



# **MODERN HISTORY**

## **Sample examination 2016**

### **Marking Key**

Marking keys are an explicit statement about what the examiner expects of candidates when they respond to a question. They are essential to fair assessment because their proper construction underpins reliability and validity.

**Section One: Source Analysis-Unit 3****25% (25 Marks)****NOTE: When marking a candidate's work:**

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

**Question 1****(25 marks)**

- (a) Compare and contrast the messages of
- Sources 1 and 2.**

**(4 marks)**

| Description  | Marks    |
|--|----------|
| Reference to the messages in Source 1 and Source 2   | 1–2      |
| Points of comparison of the message(s) in Source 1 and Source 2  | 1        |
| Points of contrast of the message in Source 1 and Source 2   | 1        |
| <b>Total</b>   | <b>4</b> |
| <b>Markers' notes:</b> Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support message. |          |

Answers may include:

**Australia 1918–1955**

Source 1 gives the message that John Curtin had time for the USA, specifically in this photograph US General Douglas MacArthur. He appears very interested in what MacArthur has to say. Source 2 conveys the message that whilst Curtin was at times assumed to be politically weak, he was well respected and a thoughtful and genuine leader. The source has the message that there was much to admire about Curtin and his leadership of the time period, specifically when WWII broke out - and that both those within and outside of the Labor party believed this.

Both sources are positive in message and nature, highlighting Curtin's ability to politically work with others and harbour relationships with others. The photograph highlights Curtin working with the USA during WWII, an event that Source 2 states that solidified Curtin as 'genuine national figure'.

Source 2 indicates that there were issues that Curtin had to 'fix' when he became leader of the ALP, specifically the damage done by the party's split. Source 1 does not focus on that period at all, limited as it is to a photograph of a snapshot in time, March 1942.

**Russia 1914–1945**

Source 1 gives the message that Lenin is a celebrated and loved leader who has had many 'faces' to the Russian people. The message is a positive one, demonstrating that he has been involved in affecting change for the Russian people, as evidenced by the photos used in the collaged V. It also implies that Lenin is still critical to changing and shaping Russia, even five years after his death, invoking the Cult of Lenin. Source 2 is not so positive in message. It is a review of Lenin that highlights his brutality and single minded determination to succeed in what he wished to achieve, 'He never had any doubt that he knew the right path and could lead the party along it'.

Whilst both sources focus on Lenin and his impact on Russia, they are in fact looking at different parts of his personality. Source 1 focuses on his continued impact on change in Russia and Source 2 on the more brutal side of Lenin and how he achieved his objectives, 'Lenin had a strong streak of ruthlessness and cruelty'.

**China 1935–1989**

Both sources refer to the first years of the People's Republic of China.

The message of Source 1 is that Chairman Mao Zedong will oversee the development and prosperity of the new Communist nation. The elevated position of Mao Zedong, in the foreground of the poster, supported by the war hero, Zhu De, indicates his prominence. Mao is also associated with the rapid progress of industrial and power construction. Source 2 emphasises the revolutionary nature of the new PRC and changes such as land reform, marriage reform, control over inflation and the stabilisation of the war torn economy. Directed by the new regime, Chinese society was 'undergoing renewal'.

Both sources provide an idealistic view of the developments immediately after the 1939 Revolution. Source 1 provides an orderly image overseen by two friendly and powerful leaders. Source 2 simply describes social and economic reform without analysis of the difficulties and violence that occurred during their implementation. In contrast, Source 1 emphasises the role of the Chairman in China's development, while Source 2 refers to the Communist Party as the agent for change.

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Sources 1** and **2** as representations of political leadership. (5 marks)

| Description   | Marks    |
|---|----------|
| Provide example of a strength and weakness of Source 1 as a representation of leadership  | 1–2      |
| Provide example of a strength and weakness of Source 2 as a representation of leadership  | 1–2      |
| Evaluation of the usefulness of the sources   | 1        |
| <b>Total</b>  | <b>5</b> |
| <b>Markers' notes:</b> Higher marks should be awarded to candidates who look at <b>both</b> the strengths and weaknesses of the sources provided in terms of how they are representative of political leadership. |          |

Answers may include:

**Australia 1918–1955**

Source 1 demonstrates Australia's relationship with the USA during WWII, a relationship that Curtin was responsible for engineering, and highlights his political acumen. As a photograph however it is limited in what it can tell us about the interactions that were occurring during the time. What we glean from it has more to do with the date provided than what the image actually shows us, as two people meeting.

Source 2 however, as an overview of Curtin's qualities as a political leader, is far more useful. It describes his leadership in terms of skills and attributes so that we gain an understanding of who Curtin was. It does hint at both positive and negative traits of his leadership, giving it a sense of balanced view point.

The usefulness of the sources comes from them being investigated together. The photo of Source 1 then is reinforced by Source 2 as a way of demonstrating visually what is being said about Curtin's political leadership on the international level.

**Russia 1914–1945**

Source 1 with its implication that Lenin is still critical to changing and shaping Russia even five years after his death, invoking the Cult of Lenin and allows us to see how even post death Lenin was being used to develop/mould the political landscape of Russia by other leaders. Its usefulness is not for us understanding Lenin's leadership but Stalin's instead and how he went about shaping Russia politically by using the Cult of Leninism.

Source 2 and its usefulness lies in it being a secondary source and therefore somewhat more reliable and able to give a more balanced point of view. It does highlight both Lenin's strengths as a leader and also how ruthless he was, therefore depicting traits perhaps less desirable in a Leader.

Overall, source two would be more useful as a representation of political leadership as it mentions skills and attributes of leadership in a way that we can measure/evaluate the effectiveness of.

**China 1935–1989**

Source 1 is a Chinese propaganda poster, one of millions created by the regime to glorify Chairman Mao, other important leaders as well as CCP policies. Characterised by an idealised setting, strong and purposeful characters and a clean, flourishing environment, the poster promoted government ideology. In the case of Source 1 the emphasis was on the importance of the Chairman in 'building the new China'. In 1950 the new government was educating Chinese people on Maoist ideas. The use of industrial development and hardworking citizens was replicated in many different scenes in rural China, in schools, homes and hospitals. The ideology promoted in the poster relates to the era of socialist transformation under the strong leadership of the Chairman. The poster does not reflect the reality of the violent struggle with members of Chinese society who did not support the communist revolution.

The usefulness of Source 2 by Mackerras can also be questioned. As a secondary source, in a textbook, the historian has not provided a balanced overview of the issues and events during the early years of the People's Republic. Several reforms and successes achieved by the new regime are described but there is little balance in the narrative. There is no reference to the repression used against the counter revolutionaries and the execution of landlords in rural areas. The stubborn persistence of traditional attitudes toward women after the marriage laws is also ignored. The author also omitted to comment on the growth of a political dictatorship, merely stating that a 'new political system was set up'. Widespread surveillance, rabid anti-foreign propaganda, political re-education and the involvement in a costly war in Korea were also features of the early years of the PRC.

There are issues of usefulness with both of these sources, one is a political tool for the government and the other presents a biased uncritical narrative about the early years of the Communist government in China, therefore neither are critical of the political leadership of Mao in that time.

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

| Description  | Marks    |
|--|----------|
| Identify the focus of the source   | 1        |
| Outline the causes or events that lead to the focus of the source  | 1        |
| Provide specific details for the focus of the source, dates/events/people/place/ideas  | 1–2      |
| <b>Total</b>   | <b>4</b> |
| <b>Markers' notes:</b> This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance. |          |

Answers may include:

**Australia 1918–1955**

The late 1940s were a time of turmoil in Australian politics as Chifley introduced or was hounded by several troubling policy decisions that some saw as very socialist in development. The Nationalisation of the Banks was the first when Chifley announced in 1947 that he would Nationalise all Federal Banks. This was seen by many Australians as the beginnings of Communism, something that many were significantly concerned about post WWII. This made it easier for the opposition of the time to make a connection between the Labor party and communism. Whilst the Nationalisation of the Banks was eventually dismissed when it was challenged in the courts, the damage had begun with voters, led by the very Banks themselves.

Four years post WWII, Chifley still insisted that petrol rationing was required in Australia, leading to oil companies thinking ill of Chifley as well. Petrol rationing was not popular with voters, and the oil companies ran a campaign against Chifley's government. The High Court ruled the petrol rationing regulations, in place since 1940, were invalid.

The Chifley government was accused by the opposition as being soft on Unions, drawing a link between this and socialism as the Chifley government pushed the courts to regulate the working week to 40 hours per week. Business owners argued that productivity could not be sustained if this were to happen.

The Chifley government chose to go to election at the end of 1949, choosing to go to the people on his record, tarnished as it was. Menzies offered the voters child endowment payments, the suppression of communism, the re-introduction of compulsory military training, an end to petrol rationing and substantial tax cuts. Menzies won the 1949 election 74 seats to 47.

**Russia 1914–1945**

In the 1930s, Stalin began to remove anyone who he suspected of opposing him. These attempts to remove any opposition became known as the Purges. At first the Purges concentrated upon technical experts, who Stalin blamed for the failures of the First Five Year Plan. They were accused of sabotage and there was a series of trials in 1930–31. In 1932 more than 800,000 members of the party were expelled, but the real Purges began with the murder of Sergei Kirov in December 1934. He was the Communist Party leader in Leningrad and he may well have been murdered on Stalin's orders because he had become too popular. The Purges lasted from 1934 to 1938; at least 7,000,000 people disappeared.

The leading Bolsheviks were given 'Show Trials', where they forced to confess to ridiculous crimes which they could not possibly have committed. They were accused of sabotage and treason and of murdering Kirov. The aim of the Show Trials was to get rid of all the Old Bolsheviks who knew the truth about Lenin and Stalin. They all confessed to the crimes that they were accused of, usually because they were told that their families would be left alone if they did. Stalin also wanted to destroy the reputation of Trotsky. The results of the trials were announced to the world. Altogether, 35 of the leading Old Bolsheviks were executed in 1936–1938.

The Red Army lost almost all its experienced officers. In 1941 it stood no chance against the German army. Science and technology suffered as new inventions ceased. Stalin prevented development in some areas by clinging to outdated ideas. Industry suffered because managers were unwilling to try anything new. Literature, art and music were all stifled. Only Stalin's favourite form of art, Socialist Realism, was accepted. This showed workers striving to create the Soviet Union. By eliminating older figures, Stalin was able to promote younger men who owed their success to him. This made them completely loyal.

**China 1935–1989**

Deng Xiaoping, the new leader of China, disbanded communes, allowed farmers to freely sell their products and introduced profit incentives for factories. It was called 'Socialism with Chinese characteristics', a wonder of rhetoric. The task faced by Deng was twofold: to promote modernisation while preserving the ideological unity of CCP and its control of the difficult process of reforms. Deng believed that it was only through a centralised Government that reforms could be made however, he did believe that China could become very strong economically if some of the restraints placed on its economic growth by previous leaders were removed. Deng believed that profit was okay, as long as it was socialist profit. Deng gradually opened markets in the countryside and then in the cities. He continued government planning and state enterprises but opened more markets as he felt the political situation permitted. But immediately after becoming the preeminent leader he threw open wide the doors to foreign study.

Deng believed that the chaos in the century before the Communists took power in 1949 and the chaos of the decade of the Cultural Revolution had stymied economic growth, and he was determined to keep the country stable even if it required the use of force to put down protests. He believed that how much a country moved toward democracy depended on how stable the political situation was. He made some moves to grant more freedoms than Mao had, but when public demonstrations interfered with the movement of people in the centre of Beijing he sent in unarmed troops. When this failed to bring order he told his troops to do what was necessary to maintain peace. Several hundred people were killed on 4 June 1989 in his effort to maintain stability.

- (d) Identify and account for the authors' perspectives in **Sources 3** and **4** regarding the political leadership of the identified leader. (6 marks)

| Description  | Marks    |
|--|----------|
| Articulation of the perspective of Source 3.   | 1        |
| Articulation of the perspective of Source 4  | 1        |
| Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> <li>• motives</li> <li>• bias</li> <li>• time</li> <li>• place</li> <li>• purpose.</li> </ul>   | 1–4      |
| <b>Total</b>   | <b>6</b> |
| <p><b>Markers' notes:</b> 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.</p> <p>To do this:</p> <ul style="list-style-type: none"> <li>• articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time).</li> <li>• use evidence of the perspective from the source.</li> <li>• identify how the author shows the perspective in the source.</li> </ul> |          |

Answers may include:

**Australia 1918–1955**

The author's perspective regarding the leadership potential in Source 3 is that Menzies will overcome the hurdles that Australia currently faces; petrol rationing, communism and socialism, and will win the race to have a 'free Australia'. This is only to be expected given that the source is a pre-election advert promoting Menzies in the 1949 election as opposed to Chifley. It highlights the weaknesses (as perceived by the Liberal government) of the Labor government and wants to remind the Australian public of them too. The advert makes a direct link from the Labor Party (and Chifley himself in the cartoon) to the idea of socialism as a scaremongering tactic. There is also an attempt to link Menzies with having superior political leadership qualities as he clears the 'hurdles' easily and with space to spare whilst Chifley runs beside them, intimating that he is making no attempt to overcome what are perceived to be problems in Australia at the time.

The author's perspective in Source 4 regarding the political leadership of Chifley is one of almost admiration for what Chifley had managed to accomplish, mainly keeping dissent for his actions limited within the party. As a secondary source written 60 years after the events it entails, the author attempts to highlight the issue and provide clarity about Chifley's actions and what impact those decisions had 'was justified as unique action in unique circumstances to counter a political strike engineered by enemies of Labor'.

**Russia 1914–1945**

The author's perspective regarding the political leadership of Stalin is one of horror and condemnation over what Stalin has done in terms of the Purges and his use of terror. This is to be expected given the cartoonist is stated as being in exile, presumably because they disapprove of Stalin and what he is attempting to achieve in Russia at this time. This is their attempt to bring about (international) public outrage through implying that Russia's changes and modernisation (the pyramids are one of the seven wonders of the world), is being done on the back of violence and the blood and lives of the Russian people.

The author of Source 4 has clearly articulated how Stalin is a great leader and revered by all as he links Stalin closely with Lenin and creates the impression he is following what Lenin had planned for Russia. The author helped to build the link Stalin created between the Cult and Leninism to himself in order to justify why he (Stalin) led like he did. The pamphlet, written to celebrate Stalin's birthday, would be unlikely to have anything negative to say about Stalin. Additionally, the book containing the pamphlet was written in 1930 during the Purges and the author risked being purged rather than published, which makes what the author has to say somewhat untrustworthy as a comment on Stalin's leadership.

**China 1935–1989**

The cartoonist's perspective in Source 3 is that Deng's push to have China grow economically comes at the expense of the people of China. In terms of leadership, this is hypocritical as he allows freedom for the sake of making money but does not allow true political and social freedom. Showing Deng as a modern day business man larger than life shows that he is leading the charge to modernise China and create economic opportunities for the people. By showing the Chinese people as small and literally under his feet, the cartoonist is trying to convey how Deng is causing issues for the rural Chinese worker as they abandoned the land to move to cities to find work that they are unskilled in. There is also the allusion to the fact that Deng used force when the people tried to claim more political and social freedom that Deng wanted them to have, they are still 'easily squash-able' for the CCP. As this cartoon is published in the New York Book Review, an implied bias against Deng would be assumed.



The perspective of the author of Source 4 is not flattering. They believe that Deng has not necessarily achieved positive change for China and all of her people. The implication is that whilst businesses may have prospered by Deng's new policies, the ordinary Chinese worker perhaps hasn't and that Deng and his political leadership are responsible for the suppression of workers and the rise of capitalism once more. This is reinforced with the mention of the events at Tiananmen Square. As this extract came from an international socialist organisation in the 1990s, such criticism should be expected as Deng did dismantle some fundamental tenants of Communism with his policies and allowed Capitalism to flourish in some parts of China, and encouraged the CCP to continue to do so even after he had supposedly retired in 1992.

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

| Description  | Marks    |
|--|----------|
| Articulation of the different aspects of political leadership that are shown.  | 2        |
| Identification of aspects of political leadership that have been omitted.  | 1        |
| Evaluation of the extent to which the sources reflect the significant aspects of the appropriate leaders being depicted in the sources in terms of their impact on the context studied.  | 1–3      |
| <b>Total</b>   | <b>6</b> |
| <b>Markers' notes:</b> 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 leadership within the context studied and why it may have been significant to highlight that, plus what the implication/impact of that leadership 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. |          |

Answers may include:

### Australia 1918–1955

The four sources span a period prior to WWII to just after. It is obviously a small period to focus on in terms of political leadership, however it highlights the unique leadership qualities of Curtin in addressing internal issues such as reconfiguring the Labor Party post its split to ensure that it is a strong political party once more, and then how he became to be seen as a true national leader of the people during the second part of WWII, and on the international stage. This is almost contrasted with how Chifley is depicted and spoken about as one who perhaps caused his own political woes and hence lost office in 1949, as well as providing initial insight into what was looming in terms of the red scare of the 1950s.

Sources 3 and 4 certainly focus more on Chifley's issues and 'battles' more than Sources 1 and 2 do for Curtin given that the only mention of the struggles Curtin had were to do with re-unifying his political party. Candidates may, based on this line of reasoning, believe that Curtin can be seen as the more distinguished/celebrated leader and therefore demonstrate the better or stronger leadership qualities required in the time period.

### Russia 1914–1945

The four sources collectively depict the deification of Lenin and to some degree (Source 4) Stalin, as well as death to all who opposed them and their total control. This set of sources clearly demonstrates the power struggle of political leadership in Russia and the USSR for these two leaders. Candidates may point out that given the time period, they were the only two prominent political leaders in Russia and the USSR. Candidates may point out that there is no specific mention of other political rivals and how they were dealt with. However, given the context of the four sources and how they depict the use of power and force to achieve the leader's aims, it can be said that it was the use of violence that had such an impact on the society being studied.



**China 1935–1989**

The four sources collectively depict the leadership of Mao and Deng with Sources 1 and 2 being complimentary of Mao's leadership in the early 1950s, and Sources 3 and 4 being critical of Deng's leadership in the latter part of the time period, the late 1970s to 1980s.

Sources 1 and 2 focus on the early 1950s, and do not cover all aspects of Mao's leadership across the time he was in power, but do demonstrate that he was establishing himself very early on after the CCP came into power, as a leader who was in control and the leader who would lead China to a better way of life. Without sources depicting how Mao moved forward through his time as leader such as the 100 Days Flower Movement and the GLP, there is a limited view that can be gained from these two sources about Mao's political leadership over the course of his time in power, creating a one dimensional image of him.

As Deng's policies were almost a direct contradiction to Mao's, a very different leadership style is demonstrated, but perhaps there are elements that are in common, such as the use of violence and suppression to get the outcomes that each leader wanted. The unflattering portrayal of Deng in the two sources allows us to perhaps overlook the fact that Deng did a significant amount to modernise and 'fix' China post Mao and the GLP.

## Section Two: Essay-Unit 3

25% (25 Marks)

**Marking guide to essay answers**  
**Questions 2–10**

| GUIDE TO MARKING RESPONSES  |              |
|---|--------------|
| <b>Thesis introductory paragraph</b>  | <b>Marks</b> |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.   | 3            |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.  | 2            |
| The paragraph gives a general indication that the topic is understood and includes a simple proposition.  | 1            |
| 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            |
| <b>Total</b>  | <b>3</b>     |
| <b>Synthesised narrative</b>  | <b>Marks</b> |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.  | 4            |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.  | 3            |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.  | 2            |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.   | 1            |
| No evidence of this criterion.  | 0            |
| <b>Total</b>  | <b>4</b>     |
| <b>Argument</b>   | <b>Marks</b> |
| Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.   | 5–6          |
| Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.  | 4            |
| Written with a sense of argument using some appropriate language of history.  | 3            |
| The response contains a number of generalisations and statements that lack supporting evidence.   | 2            |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.   | 1            |
| No evidence of this criterion.  | 0            |
| <b>Total</b>  | <b>6</b>     |
| <b>Supporting evidence</b>  | <b>Marks</b> |
| 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            |
| <b>Total</b>  | <b>9</b>     |
| <b>Conclusion</b>   | <b>Marks</b> |
| 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            |
| Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.   | 1            |
| Little to no attempt at providing a conclusion.   | 0            |
| <b>Total</b>  | <b>3</b>     |
| <b>Total marks</b>  | <b>25</b>    |

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

Argue for and against the proposition that:

‘Changes to economic circumstances were the main factor leading to significant divisions within Australian Society.’

**Markers’ notes:**

Candidates, teachers and markers need to note that the question asks for **both** sides of the proposition to be argued, therefore candidates who do this will score higher. Candidates who only agree or disagree with this proposition will not score as highly.

The question does not require candidates to cover the entire time period, so markers should not penalise if candidates do not do this. However, better answers would demonstrate some depth of understanding across the time period, so if they do, candidates should be rewarded.

Candidates should identify the economic changes that occurred during the time period, namely ‘Men, Money and Markets’, as well as the depression and post war reconstruction and perhaps even social welfare changes.

Candidates would then need to relate how each of these economic changes led to, or didn’t lead to, changes that were divisive in nature within Australian Society.

The nature of the question requires candidates to demonstrate both sides of the proposition. Therefore they should provide a counter argument to it being economic changes that caused the divisions; Australia’s foreign policy for example leading to divisions in society, or immigration post WWII, the impact and rise of communism and its influence on the political landscape post WWII to name a few.

**Question 3****(25 marks)**

Assess changes during the period in the way in which Australians have perceived themselves and have been perceived by others.

**Markers’ notes:**

Candidates, teachers and markers need to note that the question asks for **both** self perception during the time period, as well as how Australians were perceived by others, therefore candidates who do this will score higher. Candidates who only write about one perception should not score as highly.

Candidates should touch on the syllabus dot point that addresses significant ideas of the time period such as the ANZAC legend, nationalism, Activism (involving both women and ATSI), immigration and the tensions between urbanisation and rural development when discussing how Australians perceived themselves.

When looking at how Australians were perceived by others, candidates could choose to look at the changing nature and significance of Australia’s foreign policy such as involvement in the 1919 Peace Conference, League of Nations, and the 1926 Imperial Conference, through to WWII and just after with a seeming switch of alliances to the USA and then Australia’s role in the UN, and the ANZUS and SEATO agreements.

Ultimately, candidates need to make a judgment/assessment as to the extent to which self perception and external perception changed over the time period studied, which requires more than simply a discussion of examples of either change or continuity, but a linking of these examples to an argument.

**Question 4****(25 marks)**

Evaluate the impact of communism as a significant idea in Australia during the time period studied.

**Markers' notes:**

This question requires candidates to articulate their knowledge of the rise of Communism and its impact and influence on the political landscape post WWII (syllabus dot point 9), and evaluate whether or not it was a significant idea during the period of study, as well as what impact it had on Australia.

In the course of the evaluation, candidates may choose to state that it was not the most significant idea during the period in question but they must discuss it and demonstrate their understanding of Communism during the latter part of the time period being studied. Candidates may choose to look at it as one of many significant ideas as the question does not preclude that as the phrasing is 'as a significant idea', implying that more than one exists.

In the end, candidates must decide on the level of impact the idea of Communism had on Australia during the time period and justify their decision. Candidates who do this, or attempt to do this, should be rewarded with higher marks.

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

Argue for and against the proposition that:

'Changes in economic circumstances produced the greatest impact on the lives of the people.'

**Markers' notes:**

Candidates, teachers and markers need to note that the question asks for **both** sides of the proposition to be argued, therefore candidates who do this will score higher. Candidates who only agree or disagree with this proposition will not score as highly.

Candidates will probably use the narrative details of the syllabus to describe the changes in economic circumstances: War Communism, NEP, creation of the USSR (to a small degree), 5 Year Plans and how they contributed to state control of the economy, and the forced rural collectivisation. Candidates will need to link these economic changes to their impact on the lives of the Russia people.

Given that both sides of the proposition are to be debated, candidates will also need to discuss other significant ideas that had an impact on the Russian people such as the Civil War, international impacts of WWI and WWII, the social and cultural impact of Bolshevism and Stalin's Cultural Revolution, the Purges and the Great Terror to name a few.

In the end, candidates must decide on the level of impact that changes in economic circumstances had on the Russian people during the time period and justify their decision. Candidates who do this, or attempt to do this, should be rewarded with higher marks.

**Question 6****(25 marks)**

Assess the extent to which international influences were significant in creating change within Russia and the Soviet Union throughout the time period studied.

**Markers' notes:**

Candidates choosing this question may choose to state that it was generally not international influences that created change within Russia and the USSR during this time period. Candidates will, however, need to identify and assess the role WWI and WWII had on creating change within Russia and the USSR to demonstrate that they were of little significance within the broader scheme of things.

Candidates may then discuss what other influences there were and why they were more significant in creating change (see dot point 6 in the syllabus).

Ultimately, candidates need to make a judgment as to the extent to which this was the case, which requires more than simply a discussion of examples of either change or continuity, but a linking of these examples to an argument. Candidates who attempt to do this should be rewarded with higher marks.

**Question 7****(25 marks)**

Evaluate the impact of autocracy as a significant idea in Russia during the time period studied.

**Markers' notes:**

This question requires candidates to articulate their knowledge of the rise of Autocracy and its impact and influence on the development of Russia and the USSR and weigh up whether or not it was a significant idea during the period of study, as well as what impact it had on the country.

In the course of the evaluation, candidates may choose to state that it was not the most significant idea during the period in question but they must discuss it and demonstrate their understanding of Autocracy during the time period being studied. Candidates may choose to discuss it as one of many significant ideas as the question does not preclude that as the phrasing is, 'as a significant idea', implying more than one exists.

In the end, candidates must decide on the level of impact the idea of Autocracy had on Russia and the USSR during the time period and justify their decision. Candidates who do this, or attempt to do this, should be rewarded with higher marks.

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

Argue for and against the proposition that:

‘Changes in economic circumstances produced the greatest impact on the lives of the people.’

**Markers’ notes:**

Candidates, teachers and markers need to note that the question asks for **both** sides of the proposition to be argued, therefore candidates who do this will score higher. Candidates who only agree or disagree with this proposition will not score as highly.

Candidates may use the narrative details of the syllabus to describe the changes in economic circumstances such as the creation of a Communist State and the economic reforms (1950–1957) that included the GLF, including the role of communes, methods of production and the difficulties faced by workers and peasants. Candidates may also choose to look at Dengism and the economic reforms post 1978. Candidates will need to link these economic changes to their impact on the lives of the Chinese people.

Given that both sides of the proposition are being asked to be debated, candidates will also need to identify other significant ideas that had an impact on the Chinese people such as the Civil War and the international impacts of WWII and Chinese involvement in Cold War Asia, the social and cultural impact of Maoism, and Mao's Cultural Revolution to name but a few.

In the end, candidates must decide on the level of impact changes in economic circumstances had on the Chinese people during the time period and justify their decision. Candidates who do this, or attempt to do this, should be rewarded with higher marks.

**Question 9****(25 marks)**

Assess the extent to which international influences were significant in creating change within China throughout the time period studied.

**Markers’ notes:**

Candidates undertaking this question could choose to discuss Chinese involvement in the Cold War and relations with the USA in the Korean Conflict (1950–1953) and the nature and practice of China's subsequent international relations, particularly post Mao when Deng creates ‘Socialism with Chinese Characteristics’ /socialist market economy (Syllabus dot point 8).

Some candidates, if not most, will address this question as one that demonstrates that whilst international relations had an impact, it was possibly marginal when compared to other ideas/influence. Candidates may then discuss what other influences there were and why they were more significant in creating change (see dot point 5 & 7 in the syllabus). Candidates will need to acknowledge that there was an impact from international influences somewhere in their answer to address the question.

Ultimately, candidates need to make a judgment as to the extent to which this was the case, which requires more than simply a discussion of examples of either change or continuity, but a linking of these examples to an argument. Candidates who do this, or attempt to do this should be rewarded with higher marks.

## Question 10

(25 marks)

Evaluate the impact of nationalism as a significant idea in China during the time period studied.

**Markers' notes:**

This question requires candidates to articulate their knowledge of the rise of Nationalism and its impact and influence on the Chinese people and weigh up whether or not it was a significant idea during the period of study, as well as what impact it had on China.

In the course of the evaluation, candidates may choose to state that it was not the most significant idea during the period in question but they must discuss it and demonstrate their understanding of Communism during the time period being studied. Candidates may choose to look at it as one of many significant ideas as the question does not preclude that as the phrasing is, 'as a significant idea', implying more than one exists.

In the end, candidates must decide on the level of impact the idea of Nationalism had on China during the time period and justify their decision. Candidates who do this, or attempt to do this, should be rewarded with higher marks.

**Section Three: Source Analysis-Unit 4****25% (25 Marks)**

## Question 11

(25 marks)

**NOTE: When marking a candidate's work:**

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources

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

| Description   | Marks    |
|---|----------|
| Identify the focus of the source  | 1        |
| Outline the causes or event that led to the focus of the source   | 1        |
| Provides specific details of the focus of the source, events/people/ideas/dates/places  | 2        |
| <b>Total</b>  | <b>4</b> |
| <b>Markers' notes:</b><br>This question is concerned with the historical context in which the source is located<br>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:**

The key context of the source are the wars that occurred in the former Yugoslavia in the early-mid 1990s. These conflicts were multipolar in nature. Following declarations of independence by Slovenia and Croatia in 1991, several conflicts broke out between different ethnic groups, including Croats fighting Bosnians in Eastern Croatia, and a short conflict between the Serbian Army and Slovenia. However, the longest conflict, and the one with arguably the most suffering, was that between Croats, Bosnian Muslims, and Serbs in what became Bosnia-Herzegovina. The extent of ethnic mixing within Bosnia-Herzegovina produced widespread warfare between largely unofficial military forces following Bosnia's declaration of independence in 1992 following a vote (which was boycotted by the Serb component of the population). The Serbs declared their own independence, and sought to remove non-Serbs from areas where they dominated. The capital, Sarajevo, was besieged by Bosnian Serb forces for over three years. Whilst atrocities and victims occurred on all sides, it was the Bosnian Muslims who largely suffered the most. The UN provided a substantial 'peacekeeping' force (UNPROFOR) in 1994, and NATO aircraft were available to conduct airstrikes at UNPROFOR's request. However, this force was either unwilling or unable to prevent ethnic cleansing (conducted mostly, but not exclusively, by Serbs), institutionalised rape, and genocidal massacres (such as at Srebrenica, where over 8000 men were executed) on a large scale. The wars continued until December 1995, when the Dayton Accords were signed, bringing an end to the conflict (although further conflict involving Serbia and Kosovo was to occur in 1999). In terms of key people, candidates are likely to mention Slobodan Milosevic (President of Serbia), Ratko Mladic (leader of the Bosnian Serbs), Bill Clinton (US President), and possibly Franjo Tudjman (Croatian leader).

**Australia's Engagement with Asia:**

The photograph shows Gough Whitlam meeting with Mao Zedong following his election victory in 1972. Having already visited China whilst opposition leader in 1971, Whitlam had declared his intention to chart a different course from the Liberal government, and recognise Communist China as the official government of China, on the basis that the previous policy made no sense, and that pursuing good relations with Communist China was likely to have positive economic consequences. Whitlam had been condemned for this intention by the previous government, and elements of the conservative press, following his earlier visit, although Nixon's subsequent decision to visit China largely neutralised this criticism, and in fact had the effect of making the liberal government look somewhat foolish, and Whitlam as being more in tune with the changing geopolitical environment. This change in policy towards China was part of a range of changes in foreign policy direction. Having finalised the withdrawal of Australian troops from Vietnam, and ended the White Australia policy which was seen by some as having a negative impact on our relations with Asian nations, Whitlam recognised the communist regime on mainland China as the 'official' China, deploying an ambassador early in 1973, and undertaking this official visit in late 1973, demonstrating Whitlam's and Australia's apparent new standing within the region.

**The struggle for peace in the Middle East:**

The photograph shows Palestinian Refugees fleeing areas now controlled by the Israelis, following the UN vote on Israel independence in May 1948 and Arab-Israeli war which followed. The events leading to the UN vote included the British mandate over Palestine granted in April 1920, three years after the Balfour Declaration which promised the establishment of a Jewish national home, though this was compromised by the 1939 MacDonald White Paper which sought to restrict Jewish immigration to Palestine in the face of Arab resistance. As Britain attempted to deal with the various pressures from Jewish and Arab sources the problems of Jewish refugees who had been displaced during the holocaust (and of anti-Semitism in various forms in western countries), worldwide sympathy for the Jewish people in the light of the wartime events and pressure from the United States led the British Government to seek an end to its commitment to the area by referring the issue to the UN. The latter, in November 1947, resolved on the partitioning of Palestine into two states, one Jewish and one Arab. The Jews

accepted the decision even though it gave them a smaller homeland than they desired but the Arabs threatened to resist partition by force. After a period of small scale warfare the British mandate ended on 14 May 1948 and the state of Israel was declared from midnight on 15 May. This precipitated an armed struggle, which was won by Israel, which increased Israeli territory well beyond that established by the partition plan. One of the major effects of this was the expulsion (or voluntary departure) of over 700 000 Palestinian refugees into surrounding Arab nations, including Lebanon, Syria, the West Bank (then controlled by Jordan) and Gaza (then controlled by Egypt). However, these refugees were not given citizenship of the countries into which they fled, resulting in the gradual emergence of (effectively) permanent refugee camps. These became one of the main sources of tension that continued throughout the period, becoming one of the main issues that has prevented a stable peace from being established.

(b) Compare and contrast the purpose of **Sources 1** and **2**. (5 marks)

| Description   | Marks    |
|---|----------|
| Articulation of the purpose of source 1   | 1        |
| Articulation of the purpose of source 2   | 1        |
| Identification of elements of comparison and contrast between the two sources   | 1–3      |
| <b>Total</b>  | <b>5</b> |
| <p><b>Markers' notes:</b></p> <p>This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Candidates need to:</p> <ul style="list-style-type: none"> <li>• identify the issue/event/subject of each source</li> <li>• identify the message of the sources</li> <li>• 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)</li> <li>• use evidence from the source to support the response.</li> </ul> <p>Explain how they compare (are similar) and contrast (are different) in terms of their purpose.</p> <p>A strong answer will integrate their comparisons and contrasts with the discussion of their purpose.</p> |          |

Answers may include:

#### **The Changing European world since 1945:**

The purpose of Gorbachev's speech is clearly to present the Soviet Union as a country that no longer will enforce its will on the Eastern European states it has hitherto controlled. Being a speech to the UN, it aims to convince the world that the Soviet Union of the present and future is very different to the Soviet Union of the past, and, as such, increase support for the Soviets globally.

The purpose of the photo is less clear. Some may suggest that the photo is designed to show that the UN is taking effective action in the conflicts of the former Yugoslavia, rather than simply standing by. However, it could also be contended that the photo, with its empty streets and bombed out buildings, combined with the caption 'Sniper's alley', portrays the UN as ineffective in carrying out the role it has been assigned.

In terms of points of comparison, if candidates take the 'positive' view of the photo, both sources aim to portray contemporary Europe in positive terms, and both seek to justify the actions being taken (by Gorbachev in Source 1, and by the UN in Source 2). It could be argued

that both aim to alleviate concerns of the wider world about the capability of each organisation to carry out its purposes/policies. In the case of the Soviet Union, to continue its policies of open-ness and democratisation, and for the UN, to function effectively to prevent conflicts and bloodshed.

In terms of contrast, the aim of the speech is clear and obvious in the language used by Gorbachev, whereas the purpose of Source 2 lies very much in how it is used as it is simply a photograph. Candidates might also focus on the sense in which Source 2 could be seen as criticism of the impotence of the UN to contrast with the positive purpose of the Source. Also, being different source types, there is clear difference. The purpose of Source 1 could be seen to point to either positive or negative actions being currently undertaken, whereas Source 2 aims to outline the new policy of the Soviet Union, and thereby contrast it with the old.

### **Australia's engagement with Asia:**

Evatt's speech to parliament in Source 2 outlines the nature of the government's positive attitude towards nationalist movements in Asia following the end of WWII, and deals with the accusation that such movements are in fact cover for communist objectives. Being a speech to parliament, Evatt is aiming to convince both the members of that parliament, and the wider nation (given that such a speech would presumably be widely reported in the press) that such movements should be supported rather than opposed, on the basis that they are themselves opposed to communism. There might also be the secondary purpose of ensuring that Labor's support for such movements is not associated with it being in some way 'soft' on communism (an allegation that was regularly levelled at the ALP government in this time). Evatt says that failure to support such movements will in fact only help the communist cause, which reinforces the aim of gaining widespread acceptance of the government's support for post-colonial movements, notably in Indonesia.

The Source 1 photograph of Mao with Whitlam is in all likelihood a staged, official photograph, taken with the approval of both leaders. Whitlam's intention is presumably to show his leadership in a positive light, as someone who will be very different from the current old, tired administration, who will stride the world stage, and establish good relations with important global political figures. Some candidates might also suggest that the structure of the photograph, with Whitlam towering over Mao, would present Whitlam as a powerful, strong leader. Candidates might also suggest that the photograph could be used negatively, in that a conservative newspaper might use it to suggest a leader who is too friendly with ideological opponents, and that this represents a security danger to Australia in a Cold War environment.

Therefore, this source is similar in that it seeks to put the actions of the Labor party in a positive light. However, where Source 2 articulates specific reasons for a policy which aims to both justify and gain support for that policy, the photograph is more focused on portraying the leader himself in a positive fashion, as someone who is changing the course of Australian foreign policy.

### **The struggle for peace in the Middle East:**

In depicting refugees fleeing on foot, burdened by their possessions, and surrounded by the wreckage of war, the purpose of Source 1 seems most likely to create sympathy for the refugees who have been forced (or chosen) to flee their ancestral homes by the establishment of the nation of Israel, and the subsequent war between that nation and its neighbours. In doing so, the objective might also be, not just to depict the suffering of innocent people, but to create in the viewer opposition to whoever is responsible for this occurrence – in all likelihood Israel.

However, students might suggest an alternative purpose depending on where the source was published. If the photo appeared in an Israeli newspaper its intent would be more likely to direct blame for the refugee's plight at the feet of Arab nations that encouraged Palestinians to flee on the basis that Arab victory over Israel would see them return to their homes in the future. Purpose of Source 2 is to demonstrate the credibility of the PLO as an organisation that seeks to resolve conflict and arrive at a peaceful solution. It also presents something of a warning,

that only when diplomatic recognition has occurred can Palestine then pursue peaceful policies, and that failure to do so i.e. 'cause the olive branch to fall' will have unspecified negative consequences.

There is similarity in that both sources aim to arouse/increase support for the Palestinian cause. The difference is that they are focused on different aspects of that cause, one to gain explicit political support for the organisation, and to present a veiled warning of the likely results of a failure to provide this support, the other to create sympathy for the refugees, and perhaps therefore anger towards the Israelis.

(c) Explain the message of **Source 3**. (3 marks)

| Description  | 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        |
| <b>Total</b>   | <b>3</b> |
| <b>Markers' notes:</b><br>Look for the message of the source.<br>To do this: <ul style="list-style-type: none"> <li>• read all the elements of the source (title/author/date/location)</li> <li>• identify the issue/event/subject</li> <li>• identify the representation or opinion being expressed</li> <li>• provide evidence from the source to support the response.</li> </ul> |          |

Answers may include:

#### **The changing European world since 1945:**

The message of Source 3 is that Khrushchev's crackdown on Hungary represents a betrayal of the Communist ideals the Soviet leadership claim to embody. In using statements from Marx and Lenin, seen as the ideological founders of the Soviet State, and juxtaposing them against the epithet 'Counter-Revolutionaries' uttered by Khrushchev (perhaps the greatest insult a communist can hurl at another), the cartoonist is arguing that the decision to intervene militarily in Hungary following their attempt to declare neutrality and withdraw from the Warsaw Pact, does not represent the need to support a fellow communist nation, but purely and simply to maintain control over an unwilling member of the Warsaw Pact. The source is highly ironic in that it uses statements by communist greats of the past to condemn a current communist leader, and that leader's response merely heightens the sense of irony in the source.

#### **Australia's engagement with Asia:**

Source 3 in this case is a 'Geoff' cartoon published soon after the Santa Cruz massacre in 1991, where Indonesian security forces killed scores of civilians in a crackdown on unrest in East Timor, which Indonesia had occupied since 1975. The message of the source is one very critical of the ALP, in that it makes noises about supporting Timorese independence, but in fact does nothing about it, and that such noises are insincere. The use of Whitlam whispering into Hawke's ear seems designed to show that such an attitude in fact represents long-standing ALP policy. The representation of Hawke as a small, angry man flailing away is clearly negative, designed to negatively position the viewer towards the failure of the government to adequately support human rights for the East Timorese. The sarcastic statement by Whitlam serves to reinforce the sense in which the cartoonist views the ALP's policies as morally bankrupt.

**The struggle for peace in the Middle East:**

The message of this cartoonist is that the true religion and guiding principles of the PLO, rather than peace and justice for the Palestinian people that Arafat proclaimed, are instead their methods of terrorism, war, blackmail and violence. It depicts the PLO as a violent, militant organisation that seeks to continue conflict in the Middle East, and are therefore unlikely to be interested in peace. The reference to 'The New Mecca?' reinforces the satirical nature of the cartoon, in that the PLO, whilst proclaiming to be Islamic, in fact worships far more brutal and negative gods.

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

| Description   | 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      |
| <b>Total</b>  | <b>6</b> |
| <p><b>Markers' notes:</b><br/>           The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.</p> <p>Answers should:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the source/s can be disputed as historical evidence</li> <li>identify in each source the argument/s, biases, motives or perspectives that can be disputed.</li> </ul> <p>Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative arguments or viewpoints on the interpretations presented by the sources, or by making comparisons between the two sources.</p> |          |

Answers may include:

**The changing European world since 1945:**

The cartoon contains a number of contestable elements. Being a western source, the cartoonist is highly biased against the Soviet Union, and this raises a number of issues. One would be the notion that the actions of Khrushchev represent a betrayal of communist ideals. A Soviet cartoonist would presumably suggest that the action was in fact seeking to save a communist nation from leaving the true path. Furthermore, acting with force to maintain control could be seen as very much in keeping with communist traditions as established by Lenin, and more particularly Stalin, rather than a betrayal of it. It could also be argued (as it was, albeit from the Soviet perspective) that Hungary leaving the Warsaw Pact presented an unacceptable security threat to the Eastern Bloc, and that Nagy's actions in declaring neutrality went well beyond what was acceptable within the Warsaw Pact.

The extract by Gaddis in fact argues a somewhat controversial thesis (that the Cold War was in fact a long peace), and as such contestable elements could be made clear. Although it is likely that Gaddis is exaggerating to make a point, the counter-argument to this is that the world lived for over 40 years under the 'Sword of Damocles' as it were, with the constant threat of nuclear war which, at times such as the Cuban Missile Crisis, and the New Cold War of the early 1980s, seemed all too plausible. Furthermore, Gaddis argues that both sides in effect operated within an unspoken code of behaviour which served to keep the rest of the world in line, something that the events of Source 3 could be used to debate.

**Australia's engagement with Asia:**

The main element of contestability in Source 3 is its very critical view of the Australian Government's attitude to Indonesia and East Timor. It suggests that the government is insincere in its protestation of the events that occurred in East Timor, and that it is much more worried about offending Indonesia than in supporting East Timorese independence. In fact, Australia's capacity to act to support East Timor was limited. Maintaining good relations with the Indonesian government was necessary to enable the Australian government to have a positive influence on the decisions of the Indonesian government in relation to East Timor.

The main area of contestability in Source 4 lies in its largely positive depiction of the nature of Australian foreign policy by the end of the 20<sup>th</sup> century. Australia is depicted as a nation that is successfully straddling the European and Asian worlds, and is making its own decisions in relation to both its security, and its broader relationships with Asia. As such, there are several elements which might be contested, the extent to which Australia was pursuing its own policies, as opposed to those policies which would keep onside powerful neighbours such as the USA, China, and even Indonesia (a point that Source 3 quite clearly makes) is a recurring theme, particularly from a left wing perspective.

**The struggle for peace in the Middle East:**

Source 3 is from a western newspaper, and as such could be seen to be supportive of the Israelis (although, even by 1970, there were western commentators who were siding with the Palestinian cause), and thus critical of the real intentions of the emerging PLO. In terms of contestability, students will in all likelihood focus on the more public aims of the PLO as articulated by Arafat, and point out the methods seen as 'terrorist' could be argued to be the only actions available to an organisation such as the PLO which lacked the resources of a nation-state, nor the capacity to field traditional armed forces. In such a case, the only options open to them to achieve their stated goals would be ones that would be interpreted negatively by their opponents.

Source 4 presents an opposing viewpoint. It seems entirely intent on blaming the Israelis for the intifada, and portrays the uprising as a heroic David Vs Goliath struggle. The language throughout is highly critical of the actions and responses of Israel, fault for the violent outbreak lies with Israel, the treatment of the Palestinians is brutal, and that Israel came out of the conflict with a diminished reputation both diplomatically and militarily (despite having superior forces, they were unable to overcome the Palestinians), whereas the Palestinians came out with a much enhanced reputation. A polemic article such as this has a number of contestable elements: it could be argued that the Palestinians, in adopting terror-like tactics, forced upon Israel tactics that could be interpreted as overly draconian. It ignores the accusations that Palestinians were hiding behind innocent women and children in conducting their attacks, limiting Israel's ability to respond, and making it easy to paint Israel as monstrous when their reactions led to civilian casualties. Furthermore, the language of the source 'inhospitable gaols', 'violence the worst since 1948' contains many assertions which could be disputed, but which are designed to reinforce the message of the author.

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

| Description   | Marks    |
|---|----------|
| Identification of the themes/ideas/events   | 1        |
| Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period   | 1–2      |
| Evaluation of the themes/ideas/events in relation to those of the broader historical context  | 1–2      |
| Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period  | 1–2      |
| <b>Total</b>  | <b>7</b> |
| <b>Markers' notes:</b> <ol style="list-style-type: none"> <li>1. This question does not require reiteration of the messages in the sources</li> <li>2. Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources, relates to the other themes/ideas/events of the whole period</li> </ol> <p>To do this:</p> <ul style="list-style-type: none"> <li>• identify the themes/ideas/events in the sources</li> <li>• evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period</li> <li>• refer to the long and/or short term effects of the theme/idea/event</li> <li>• refer to elements of continuity and/or change evident in the theme/idea/event</li> <li>• candidates should be able to demonstrate a depth and breadth of knowledge for the whole time period.</li> </ul> |          |

Answers may include:

### The Changing European world since 1945:

The document set includes several key themes/ideas/events, including:

The extent of stability in a bipolar Europe, and the effects of the end of the Cold War on that stability. The notion that Europe remained relatively stable throughout the period is an important one in several ways. The stability provided a foundation for the development of closer ties amongst Western European nations that led to the development of the EU, and the uncertainty that emerged from the end of this bipolar Europe was a major factor in the wars that occurred in the former Yugoslavia following the collapse of communism as a viable political option.

The policies of the Soviet Union in Eastern Europe throughout the Cold War, and the impact of the change in Soviet policy as well as its subsequent decline. These policies were critical in the beginning of the Cold War, where the process of communisation in Eastern Europe, and the fears about how far westward such a process might spread, was instrumental in America deciding to continue its involvement in Europe, which resulted in the perception of each by the other. Additionally, the change in Soviet policy as articulated by Gorbachev in Source 2 was the critical factor in the unfolding of the events of 1989 that saw Eastern Europe 'free' itself from communist rule, ending the Cold War, and paving the way for the breakup of the Soviet Union.

Key events include the Hungarian Uprising in 1956, and the wars in the former Yugoslavia in the early 1990s. Each of those can be identified as being important events, Hungary in showing the willingness of the Soviet Union to use force to retain control of nations in its buffer zone (until Gorbachev's change of policy in 1988–89), and the wars in Yugoslavia demonstrating that the end of the Cold War was not the 'End of History', but in fact a shift from a bipolar to a multipolar European world, a shift which presented new challenges for European institutions such as NATO and the EU.



Candidates might identify other important themes/ideas as a basis for comparison of importance, such as ideological differences that contributed to development and continuation of the Cold War. They might comment on the process of political, economic integration initially in Western Europe and then eastwards following the end of the Cold War.

**Australia's engagement with Asia:**

The document set includes several key themes/ideas/events, including:

The nature of (mostly) the ALP's political attitudes towards Asian nations. In the context of Australia's engagement with Asia throughout the study period, the importance of the ALP in seeking to promote closer relations with Asia is important in that it often was juxtaposed against a more cautious attitude of the Liberals when in power. The shift under Whitlam when compared to the previous 23 years of Liberal rule was enormously important in that it established a new pattern of engagement which future governments sought to follow (at least in part) in terms of greater participation in Asian institutions (such as APEC and ASEAN forums).

Two of the sources focus on Australia's political relationship with Indonesia, which was of considerable importance. As our closest Asian neighbour, maintaining strong relationships, and responding to perceived threats, has led to governments pursuing a range of policies to support/accommodate Indonesia such as supporting Suharto's crackdown on communism in the 1960s and limited opposition to Indonesia's incorporation of East Timor in 1975.

The sources also include several other important ideas, such as decolonisation and regional security, although these ideas are not ones that connect all four of the documents.

**The struggle for peace in the Middle East**

The document set includes several key themes/ideas/events, including:

The relationship between Israel and the Palestinians. It would be difficult to overstate the importance of this relationship in the context of the whole period. Whilst direct military conflict with Middle Eastern neighbours was also of massive importance, particularly in the first half of the period, it has been the Palestinian problem, and the difficulties associated with solving it, that have persisted long after tensions with nations such as Egypt and Jordan declined. The continued failure of peace initiatives in the context of solving the Palestinian problem, and the fact that the time period studied ends with the beginning of the 2<sup>nd</sup> Intifada, all point to the Israeli/Palestinian relationship as perhaps the key theme of the region in the time period.

Specific events such as formation of Israel itself, the 1<sup>st</sup> intifada, the establishment of the PLO as a political entity with a degree of international legitimacy, could all form the basis of discussion as important events, the formation of Israel and the resultant refugee problem, being critical to the conflict across the entire period; the emergence of the PLO leading the Palestinian issue to transcend the direct military confrontation between Israel and Egypt after 1978, and the effect of the intifada leading to the Oslo peace accords of 1993.

The singular focus on the Palestinian issue across the document set means that other important themes/events, such as the conflicts between Israel and her neighbouring countries, are not covered explicitly in the document set.

## Section Four: Essay-Unit 4

(25%) (25 Marks)

**Marking guide to essay answers**  
**Questions 12-20**

| GUIDE TO MARKING RESPONSES  |              |
|---|--------------|
| <b>Thesis introductory paragraph</b>  | <b>Marks</b> |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.   | 3            |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.  | 2            |
| The paragraph gives a general indication that the topic is understood and includes a simple proposition.  | 1            |
| 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            |
| <b>Total</b>  | <b>3</b>     |
| <b>Synthesised narrative</b>  | <b>Marks</b> |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.  | 4            |
| Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.  | 3            |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.  | 2            |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.   | 1            |
| No evidence of this criterion.  | 0            |
| <b>Total</b>  | <b>4</b>     |
| <b>Argument</b>   | <b>Marks</b> |
| Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.   | 5–6          |
| Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.  | 4            |
| Written with a sense of argument using some appropriate language of history.  | 3            |
| The response contains a number of generalisations and statements that lack supporting evidence.   | 2            |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.   | 1            |
| No evidence of this criterion.  | 0            |
| <b>Total</b>  | <b>6</b>     |
| <b>Supporting evidence</b>  | <b>Marks</b> |
| 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            |
| <b>Total</b>  | <b>9</b>     |
| <b>Conclusion</b>   | <b>Marks</b> |
| 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            |
| Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.   | 1            |
| Little to no attempt at providing a conclusion.   | 0            |
| <b>Total</b>  | <b>3</b>     |
| <b>Total marks</b>  | <b>25</b>    |

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

Analyse critically the impact of at least **one** significant idea on international relations in the region.

**Markers' notes:**

Candidates can choose one or more significant ideas to form the basis of discussion

The syllabus contains a range of ideas from which candidates can choose: communism, capitalism, democracy, containment, peaceful coexistence, détente, glasnost and perestroika, nationalism and reintegration

Whilst the question does not require it, candidates may choose to select two competing ideas (such as communism and capitalism/containment) and discuss the inter-relationship between them

Strong responses need to articulate the nature of the idea/s, but then focus on how those ideas impacted on international relations rather than just impact generally

In terms of international relations, candidates could choose to focus on relations between the superpowers for which an idea such as containment would be suitable, or relations within Europe for which an idea such as Glasnost/perestroika could be effectively applied, or a combination of the two

**Question 13****(25 Marks)**

Outline and assess the main forces that have contributed to the development of European governance.

**Markers' notes:**

Candidates need to include some element of narrative regarding the development of European governance, with reference to the key elements of that governance such as the formation of the EEC, the key treaties, and the establishment of the 'single currency'

However, a strong response needs to move beyond the narrative of the development of European governance, and focus on the forces that have been instrumental in driving that development, whether they be economic forces, the role of leadership (which could be considered in a positive or negative sense), and the role of international relations such as the change from a cold war to post-cold war environment

Outlining these forces requires candidates to link them to the development of European governance, and assessing them could involve discussion of the extent to which forces were more or less important or effective in contributing to the development of European governance

**Question 14****(25 Marks)**

Evaluate the proposition:

'The USA and the USSR were equally responsible for the origins and early development of the Cold War.'

**Markers' notes:**

This question requires candidates to articulate their knowledge of the various causes of the Cold War, and weigh up the role of each superpower in its cause

In doing so, candidates need to apportion blame, and in doing so determine whether both were equally responsible, or whether responsibility lies more on one side than the other

While the focus of the question is on the 1<sup>st</sup> syllabus dot point, answering the question would involve consideration of several of the significant ideas

Candidates can discuss the various policies and attitudes of each superpower in the development of their evaluation, rather than simply provide a narrative of the course of the Cold War to 1948 or perhaps 1949, when the formation of NATO and the testing of Russia's first atom bomb can be considered as the 'end of the beginning' as Churchill might say...

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

Analyse critically the impact of at least **one** significant idea on international relations in the region.

**Markers' notes:**

Candidates can choose one or more significant ideas to form the basis of discussion

The syllabus contains a range of ideas from which candidates can choose: forward defence, communism, decolonization, nationalism peace-keeping, assimilation, multiculturalism, humanitarianism, asylum and exclusion

Whilst the question does not require it, candidates may choose to select two competing ideas (such as communism and capitalism/containment) and discuss the inter-relationship between them

Strong responses need to articulate the nature of the idea/s, but then focus on how those ideas impacted on international relations rather than just impact generally. This is particularly important for those ideas that are largely about Australia's immigration policies. In this case, candidates would need to connect those ideas about immigration to their effect on Australia's relations with Asian nations. A discussion about the link between closer relations with Asian nations and a more open immigration policy would be suitable in such instances.

In terms of international relations, the likely interpretation will be a discussion of Australia's relations with Asian nations (given the focus of the elective). However, alternatives such as a discussion concerning Australian-US relations in an Asian context, or relations within the Asian sphere and their connection with Australia, would be legitimate interpretations

**Question 16****(25 Marks)**

Assess the extent to which changes in leadership produced changes in Australia's policies toward Asia during the period of study.

**Markers' notes:**

The intention of this question is to explore the relationship between leadership and Australia's policies (economic, political, social) towards Asian nations, specifically in terms of whether leadership changes do produce changes in policy

Candidates are likely to focus on where changes of leadership within Australia have produced a discernable shift in policies so Whitlam is likely to be a popular choice, but other changes such as a perceived conservative shift following Howard's win over Keating in 1996 would likely appear

However, the question could easily be interpreted more widely. In assessing extent, stronger answers would probably identify elements of continuity in Australian policy that survived leadership changes

Some candidates may identify changes in Asian leadership contributing to changes in Australian policies. Leadership change within Indonesia would be an area that could be explored in this sense

Ultimately, candidates need to make a judgment as to the extent to which this was the case, which requires more than simply a discussion of examples of either change or continuity, but a linking of these examples to an argument

**Question 17****(25 Marks)**

Evaluate the proposition:

'Australia's involvement in regional alliances and forums has been more about its own security than developing strong relationships with Asian nations.'

**Markers' notes:**

The intention of this question is to explore the reasons behind Australia's involvement in regional alliances, is it all about improving relationships, or is it simply self-interest?

In answering this question, candidates need to identify and describe the nature of these alliances and forums, the extent of Australian involvement in them, and then the deeper exploration of why Australia chose to be involved

The argument that security is a chief motivation is one that could easily be sustained with a focus on alliances such as ANZUS and SEATO in particular, which would presumably be linked to participation in conflicts such as Vietnam and Malaya

However, a focus on more economic organisations such as APEC and ASEAN forum could be used to sustain an argument based around building economic relationships

The likely weakness will be an excessive focus on describing those regional forums/alliances, and possibly Australia's role in them, rather than engaging with the reasons why Australia became involved in them

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

Analyse critically the impact of at least **one** significant idea on international relations in the region.

**Markers' notes:**

Candidates can choose one or more significant ideas to form the basis of discussion

The syllabus contains a range of ideas from which candidates can choose: imperialism, Arab Nationalism, Zionism, Fundamentalism & Terrorism

Whilst the question does not require it, candidates may choose to select two competing ideas (such as Arab Nationalism and Zionism) and discuss the inter-relationship between them

Strong responses need to articulate the nature of the idea/s, but then focus on how those ideas impacted on international relations

In terms of international relations, candidates could choose to focus on relations between the Israelis and other nation-states in the region, or the Israeli-Palestinian issue, or on the foreign policies of the superpowers in relation to the region

**Question 19****(25 Marks)**

Assess the extent to which the circumstances of Israel's formation have been the main barriers to the achievement of peace in the region.

**Markers' notes:**

The intention of this question is to explore the root causes of the ongoing conflict in the region, and how these causes have influenced the difficulty of achieving lasting peace settlements

To answer this question well, candidates need to demonstrate a strong knowledge of the political and international circumstances in which Israel was formed, and make the connection between these and the ongoing points of contention between the disputing parties.

A strong answer, in engaging with 'assessing the extent' would ideally identify other barriers to peace in the region, and weigh those up against how Israel was formed in order to make a judgment about what the 'main' barrier to peace might be

Weaker answers are likely to spend a lot of time describing how Israel was formed starting with the Balfour Declaration, and working their way to 1948, but much less emphasis on connecting this narrative to the ongoing difficulties in achieving peace

## Question 20

(25 Marks)

Evaluate the proposition:

'The involvement of Britain, America and the Soviet Union in the region negatively affected the peace process during the period of study.'

**Markers' notes:**

The intention of this question, which has a degree of similarity to the previous, is to consider the peace process, and engage with elements that have influenced it

In this case, the focus is on the role of external players – the superpowers and Britain – in terms of whether these nations have hindered or helped the peace process

This question lends itself to a range of approaches. While candidates could discuss the three 'powers' collectively, they do not need to do so, and could in fact differentiate them quite significantly from one another. It would be relatively easy to cast Britain and the Soviet Union in a largely negative light, while providing a more balanced discussion of the role of the USA

Similarly, in evaluating the proposition, candidates may choose to take a more positive approach to the role of each power, and focus on their contribution to the peace process

To answer this question well, candidates need to demonstrate a strong knowledge of the relationship between the actions of the 'powers', and the peace process itself; weaker candidates are likely to describe the roles played by the three powers at various points, without detailed connection of those roles to the peace process itself.

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 the School Curriculum and Standards 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 School Curriculum and Standards 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 Attribution-NonCommercial 3.0 Australia licence.