of Deng's economic policies, possible reasons for why Deng changed the course of the CCP, as well as their effects and reasons why he emerged as the undisputed leader.
- While Source 3, as a cartoon, reflects a widely held view of Deng's repressive nature, particularly following the Tiananmen Square events of 1989.

Section Two: Explanation–Unit 3

30% (30 Marks)

Marking key for Questions 2–10.

Description	Marks
Introduction	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of direction	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the ‘who’ or ‘what’ to be discussed	1
Subtotal	4
Narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas, and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
Subtotal	5
Argument	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent, and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical and coherent, and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic	1–2
Subtotal	8
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis Incorporates perspectives and interpretations of history to strengthen arguments	7–8
Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis Begins to refer to perspectives and interpretations of history to support arguments	5–6

Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	10
Conclusion	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the point of view	1
Subtotal	3
Total	30

Elective 1: Australia 1918–49**Question 2****(30 marks)**

Outline the reasons for, and assess the achievements of, significant political developments of the 1920s.

Markers' notes:

- Candidates have to outline the reasons for significant political developments in the 1920s, and then provide an assessment of what the developments achieved for Australia.
- The timeframe provided means candidates are likely to focus on some combination of the rise of the Country Party, 'Men, Money, Markets', and the growth of unionism (referencing the relevant syllabus point), although an outline of Soldier Settlement schemes could be considered as a valid political development, particularly if connected to the underlying notion of expanding Australia's rural productive capacity.
- The Soldier Settlement Scheme reflected a special responsibility felt by the government to the soldiers that served in WWI, as well as a desire to open up land and develop rural industry to promote economic growth (which could be linked to Men, Money, Markets).
 - In assessing its achievements, candidates would likely refer to the difficult experiences of the settlers, due to poor land selection, inexperience and limited support from Government, in order to argue that the scheme achieved much less than was hoped.
- The 'Men, Money, Markets' approach to policies in the 1920s sought to increase the workforce, stimulate economic growth through infrastructure development via borrowing, chiefly from British Banks, and expand overseas markets for Australian produce.
 - In assessing that the policy had limited achievements, candidates could reference the effects of migration (both numbers being less than Government objectives, and the experiences of migrants, such as those on the Group Settlement Scheme in SW WA); the substantial increase in Government debt that would have consequences during the Depression, and the lower prices for rural produce linked in part to increased production.
 - In assessing that the policy did achieve success could point to the amount of land that was opened up as part of the scheme, as well as examples of infrastructure that was built.
- The rise of the Country Party as a political development would best be explored in conjunction with a discussion of either/both of the above political developments, as the influence of the Country Party was evident in both the Soldier Settlement schemes, and the focus on rural development implicit in the Men, Money, Markets policies, which could be used as a basis for assessing the Country Party's achievements – their role in the departure of Hughes as Nationalist Party leader could also be referenced.
- The rise of unionism as a political development in the 1920s could be connected to increased conflict with, and opposition to, the Bruce Government, based on both that Government's approach to the Conciliation and Arbitration process, and the perceived threat that migrants posed to working class jobs and working conditions.
 - In assessing the rise of unionism and its achievements, candidates could link it to the defeat of the Bruce Government (including the loss of his own seat) in 1929. Candidates could also reference events such as the creation of the ACTU in assessing achievements.

Question 3**(30 marks)**

Analyse the impact of Australia's involvement in World War II on the home front.

Markers' notes:

- Candidates should outline Australia's involvement in WWII over time, in order to connect that involvement to the experiences on the home front. 'Analyse' implies that candidates will demonstrate the historical chronology of Australia's involvement, and a knowledge of different impacts economically, socially and politically, and link one to the other – how the impact was influenced by the nature of that involvement.
- Better responses will reference the changing role/involvement Australia underwent during WWII, particularly before and after the Japanese declaration of war, and connect this to changes in the home front experience.
- Economic and social impacts could include: austerity and rationing; the attacks on the mainland; internment; the increased role of women in industry, agriculture and auxiliary military services such as the AWAS and WRANS; aboriginal employment; relations between US soldiers and Australians in various cities; union activities and coal mining.
- Political impacts could include: the ratification of the Statute of Westminster in 1942; the increased independence of wartime policy reflected in the 'Cable War'; the stronger ties that were forged with the USA during the conflict; expansion of the role of government including censorship; the Post War Reconstruction Department (1942) and its policies.

Question 4**(30 marks)**

Evaluate the proposition: 'Aboriginal and Torres Strait Islander activism achieved little during the period of study'.

Markers' notes:

- Candidates need to outline both the nature of Aboriginal and Torres Strait Islander (ATSI) activism, and link this to what changed for that group, as part of an evaluation of what that activism achieved.

Aspects of Aboriginal and Torres Strait Islander activism that could be discussed include:

- William Cooper's petition to the King of 1937
- the creation of the Aboriginal Progressives Association and Aboriginal Advancement League
- the 1938 Day of Mourning.

In discussing the extent of achievements, candidates could argue that, despite the activism that did occur, there was limited change for Aboriginal and Torres Strait Islander peoples.

Examples of the limits of positive changes that could be identified include:

- policies in the 1920s such as the exclusion of ATSI people from Soldier Settlement Scheme, also denied war service benefits
- the continuation and expansion of the role of Protection boards in producing what is now known as the Stolen Generation. Protection board policed policies such as denying aboriginal people access to relief work and the dole
- Aboriginal soldiers in WW II were still subject to discrimination, although on the home-front, minor policy changes, such as child payments becoming available to some Aboriginal people in 1941, and pensions to some Aboriginal people in 1942.

Examples of the changes that could be identified as positive, and resulting from the efforts of Aboriginal and Torres Strait Islander activism, include:

- the participation of Indigenous Australians in WWII as soldiers
- 1949 Citizenship Act gives ATSI people the vote if they are enrolled for state elections or served in the armed forces.

Elective 2: Russia and the Soviet Union 1914–45**Question 5****(30 marks)**

Outline the causes of, and assess the role of leadership, in the October Revolution.

Markers' notes:

- Candidates are to focus on the October Revolution and not that of February. Discussion of the weaknesses of the Tsar is not required for this question. An overview of the events of 1917 is acceptable but for higher marks, candidates must link those events to an outline of the causes of the revolution, with an assessment of the role of leadership in that context. Causes that could be outlined include:
 - the impact of the Provisional Government's continuation of the war, its failure to address inflation and shortages of goods and the failure to quickly convene the Constituent Assembly – reference could be made to the lack of effective leadership, and the mistakes by Kerensky, in that context
 - Dual Power, Order Number 1 and the associated problems especially in terms of the conduct of the war
 - the new freedoms (e.g. freedom of speech and the press) granted by the Provisional Government assisted opponents such as the Bolsheviks and enabled wider public criticism of the regime
 - Lenin's return to Russia in April 1917 led to a change in direction for the Bolsheviks. Lenin's actions and promises including the 'Peace, Bread and Land' and 'all power to the Soviets' slogans, led to increasing support throughout 1917 for the Bolsheviks
 - the Bolshevik's ability to take advantage of opportunities – such as the Kornilov Coup, which contributed to the creation of a disciplined and committed Red Guard, which was important during the seizure of power – Lenin's role in taking advantage of those opportunities could be specifically explored
 - Lenin's role in unifying the party leadership behind his plans, particularly convincing them first of his April Theses, and then of the need to seize power a month before the October Revolution could be identified as important in this context, although, in assessing the role of leadership, candidates could reference the importance of other figures – most notably Trotsky and the MRC, whose organisation of the revolution itself was significant.

Question 6

(30 marks)

Analyse the impact of **one** economic change implemented by Lenin on workers and peasants.

Markers' notes:

- Candidates could choose from several economic changes, with the changes most likely to form the basis for a detailed analysis including War Communism or the New Economic Policy
- While candidates might identify other economic changes such as the initial land and worker decrees and/or state capitalism, the fact that these only lasted a short time before being overtaken by War Communism impacts on the capacity to sustain an analysis
- Regardless of the economic change chosen, candidates should briefly outline the nature and elements of the change, but focus primarily on the impact of that change on the two groups specified – workers and peasants.

Key points that could form the basis of an analysis include:

- War Communism:
 - aimed to transform the economy by abolishing private trade, controlling labour, nationalising all industry and replace the money system with a universal system of rationing
 - The grain requisitioning element had significant impact on peasants – brutal treatment by grain requisitioning squads leading to some peasants joining anti-communist groups (e.g. Nestor Makhno); engaging in rebellion (e.g. Tambov); but also suffering starvation and famine (1921/22)
 - impacts on workers was more varied – workers were the 'beneficiaries' of grain requisitioning, but conditions in cities continued to be poor, leading to urban depopulation; industrial output declined significantly during the period, and many workers resorted to using factories to produce small items that could be traded for food
 - the emergence of a 'Worker's Opposition' in 1920 could be cited as evidence of the negative impact of War Communism.
- New Economic Policy (NEP):
 - policy was essentially a reversal of War Communism, in that it allowed private trade and businesses whilst retaining control of heavy industry, and replaced grain requisitioning with a tax in kind on grain, which facilitated the sale of surplus grain
 - policy could be seen as comparatively positive in its impacts on both workers and peasants – the emergence of 'Kulaks' and 'Nepmen' could be interpreted as a positive impact in material terms for those peasants and workers
 - agricultural and industrial production improved after 1922, approaching pre-war levels, indicating success in improving the economy, and therefore the lives of workers and peasants
 - Candidates could point to rising urban unemployment; periods such as the 'scissors' and 'procurements' crises to question whether impacts were all positive or not.

Question 7

(30 marks)

Evaluate the proposition: 'Communist rule caused little change for women during the period of study'.

Markers' notes:

- Candidates can briefly outline the position of women under the rule of the Tsar but should focus mostly on the changes that occurred following the Bolshevik revolution in 1917. This can be used as a point of comparison for later discussion points.
- Initial reforms by the Bolsheviks, such as legalising divorce, maternity leave, shorter working hours (1917) and abortion (1920), and how this improved their position in the short term; however, the return to hardship for many women during the time of the Civil War as conflict and food shortages were widespread could also be referenced.
- Initial increase in employment for women including with NEP but with the end of the civil war and men back in the workforce women forced out.
- There were limited changes for women in rural areas during the 1920s as they continued to experience traditional roles in peasant households, and were often opposed to Bolshevik-generated policies.
- Candidates could also reference unintended consequences of reforms, such as the decree on divorce leading to women often being abandoned by husbands, and left to look after children.
- During the Stalinist era in the 1930s, women increasingly entered the workforce in areas that were traditionally dominated by males, and many were beneficiaries of greater access to education. Candidates may discuss examples of this and use these examples of change.
- 1930s falling birth rate, 'the 'Great Retreat' return to pro-family, pro-discipline and anti-abortion policies. Included the extra cash payments for five years to mothers with six children
- Despite this change, many women retained traditional roles around the home under the 'Great Retreat' and therefore their increasing presence in the workforce was not always viewed as emancipation.
- Stalin's return to conservative values also saw women increasingly trapped in traditional roles as things such as divorce and abortion were made much more difficult.
- Soviet involvement in WWII could also be referenced, as women's labour proved vital for victory, particularly given the numbers of men who entered the military. Women also entered the armed forces in significant numbers, taking on new roles (including snipers and pilots) that made a real contribution to victory.

Elective 3: China 1945–89**Question 8****(30 marks)**

Outline and assess the post World War II developments that led to the change in regime in 1949.

Markers' notes:

The question focuses on events and developments after WWII that led to the victory of the Chinese Communist Party by 1949. Candidates will likely focus on the nature of the Civil War, and the leadership of the CCP and GMD, in a discussion of the reasons for Communist victory:

- the economic, political and social conditions in China in 1945 and their impact on the standing of the GMD and the CCP and their respective leadership
- candidates may reference issues with how the GMD governed during the Sino-Japanese War (e.g. high taxes, conscription, corruption) alienated the GMD's supporters and peasants, which contributed to support for the Communists after World War II, or perhaps the declining support for the GMD in the 1945-49 period
- at the start of the Civil War, the GMD had a larger military, but the Red Army's effective use of guerrilla warfare (which had been developed during the war with Japan), combined with the positive reputation of Red Army (potentially linked to the reputation gained during the war) contributed to growth in support and numbers
- the way in which Red Army soldiers put their ideology into practice in liberated areas, gaining them a better reputation amongst peasants, could be identified as an important development
- the political failures of the GMD and the associated economic and social discontent including urban unrest; inflation; strikes and how the GMD responded
- Land Reform law (1947) in Northern China and its impact on the support of the peasants for the CCP
- the role and attitudes of the Soviet Union and United States in the period could also be discussed in terms of their impacts on each side
- the nature of the CCP leadership under Mao could be contrasted with the issues of GMD leadership under Jiang Jieshi during the period, that contributed to the victory of the CCP.

Question 9

(30 marks)

Analyse the impact of the initial social and economic reforms implemented under Mao Zedong between 1950 and 1957.

Markers' notes:

- Candidates are required to focus on the period 1950 to 1957, within which there are a range of reforms that could be discussed. Candidates will need to outline the nature and elements of the selected economic and social reforms in order to then analyse their impacts. While impacts that extend after 1957 could be discussed, their connection to the policies implemented between 1950 and 1957 needs to be explicit.

Examples of economic reforms that could be discussed include:

- land reform – under the Agrarian Reform Law, the transfer of land from landlords and 'rich' peasants to poorer peasants and landless labourers could be seen as a policy that had significant impact, particularly when connected to 'speak bitterness' campaigns, which led to the deaths of possibly over one million former landlords and 'bad elements'; the impact of peasant control of land on food production could also be discussed
- collectivisation – this involved the establishing of peasant cooperatives and mutual aid teams. Nearly 90% of peasant households were in cooperatives by the time the Great Leap Forward began
- the first five year plan, which increased industrial production, saw considerable movement of people from rural to urban areas, but the government's focus on industrial growth meant that agricultural production struggled to keep up, which contributed to Mao's decision to launch the Great Leap Forward, which could be referenced as an impact of the first plan – although candidates would need to ensure it does not turn into an essay on the Great Leap Forward.

Examples of social reforms that could be discussed include:

- changes for women, such as the Marriage Law, provision of equal pay and maternity benefits; the insertion of gender equality into the 1954 constitution; and the creation of workplace childcare
- the expansion of education, and improvements in literacy rates, which were effective in the medium term in raising literacy across China
- the attacks by the party on religion, including Christianity and Confucianism – Christianity in particular had largely disappeared from China by the mid-1950s, with most Chinese Christians fleeing or going underground
- while the Hundred Flowers movement occurred within the timeframe specified in the question, and could therefore potentially be discussed, candidates would need to clearly explain how it represents a social (rather than political) reform in order for that discussion to be considered valid.

Question 10

(30 marks)

Evaluate the proposition: 'The Cultural Revolution had little impact on political dissidents and rural peasants'.

Markers' notes:

- Candidates should identify and outline the nature of the impacts experienced by the two selected groups due to the Cultural Revolution, and link this to an evaluation of the extent of those impacts, which could be different for each group.
- The 'Red Guard' comprised mainly of students were mobilised around the countryside, university and schools were closed, education disrupted. In the later phase five million Red Guard members were sent to rural areas for re-education. This had a long-term impact on the participants regarding their education and future work.
- Rural peasants were largely not involved directly but suffered from economic chaos caused by the Cultural Revolution, and the dislocating effect of the large numbers of people (mostly Red Guards) who were encouraged to go the countryside to learn from the peasants.
- Teachers, intellectuals and party officials deemed as 'political dissidents' (a term vague enough to be applied to any number of people) were targeted with many forced to undergo struggle sessions, humiliated or brutalised. Workers also joined in targeting party officials and those higher in their workplace. Approximately half a million killed and millions tortured. Cleansing of the Red Guard from the organisations and bodies they had infiltrated was equally brutal as the previous actions of the Red Guard. The way in which the term 'political dissidents' could be applied widely also influences the extent of the impacts.
- Candidates may discuss the impact on the political system but only if they are able to link it back to the tension between political figures that saw some of them, such as Deng, exiled as dissidents.

Section Three: Source analysis–Unit 4

20% (20 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

(20 marks)

- (a) Identify the message, and explain the purpose, of Source 1 (4 marks)

Description	Marks
Identifies the message of the source	1
Explains the purpose of the source by providing detailed, accurate and relevant evidence	3
Outlines the purpose of the source by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of the source	1
Total	4
<p>Marker's notes:</p> <p>Given that the question asks candidates to explain the purpose (therefore only one), there is a range of potential purposes a source may have, depending on the author, audience, time and place of publication.</p> <p>Explain requires candidates to provide the why and/or how, in this context why the source was produced.</p> <p>Candidates who identify a legitimate purpose not referenced in the notes should be rewarded based on the quality of their response.</p>	

Elective 1: The changing European world since 1945

- The message of the source is that the notion that the Soviet Union has changed under Khrushchev is false, and that it continues to be the nation it was under Stalin – hence the reference to 'Jekyll and Hyde'.
- The purpose of the source is therefore to warn the audience to be wary of Khrushchev, and that policies and statements that he makes (perhaps in relation to Peaceful Coexistence) are false, and not to be believed. It could also be seen as aiming to expose Khrushchev, and therefore his policies, statements, and actions as fraudulent, and not representing the reality of the Soviet State.

Elective 2: Australia's engagement with Asia since 1945

- The message of the source is that the Communist Snake is on the march, and having already taken over some countries in South East Asia, has, amongst others, Australia in its sights.
- The purpose of the cartoon is to warn the audience, and perhaps fearmonger, about the potential communist threat, in order to gain support for measures such as 'Forward Defence'.

Elective 3: The struggle for peace in the Middle East since 1945

- The message of the source is that Nasser will only open the canal to ships of countries who acknowledge Nasser as the master of both Egypt and the canal – that the 'Grand Opening' is, in fact, much more of a closing than an opening.
- The purpose seems to be to ridicule the character of Nasser by portraying him as narcissistic and obsessed with his own 'greatness' – as evidenced by the text; the purpose could also be connected to Nasser's decision to close the Canal – criticising it as an unjust decision.

- (b) Identify and account for the author's perspective in Source 2 and Source 3. (6 marks)

Description	Marks
Author's perspective in Source 2	
Identifies and accounts for the author's perspective in Source 2, supported by accurate and relevant evidence	3
Identifies and outlines the author's perspective in Source 2, supported by limited evidence OR provides a general comment about the author's perspective supported by some relevant evidence	2
Identifies the author's perspective in Source 2, supported by limited evidence	1
Subtotal	3
Author's perspective in Source 3	
Identifies and accounts for the author's perspective in Source 3, supported by accurate and relevant evidence	3
Identifies and outlines the author's perspective in Source 3, supported by limited evidence OR provides a general comment about the author's perspective supported by some relevant evidence	2
Identifies the author's perspective in Source 3, supported by limited evidence	1
Subtotal	3
Total	6
<p>Markers' notes:</p> <p>'Account for' requires candidates to state the reasons for, in this context, candidates need to state the possible reasons for the author's perspective in the sources.</p> <p>'Outline' means that candidates have provided the characteristics or features of the author's perspective but have not provided reasons as to why.</p> <ul style="list-style-type: none"> Accounting for the author's perspective could include a discussion of motives, bias, time, place, purpose. 	

Elective 1: The changing European world since 1945

- Source 2 is a Time Magazine article commenting on what was achieved at the Moscow Summit, and that, although challenges lie ahead, the SALT agreement is a hopeful sign for the future; it also views Nixon's leadership at the Summit favourably.
- This perspective can be explained by several factors; it was produced shortly after the Summit, when hope was high, and without the knowledge of future events.
- It is also produced by an American author, with the purpose of providing hope to its readership, which therefore leads it to put a broadly positive spin on what has been achieved, particularly by Nixon; Soviet attitudes are described somewhat negatively.
- Source 3 is a secondary source from John Lewis Gaddis commenting on Ronald Reagan's intentions and beliefs in relation to the Cold War – in particular that he sought to disrupt stability by aiming to end MAD and win the Cold War.
- Gaddis, in this instance, is seeking to explain the reasons behind Reagan's attitude and approach at this time; however, he does so from a position where the effects of his approach (which, he implies helped end the Cold War) are known – at the time, this approach was seen by many as risky (certainly by the Soviets), more likely to cause conflict than end the Cold War.

Elective 2: Australia's engagement with Asia since 1945

- Source 2 is a primary source from historian Geoffrey Blainey commenting critically on the nature and impact of government immigration policies, arguing that there has been excessive migration from Asia.
- Blainey, as a historian, would normally be considered a reliable source on a topic involving recent Australian history, but his perspective is motivated by concern over the changing nature of Australia following the end of the White Australia Policy, and is clearly aiming to force a change in the Government's policies.

Question 11 (continued)

- Source 3 is a secondary source commenting on the motivations of Fraser in relation to immigration from South-East Asia following the end of the Vietnam War and the defeat of the South Vietnamese government.
- As a secondary source, the author has the benefit of hindsight and research to inform their analysis. Yet, as the stated intent of the author is to challenge prevailing views of the Fraser government's immigration policies, it could be argued that evidence is used selectively to support their case.

Elective 3: The struggle for peace in the Middle East since 1945

- Source 2 is an extract from a speech by the Syrian representative to the UN regarding the elements of UN resolution 242, condemning it for failing to include the Palestinians, and arguing that it favours the Israelis.
- This perspective can be accounted for by the speaker's position as a representative of Syria, who is an enemy of Israel, and is opposed to the provisions in the resolution around the process of Israeli withdrawal from the Occupied Territories, and hoping to prevent its passage; the statements he makes in relation to it are therefore highly biased.
- Source 2 is a CIA account on the nature of Soviet influence in the region, arguing that the period of Sadat's leadership coincided with a rapid decline in Soviet influence in the region which they were unable to prevent.
- The author, being from the CIA, is biased against the Soviet Union, and uses phrases which imply an element of gloating over their decline in influence.
- Candidates might note that the report was written while the Cold War was still in place, which could then influence the analysis of the Soviet role.

- (c) Using your knowledge of the whole period of study, assess the significance of the political ideas and/or developments in the selected region, as represented in the **three** sources. (10 marks)

Description	Marks
Assesses clearly the significance of the political ideas and/or developments represented in all three sources, by providing detailed, accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, including omissions from the sources	9–10
Assesses the significance of the political ideas and/or developments represented in all three sources, by providing accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, which may include some omissions from the sources	7–8
Explains the significance of the political ideas and/or developments represented in at least two of the sources, by providing some accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study	5–6
Outlines the significance of some political ideas and/or developments represented in at least one of the sources by providing some relevant evidence to reference aspects such as consequences, extent and/or duration	3–4
Identifies or provides a general comment on political ideas and/or developments represented in one or more of the sources supported by limited evidence	1–2
Total	10
<p>Markers' notes:</p> <p>This question does not require reiteration of the messages in the sources or a simple list of what is covered in each source.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • identify the political ideas and/or developments present in the sources • assess the significance of those ideas and/or developments on the region, using evidence from the sources by referencing aspects such as consequences, extent, duration and/or relevance. <p>To achieve full marks, candidates would need to demonstrate a depth and breadth of knowledge of the whole period of study as part of their explanation of why the identified ideas and/or developments were (or were not) significant.</p> <p>If referencing omissions, candidates should tie those omissions to an evaluation of the significance of what is represented in the sources. Merely referencing omissions will not in itself be awarded marks.</p>	

Elective 1: The changing European world since 1945

The sources reference several political developments/ideas, such as Peaceful Coexistence (Source 1); Détente (Source 2) and Reagan's hardline anti-communism (Source 3). Each of the political developments had a significant impact on the nature and character of the Cold War.

- Peaceful Coexistence was significant in that it influenced relationships between the superpowers in the 1950s, and reflected a desire to reduce tensions, which was evident in events such as the Geneva Conference of 1955.
- Détente was also significant in that it did reduce tensions between the superpowers for an extended period of time, and led to important agreements such as SALT, SALT II and the Helsinki Accords.

Question 11 (continued)

- Reagan's stronger rhetoric was also significant in that contributed to heightened tensions in the early 1980s, a period when the perceived risk of nuclear war was higher than at any point since the early 1960s.
- If candidates sought to reference developments not shown in the sources, they might do so by arguing that none of the development shown had long term effects on the nature and character of the Cold War, and it was only developments such as those implemented by Gorbachev in the later 1980s that led to the end of the Cold War, and which were therefore more significant.

Elective 2: Australia's engagement with Asia since 1945

The sources reference political developments and ideas such as the policy of Forward Defence (Source 1), and the change in Australia's migration policy from the 1970s (Sources 2 and 3). Each of these ideas had considerable significance for Australia's engagement with Asia.

- Forward Defence as a policy was very significant in that it contributed to Australian involvement in conflicts in South East Asia, including Malaya, Indonesia and Vietnam.
- Australia's changed migration policy, particularly the increase in migration from SE Asia that begun under Fraser, was significant in that it represented the end in practice of the White Australia Policy. It was also significant in fuelling debates within Australia, as reflected in the attitudes contained in Blainey's speech.
- It could also be connected to the attempts by Australian Governments to forge closer ties with Asia, as reflected in their involvement in APEC and ASEAN.
- If candidates were to reference omissions, they might suggest that the abandonment of forward defence, and immigration policies as internal policies, were less important than political actions that were explicitly connected to forging closer connections, or the increased trade that more closely linked Australia's economy with those of Asian nations.

Elective 3: The struggle for peace in the Middle East since 1945

The key political developments referenced in the sources include Egyptian regaining control of the Suez Canal (source 1), the UN resolution following the 6 Day War (Source 2), and the changing role of the Soviet Union in the region (Source 3). Each of these political developments/ideas had significance in the region

- The re-opening of the Canal by Nasser in 1957 was an important political development in that it represented the end of the Suez Crisis, victory for Nasser which confirmed his place as a 'hero' of the Arab world. and a defeat for the British, French and Israeli forces that had seized the Canal in 1956, precipitating the Crisis. This marked the effective end of British and French influence in the region.
- UN resolution 242 was of immense significance in that it formed the basis of the settlement of the 6 Day War, ongoing issues with the implementation of the resolution led to later conflicts such as Yom Kippur, and issues over the timeline for Israeli withdrawal produced issues than ran for the remainder of the period.
- The role of the Soviet Union in the region was of great significance – their provision of military support to Arab nations fuelled conflict, and drew the US in to maintain strong support for Israel in a proxy Cold War conflict.
- If candidates were to reference omissions, they might suggest that the tensions between Israelis and Palestinians, which has driven much tension in the region over the period of study, as well as attempts to reduce tensions, is barely represented in the sources, and could be seen to be of greater significance than conflicts between Arabs and Israelis.

Section Four: Explanation–Unit 4

30% (30 Marks)

Marking key for Questions 12–20.

Description	Marks
Introduction	
Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure	4
Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of direction	3
Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic	2
Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed	1
Subtotal	4
Narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas, and structures, and their significance on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change	4
Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change	3
Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures and/or continuity and change	2
Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures	1
Subtotal	5
Argument	
Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent, and demonstrates an understanding of the complexity of the topic	7–8
Develops a sustained argument that is analytical, logical and coherent, and demonstrates a clear understanding of the topic	5–6
Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic	3–4
Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic	1–2
Subtotal	8
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition. Engages with different perspectives and interpretations of history to develop and strengthen arguments	9–10
Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis Incorporates perspectives and interpretations of history to strengthen arguments	7–8

Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis Begins to refer to perspectives and interpretations of history to support arguments	5–6
Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response	3–4
Provides minimal evidence and/or historical examples to support a limited response	1–2
Subtotal	10
Conclusion	
Provides a conclusion that effectively draws the argument or point of view together	3
Provides a conclusion that summarises the argument or point of view	2
Provides a conclusion that generally restates the point of view	1
Subtotal	3
Total	30

Elective 1: The changing European world since 1945**Question 12****(30 marks)**

Critically analyse the key factors in the origins and development of the Cold War by 1949.

Markers' notes:

Candidates need to identify at least three key factors contributing to the existence of the Cold War by 1949, and analyse them in terms of the nature and extent of the role they played in the emergence of the Cold War.

Factors could include:

- ideological and political differences between the US and Soviet Union, which were reflected in issues that emerged from agreements made at Yalta and Potsdam, and led to perceptions of each nation about the aims and intentions of the other
- the emergence of the Communist Bloc, and how the way in which it emerged ('Salami Tactics') influenced Western policy and beliefs, as reflected in Churchill's Iron Curtain speech, and Kennan's long Telegram. It could also be used to illustrate Stalin's belief in the need for a 'buffer zone' to protect the Soviet Union from a future attack from the West, which he believed was inevitable given the inherent antipathy between capitalism and communism
- the role played by the Truman Doctrine and Marshall Plan – both in terms of the reasons for, and intent of, these policies from an American perspective, but also what it meant from the Soviet side – a confirmation in their beliefs about American 'Dollar Imperialism'
- events such as the Berlin Blockade – and the role it played in the division of Germany and the formation of NATO, an alliance which committed the USA to the defence of Western Europe (against the Soviet Union).

Regardless of the specific factors referenced, candidates need to ensure they do not simply describe each factor, but analyse it in terms of the way in which it contributed to the development of the Cold War, with higher order responses exploring the relative importance of, and relationship between, the selected factors as part of their analysis.

Question 13

(30 marks)

Compare the reasons for, and consequences of, the Hungarian uprising of 1956, and the Prague Spring of 1968.

Markers' notes:

Candidates need to articulate the reasons for, and consequences of, the two uprisings in each country, and do so through the prism of a comparison – which includes discussion of differences as well as similarities.

- In the case of Hungary, the main reasons for the uprising that could be referenced include: Khrushchev's 'secret speech' and policy of Destalinisation; success of the Poznan Uprising in Poland; the Stalinist nature of the Rakosi regime in Hungary, and his replacement with the more liberal Imre Nagy leading to hopes for reform; and the other actions of Khrushchev in the period that created beliefs in the possibility of 'more than one road to socialism'.
- The consequences of the uprising in Hungary were considerable – the Soviet invasion led to considerable deaths on both sides, Nagy's arrest and execution, and the re-imposition of a more hardline regime under Janos Kadar.
- In a broader Cold War context, the suppression of the Hungarian Uprising sent a clear message of the consequences of trying to leave the Pact. The West was left to reassess what 'peaceful coexistence' meant in practice. Khrushchev was now confident that the West would not interfere with his preservation of the Soviet's European buffer zone.
- Like Hungary, the events in Czechoslovakia were motivated by a desire from a liberal reformer to introduce changes ('Socialism with a Human face') as a change from a more repressive regime; however, unlike Hungary, there had not been events in other countries, or statements by Soviet leaders, which implied that changes were possible, and would be met with acceptance by the Soviets.
- In the case of the Prague Spring, there was also Soviet intervention to end the changes sought by the reformist Government, but in this case, there was considerably less violence, and the intervention also involved other Warsaw Pact states (unlike Hungary); additionally, although in both cases the reformist leader was arrested, Dubcek (the Czech leader) was not executed.
- Additionally, the Prague Spring resulted in the explicit articulation of the Brezhnev Doctrine, which explicitly stated that Warsaw Pact nations had the right to intervene in other states to 'protect socialism' – while such a statement did not emerge from Hungary, candidates might suggest that this was implied in Hungary, and therefore represented a comparison more than a contrast.
- In both cases, while the uprisings did lead to some degree of tension between the superpowers, they had no material impact on the Superpower relationship, with the USA in effect accepting in each case that events in Hungary and Czechoslovakia were in the Soviet sphere of influence, in which the USA would not intervene.

Question 14

(30 marks)

Outline and assess **one** significant development following the end of the Cold War.

Markers' notes:

Candidates in this case have two potential areas to discuss – the breakup of the former Yugoslavia, or the creation and expansion of the European Union and the Eurozone. In each case, candidates need to outline its key elements, and assess the development in terms of its significance, consequences or extent to which goals were achieved.

For creation and expansion of the EU, candidates could reference:

- the Maastricht Treaty bringing into existence the single market that had been the goal of the EEC since its creation
- the decision to establish a common currency, and the timeline for its implementation – this could be assessed in terms of the extent of its reach, what it meant for EU members, but also examples of nations that did not introduce the currency (e.g. Denmark and UK)
- the expansion of areas it covered, from purely economics to other elements such as foreign and security policy and justice/home affairs
- the expansion of membership – initially countries neutral in Cold War Europe (Austria, Sweden and Finland), but also the application for membership by 'the 10' former Communist states, and the 'roadmap' that those countries needed to follow to join
- this could be assessed in terms of what it meant for the European idea, as well as issues around the economic impact of former Communist States joining the EU
- by the end of the period, with membership growth, the successful introduction of the Euro, and the future expansion well on the way, candidates might make a positive assessment of the achievements of the EU.

For Yugoslavia, candidates could explore:

- the causes of for the break-up of Yugoslavia, including the fallout from the collapse of communism, the legacy of Tito's death, actions of leaders, and emerging nationalism in a multi-ethnic and multi-religious region
- the conflicts that occurred as a result/in the process of Yugoslavia's breakup, including the brief Slovenian conflict; the more drawn out and violent conflict in Croatia, and the overlapping brutal multi-ethnic conflict in Bosnia; and potentially the 'separate' conflict in Kosovo in 1998/99
- the roles of international organisations such as the EC/EU and NATO, and what the nature of their role revealed about the changing role of those organisations
- in assessing the conflict, candidates could explore consequences such as the creation of new states; the human toll resulting from the re-emergence of violent nationalism and genocide; and the broader effects on Europe and European organisations.

Elective 2: Australia's engagement with Asia since 1945**Question 15****(30 marks)**

Critically analyse the key factors in the origins and development of Australia's engagement with Asia by 1949.

Markers' notes:

- The timeframe of the course means that candidates need to focus on the 1945–1949 period; earlier events can be referenced, but need to be connected to that 1945–49 period.
- The shift to looking to America over Britain for security under Curtin during WWII, especially following the fall of Singapore, continued to some extent under Chifley, and was also reflected in Australia's willingness to support decolonisation.
- Decolonisation became a significant challenge to Asia after the war, and, by extension, Australia, particularly under a Labor Government that sought to play a more independent role in the region.
- In the time period specified by the question, the issue of Indonesian independence, and Australian Government policies towards it, drove a closer engagement with the Asian region.
- The civil war in China and the establishment of the People's Republic of China (1949) and its influence on the actions, policy and thinking of Australia in terms of Asia
- Although specific conflicts do not emerge until the 1950s, the fears of Communist expansion emerging from Asia does emerge in the later 1940s (mainly on the political right), providing the basis for later policies such as Forward Defence, which were focused on defence more than engagement.
- Candidates may refer to Dr Evatt's role in the newly formed UN as part of a desire for a new world order, which would involve closer ties with the Asia-Pacific region.

Question 16

(30 marks)

Compare the reasons for, and impacts of, Australia's involvement in the South East Asia Treaty Organisation (SEATO) and the Association of South East Asian Nations (ASEAN).

Markers' notes:

Candidates need to engage with why Australia involved itself in these two regional alliances/forums, the impact of this involvement, and do so through the prism of effective comparisons (which include both similarities and differences):

- SEATO – the South East Asian Treaty Organisation – was formed in 1955 as an Indo-Pacific version of NATO. Only two of the members were South East Asian nations, and the alliance was directed principally against the expansion of Communism. Australian fears of communism, linked closely to policies such as Forward Defence, was a prime motivator for Australian involvement, along with the close alliance with the USA
- ASEAN – the Association of South East Asian Nations – was formed in 1967, consisting initially of five nations for the purposes of enhancing regional economic cooperation, along with maintaining regional peace and stability; it expanded over time to 10 nations, all based in SE Asia; Australia became ASEAN's first 'Dialogue Partner' in 1974, and had later sought to become a full member, most notably during Keating's Prime Ministership. It is a member of the ASEAN regional forum, which was established in 1994.

In terms of reasons for Australia's involvement, candidates could make the following comparisons:

- Australia's involvement in SEATO was for defensive reasons, whereas their involvement in ASEAN was motivated by a desire to deepen Australia's connections to South-East Asia and furthering trade ties with the region
- Australia was a more central nation in SEATO and its objectives, whereas it remained more peripheral in terms of ASEAN, but with a desire to become more involved. It became a Dialogue Partner in 1974
- Both organisations – SEATO and the ASEAN regional forum – have a focus on security issues, and Australia's involvement in it reflects a desire to maintain security.

In terms of the impacts of Australia's involvement, candidates could make the following comparisons:

- SEATO as an organisation ceased in 1975, and its importance had already declined for several years before it, whereas ASEAN has grown over time, and become a more relevant and involved organisation
- Australia's increasing involvement in ASEAN has produced much stronger connections with the Asian region than SEATO in that it has integrated Australia more fully as a partner with SE Asian nations in ensuring peace and security, as well as closer ties facilitating the growth of trade with the ASEAN region
- Candidates might suggest that Australia's involvement in SEATO contributed to it being drawn into conflicts such as the Vietnam War, whereas Australia's involvement in ASEAN contributed to its involvement in peacekeeping, such as in Cambodia and Indonesia.

Question 17

(30 marks)

Outline and assess the effectiveness of Australia as a peacekeeping nation after 1970.

Markers' notes:

Since 1970, Australia was involved in two main peacekeeping efforts in Asia – Cambodia (UNTAC) in the 1990s, and INTERFET from 1999 onwards. Candidates need to outline the nature of Australia's involvement, and then make an assessment of its effectiveness by referencing achievements and outcomes. Candidates might discuss peacekeeping operations elsewhere in the Pacific, but as these lie outside the geographical scope of the course, such discussions cannot be accepted as valid responses to the question. Key aspects that could be discussed include:

UNTAC

- UNTAC was deployed to Cambodia in 1992 to oversee elections for a new Government in Cambodia, as well as to supervise the ceasefire and ensure the disarming of militia groups
- Australia's involvement was significant; Australian Foreign Minister Gareth Evans was involved in the drafting of the plan that was agreed to at the 1991 Paris Conference, and John Sanderson being appointed commander of UNTAC's military component, provided UNTAC's communications unit and some infantry and air support forces
- UNTAC successfully oversaw free elections in May 1993, and withdrew from Cambodia by the end of the year
- However, one of the main factions, the Khmer Rouge, boycotted the elections, and UNTAC largely failed to disarm them, which could be argued limited their effectiveness.

INTERFET

- INTERFET was deployed following the independence referendum in East Timor (which voted strongly 'yes'), which led to anti-independence militia violence against East Timorese (who were suspected of receiving assistance from the Indonesian military)
- INTERFET's role was to secure East Timor, disarm the militia, and ensure peace to enable the creation of an East Timorese government
- Australia supplied the bulk of air, naval and ground forces for INTERFET, including the commander General Peter Cosgrove
- Australian ground troops were heavily involved in capturing and disarming the militia across East Timor and Oecussi, which involved considerable fighting with those militia
- Candidates are likely to argue that INTERFET proved successful – militia activity was stopped, and INTERFET formally handed over responsibility to UNTAET, although violence did persist into 2000, which could be referenced as part of a discussion around the limitations of what INTERFET achieved.

Elective 3: The struggle for peace in the Middle East since 1945**Question 18****(30 marks)**

Critically analyse the key factors between 1945 and 1948 that led to the establishment of the state of Israel.

Markers' notes:

The focus of this question is intended to be the period between 1945 and 1949, exploring the factors that led to Israel's creation. While candidates could reference longer-term reasons behind the establishment of Israel, these need to be linked to things that happen in the period from 1945. Analysis could reference the following:

- ideas like Zionism, that developed in the 19th century, with the aim to create a Jewish homeland 'Palestine', with some initial purchasing of land in Palestine; this continued into the 20th century, and underpinned events in the period 1945–48 to create the State of Israel
- elements of British and French policy prior to 1945 could be referenced in the context of the tensions between Arabs and Israelis in the period specified, along with debates over the partition plan
- the aftermath of the Holocaust and the end of WWII in 1945 should be identified as a key factor within the time period leading to widespread international support for the concept of a Jewish homeland – particularly due to the emergence after the war of the extent of the Holocaust
- migration from Europe to Israel 1945–1948
- the role of Jewish terrorist groups such as Irgun and the Stern Gang, reflected in events such as the King David Hotel bombing, which led to the British referring the issue of Palestine to the United Nations in 1947
- the way in which the UN managed the issue of partition, and the departure of Great Britain, would also be a key factor that could be discussed, given the debates about the nature of the partition, and the reactions of different groups to the partition that was eventually approved in UN resolution 181 that led to conflict in 1948
- In this context, an extensive discussion of the Arab-Israeli conflict of 1948–49 would not be required, although it could be referenced as part of a conclusion or overall analysis.

Question 19

(30 marks)

Compare the reasons for, and achievements of, the Camp David Accords and the Oslo Accords.

Markers' notes:

Candidates need to articulate the reasons for, and consequences of, the Peace Accords, and do so through the prism of a comparison – which includes discussion of differences as well as similarities:

- The Camp David Accords (1978) included two documents: peace between Egypt and Israel which resulted in an agreement between Sadat and Begin; and a framework for peace in the Middle East that was widely condemned (and rejected by the UN) as it was written without consulting Palestinians – this non-involvement of Palestinians could be seen as a key difference between the two attempts at peace
- The Oslo Accords (1993 and 1995) between Israel and PLO led to mutual recognition, the planned withdrawal of Israeli military from Palestinian territories and the establishment of a Palestinian Council to govern the West Bank and Gaza, with a future permanent peace to be finalised. Resistance came from opponents as well as extremists on both sides; for example, an Israeli zealot assassinated Prime Minister Rabin and Israel elected the more hard-line Netanyahu. Hamas and Hezbollah also increased terrorist attacks following the Accords.

In terms of key reasons for the Accords, candidates could note the following similarities and differences:

- both Accords sought a resolution to ongoing conflict, although these conflicts involved different 'enemies' of Israel – Camp David to end conflict between Egypt and Israel that had existed since Israeli independence; and the Oslo Accords to end conflict between Palestinians and Israelis that had been reflected in ongoing acts of terrorism by the Palestinians, as well as the 1st Intifada of 1987-1991
- both sought to resolve disputes over land 'ownership' – the Sinai in the case of Camp David, and the Occupied Territories of West Bank and Gaza in the case of the Oslo Accords.

In terms of achievements, candidates might identify a range of key differences and similarities, including:

- the Camp David Accords largely ended conflict between Egypt and Israel, whereas the emergence of the 2nd Intifada in the West Bank in 2000 demonstrated ongoing issues between the Israelis and Palestinians that Oslo had not resolved; thus the Camp David Accords could be considered to have proved more successful than Oslo
- both agreements met opposition from within the countries involved – the Camp David Accords in part contributed to the assassination of Anwar Sadat from groups who considered his signing of the Treaty as a betrayal of Arabs & Palestinians, and the Oslo Accords were opposed by the religious right in Israel, one of whom assassinated Yitzhak Rabin, the Israeli Prime Minister who signed the accords
- both agreements led to Israeli withdrawal from territories it had occupied – the Sinai in the case of Camp David, and the withdrawal from various West Bank settlements, and the granting of Palestinian rule over West Bank cities in the Oslo Accords – although candidates might also suggest that continued building of settlements by Israelis in the West Bank, particularly under Benjamin Netanyahu, reflects a difference in this regard more than a similarity.

Question 20

(30 marks)

Outline and assess the nature and consequences of the Israeli military intervention in Lebanon.

Markers' notes:

Candidates, in answering this question, need to focus on the interventions by Israel into Lebanon that occurred in 1978 and 1982. Outlining requires candidates to provide the narrative of Israel's intervention and its outcomes, and an assessment should refer to the significance and consequences for the region of that intervention. Israel's intervention followed The Lebanese Civil War, and the PLO's establishing of bases in Southern Lebanon following their expulsion from Jordan. In outlining and assessing the nature of the intervention, candidates could reference:

- the 1978 Operation Litani was a reaction to PLO raids into Israel from Southern Lebanon; it sought to establish a 'security zone' in southern Lebanon free of PLO forces
- it involved considerable military force, and advanced to the Litani River; although most PLO forces escaped, significant numbers of civilians were killed, and over 200 000 Lebanese were forced from their homes
- although UN resolution 425 led to Israeli withdrawal and the deployment of UNIFIL, it also led to the creation of a Christian Southern Lebanon army to prevent PLO attacks on Israel
- the 1982 invasion was a much larger affair, and occurred following the continued rocket attacks from the PLO into Israel
- as well as seeking to expel the PLO from southern Lebanon, it also attacked the Bekaa Valley, where Syrian missile bases were located, and Defence Minister Ariel Sharon also sought to capture Beirut and install a pro-Israeli government
- the 1982 invasion had significant consequences for Lebanon in terms of destruction of infrastructure, civilian deaths, and displacement of peoples
- the Sabra and Shatila massacres also had significantly impacted on Israel's global reputation; they also led to protests within Israel that culminated in the resignation of Sharon and Prime Minister Menachim Begin
- The Israeli withdrawal from Lebanon (apart from retaining forces in a 15 km security zone) led to the resumption of Civil War and factional fighting in Lebanon, and the emergence of Hezbollah.

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