**EDWEST**

**MODERN HISTORY**

**Unit 3 and 4**

**End of Year Examination**

**Marking Key**

**2019**

***Disclaimer:*** *This paper was written using the SCSA Syllabus close at hand but due to the number of contexts the setter does not claim to be an expert in all areas of history. The marking guide is jut that, a guide. The responses given are more of a contextual nature rather than a prescriptive answer. Please use your professional judgment when marking the paper. You may also decide to change any or all of the sources should you find they do not suit the context or questions as you believe they should.*

**Section One: Source Analysis: Unit 3**

**Question One**

Instructions

This section has **one (1)** question made up of **five (5)** parts. Attempt **all** parts. Write your answers in the spaces provided.

Indicate below the document set you used to respond to this question.

|  |
| --- |
| □ Set 1: Australia 1918–1955 |
| □ Set 2: Russia and the Soviet Union 1914-1945 |
| □ Set 3: China 1935–1989 |

**NOTE– When marking a student’s work:**

1. Not all points necessarily need to be in an answer for the student to gain full marks.

2. Reward each salient point made by the student. Students may make different valid points of interpretation.

3. Students are expected to refer to relevant supporting evidence from the sources.

**Question 1**

**(a)** Compare and contrast the messages in **Source 1** and **Source 2**. (4 marks)

|  |  |
| --- | --- |
| * reference to the messages in Source 1 and Source 2 | 1–2 |
| * points of comparison of the message/s in Source 1 and Source 2 | 1 |
| * points of contrast of the message/s in Source 1 and Source 2 | 1 |
| **Total** | 4 |
| **Answers may include:** | |
| **Australia 1918–1955**  S1 – message – Australian women made significant contributions to the Australian Military during World War One.  S2 – message – that women were forced out of their places in the workforce by the men returning from war.  Comparable message – that women had made valuable contributions to Australia during times of war and had excelled – S1 – “Military medal…her courage and devotion…”, S2 – “women had been given responsible jobs…they were excellent at it.”  Contrasting message – S1 indicates women were acknowledged and rewarded for their contributions to the Australian war effort – “official photograph…medal from the Governor-General” whereas S2 indicates that women’s efforts and contributions were easily dismissed – “the men came back and took the jobs…women went back to the usual…jobs…we were pressured out of our jobs”. | |
| **Russia and the Soviet Union 1914-1945**  S1 – message – that women were choosing to continue with subservience rather than the equality offered by the Bolsheviks “fled from the Bolsheviks…kneeling before”  S2 – message – women had made significant contributions to the attainment of Bolshevik/Soviet power - “the front of women’s emancipation…part they played in the struggle…women in the front ranks”  Comparable message – Women were subjugated under the rule of the Bolsheviks – S1 – kneeling before the American aid workers…disintegration…empire”, S2 – “Under the old regime…women…unending labour…looked down upon”  Contrasting message – S1 –women in Russia surrendered– “fled from the Bolsheviks” result of Bolshevik influence, S2 that Bolshevik influence resulted in positive change for women – “much progress has been made” | |
| **China 1935–1989**  S1 – message – different classes on women existed in China, elite women were to be educated in a western style tradition, mixed influence on women in China – “elite young ladies of Shanghai”, European named school – “Mc Tyeire Graduating Class”  S2 – message – that women had an important and crucial role in the labour force of the new China “women to join in productive activity…equal pay, equal work…take their place on the labour front”  Comparable message – definitive role for women in China – S1 – education of the “elite” women and S2 – “utmost importance…masses of women…take her place”  Contrasting message – differentiation in the role for women – S1 the “elite” versus S2 “the masses”. S1 implies separation from other women whereas S2 emphasises “every woman…women who did not work…take their place on the labour front”. | |

**(b)** Evaluate the usefulness, in terms of strengths and weaknesses, of **Source 1** and **Source 2** as regarding changes in the role of women. (5 marks)

|  |  |
| --- | --- |
| * Provide example of a strength and weakness of Source 1 as a representation of changes in the role of women. | 1-2 |
| * Provide example of a strength and weakness of Source 2 as a representation of changes in the role of women. | 1-2 |
| * Evaluation of the usefulness of the sources | 1 |
| **Total** | 5 |
| **Answers may include:** | |
| **Australia 1918–1955**  S1 Usefulness – in reflecting the changes in the roles of women involved in war efforts, public recognition, political recognition.  Strength – official photograph, official ceremony.  Weakness – staged for a particular purpose, not indicative of the general acknowledgement of women at the time, relevant for only for a small minority of women who were involved in more direct-action role in the war.  S2 Usefulness – reflecting the change and continuity experienced by women over a longer period in different contexts – war, Great Depression  Strengths – first person recall – personal narratives, accurately reflects experiences of Australian women and overt discrimination/preference given to men.  Weakness – critical of what was accepted cultural practices at the time – preference given to males as breadwinners, personal narratives often influenced by hindsight and altered recall. | |
| **Russia and the Soviet Union 1914-1945**  S1 –Usefulness – representation of turmoil facing people within Russia with the transition to Bolshevik rule – particularly women who are the focus of the picture  Strength – taken by a relatively unbiased organisation “American Red Cross”, reflects hardships facing Russian at the time – including women  Weakness –can be considered piece of capitalist propaganda – deliberately showing the discontent over Bolshevik rule, particularly focussed on displaying women – at the same time in America, women were receiving vote etc – changing and adding to their roles  S2 – Usefulness – reflecting the changes that had occurred for many women under Bolshevik rule – “members of…Central Committee…Party…emancipation  Strength – opinions of leading female revolutionary – and wife of Lenin, outlines changes in the role of women under Bolsheviks - “progress…complete emancipation of women…front-rank women workers…builders of socialism”, accurately reflects role for women envisaged by Lenin  Weakness – author senior position within Bolshevik Party and government – significant bias, purpose of speech – “1933 Congress…Emancipation of Women” | |
| **China 1935–1989**  S1 – Usefulness – communicating the elitism and degree of westernisation occurring in pre-revolutionary China with regards to the role of some women – their role to reflect these characteristics  Strength – primary source apparently an unedited photograph recording a particular event relevant to the position and role of some women in China at the time  Weakness – very limited representation of women in China at the time – the elite and privileged  S2 – Usefulness – clear reflection of the ideological beliefs and teachings of Maoism with regards to women, accurately reflects changes in the status and role of women in China as a result of Maoism, position created for women in the new Communist state  Strength – Communicates the changes in the roles of women as a result of the revolution – the equality of women and their crucial role of in the workforce, written by the revolutionary leader himself  Weakness – Bias evident in the origins and author – revolutionary leader and teachings, obvious anti-feudalism, alternate agenda – active participation by women in the labour force absolutely crucial for the transformation of China, selected quotes published in 1967 – deliberately selected to form a particular viewpoint and opinion. | |

(c) Explain the historical context of **Source 3**. (4 marks)

|  |  |
| --- | --- |
| * Identify the focus of the source | 1 |
| * Outline the causes or events that lead to the focus of the source | 1 |
| * Provide specific details for the focus of the source, dates/events/people/place/ideas | 1-2 |
| **Total** | 4 |
| **Answers may include:** | |
| **Australia 1918–1955**  Context is the increasing significance of the role and votes of women during the Second World War. | |
| **Russia and the Soviet Union 1914-1945**  Context is the specific role for women envisaged and enforced during the Great Patriotic War by Stalin. | |
| **China 1935–1989**  Context is the continuing Communist policy of raising the status of women – occurs particularly towards the end of the Cultural Revolution. | |

**(d)**  Identify and account for the authors’ perspectives in **Sources 3** and **4** regarding the changes in the role of women. (6 marks)

|  |  |
| --- | --- |
| * articulation of the perspective of Source 3 | 1 |
| * articulation of the perspective of Source 4 | 1 |
| * analysis of the perspectives. This may include discussion of: * motives * bias * time * place * purpose | 1–4 |
| **Total** | 6 |
| **Markers’ notes:** The last part of the question ‘regarding’. Candidates must consider the perspective of the sources in terms of the theme/force of the document study.  To do this:   * articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time). * use evidence of the perspective from the source. * identify how the author shows the perspective in the source. | |
| **Answers may include:** | |
| **Australia 1918–1955**  S3 – perspective – that women have a crucial role to play in post-war reconstruction particularly in the support of men – “they have one predominant thought…where will our men find permanent employment…when this war ends” and that Labor is the party that will help achieve this.  S3 – accounted for – context of the time – midst of WW2, women more active in workforce, previous experiences of Australian women and war – WW1, upcoming federal election, biased/propaganda directed towards influencing votes  S4 - perspective – that the role and recognition of Australian women during war has been overlooked “role of women has been downplayed” and deserves to be a part of the “Anzac legend”  S4 – accounted for – direct title of the article – “The role of Australian women at War”, origins in Vogue Australia – predominantly read by women, response to a particular movement “#Thanksforserving”, author – Chair of History – academic background | |
| **Russia and the Soviet Union 1914-1945**  S3 – perspective – women deserved adoration for their role as mother – and provider of soldiers/sailors/other children during Great Patriotic War  S3 – accounted for – piece of socialist realism propaganda produced under Stalinist regime, reflects the ‘return to traditional values’ in conjunction with dual effort required in war effort  S4 - perspective – despite the commonality between Lenin and Stalin with regards to “politically backward…women” that they were largely unsuccessful in changing the status of women – “failed to fulfil the ideals of October…”  S4 – accounted for – purpose for which is it was written “Celebrating women…”, background of the author as a lecturer is history and title of paper – “…Gender and Propaganda in the Soviet Union” | |
| **China 1935–1989**  S3 – perspective – Chinese women have a valued and crucial role to play in the economy and workforce of China – “women hold up half the sky…working in construction”.  S3 – accounted for – official policy of Communist China for women to take an equal role in all aspects of society – including construction, official publication in the socialist realism style, requirements placed on artists to focus on certain beliefs and images in any artwork.  S4 - perspective – that the expected and reported changes in the roles and status of women in Communist China were in fact overstated.  S4 – accounted for – origins of publication in a feminist orientated journal, title of the article “Women’s movement…change…China” indicates a particularly focus, author’s first-hand knowledge of the status of women in China “student…China” and her doctoral studies in the field. | |

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

|  |  |
| --- | --- |
| * Articulation of the different changes in the role of women that are shown. | 2 |
| * identification of aspects of changes in the roles of women that have been omitted | 1 |
| * Evaluation of the extent to which the sources reflect the significant aspects of the changes in the role of women being depicted in the sources in terms of their impact on the context studied. | 1-3 |
| **Total** | 6 |
| **Markers’ notes:** The intent is to not have a list of what has been omitted, rather candidates need to focus on what the documents do tell them about the crisis that challenged the stability of government within the context studied and why it may have been significant to highlight that, plus what the implication/impact of that idea was on the society being studied. Candidates should include their own knowledge of the course studied to support their point of view as well as the sources provided.  **\*\*NOTE – what is not represented has not been identified as this may vary considerably depending on the emphasis of the teaching/learning programme** | |
| **Australia 1918–1955**  Value/Weighted/Judgement statement needed.  Represented  -impact of war on the roles for women – positive and negative  -changes in the status of women over time  -re-evaluation of the contribution of women to Australia/Australian history  -increasing influence of women as a voting power  -dominance of traditional roles/women as second-class to men  Omitted  -changing roles beyond the workforce  -representation of other notable women of the time  -other influences on the role of women beyond the workforce and war | |
| **Russia and the Soviet Union 1914-1945**  Value/Weighted/Judgement statement needed.  Represented  -position/importance of women in the ideology and revolutionary movement  -dual role often undertaken by women in the Soviet Union  - particular focus by Lenin on the position of women  - women as revolutionary leaders  Omitted  -different experiences of a range of women  -conflict experienced by women over the dual roles they were expected to play – particularly under Stalin | |
| **China 1935–1989**  Value/Weighted/Judgement statement needed.  Represented  -continuation of women in labour intensive roles/occupations in China  -changes in the roles for women came at the behest of the ideology and Party  -use of propaganda to exalt and confirm the position of women  -reaction against the westernization of Chinese women  Omitted  -new elite women created in China particularly during the Cultural Revolution and after  -executive positions of women in the Party  -continuity in the differing experiences between rural and urban women in China | |

**Section Two: Essay—Unit 3 25 Marks**

**Marking guide to essay answers**

**Questions 2 – 10**

|  |  |
| --- | --- |
| **Guide to marking responses** | **Marks** |
| **Thesis introductory paragraph** | |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The opening paragraph has a sentence or two outlining the ‘who’ or ‘what to be discussed in the essay. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/3** |
| **Synthesised narrative** | |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change. | 4 |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change. | 3 |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change. | 2 |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/4** |
| **Argument** | |
| Develops a sustained and sophisticated argument, which shows a depth of analysis throughout the essay that is analytical, logical and coherent. | 5–6 |
| Develops an argument, which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative. | 4 |
| Written with a sense of argument using some appropriate language of history. | 3 |
| The response contains a number of generalisations and statements that lack supporting evidence. | 2 |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/6** |
| **Supporting evidence** | |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 7–9 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5–6 |
| Some relevant and accurate evidence is provided. | 3–4 |
| Limited evidence is provided that is sometimes inaccurate or irrelevant. | 2 |
| Very limited evidence is provided or is often irrelevant or inaccurate. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/9** |
| **Conclusion** | |
| Draws the essay’s argument or point of view together. | 3 |
| Summarises the essay’s point of view. | 2 |
| Is based on the essay’s general focus. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/3** |
| **Total** | **/25** |

**Intent of the Questions**

Elective 1: **Australia 1918–1955**.

**Question 2**

Assess the impact of Labor governments and/or policies on Australia and its people.

**(25 marks)**

Students can elect to discuss Labor governments as a whole and/or particular Labour policies – note that both options require more than one example to be used. Students will generally consider the political, social and economic impact. Better students will be able to successfully differentiate between their impact on Australia as a whole as opposed to her people and that the impacts can be both constructive and destructive.

**Question 3**

Evaluate the impact of a new economic order established during the period.

**(25 marks)**

|  |
| --- |
| Students will need to clearly identify which new economic order they are referring to – singular. This could be the Great Depression, Total War Effort or ‘Men. Money, markets? Evaluate will require to make concrete weighted statements regarding the outcomes and immediate outcomes of the new economic order. During the period enables the students to select the time/periods within the unit relevant to their argument – not a litany over the time period. |

**Question 4**

Examine the extent of change and continuity experienced by Aboriginal people over the period.  **(25 marks)**

|  |
| --- |
| ‘Over the period’ will require students to demonstrate knowledge and analysis across the vast majority of the time period. The question essentially requires students to discuss situations of change for Aboriginal people and situations of continuity such as status in society, political influence, degree of marginalisation. Better students will make the summative point of analysis as to whether there was greater change or continuity evident by the end of the period. |

Elective 2: **Russia and the Soviet Union 1914-1945.**

**Question 5 (25 marks)**

Critically examine the impact of Bolshevism on different groups in society.

Students will need to clearly define what they consider Bolshevism to be, when it occurred and in what forms. Note that the discussion is not about Bolshevism as a significant idea but instead how the structures and practices of Bolshevism impacted different groups – other political parties, foreign armies. Students may confuse Leninism with Bolshevism and whilst there is a definite overlap, the focus of the question is Bolshevism. Better students will consider that the impact would be both constructive and destructive.

**Question 6 (25 marks)**

Evaluate the impact of a new economic order established during the period.

|  |
| --- |
| Students will need to clearly identify which new economic order they are referring to – singular. This could be the Collectivization, War Communism etc. Evaluate will require to make concrete weighted statements regarding the outcomes and immediate outcomes of the new economic order. During the period enables the students to select the time/periods within the unit relevant to their argument – not a litany over the time period. |

**Question 7 (25 marks)**

Debate the proposition that “the establishment of a dictatorship is necessary to secure any revolution”.

‘Debate the proposition’ requires students to argue for and against – this does not have to be done in equal parts, but the balance of their argument should be clearly identified in their thesis. Essentially the proposition is asking students to consider if there in fact must be a degree of total control in order to for any revolutionary movement or event to last beyond the initial occurrence. Students will need to discuss that whilst a degree of a dictatorship is necessary, there are also other factors needed to secure a revolution – such as effective leadership.

Elective 3: **China 1935–1989**.

**Question 8 (25 marks)**

Critically examine the impact of Dengism on different groups in society.

Students will need to clearly define what they consider Dengism to be, when it occurred and in what forms. Note that the discussion is not about Dengism as a significant idea but instead how the structures and practices of Dengism impacted different groups – other political representatives within the Party, women. Better students will consider that the impact would be both constructive and destructive.

**Question 9 (25 marks)**

Evaluate the impact of a new economic order established during the period.

Students will need to clearly identify which new economic order they are referring to – singular. This could be the reforms in agriculture, ‘Open Door Policy’ for example. Evaluate will require to make concrete weighted statements regarding the outcomes and immediate outcomes of the new economic order. During the period enables the students to select the time/periods within the unit relevant to their argument – not a litany over the time period.

**Question 10 (25 marks)**

Debate the proposition that “the establishment of a dictatorship is necessary to secure any revolution”.

‘Debate the proposition’ requires students to argue for and against – this does not have to be done in equal parts, but the balance of their argument should be clearly identified in their thesis. Essentially the proposition is asking students to consider if there in fact must be a degree of total control in order to for any revolutionary movement or event to last beyond the initial occurrence. Students will need to discuss that whilst a degree of a dictatorship is necessary, there are also other factors needed to secure a revolution – such as effective leadership.

**Section Three: Source Analysis: Unit 4**

**Question Eleven**

Instructions

This section has **one** question made up of **five** parts. Attempt **all** parts. Write your answers in the spaces provided.

Indicate below the document set you used to respond to this question.

|  |
| --- |
| □ Set 4: The changing European world since 1945 |
| □ Set 5: Australia’s engagement with Asia |
| □ Set 6: The struggle for peace in the Middle East |

**Question 11**

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

|  |  |
| --- | --- |
| * Identify the focus of the source | 1 |
| * Outline the causes or event that led to the focus of the source | 1 |
| * Provides specific details of the focus of the source, events/people/ideas/dates/places | 2 |
| **Total** | 4 |
| **Markers’ notes:**  This question is concerned with the historical context in which the source is located. The answer must focus on what is in the source and provide the surrounding ‘picture’ for that source. | |
| **Answers may include:** | |
| **The changing European world since 1945**  Context – The Cuban Missile Crisis – particularly the response to and by Americans. | |
| **Australia’s engagement with Asia**  Context – Australia’s participation in UN Peace Keeping forces particularly in Korea – 1950-1953. | |
| **The struggle for peace in the Middle East**  Context – the importance of oil in the Middle East for Western nations – economically and in terms of it being a source power – focus of 1950. | |

**(b)** Compareandcontrastthe purpose of **Source 1** and **Source 2**. (5 marks)

|  |  |
| --- | --- |
| * articulation of the purpose/s in Source 1 | 1 |
| * articulation of the purpose/s in Source 2 | 1 |
| * Identification of elements of comparison and contrast between the two sources | 1–3 |
| **Total** | 5 |
| **Markers’ notes:**  This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Candidates need to:   * identify the issue/event/subject of each source * identify the purpose of the sources * identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) * use evidence from the source to support the response. * explain how they compare (are similar) and contrast (are different) in terms of their purpose. A strong answer will integrate their comparisons and contrasts with the discussion of their purpose. | |
| **Answers may include:** | |
| **The changing European world since 1945**  Purpose S1 – to communicate to a wider newspaper via a mainstream newspaper – “New York Times” – public protests regarding the Cuban Missile Crisis and its implications,  Purpose S2 – to propose a viable and protected solution to the Cuban Missile Crises from one protagonist to another, to outline and explain the Soviet position on the crisis, to critique the actions of America  Comparable purpose – to provide different perspective of the implications of the Cuban missile crisis and propose solutions S1 - “protest…peace or perish…UN handle the Cuban Crisis” S2 “every side in this conflict shows good will…eliminate conflict…normalize situation…you and we”  -to foreground the immediate dangers – S1 “be careful…perish” S2 – “the disaster of war…anxiety and concern”  Contrasting purpose – to draw attention to the public reactions and concerns in a public forum - S1 “published in New York Times” whereas S2 whilst dealing with a public event is a private communication between the two relevant leaders “Premier Khrushchev to President Kennedy” (and their associated aides” – it is not meant for public consumption/distribution. | |
| **Australia’s engagement with Asia**  Purpose S1 – to communicate to the Australian public the peace keeping role of Australia and its participation in the UN, to assure Australian public that Australian troops were not fighting in a war but were “guard[ing] the peace”  Purpose S2 – for the Prime Minister of Australia to announce and justify the sending of Australian troops as part of the UN to Korea, to uphold the UN Charter.  Comparable purpose – to highlight the active role being played by Australian armed forces in the United Nations S1 – “Stand behind the United Nations…Guard the Peace” S2 – “Members of the Un…assistance…all British Commonwealth countries…subscribers not only in letter”. Both have a purpose to communicate Australian government beliefs and stance S1 “produced by Australian government” S2 “speech in House…by Prime Minister”  Contrasting purpose – S1 is a public directed promotion of the actions of the Australian army as well as encouraging consideration of enlistment – emphasising peace rather than war as the main goal. S2 is made in a public setting but to a much narrower audience – “House of Representatives”. S2 also has the purpose to forecast the changes in action that may be required “ready to give force and meaning”. | |
| **The struggle for peace in the Middle East**  Purpose S1 – to advertise and promote Britain’s dominance in the oil industry in the Middle East.  Purpose S2 – to formalise a common statement and declaration from the perspective of a collective of Arab nations regarding their oil resources.  Comparable purpose – to promote the Middle East as the pre-eminent oil supplying region of the world S1 “stepping up …output and…deliveries…oil and cargo jetty…largest in the world”  to define ownership and control over the oil resources S1 – “established Anglo-Iranian…secure its oil supplies” S2 “oil is an Arab resource…strengthen the economy of the Arab states”.  Contrasting purpose – S1 purpose is to confirm the British dominance over their oil supplies and resources in the Middle East “Anglo-Iranian” whereas S2 commands Arab dominance over oil supplies and resources “Arab Ministers of Finance, Economy and Oil”. | |

**(c)** Identify and explain the message of **Source 3**. (3 marks)

|  |  |
| --- | --- |
| * Explains the message of the source | 3 |
| * Outlines the message of the source | 2 |
| * Identifies an aspect of the message of the source | 1 |
| **Total** | 3 |
| **Markers’ notes:**  Look for the message of the source. To do this:   * read all the elements of the source (title/author/date/location) * identify the issue/event/subject * identify the representation or opinion being expressed * provide evidence from the source to support the response. | |
| **The changing European world since 1945**  Message – Both leaders are concerned with dealing with the perceived threats invading their “backyards” but that the USSR actually has greater threat/s than America (indicated by the size and number of the branches and how far they intrude. | |
| **Australia’s engagement with Asia**  Message – That the participation in war in Korea had enabled Australia to form close relationships with Asian nations and other members of the United Nations both as a nation and as a military contingent. | |
| **The struggle for peace in the Middle East**  Message – that American influence in the Middle East had been extremely limited through the Arab nations actions and decisions surrounding the supplies of oil and that America had possibly been “sleeping on the job”. | |

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

|  |  |
| --- | --- |
| * Identifies the element/s of contestability for Sources 3 and 4 | 1-2 |
| * Discusses the reasons for the contestability of Source 3 | 1–2 |
| * Discusses the reasons for the contestability of Source 4 | 1–2 |
| **Total** | 6 |
| **The changing European world since 1945**  S3 - issue of contestability – that the USSR was under greater threat from America and its bases than the proposed Soviet base in Cuba, that Kennedy was acting in haste – getting up out of the chair without having finished the “hints for pruning”.  S3 – alternative view – that the position and number of US bases was a direct result of the expansionist policies of the Soviet Union following WW2 and the descent of the Iron Curtain, that the threat to the USA was real and imminent and required Kennedy to act.  S4 – issue of contestability – that Americans were unaware of the true threats to them – “remove missiles from Cuba but nothing really changed…Soviets had missiles”.  S4 – alternate view – USA was well aware of the threats to them from the Soviet Union, reflected in their containment policies, doctrines and establishing of off-shore bases in Western Europe. | |
| **Australia’s engagement with Asia**  S3 - issue of contestability – that the involvement of members nations in the conflict in Korea, particularly Australia was positive and commemorative “souvenir”. It resulted in the ongoing development of Australia’s relationships regionally and globally.  S3 – alternative view – that the involvement of Australia in Korea as part of the UN force was far less about forming positive relationships between nations and more about the containment of communism and armed insurgence that threatened western democracies.  S4 – issue of contestability – that the war in Korea was a critical moment in Australian history but that public opinion and recollection did not support this idea. That the conflict resulted in the perpetuation of the Australia-Anglo military relationship.  S4 – alternate view – that the conflict in Korea was not as critical as has been interpreted in hindsight by the Military researcher. That the domination of an Australian-US military relationship was firmly established in the Korean conflict and contributed to future engagements such as Vietnam (I know this is outside the timeframe of the unit) | |
| **The struggle for peace in the Middle East**  S3 - issue of contestability – that the USA was unaware of the intention of the Arab nations to control the supply of oil, that the USA was not actively attentive to the events in the Middle East  S3 – alternative view – following the nationalization of the Suez Canal in 1956 America had been acutely aware of the increased threat of Arab unity and nationalism, USA had taken steps to have a more positive relationship with Arab nations and tempered their overwhelming support of Israel.  S4 – issue of contestability – cost/benefit of the oil resource for the Middle East, that control over oil resources has created a false sense of power and security of the Arab states.  S4 – alternate view – that control over oil had in fact created a tremendous sense of economic and regional security for many Arab states as well as giving them a fulcrum for leverage and power. | |

**(e)** Using your knowledge of the whole period of study, evaluatethe importance of the ideas and/or events represented in the **four** sources. (7 marks)

|  |  |
| --- | --- |
| * identification of the ideas/events | 1 |
| * placement of the ideas/events with the ideas/events of the broader historical context of the time. Students should be able to demonstrate a depth and breadth of knowledge of the relevant time period | 1–2 |
| * evaluation of the importance of ideas/events in relation to those of the broader historical context. | 1–2 |
| * compare/contrast what is in the sources with the other ideas/events of the time | 1–2 |
| **Total** | 7 |
| **Answers *MAY* include:**  **Markers’ notes:**  This question does not require reiteration of the messages in the sources.  Evaluate the importance of the idea/event in relation to how they are represented in the sources, relates to the other ideas/events of the whole period.  To do this:   * identify the ideas/events in the sources * evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period * refer to the long and/or short-term effects of the theme/idea/event * refer to elements of continuity and/or change evident in the theme/idea/event * candidates should be able to demonstrate a depth and breadth of knowledge for the whole time period.   **\*\*NOTE – what is not represented has not been identified as this may vary considerably depending on the emphasis of the teaching/learning programme. See the syllabus for more specific ideas/events.** | |
| **The changing European world since 1945**  The document set includes several key ideas/events, including   * Cuban Missile Crisis * Role of the UN in Cold War Crisis * Soviet Perspectives on American actions * The impact of Superpower decisions on their own people and others.   Value/Weighted/Judgement statement needed.  No need to reiterate the message in the sources  Identify the relevant ideas/events and evaluate the significance of these compared to other events or ideas.  Refer to long and short-term effects of the idea/event.  A depth and breadth of knowledge of the whole time period must be shown for full marks. | |
| **Australia’s engagement with Asia**  The document set includes several key ideas/events, including  - Conflict in Korea  - Australia’s roles in Asia  - Australia’s participation in the United Nations  Value/Weighted/Judgement statement needed.  No need to reiterate the message in the sources  Identify the relevant ideas/events and evaluate the significance of these compared to other events or ideas.  Refer to long and short-term effects of the idea/event.  A depth and breadth of knowledge of the whole time period must be shown for full marks. | |
| **The struggle for peace in the Middle East**  The document set includes several key ideas/events, including  -the oil crisis  -oil as a political weapon  -Arab nationalism and unity  -USA involvement in the Middle East  -British Imperialism in the Middle East context  Value/Weighted/Judgement statement needed.  No need to reiterate the message in the sources  Identify the relevant ideas/events and evaluate the significance of these compared to other events or ideas.  Refer to long and short-term effects of the idea/event.  A depth and breadth of knowledge of the whole time period must be shown for full marks. | |

**Section Four: Essay— Unit 4 25 marks**

**Questions 12-20**

|  |  |
| --- | --- |
| **Guide to marking responses** | **Marks** |
| **Thesis introductory paragraph** | |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The opening paragraph has a sentence or two outlining the ‘who’ or ‘what to be discussed in the essay. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/3** |
| **Synthesised narrative** | |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change. | 4 |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change. | 3 |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change. | 2 |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/4** |
| **Argument** | |
| Develops a sustained and sophisticated argument, which shows a depth of analysis throughout the essay that is analytical, logical and coherent. | 5–6 |
| Develops an argument, which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative. | 4 |
| Written with a sense of argument using some appropriate language of history. | 3 |
| The response contains a number of generalisations and statements that lack supporting evidence. | 2 |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/6** |
| **Supporting evidence** | |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 7–9 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5–6 |
| Some relevant and accurate evidence is provided. | 3–4 |
| Limited evidence is provided that is sometimes inaccurate or irrelevant. | 2 |
| Very limited evidence is provided or is often irrelevant or inaccurate. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/9** |
| **Conclusion** | |
| Draws the essay’s argument or point of view together. | 3 |
| Summarises the essay’s point of view. | 2 |
| Is based on the essay’s general focus. | 1 |
| No evidence of this criterion | 0 |
| **Subtotal** | **/3** |
| **Total** | **/25** |

Elective 4: **The changing European world since 1945**.

**Question 12 (25 marks)**

Critically examine the origins of the Cold War.

The question essentially asks students to consider where the Cold War emerged from – not in terms of a physical space (though this could be discussed) but in terms of why such a concept emerged and how it manifested itself in the early stages. Students will need to clearly define what the Cold War actually was. The focus will be on the very early stages of the unit – events, ideas, ideological differences, changing power balances etc.

**Question 13 (25 marks)**

Examine the changes in politics and economics in the Soviet Union as a result of the fall of Communism

Students will need to clearly identify at what point they consider Communism in the USSR to have fallen – generally 1990 onwards. While the content of the question is the changes in politics and economics after this point, the analysis is centred on the extent to which these occurred as a result of the fall of Communism or was there elements of change in these areas occurring before.

**Question 14 (25 marks)**

Evaluate the proposition that “ideas are more dangerous than armies”.

‘Evaluate the proposition’ will require some value/weighted statement on the extent to which the stated proposition is accurate – usually involving degrees rather than a definitive black and white response. Some students may argue that ideas are more dangerous – will clearly define one or more key ideas and elaborate on the dangers that occurred or responses that occurred as a result. Others may argue that the armies provide more of a physical threat as opposed to the psychological/intellectual threat of ideas. Better students may point out that there is a direct connection between the two in ascertaining danger.

Elective 5: **Australia’s engagement with Asia**.

**Question 15 (25 marks)**

Assess the motivations of Australia in developing cultural ties with Asia.

This question will require students to be able to clearly identify specific cultural ties Australia has with Asia and comment on the reasons/motives behind/for them. The focus of the question is on cultural ties – many students will drift into political/economic ties which is not the focus – though students may use these as impetuses for the cultural ties. Better students may point out that the balance of motivations has changed over the period – Australia initiating ties, rejecting certain ties, fostering others, reciprocating others and responding to invitations for mutual benefit.

**Question 16 (25 marks)**

Evaluate the internal and external importance of Australia’s trade with either China or Japan.

Students need to ensure they are clearly identifying with China or Japan. The question asks students to consider the importance of trade both within Australia – industrial development, resource value, reflection of social values and attitudes for example, and its external importance – foreign investment, diplomatic issues, regional security. Better students may well be able to consider the external importance beyond the immediate Asian region even with regards to only China or Japan

**Question 17 (25 marks)**

Examine the impact on Australia’s international relations as a result of her involvement in the Vietnam War.

The focus of the question is the impact of the war in Vietnam on Australia’s international relations as opposed to the internal impacts. Students should consider regional, international and global impacts. Better students will be able to consider the longer-term and wider impacts. Student should comment on the idea that the impacts were positive, negative and interconnected.

Elective 6: **The struggle for peace in the Middle East**.

**Question 18 (25 marks)**

Critically examine the role of the United Nations in the ongoing conflict in the Middle East.

This question requires students to demonstrate an understanding of the many roles of the United Nations within the Middle East conflict – beyond resolutions. Most students will limit their discussion to what the UN actually did in regard to conflict in the Middle East but the focus requires them to make a definitive assessment of the value and implications of this role. Better students may consider that the role of the United Nations was very much manipulated by member nations and its structures/regulations.

**Question 19 (25 marks)**

Assess the significance of the 1956 Suez Crisis on the main protagonists.

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| --- |
| In identifying the protagonists, students will state who they consider to be the main ones – note that a plural answer is required – i.e students must discuss more than one protagonist. In considering the significance students can consider it at the time, in the immediate aftermath and, better students may comment on the longer-term significance for those involved. |

**Question 20 (25 marks)**

Evaluate the proposition that “ideas are more dangerous than armies”.

‘Evaluate the proposition’ will require some value/weighted statement on the extent to which the stated proposition is accurate – usually involving degrees rather than a definitive black and white response. Some students may argue that ideas are more dangerous – will clearly define one or more key ideas and elaborate on the dangers that occurred or responses that occurred as a result. Others may argue that the armies provide more of a physical threat as opposed to the psychological/intellectual threat of ideas. Better students may point out that there is a direct connection between the two in ascertaining danger.

**END OF MARKING GUIDE**