

ATAR course sample examination

MODERN HISTORY

SOURCE BOOKLET

Source set	Elective	Related question
1	Elective 1: Australia 1918–49	1
2	Elective 2: Russia and the Soviet Union 1914–45	1
3	Elective 3: China 1945–89	1
4	Elective 1: The changing European world since 1945	11
5	Elective 2: Australia's engagement with Asia since 1945	11
6	Elective 3: The struggle for peace in the Middle East since 1945	11

Set 1: Elective 1: Australia 1918–49

Source 1

(Photograph of Stanley Melbourne Bruce (back centre) with other Commonwealth Prime Ministers, and King George V (front, seated) at the 1926 Imperial Conference in London.)



Source 2

(Extract from an article entitled 'Chifley: Extinguishing the light on the hill' published in 2022 in the online journal 'Marxist Left Review.')

Chifley was determined to teach both the miners and the Communist Party a lesson. He feared that if the miners broke through, their gains would quickly flow on the wide sections of the working class. In the sharply intensifying Cold War atmosphere, Chifley was also determined to demonstrate that Labor was tough on the Reds. He introduced draconian legislation to seize strike funds, jailed the miners' union leaders, and ordered police raids on Communist Party offices. But it was not simply repression that broke the strike. Chifley rallied the ACTU and the other key union leaders behind him, and the miners were left isolated, to be starved back to work. Chifley floated the threat of destroying the miners' union by bringing in AWU members as scabs. To emphasise his determination, he became the first Labor leader in peacetime to send in troops to break the strike by working some of the open-cut mines. After seven weeks the miners, with their backs to the wall folded and returned to work ... Chifley, like the overwhelming majority of Labor politicians before and after him, increasingly came to identify the with interests of the Australian capitalist nation state rather than with the interests of workers.

Source 3	3
----------	---

•	Cartoon by Ted Scorfield published in the Bulletin, in 1949, with the caption 'Going my way – or full tank of petrol?'))
	For copyright reasons this image cannot be reproduced in this document but may be viewed online at the following link https://nla.gov.au/nla.obj-551909270/view?sectionId=nla.obj-553187269&partId=nla.obj-551910098#page/n4/mode/1up	

Set 2: Elective 2: Russia and the Soviet Union 1914-45

Source 1

(Photograph of former Tsar Nicholas II in custody following his abdication.)



Source 2 (Extract from 'Revolutionary Russia, 1891-1991' by Orlando Figes, published in 2014.)

For copyright reasons this text cannot be reproduced in this document but may be found in Figes, O. (2014). *Revolutionary Russia*, 1891-1991. Penguin Books, page 267, paragraph 2, sentence 6 to the end of the first sentence in paragraph 3 and page 268, paragraph 1 from "but the great terror to the end of the second paragraph.

S	<u> </u>	r	_	Δ	3

event depicting leaders of the F	eravou entitied. An Unforgettable Meeting with Stalin of a 1936 Party and the Government at the 'Presidium of the All-Union nic Persons and Engineering and Technical Workers of Heavy
following link https://www.brid	ge cannot be reproduced in this document but may be viewed online at the gemanimages.com/en/yefanov/the-unforgettable-meeting-reproduction-in-nting-1939-colour-litho/colour-lithograph/asset/178360

Set 3: Elective 3: China 1945–89

Source 1

(Mao Zedong and Chiang Kai-shek [Jiang Jieshi] in Chongqing, China, in September 1945, toasting the victory over Japan.)

For copyright reasons this image cannot be reproduced in this document but may be viewed online at the following link https://www.wsj.com/articles/the-end-of-one-china-1447434065

Source 2

(As China looks back over 30 years of economic reform, spearheaded in 1978 by late former supreme leader Deng Xiaoping in the wake of the political turmoil of the Cultural Revolution {1966-76}, a former top official in the ruling Communist Party explores why this move was needed. Bao Tong, former aide to ousted late premier Zhao Ziyang, wrote this anniversary essay from his Beijing home, where he has lived under house arrest since his release from jail in the wake of the 1989 student movement.)

Hua and Deng agreed ahead of the Third Plenum that it would look forwards rather than backwards and avoid getting tangled up in 'problems left over by history.' ... They decided that what was needed was 'unity to face the future.' ...

We were looking ahead to modernisation. But after Chen Yun and Hu Yaobang caused trouble, the members of the Party Central Committee kicked up a fuss en masse, overturning Hua and Deng's planned framework. Pretty soon, everyone had turned their attention to talking about the past, and then the debates came thick and fast.

But from the point of view of those Party Central Committee delegates sitting in the hall, it was the revolution they had never had. At least, it was the first taste they had had of liberation since Mao Zedong became the 'core' of the Party, ...

Finally, they were able to debate the rights and wrongs of Mao Zedong, and to put the case of the ordinary Chinese people without fear or shame. This was where the true creativity and life-force of the Third Plenum lay! This was how it differed utterly from previous meetings-those scripted presentations upon which the deadening of spirit lay so heavy. Finally, they had forced Deng Xiaoping to go along with this new turn of events and adapt to the change that was in the air. So Deng tossed aside the old script that had been written for him by Hu Qiaomu and asked Hu Yaobang and Yu Guangyuan to write new scripts titled 'The Liberation of Our Thought' and 'Making Full Use of Democracy,' and he sat up and took notice. The hubbub of the Third Plenum and Deng's ability to follow the mood of the meeting is worthy of study by later generations in the Communist Party, and it is a tradition that should continue.

Source	3
--------	---

Cartoon depicting Deng Xiaoping, published in The New York Times, June 1989)				
For copyright reasons this image cannot be reproduced in this document but may be viewed online at the following link https://chappatte.com/en/images/deng-xiaoping-after-tiananmen-cartoon-published-june-17-1989				

Set 4: Elective 1: The changing European world since 1945

Source 1

(Cartoon entitled 'Jekyll & Hyde – Russian Translation' published in Canada, 1956.)



Source 2 (Extract from a Time Magazine article entitled 'What Nixon Brings Home from Moscow', June 1972, commenting on the Moscow summit where the SALT agreement was signed.)

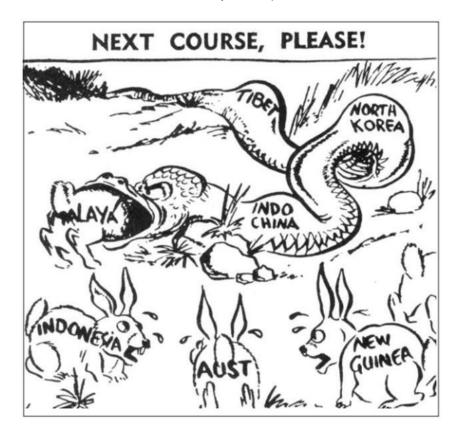
For copyright reasons this text cannot be reproduced in this document but may be viewed online at the following link https://content.time.com/time/subscriber/article/0,33009,905946,00.html Paragraphs 4 to 8

ource xtrac	e 3 et from 'The Cold War' by J.L' Gaddis, published in 2004.)
• • • • • • • • • • •	
	For copyright reasons this text cannot be reproduced in this document but may be found in Gaddis, J. L. (2007). The Cold War. Penguin Books, page 225, last sentence through to page 226, paragraphs 1 and 2.

Set 5: Elective 2: Australia's engagement with Asia since 1945

Source 1

(Cartoon published in the Catholic News-weekly, 1954.)



Source 2 (Extract from a speech by Geoffrey Blainey, 1984.)

For copyright reasons this text cannot be reproduced in this document but may be viewed online at the following link https://www.jstor.org/stable/41110843 Preview text ""The pace of Asian immigration..." through to "it may be more beneficial""

0				_	2
	OΙ	н	rc	Р	-5

For copyright reasons this text cannot be reproduced in this document but may be viewed online at the following link https://www.internationalaffairs.org.au/australianoutlook/welcome-to-australia-the-fraser-governments-approach-to-refugees/ Paragraph 1, and paragraph 2 finishing at " Australia and how they came."	tract from an articl	bublished on the Australian Institute of Inte	ernational Aπairs <i>website in</i>
	link https://www.int	nationalaffairs.org.au/australianoutlook/welcome-to-aus	stralia-the-fraser-governments-

Set 6: Elective 3: The struggle for peace in the Middle East since 1945

Source 1

(Cartoon published in the British Daily Express newspaper, 11th February 1957.)

Note: the caption reads: 'And now it gives me great pleasure to close this canal, not only to the British, French & Israeli ships – but to all ships that do not think Egypt the most advanced and wonderful nation in the world



Source 2

(Extract from a speech by Mr Tomeh, Syrian representative to the UN, to the Security Council during the 1967 debate on the adoption of Resolution 242.)

A mere review of the events which took place after the Israel aggression of 5 June would show the rightness of our, position vis-à-vis the grave situation obtaining in the Middle East and the reasons which compel my delegation not to accept the present draft resolution submitted for our consideration ...

The draft resolution under consideration ... contents itself with a mere, vague call on Israel to withdraw its armed forces and is completely silent on the systematic violation of the Council's cease-fire resolutions and the rejection by Israel of the resolutions of the General Assembly concerning the status of Jerusalem and the return of the new refugees since 5 June 1967. It is inconceivable to Syria that this draft resolution be accepted because it ignores the roots of the problem, the various resolutions adopted by the United Nations on the Palestine question and the right of the Palestinian people to self- determination, and goes further than that; it crowns all those failures by offering to the aggressors solid recognition of the illegitimate truths of their wanton aggression when it speaks of "secure and recognized boundaries".

While the Arabs are being asked to surrender, the Israelis, who ought to withdraw their forces, on the contrary are consolidating more and more their grip on the occupied territories.

Source 3

(Extract from a CIA research paper produced in 1986 entitled 'Soviet Policy towards the Middle East'.)

Nasser's death in September 1970 marked the beginning on the decline in Soviet influence in Egypt and in the Arab world in general. His successor, Anwar Sadat, did not share his view of the importance of soviet support for Egypt and resented Moscow's intrusive presence in the country ...

Over the next few years, Sadat made a decisive break with Moscow, and threw Egypt's lot in with the United States. He sent most of the Soviet military personnel stationed in Egypt home in July 1972, and deprived the Soviets of the use of Egyptian air basis and most naval facilities. Although Soviet weapons enabled Egypt to score early gains in the October 1973 Arab-Israeli war, Sadat turned to Washington at the end of the fighting to obtain a settlement with Israel. Soviet-Egyptian relations steadily deteriorated as the United States brokered Egyptian-Israeli disengagement agreements in 1974 and 1975. The process culminated in Sadat's abrogation of the Soviet-Egyptian friendship and cooperation treaty in 1976 and his decision a year later to seek a separate peace with Israel using the United States as a middleman. Within a short span, the Soviets saw their premier relationship in the Middle East – one that had taken 15 years and extensive military and economic aid to build -crumble and Washington pick up the pieces, and they were unable to do anything to prevent it.

This page has been left blank intentionally

This page has been left blank intentionally

ACKNOWLEDGEMENTS

Set 1

Source 1: [Photograph of King George V and his Prime Ministers at the 1926

Imperial Conference]. (1926). Retrieved October, 2023, from https://commons.wikimedia.org/wiki/File:ImperialConference.jpg

Source 2: Armstrong, M. (2022, Winter). Chifley: Extinguishing the Light on the

Hill. *Marxist Left Review, No. 24*. Retrieved October, 2023, from https://marxistleftreview.org/articles/chifley-extinguishing-the-light-on-

the-hill/

Set 2

Source 1: [Photograph of Czar Nicholas II taken after his abdication]. (1917).

Retrieved October, 2023, from https://commons.wikimedia.org/

wiki/File:Nikolaus_II._(Russland).jpg

Set 3

Source 2: Tong, B. (2008, December 29). A Pivotal Moment for China. Radio

Free Asia. Retrieved June, 2024, from https://www.rfa.org/english/

news/china/thirdplenum-12272008165259.html

Set 4

Source 1: Collins, J. (1956). *Jekyll and Hyde-Russian Translation* [Cartoon].

Retrieved October, 2023, from https://collections.musee-mccord-stewart.ca/en/objects/25975/il-ne-faut-pas-se-fier-aux-apparences

Set 5

Source 1: Next course, please! [Cartoon]. (1954). In V. Wall. (n.d.). Australia and

the Cold War: Some possible reasons for entering the Vietnam conflict. Retrieved May, 2016, from https://studyingthehumanities. wordpress.com/2013/07/14/australian-and-the-cold-war-some-

possible-reasons-for-entering-the-vietnam-conflict/

Set 6

Source 1: Cummings, M. (1957). Grand Opening Ceremony [Cartoon]. Retrieved

October, 2023, from https://archive.cartoons.ac.uk/GetMultimedia.

ashx?db=Catalog&type=default&fname=MC0277.jpg

Source 2: Extract from: Tomeh, G. (1967, November 22). *The Question of*

Palestine: Mideast Situation – SecCo Debate, Vote (S/RES/242) – Verbatim Record. Retrieved October, 2023, from https://www.

un.org/unispal/document/auto-insert-186124/

Source 3: Soviet Policy Toward the Middle East. (1986). Retrieved October, 023,

from https://www.cia.gov/readingroom/docs/CIA-RDP87T00787R000

400440001-4.pdf

Copyright

© School Curriculum and Standards Authority, 2024

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons <u>Attribution 4.0 International (CC BY)</u> licence.

An Acknowledgements variation document is available on the Authority website.