

**DRAFT SAMPLE EXAMINATION MARKING KEY**  
**STAGE 3**

DRAFT

## SECTION ONE: Document study: Unit 3A

### 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 (1880s–1920s) | <input type="checkbox"/> |
| Set 2: | Australia (1920s–1950s) | <input type="checkbox"/> |
| Set 3: | Australia (1950s–1990s) | <input type="checkbox"/> |

### NOTE:

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.

## QUESTION 1

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

1880s–1920s	1920s–1950s	1950s–1990s
<ul style="list-style-type: none"><li>Sources depict the mateship and masculinity of war.</li><li>S1 describes the horrors of the front.</li><li>S2 focuses on mateship and cooperation.</li></ul> <p>Contrast:</p> <ul style="list-style-type: none"><li>S1 from people at the time, S2 painted after the war (1919).</li><li>S1 shows horror of war, S2 is an idealised painting—no death, not under fire, quite peaceful.</li><li>S1 personal points of view, S2 the patriotic point of view.</li></ul> <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"><li>S1 shows the impact of the conditions of war on Australian soldiers from a day-to-day point of view: food, water, clean clothes, washing, rotting boots, plus the physical wounds.</li><li>S2 is an idealised painting (1945), Kokoda Trail, shows the struggle of Australian servicemen during WW2 (Battle for Australia) in the jungles of New Guinea.</li></ul> <p>Contrast:</p> <ul style="list-style-type: none"><li>S1 the soldiers identify needs because of war, whereas S2 focuses on the terrain of jungle warfare.</li><li>S1 personal points of view, S2 the patriotic point of view.</li></ul> <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"><li>S1a and S2 show soldiers under fire.</li><li>S1b and S2 show the environment as the enemy.</li><li>All documents show the realism of war, but are remembered/created some time after the actual events.</li></ul> <p>Contrast:</p> <ul style="list-style-type: none"><li>S1a explicit in the way people died, S2 does not adequately show the dead.</li><li>S1b discusses the dense vegetation, S2 does not show the cover afforded by the vegetation.</li><li>S1 personal points of view, S2 the patriotic point of view.</li></ul> <p><i>Support with quotes/references.</i></p>

**(b) How reliable** are Source 3 and Source 4 as historical evidence? Refer to the sources to support your answer. (5 marks)

1880s–1920s	1920s–1950s	1950s–1990s
<ul style="list-style-type: none"> <li>Individually they are not reliable, but together they help provide a more complete picture of the prime minister.</li> <li>Reliable, in that both published at the time as a comment on PM.</li> <li>S3 is an anti-conscription cartoon. It reflects the perspective of the <i>Daily Worker</i>, a pro-worker publication which believed the conscription referendum undermined democracy, and thus it has limited reliability.</li> <li>S3 does not show the perspective of those who supported Hughes, or why he believed conscription was necessary.</li> <li>S4 is a favourable depiction of Hughes, however, as it does not give information on exactly when the photo was taken, for what publication or whether it was staged, it has limited usefulness.</li> <li>S4 depicts Hughes as a hero, supported by the Australian soldiers. The British viewed Hughes favourably, due to his desire to support the war effort to the extent of trying to introduce conscription.</li> </ul> <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> <li>Individually they are not reliable, but together they help provide a more complete picture of the prime minister.</li> <li>Reliable, in that both published at the time as a comment on PM.</li> <li>Both events (the conscription issue and Australia's new relationship with the USA) did occur/develop in 1943 so the sources could be seen as useful views of these events.</li> <li>Perspectives are different. In S3 the PM is meek, humble, begging. S4 he is an equal with USA. S3 shows the PM weak whereas S4 shows him stronger e.g. Curtin did go 'cap in hand' re-conscription to the ALP (note 'worker') which was against conscription in WW1. It does not show he succeeded. Answers might debate whether he also went 'cap in hand' to the USA.</li> <li>Some might also comment on the civilian suit compared to MacArthur.</li> <li>Reliability also raises issue of bias and role of Bulletin for S3.</li> </ul> <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> <li>Individually they are not reliable, but together they help provide a more complete picture of the prime minister.</li> <li>Reliable, in that both published at the time as a comment on PM.</li> <li>S3: Cartoon from 1966, PM Holt rides in the pocket of President Johnson of the USA. Johnson portrayed as 'Australian', but both seem unaware that they are leaping off a cliff into the unknown called Vietnam. Does not show the independent actions of the Australian government to go to Vietnam in an effort to keep US interest in SE Asia, nor the other reasons for going to Vietnam. Does reflect a growing awareness by some in Australia that all was not well with the war and our commitment to it. Does reflect a section of public opinion on events.</li> <li>S4: Holt standing behind LBJ, some would say in a subservient pose of head bowed. The source introduces the idea that perhaps the USA and Australia are not on an equal footing in their alliance.</li> </ul> <p><i>Support with quotes/references</i></p>

**(c) Account for the impact of war as indicated in Source 5. (4 marks)**

1880s–1920s	1920s–1950s	1950s–1990s
<ul style="list-style-type: none"> <li>• S5 refers to the impact of WWI on the economy.</li> <li>• The source indicates that the price of goods required in the war effort; metals, coal, chemicals and leather increased, probably due to increased demand.</li> <li>• The price of food increased which could also be linked to number of males in rural communities that went to war affecting the workforce.</li> <li>• Account: Companies such as BHP flourished as they filled the gap left after the Trading with the Enemy Act stopped imports of resources from Germany. Wheat and Wool Boards were established by the federal government to ensure the supply of essential resources and counter the fluctuating prices. Shortages of workers occurred.</li> </ul> <p><i>Support with statistics</i></p>	<ul style="list-style-type: none"> <li>• S5 refers to the significant contribution of women during WW2 compared to 1933.</li> <li>• Relatively smaller numbers in the armed services.</li> <li>• Conclusion is that WW2 had an impact on the number of men and women in employment and the nature of that employment.</li> <li>• Account: 1930s—delineation of nature of work for men and women (not at war). 1940s—WW2 saw men volunteer and later were conscripted to the armed services therefore were not available to help meet needs of ‘total war’. Role of propaganda and Commonwealth government legislation in getting men and women to enlist and women to assist on the homefront.</li> </ul> <p><i>Support with statistics</i></p>	<ul style="list-style-type: none"> <li>• S5 refers to Vietnam War and the changes in domestic public opinion.</li> <li>• Generally, people supported the war in the beginning.</li> <li>• Statistics show public opinion changing the longer the war continued, although unlikely to alter voting in the late 1960s.</li> <li>• Account: Public opinion began to change due to: <ul style="list-style-type: none"> <li>○ the conscription issue, the SOS movement and student protest</li> <li>○ the public seeing what was occurring in Vietnam on televisions and in newspaper photographs</li> <li>○ the TET offensive</li> <li>○ debate on the US alliance</li> <li>○ the war dragging on for so long without a resolution in sight etc.</li> </ul> </li> </ul> <p><i>Support with statistics</i></p>

**(d) Identify and discuss** the authors' perspectives in Source 6 and Source 7 of Anzac Day. (6 marks)

1880s–1920s	1920s–1950s	1950s–1990s
<ul style="list-style-type: none"> <li>S6 and S7 offer different perspectives on the importance of the ANZAC Legend.</li> <li>S6: Perspective is that the Anzac Legend still has 'special spiritual significance for Australians'; that it is a positive influence that unites the generations; commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory'.</li> <li>The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item.</li> <li>S7: Perspective is that the legend is 'mythical' and had been deliberately 'elevated' romanticises the notion of Australian identity with that of the legend "soil....."</li> <li>S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election.<sup>9</sup> It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage Listing and expending Commonwealth funds for protecting these locations.</li> </ul> <p><i>In responding to this question students may use a variety of approaches and refer to their own time context.</i></p>	<ul style="list-style-type: none"> <li>S6 and S7 offer different perspectives on the importance of the ANZAC Legend.</li> <li>S6: Perspective is that the Anzac Legend still has 'special spiritual significance for Australians'; that it is a positive influence that unites the generations, commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory'. The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item.</li> <li>S7: Perspective is that the legend is 'mythical' and had been deliberately 'elevated' romanticises the notion of Australian identity with that of the legend "soil....."</li> <li>S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election. It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage Listing and expending Commonwealth funds for protecting these locations.</li> </ul> <p><i>In responding to this question students may use a variety of approaches and refer to their own time context.</i></p>	<ul style="list-style-type: none"> <li><i>S6 and S7 offer different perspectives on the importance of the ANZAC Legend.</i></li> <li><i>S6: Perspective is that the Anzac Legend still has 'special spiritual significance for Australians'; that it is a positive influence that unites the generations, commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory'.</i></li> <li><i>The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item.</i></li> <li><i>S7: Perspective is that the legend is 'mythical' and had been deliberately 'elevated' romanticises the notion of Australian identity with that of the legend "soil....."</i></li> <li><i>S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election. It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage listing and expending Commonwealth funds for protecting these locations.</i></li> </ul> <p><i>In responding to this question students may use a variety of approaches and refer to their own time context.</i></p>

(e) 'War has always had a cohesive effect on Australian society.'

**Evaluate** the **extent** to which the seven sources accurately reflect this statement. (6 marks)

1880s–1920s	1920s–1950s	1950s–1990s
<ul style="list-style-type: none"> <li>The quote is very simplistic.</li> <li>The sources do not solely support the view that war had a cohesive effect on Australian society during this time period.</li> <li>S2, 4 and 6 suggest that war created unity and a sense of identity that all Australians should be proud of. S2 and S6 refer specifically to the ANZAC Legend, the ideals of mateship, sacrifice and gratitude.</li> <li>S3 and S5 provide insight into some of the divisions in society, referring to the labour movement and inflation. The General Strike and the tension between workers and employers reinforce these views.</li> <li>The initial enthusiasm for the war effort is not identified with both electoral candidates, Cook and Fisher, pledging support to Britain's efforts.</li> <li>The divisive effects of conscription politically for the ALP as well as the impact on society e.g. Irish Catholics versus Protestants is not referred to.</li> <li>Tensions within families and communities that lost members are glossed over.</li> <li>The longer term strains on the economy associated with the war loans are also ignored.</li> <li>Whilst the ANZAC Legend did create a stronger Australian identity, women were excluded, as were people of non-Australian or British descent such as Germans.</li> <li>S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context, it can be a cohesive force for future generations.</li> </ul>	<ul style="list-style-type: none"> <li>The quote is very simplistic.</li> <li>Sources 1,2, and 6 give some indication of how WW2 united soldiers despite the conditions of war, '<i>race against time</i>', '<i>tough mentally</i>', '<i>struggles against terrain</i>'...</li> <li>Sources 4 and 5 show how Australians united together or with their allies to meet the needs of war.</li> <li>However, Source 3 shows that not all Australians felt at one with Curtin over conscription and Source 7 questions the manipulation of the legend under which the soldiers of WW2 fought.</li> <li>Areas of cohesion—generally accepting war time restrictions, support for PM Curtin, united against the enemy...</li> <li>During WW2, Australians were not always so cohesive—examples might include: censorship and press criticism, aliens' loss of liberties often race related, propaganda, American military in Australia often resented and led to events such as the 'Brisbane Riots', plus the race issue of black American troops, rationing was resented, but accepted—led to the black market, strikes in 1940/41 and consequent government legislation.</li> <li>S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context it can be a cohesive force for future generations.</li> </ul>	<ul style="list-style-type: none"> <li>The quote is very simplistic.</li> <li>S6 identifies the Anzac Legend as being a link throughout generations of Australians—thus making war a cohesive force. It could be argued that S5 indicates cohesion due to the public opinion polls showing a lack of concern about conscription and the Vietnam War as election issues, as well as a majority believing that we should keep our troops in Vietnam at the beginning of the conflict.</li> <li>S3 and 4 indicate that not all people in Australia believed that Australia should be allied quite so closely with the USA and follow them into war. S5 could also be used to demonstrate that public opinion began to swing away from the Government on the issue of Vietnam and our involvement.</li> <li>The divisive effects of conscription, the protest movement, the debate over the US alliance are not shown, but hinted at in S5.</li> <li>S1 and S2 do not reflect cohesion as they are focussed on depicting the war—not its effects on society.</li> <li>S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context it can be a cohesive force for future generations.</li> </ul>



## SECTION TWO: Essay

This section has **THREE** questions. Attempt **ONE (1)** question only.

**Note 1:** The time period the student refers to must be the same as the one they responded to in Section One.

**Note 2:** The following marking guide is generic and thus is suitable for all of the alternative questions available to students in Section Two.

**Note 3:** It is expected that markers would **assign marks holistically** using the following criteria to assist them in assigning a range of marks.

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GUIDE TO MARKING RESPONSES	MARKS
<b>Introduction</b>	<b>/4</b>
Introductory paragraph comprising some context relevant to the area/topic of the essay, definition of any terms in the question, a proposition/thesis statement and an outline of the narrative/thematic structure of essay.	[3-4]
A few sentences outlining the theme of the essay and including a simple proposition.	[2]
A sentence or two outlining the 'who' or 'what' to be discussed in the essay.	[1]
No introduction to essay provided	0
<b>Evidence used to support statements, lines of argument</b>	<b>/9</b>
Extensive use of detailed and accurate evidence used in a manner that assists critical analysis and evaluation.	[7-9]
In responding to an essay instruction of <i>debate</i> or <i>evaluate the proposition</i> , historical evidence is used to argue for and against a view/proposition. Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen arguments.	
Use of accurate evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	[5-6]
Mainly accurate evidence is used to support some lines of argument.	[4]
Evidence is used, some is accurate and there are few generalisations in the essay.	[3]
Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence.	[2]
Very limited use of evidence and the response is mainly a series of generalisations.	[1]
No supporting evidence, OR	0
All generalisations and/or statements made without supporting evidence, OR	
All evidence is incorrect.	
<b>Complexity of discussion/argument</b>	<b>/6</b>
Displays a high level of sophistication in the construction, development and depth of a logical argumentative discussion and analysis. Demonstrates an understanding of the complexity of events.	[5-6]
Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events.	[3-4]
A simple chronological narrative with minimal content about cause, action and reaction.	[1-2]
Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity.	0
<b>Conclusion</b>	<b>/2</b>
Draws essay's argument or point of view together.	[2]
Very superficial conclusion, or vaguely summarises with use of clichés such as 'In conclusion...' or one that just repeats the proposition stated in the introduction.	[1]
No conclusion given.	0
<b>Communication skills</b>	<b>/4</b>
A sophisticated, well-written and well constructed argument using appropriate language of history. Sound use of the conventions except where expression is enhanced by defying conventions.	[4]
Accurate and relevant use of historical terms. Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay.	[3]
Has some relevant use of historical terms, but is unable to express ideas with clarity of meaning.	[2]
Limited reference to historical terms. Poor literacy skills may interfere with the ability of the marker to understand the response (as evidenced by very poor spelling, grammar, failure to use capital letters correctly and poor sentence and paragraph structure).	[1]
Response is mainly unable to be understood by the marker.	0
<b>TOTAL</b>	<b>/25</b>

## SECTION THREE: Document study: Unit 3B

### QUESTION ONE

#### Instructions

This section has **ONE (1)** question made up of **FOUR (4)** 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: | Ideas that shaped the Russian Revolution      | <input type="checkbox"/> |
| Set 5: | Ideas that shaped the Chinese Revolution      | <input type="checkbox"/> |
| Set 6: | Ideas that shaped the Cold War in Europe      | <input type="checkbox"/> |
| Set 7: | Ideas that shaped conflict in the Middle East | <input type="checkbox"/> |

### NOTE:

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.

### Question 5

(a) **Compare** and **contrast** the message conveyed in Source 1 and Source 2. (6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<p><b>Compare</b></p> <ul style="list-style-type: none"> <li>S1 and S2 refer to the central role of Lenin between 1917 and 1921. They both refer to the political war (the shadowy truck filled with soldiers in S1, Lenin as commander-in-chief in S2) as a method for Lenin to achieve his vision. Both sources also refer to the ideal of an industrialised nation.</li> </ul> <p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>S1 depicts Lenin in a positive light leading Russia towards a new society.</li> <li>S1 suggests he is a great leader.</li> <li>S2 suggests Lenin's success was a result of his opponent's shortcomings and their limited vision. It also questions Lenin's capacity to rule Russia.</li> <li>S2 states he was 'never a great statesman'.</li> <li>Style and tone are very different.</li> </ul> <p><i>Support all points with quotes/references</i></p>	<p><b>Compare</b></p> <ul style="list-style-type: none"> <li>S1 and S2a and b refer to the central role of Mao in establishing Communist rule over China.</li> </ul> <p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>S1 depicts Mao favourably, showing him as friendly, almost jovial whilst the Yen'an people look on admiringly. A father figure with his 'family' around him—suggesting he is protective of his people.</li> <li>S2a claims Mao was responsible for the death of tens of millions of Chinese. It implies he sought this result and that he was bloodthirsty.</li> <li>S2b also claims he caused the death of millions through his inability to work with people he saw as rivals.</li> <li>Style and tone are very different.</li> </ul> <p><i>Support all points with quotes/references</i></p>	<p><b>Compare</b></p> <ul style="list-style-type: none"> <li>Both sources are commenting on the Marshall Plan: <ul style="list-style-type: none"> <li>a) its perceived impact</li> <li>b) the motivations behind it.</li> </ul> </li> <li>Both consider the impact of the USA on post-war Europe.</li> </ul> <p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>S1 is critical of all aspects of the Marshall Plan whereas S2 describes it in positive terms.</li> <li>Motive of US in S1 seen as self-serving.</li> <li>S2 focuses on the benefits the Marshall Plan provided to client countries.</li> </ul> <p><i>Support all points with quotes/references</i></p>	<p><b>Compare</b></p> <ul style="list-style-type: none"> <li>Both sources are commenting on the Suez Crisis of 1956.</li> <li>Both sources are to an extent acknowledging the triumph of Nasser.</li> </ul> <p><b>Contrast</b></p> <ul style="list-style-type: none"> <li>S1 is critical of Nasser and Egypt's actions and motives in nationalising the Suez Canal, whereas S2 shows Nasser as responding to events and the actions of other countries.</li> <li>Motive of Nasser in S1 seen as self-serving, S2 focuses more on the questionable motives of Britain.</li> <li>S1 looks at the role of the individual whereas S2 looks at the inevitability of the conflict through historical movements.</li> </ul> <p><i>Support all points with quotes/references</i></p>

**(b) Explain** the historical context of Source 1 and Source 2 – that is the relevant events, people and actions depicted or represented in the sources.  
(7 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<ul style="list-style-type: none"> <li>• S1 and S2 refer to the events of 1917 through to 1921.</li> <li>• After the abdication of the Tsar, Russia was ruled by a Provisional Government scheduled to end with the formation of the Constituent Assembly.</li> <li>• When it became evident that the Bolsheviks would not win the majority, Lenin and Trotsky staged a coup.</li> <li>• Negotiations on the B-L Treaty lead to the Civil War in which The Red Army, led by Trotsky, was victorious over the White forces.</li> <li>• Simultaneously Lenin began implementing his ideals via decrees.</li> <li>• Lenin modified Marxism.</li> <li>• He initially introduced State Capitalism then War Communism to ensure supplies to the Red Army (including grain requisitioning and extra rations for workers) and then NEP.</li> <li>• Lenin used the Cheka as a means of controlling the domestic community.</li> </ul>	<ul style="list-style-type: none"> <li>• S1 refers specifically to the 1950s whilst S2a and b reflect on Mao's impact up to 1976.</li> <li>• After the communists gained power, uniting China, Mao began putting into place his ideas for a communist economy/society e.g. the Agrarian Reform Law in 1950, Five Year Plans beginning 1953, the creation of communes in 1958 culminating in The Great Leap Forward—rapid industrialisation using modern and traditional methods.</li> <li>• Mao launched the Hundred Flowers campaign. Some historians view this as a means to flush out Mao's critics.</li> <li>• Problems with food production and the withdrawal of Russian assistance contributed to the failure of this movement.</li> <li>• In 1959, Mao was replaced as Chairman of the Republic by Liu Shaoqi.</li> <li>• In 1966, as Chairman of the CCP, Mao launched the Cultural Revolution against revisionists. The Red Guards caused chaos until they were brought under control by the army in 1968.</li> </ul>	<ul style="list-style-type: none"> <li>• The division of Europe post war (Yalta and Potsdam). The perceived Soviet expansion—creation of a 'buffer zone'. Fear of Stalin's intentions.</li> <li>• The sources focus on the impact of Superpower foreign policy on Europe.</li> <li>• The sources also focus on the economic foreign policy of the USA (the Marshall Plan).</li> <li>• Kennan Long Telegraph and Churchill's Fulton speech leading to formulation of Truman Doctrine.</li> <li>• Intervention in Greece 1947. George Marshall as Secretary of State—describe key features of Marshall Plan (economic aid with strings attached). Eastern bloc countries ineligible.</li> <li>• Soviet response to Marshall Plan (link to S1) 'dollar imperialism' and formation of Comecon.</li> <li>• Consequences—(link to S2) important pillar in containment policy, shored up Western alliance.</li> </ul>	<ul style="list-style-type: none"> <li>• The strategic importance of Suez Canal; British and French stake in its operation.</li> <li>• Rise of Nasser (1954 takes power) and Arab nationalism. US involvement: agreed funding of Aswan dam then withdrawn due to Nasser's arms deal with Eastern bloc country.</li> <li>• Nasser nationalises canal (July 1956) as response (ostensibly to raise revenue). Britain (leader—Eden), France (De Gaulle) and Israel (Ben Gurion) organise meeting at Sevres—hatch plan. Israel invades Sinai—Great Britain and France land troops to create 'buffer zone' (Oct 1956).</li> <li>• US angry as not informed and looks hypocritical given criticism of USSR in Hungary. Eisenhower puts pressure for withdrawal—uses diplomatic (UN) and economic measures.</li> <li>• Eden announced ceasefire in Nov, Great Britain and France pulled out Dec 1956 and Israel left Sinai March 1957. Replaced by UN peacekeepers. Eden resigned.</li> </ul>

**(c) Account for the different perspectives presented in Source 1 and Source 2.** Your answer may include discussion of purpose, motive, place and time. (6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<ul style="list-style-type: none"> <li>S1 is a pro-Bolshevik poster that uses simple imagery to celebrate the vision of Lenin. This is an example of agitprop to generate support amongst the population, in this case the urban working class, whilst the Bolsheviks secured their position during the early years of the revolution.</li> <li>S2 is written from the perspective of a modern Western historian who is attempting to explain why Russia succumbed to Leninism. Its purpose is to show that the rise of Leninism was partly the responsibility of the fractured nature of the Provisional Government, whilst suggesting the contempt that Lenin had for the state of Russia's development enabled Lenin to justify the destruction he unleashed.</li> <li>For top marks, students need to tie the answer together; e.g. on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing.</li> </ul>	<ul style="list-style-type: none"> <li>S1 is a pro-Communist/Mao poster, a piece of art/propaganda produced by a body created by the CCP.</li> <li>Its purpose is to show Mao as one who listens to all Chinese, despite their ethnicity, thus unifying China.</li> <li>S2a is from a Taiwanese newspaper, thus it represents a Nationalist perspective, published at the time of Mao's death. It emphasises the tragedy caused by Mao's 'illegal' regime comparing him to Hitler and Stalin.</li> <li>S2b is a traditional western perspective of Mao that makes him responsible for the style of government prior to 1976. Written in 1979, when Sino-American relations had improved, it suggests there are talented men in China who the west could tolerate.</li> <li>For top marks, students need to tie the answer together; e.g. on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing.</li> </ul>	<ul style="list-style-type: none"> <li>S1 is being used as propaganda by the Soviet Union. The aim is to attack the Marshall Plan directly and thus the USA and its post-war policies indirectly.</li> <li>S2 is written by an historian aiming to assess and explain the Marshall Plan and place it within the appropriate context (although is still in the business of getting published/selling books). However it is very pro-American (see last paragraph).</li> <li>Nationalities of authors and the side of the Cold War fence on which they sat are different.</li> <li>S2 has the benefit of hindsight, is able to take a long-term view on importance of Marshall Plan.</li> <li>For top marks students need to tie the answer together; e.g. on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing.</li> </ul>	<ul style="list-style-type: none"> <li>S1 is a cartoon appearing in a British Newspaper. As such it will seek to embody public opinion to an extent (as newspapers need to make money). S2 is an historian aiming to assess and explain events (although is still in the business of getting published/selling books). The title of the book may suggest a pro Arab emphasis.</li> <li>Nationalities of authors different; come from both sides of the conflict.</li> <li>S1 published at a time (1957) when embarrassment of Suez still felt strongly in Britain. S2 has the benefit of hindsight (1987), may have had access to government documents, and is able to take a long-term view on the validity and importance of actions and events.</li> <li>For top marks need to tie the answer together; on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing.</li> </ul>

- (d) Using your knowledge of the whole period of study, **evaluate** the importance of the ideas, issues and/or events represented in the sources.  
(6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<ul style="list-style-type: none"> <li>Both sources focus on the idea of Leninism, and the importance of leaders in bringing about change.</li> <li>These themes are central to Russian history between 1900 and the 1940s.</li> <li>Lenin pursued his ideas despite opposition from the existing regime, the Russian population and his party. Even as late as October 1917 the party was divided over the method for taking over Russia.</li> <li>Without Lenin's determination the Bolshevik party would have been relegated to history by the Constituent Assembly.</li> <li>Pipes is correct in identifying the lack of unity within Russia that Lenin was able to exploit to his advantage.</li> <li>However the ideas of Lenin, his methods (particularly the use of force) and the subsequent rule of Stalin did not go unopposed. This opposition in turn made Lenin's successor, Stalin, paranoid and his coercive measures became more extreme resulting in millions of citizens dying through famine and the terror unleashed through the NKVD.</li> <li>Students may refer to the historical debate on the ideas and issues raised by the sources.</li> </ul>	<ul style="list-style-type: none"> <li>Both sources focus on the issue of Mao's leadership, his central role and style. Both parts of S2 also focus on the impact of this leadership for the millions of Chinese who died.</li> <li>The second issue is of particular importance for individuals and in particular those who opposed Mao, such as Liu Shaoqi.</li> <li>There are significant events such as the Cultural Revolution that are not considered, nor are the ideas of Mao discussed—his particular interpretation of Marxism for China's situation.</li> <li>The relative success of initial collectivisation is hinted at in S1 however the problems associated with the Great Leap Forward are not dealt with.</li> <li>The conflict within the CCP over the direction of the post-revolutionary society are hinted at however the sources do not go beyond 1976 and investigate the direction China has taken after Mao's death under Deng.</li> <li>The sources do not refer to impact on women, education and rural society.</li> <li>Students may refer to the historical debate on the ideas and issues raised by the sources.</li> </ul>	<ul style="list-style-type: none"> <li>The issue evident in both sources is the impact of superpower foreign policy on the Cold War (clash with Communism and Comecon).</li> <li>Success of the Marshall Plan—strengthened alliances and caused strains in the Eastern bloc (e.g. Berlin).</li> <li>Marshall Plan shown as an important reason for the West winning the Cold War—made communism less attractive, prevented it spreading at a time when it was still politically appealing in some countries.</li> <li>For top marks, students would have to compare importance of economic factors with other key themes of the Cold War (impact of flashpoints, political factors, leadership, propaganda and fear).</li> <li>Students to weigh up the importance of Marshall Plan as part of the US policy of Containment. Idea of Capitalism (economic aid) being used to wage Cold War (clash with Communism and Comecon).</li> <li>Students may refer to the historical debate on the ideas and issues raised by the sources.</li> </ul>	<ul style="list-style-type: none"> <li>The issue in both sources is the importance of the Suez Crisis/1956 War with reference to: strengthened <i>Arab Nationalism</i> and continued rise of Nasser (most important), the increased role played by Cold War Superpowers in the lead up to and events of the crisis (and the increased strategic importance of the Middle East in their geo-political struggle), the decline of the old imperial powers (Britain and France), Israel's intervention increasing tension and sowing the seeds for 1967 war.</li> <li>For top marks, students would have to compare importance of the Suez Crisis with not only other flashpoints (1948, 1967, 1973 etc) but with other key themes such as the rise of Zionism, efforts for peace etc. They would have to make a well argued judgement as to why Suez was an important event and just how important it was within the context of the area of study.</li> <li>Students may refer to the historical debate on the ideas and issues raised by the sources.</li> </ul>

## SECTION FOUR: Essay

This section has **THREE** questions. Attempt **ONE (1)** question only.

**Note 1:** The context the student refers to must be the same as the one they responded to in Section One.

**Note 2:** The following marking guide is generic and thus is suitable for all of the alternative questions available to students in Section Two.

**Note 3:** It is expected that markers would **assign marks holistically** using the following criteria to assist them in assigning a range of marks.

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GUIDE TO MARKING RESPONSES	MARKS
<b>Introduction</b>	<b>/4</b>
Introductory paragraph comprising some context relevant to the area/topic of the essay, definition of any terms in the question, a proposition/thesis statement and an outline of the narrative/thematic structure of essay.	[3-4]
A few sentences outlining the theme of the essay and including a simple proposition.	[2]
A sentence or two outlining the 'who' or 'what' to be discussed in the essay.	[1]
No introduction to essay provided	0
<b>Evidence used to support statements, lines of argument</b>	<b>/9</b>
Extensive use of detailed and accurate evidence used in a manner that assists critical analysis and evaluation. In responding to an essay instruction of <i>debate</i> or <i>evaluate the proposition</i> , historical evidence is used to argue for and against a view/proposition. Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen arguments.	[7-9]
Use of accurate evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	[5-6]
Mainly accurate evidence is used to support some lines of argument.	[4]
Evidence is used, some is accurate and there are few generalisations in the essay.	[3]
Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence.	[2]
Very limited use of evidence and the response is mainly a series of generalisations.	[1]
No supporting evidence, OR All generalisations and/or statements made without supporting evidence, OR All evidence is incorrect.	0
<b>Complexity of discussion/ argument</b>	<b>/6</b>
Displays a high level of sophistication in the construction, development and depth of a logical argumentative discussion and analysis. Demonstrates an understanding of the complexity of events.	[5-6]
Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events.	[3-4]
A simple chronological narrative with minimal content about cause, action and reaction.	[1-2]
Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity.	0
<b>Conclusion</b>	<b>/2</b>
Draws essay's argument or point of view together.	[2]
Very superficial conclusion, or vaguely summarises with use of clichés such as 'In conclusion...' or one that just repeats the proposition stated in the introduction.	[1]
No conclusion given.	0
<b>Communication skills</b>	<b>/4</b>
A sophisticated, well-written and well constructed argument using appropriate language of history. Sound use of the conventions except where expression is enhanced by defying conventions.	[4]
Accurate and relevant use of historical terms. Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay.	[3]
Has some relevant use of historical terms, but is unable to express ideas with clarity of meaning.	[2]
Limited reference to historical terms. Poor literacy skills may interfere with the ability of the marker to understand the response (as evidenced by very poor spelling, grammar, failure to use capital letters correctly and poor sentence and paragraph structure).	[1]
Response is mainly unable to be understood by the marker.	0
<b>TOTAL</b>	<b>/25</b>

Stage 3 Exam – Modern History	Section One: Unit 3A Document Study Question 1					Section Two: Unit 3A Essay Questions			Section Three: Unit 3B Document Study Question 5				Section Four: Unit 3B Essay Questions			
Content organisers	1a	1b	1c	1d	1e	2	3	4	5a	5b	5c	5d		6	7	8
Historical thinking and methodology																
• Constructing historical inquiry																
• Interpreting, analysing and synthesising information	✓	✓	✓	✓	✓				✓	✓	✓	✓				
• Communicating findings	✓	✓	✓	✓	✓				✓	✓	✓	✓				
Working with historical narrative																
• Elements of a society at the start of the period			✓		✓	✓	✓	✓		✓		✓		✓	✓	✓
• Key people, ideas, events over the period					✓	✓	✓	✓		✓		✓		✓	✓	✓
• Consequences of continuity and change over the period					✓	✓	✓	✓		✓		✓		✓	✓	✓
Historical explanation and representation																
• Explanations and representations of the past	✓	✓		✓	✓				✓		✓	✓				
• Understanding perspectives	✓	✓		✓					✓		✓	✓				