**MODERN HISTORY**

**Year 11 ATAR course examination 2023**

**Marking key**

***Disclaimer:***This paper was written using the SCSA Syllabus close at hand but due to the number of contexts the setter does not claim to be an expert in all areas of history.

The marking guide is just that, a guide. The responses given are more of a contextual nature rather than a prescriptive answer. Please use your professional judgment when marking the paper.

You may also decide to change **some, or all** of the sources should you find they do not suit the context as you believe they should.

**NOTE:** The marking key has been modelled on sample WACE exam paper on the SCSA website.

# Section One: Source analysis - Unit 1 25% (25 Marks)

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| **NOTE:** When marking a candidate’s work in this section:  1. Not all points necessarily need to be in an answer for the candidate to gain full marks.  2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation not specifically mentioned in this mark scheme.  3. Candidates are expected to refer to relevant supporting evidence from the sources. |

# Question 1 (25 marks)

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

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| **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 |
| **Total** | **4** |
| Markers’ notes:  Evidence should be drawn from the sources to support the message. Candidates may choose to structure their response according to the grid above. Candidates may choose to incorporate the identification of message within their compare and contrast. | |

# Elective 1: The Enlightenment, 1750 - 1890s

* Compare: Both sources discuss the Enlightenment and the changes it created as a result.
* Contrast: S1 specifically discusses how the various areas around the globe embraced the changes and what the changes were. S2 is a more general discussion of what enlightenment means and how it was displayed

# Elective 2: American Revolution, 1763 - 1812

* Compare: Both sources discuss the importance of the Revolutionary War to the subjects within the sources. S1 discusses the importance of the Revolutionary War to the colonists, Patrick Henry compares the British colonisation of the Americas as enslaving the colonists and this is the reason the Revolutionary War is important. S2 portrays the motive of the British to continue the war as an economic venture. Both sources’ messages are about the motives of the different sides of the conflict.
* Contrast: While both sources discuss motives, they are very different. S1 says that the Revolutionary War must continue because if the colonists do not gain independence from the British government, they are no more than slaves to the British people. S2 implies that the reason for the British continuation of the war was an economic decision, as wars can make money for the British people.
* In S1 Henry implores God in the speech, and in S2 it is implied that the devil is involved in the decision of the Howes, which is another contrast within the messages.

**Elective 3 : The French Revolution, 1774 - 1799**

* Compare: Both sources refer to the mass executions that occurred during the French Revolution, S1 is Marat calling for insurrection and popular executions. S2 is a print from a French Journal whose message is that the executions are “dreadful but necessary” for the revolution. Both sources agree that the executions need to happen.
* Contrast: In S1, Marat states that all “supporters of despotism” should be put “on the edge of a sword” and makes no suggestion that there should be any hesitation when doing so. In S2, the faces surrounding the guillotine are somewhat distorted and pained; there is some indication of empathy for the people who have been beheaded; the fact that in the title the mass executions are described as “dreadful” also indicates some sort of moral dilemma in the author; Marat makes no such qualms about the executions.

# Elective 4 : The Industrial Revolution, 1750 – 1890s

* Compare: Both sources discuss the rise of the Bourgeoisie and their influence during the Industrial Revolution. S1 discusses the desire of the bourgeoisie to improve their political position to be as great as their economic position. S2 discusses the economic power of the bourgeoisie and how they used that to disenfranchise the working class even further.
* Contrast: S1 discusses the aims of the factory owners to create greater political power whereas S2 discusses the poor treatment of the workers by the factory owners.

# Elective 5: The Age of Imperialism, 1848 - 1914

* Compare: Both sources discuss the reach of imperialism and how much of the globe was controlled by a few countries.
* Contrast: S1 discusses the reach of imperialism and how as the years continued, imperialism ventured into Asia and Africa and how the lives of people were more influenced by their imperial conquerors. S2 also discusses the expansion of the globe by imperialists but does not mention the influence on the people who were colonised.

# Elective 6: The Meiji Restoration, 1853 - 1911

* Compare: Both sources refer to Emperor Meiji and his symbolic importance to the Japanese people and how he could lead them through the changes, including westernisation.
* Contrast: S1 discusses how the Meiji leaders used Emperor Meiji as a symbolic leader to unify the Japanese people, whereas S2 demonstrates the importance of the emperor through the visual of him standing in western clothing and portraying an air of importance.

**Elective 7: Capitalism and the American Experience, 1907 - 1914**

* Compare: Both sources discuss the idea of ‘trickle down’ economics and the reduction of taxes on the wealthy and how it will enable the lower classes to achieve greater wealth.
* Contrast: S1 discusses Mellon’s trickle down theory and how the government agreed with Mellon’s reasoning and changed the tax code to slash taxes on some of the higher incomes. S2 also discusses the tax reductions of Mellon’s but it indicates that perhaps Mellon thought they were happening too quickly, as shown by his hand on the brake.

(b) How useful to a historian are Source 1 and Source 2 as evidence of the impact of the idea/s represented. (6 marks)

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| **Description** | **Marks** |
| Discussion of how Source 1 is useful as evidence of the impact of the idea/s represented. | 1-2 |
| Discussion of how Source 2 is useful as evidence of the impact of the idea/s represented. | 1-2 |
| Evaluation of the usefulness of the sources including reference to the limitations of the sources. | 1-2 |
| **Total** | **6** |
| Markers’ notes:  Candidates do not have to refer to specific historians in their answers to access full marks in any section. Candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to the impact of the idea/s represented. | |

# Elective 1: The Enlightenment, 1750 - 1890s

* S1 is useful as evidence of how the ideas of the enlightenment were spread and changed throughout the world. As an extract from a learning website, the purpose of the source is to educate the reader about how although the basic ideas of the enlightenment were similar, each area used them to suit their unique situations.
* S2 is useful as evidence of what thinkers during the age of enlightenment believed about the changes. As it is from an essay by Immanuel Kant, a philosopher at the time, it is a good indicator of what they believed.
* A limitation of S1 could include that although it discusses the ideas, it does not explain what those ideas specifically were and the changes they created.
* Limitations of S2 could include the fact that as an excerpt from an essay by Kant, it is not what all philosophers believed enlightenment to be.

**Elective 2: American Revolution, 1763 - 1812**

* S1 is useful to a historian as evidence of the feelings of the colonists in the lead up to the Revolutionary War. As Patrick Henry was a leader of the revolutionary movement, his speech is of historical importance as it demonstrates first-hand the beliefs many of the leaders in Virginia felt at the time and reasons why they would want to form a militia to fight the British.
* S2 is useful to a historian as evidence of reasons why the British may have entered the Revolutionary War and the motives of the British Army. As the cartoon was published in a British paper, it can also demonstrate that there were British civilians who were sceptical of the British involvement and reasons for it.
* S1’s usefulness is limited as it is a propaganda speech, as Patrick Henry is trying to convince the Virginia Convention to form a militia and fight the British. As he is trying to build a militia, Henry uses rhetoric, and it may not truly be the feelings of those who are anti-British government.
* S2 has limited usefulness as it is a satirical print and possesses bias. From the devil in the middle, it can be inferred the artist is suggesting that the devil is advising the continuation of the war. It can also be seen as an attack on the Howes and not the entire British government or military and their decisions during the conflict.

**Elective 3: The French Revolution, 1774 - 1799**

* S1 is useful to a historian as evidence of how Marat justified the use of executions to further the cause of the French Revolution. The source indicates that there is no other way to stop the counter revolutionaries than through executions.
* S2 is useful as evidence of the support of Robespierre and the Reign of Terror as indicated through the title “dreadful but necessary”. This support indicates that people were fine with the idea of killing all those who were deemed counter revolutionary to the cause.
* S1’s usefulness is limited as it is an opinion piece from Marat to further the Jacobin cause against the liberals and moderates and therefore contains bias. The arguments that Marat gives are leaning toward the Jacobin ideology and therefore do not represent the opinion of all of the French population during the time. It must be remembered that when Marat was writing these pieces, he was, for part, in exile because he was considered accountable for events like the Champ de Mars Massacre because of his spreading of his ideologies.
* S2 has limited usefulness as evidence of the ideas of the Reign of Terror as it is a cartoon created for the purpose of supporting the cause. There is a bias against those considered the be counterrevolutionaries and their deaths are deemed as necessary.

**Elective 4: The Industrial Revolutions, 1774 - 1890s**

* S1 is useful to an historian as it demonstrates the rise of various political ideologies that cropped up during the Industrial Revolutions. As an extract from a history paper, it has the aim to inform the reader about the political changes and uses examples, such as the Great Reform Act of 1832, which gave more people (male) voting rights.
* S2 is useful as evidence of how many people saw the factory owners and their treatment of the working class. The cartoon is clear and concise, and the message of the cartoon is easily understood.
* In evaluating S1’s limitations candidates could consider that although it discusses the political ideologies, there is some necessity for the reader to have knowledge of the context to understand the evidence used to back up the statements. Candidates can also consider that this is just an extract from a paper and therefore does not contain all the necessary information to be as useful as it could be.
* S2 has limited usefulness as it is a political cartoon and therefore has inherent bias. As it was published in the Chicago Labor, a paper which has a leaning towards the working class, the point of view of the source is biased against the factory workers.

# Elective 5: The Age of Imperialism, 1848 - 1914

* S1 is useful as evidence about the ideas of imperialism influencing the people who are being conquered to gain greater economic power and to have people adopt European customs, which infers the idea of European superiority.
* S2 is useful as evidence about the idea of countries using imperialism to compete against each other for resources, as shown by Russia and the USA both trying to reach Asia
* A limitation of S1 could include that the ideas, whilst in the source, are more inferred than stated; however, as an excerpt from a textbook, it can be seen as more useful than not.
* A limitation of S2 could include that as a cartoon, there is inherent bias against imperialism, and the context being the US signing a pact with Hawaii and Russia expanding into Asia and may not have been about the US wanting to expand into Asia.

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# Elective 6: The Meiji Restoration, 1853 - 1911

* S1 is useful as evidence about the beliefs of the emperor as a divine ruler and therefore was used to unify the Japanese people during their restoration period.
* S2 is useful to see the importance of the emperor to the Japanese people as the painting shows him as powerful with his western military uniform and with a powerful stance.
* A limitation of S1 could include the fact that the information given in the source is broad and does not give evidence to back up the statements.
* A limitation of S2 could include the fact that it is a painting of the emperor that could have been created to ensure that the emperor is shown in a positive light and is not an accurate portrayal of the emperor.

# Elective 7: Capitalism and the American Experience, 1907 - 1914

* S1 is useful as evidence of how the trickle down economics theory and the reasoning behind the implementation of the lower taxes for higher incomes.
* S2 is useful for looking at how various parts of the government thought about the tax reductions, with the Democrats and the Chamber of Commerce cheering on the tax cuts.
* A limitation of S1 could be the fact that while it explains the reasoning for the tax cuts, it does not discuss the limitations of this theory and how it will affect the citizens.
* A limitation of S2 could be the fact that as a political cartoon, there is inherent bias. The source is the opinion of the cartoonist and therefore is not a representation of the thoughts of the entire population.

c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the sources. (4 marks)

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| **Description** | **Marks** |
| Identify the focus of the source. | 1 |
| Provide specific details for the focus of the source: causes/dates/events/people/place/ideas. | 1-3 |
| **Total** | **4** |
| Markers’ notes:  This question is concerned with the historical context in which the source is located. For full marks candidates must focus on explaining the context of what is depicted in the source and not a more generic discussion of related historical events. | |

**Elective 1: The Enlightenment, 1750 – 1890s**

* The focus of the source is about the education system during the enlightenment.
* People like Rousseau and Locke emphasised the importance of education, and during this time period access to education was gradually given to both rich and poor alike
* A rise in the establishment of public schools and academies aiming to provide a broader education to a wider group of people
* Public libraries were also a product of the enlightenment and were free for everyone to access
* There was an emphasis on reason and scientific method in the education system
* The publication of encyclopedias was important in disseminating knowledge to the masses
* While religious education continued to be significant (led to a rise in the literacy rate), secular education

**Elective 2: The American Revolution, 1763 - 1812**

* Focus of the source is the Stamp Act of 1765, which British parliament passed to try and replenish their finances after the French and Indian War.
* It was decided that violators of the Stamp Act would be tried and convicted without juries as colonial jurors seemed reluctant to find smugglers guilty.
* Before this, the British had raised revenue through levying duties on trade goods; the Stamp Act imposed a direct tax on the colonists stating that all legal documents and printed materials had to display a tax stamp.
* The colonists felt that while Britain had the right to regulate their trade, they did not have the right to tax the colonists, as they were not represented in parliament, hence the phrase “no taxation without representation.” They also resented that people could be tried without a jury.
* Patrick Henry and others rallied opposition for the Stamp Act; in Boston, the Sons of Liberty hanged an effigy of Andrew Oliver (stamp distributor) from the Liberty Tree and then ransacked his home.
* Mobs in seaports towns turned around ships carrying stamp papers from England; the resistance led to parliament to repeal the act in 1766.
* The opposition to the Stamp Act was the first stirrings of rebellion in the colonies and the first real push toward independence.

**Elective 3: The French Revolution, 1774 - 1799**

* Focus of the source is the Reign of Terror which started following the creation of the First Republic and went from approximately September, 1793, to July, 1794.
* The Committee of Public Safety started accusing people who were deemed as counterrevolutionaries of treason and mass executions began, spurred on by the Jacobins and sans culottes, who urged the Convention to take action against “enemies of the revolution”.
* The Terror was given legislative basis when the Law of Suspects was passed.
* Much of the Reign of Terror is characterised by the rejection of long held social and political hierarchies, like the clergy and the aristocracy and their eventual execution.
* One of the main instigators was Maximilien Robespierre and he became the driving force of the Reign of Terror; he was obsessed with virtue and incorruptibility and was completely dedicated to the revolution. He used the executions to eradicate many of his rivals, including Georges Danton; soon after Robespierre was also guillotined.
* Robespierre’s death marked the end of the Reign of Terror and the beginning of the Thermidorian Reaction.

**Elective 4: The Industrial Revolutions, 1750 - 1890s**

* Focus of the source is the use of women and children to work in the factories during the Industrial Revolution.
* The majority of the child labour was specifically designed for them and not just replacing the adults; however, children were also paid a minimal amount compared to the other workers in the factories. Many parents, especially those of the lower working classes, chose to allow their children to work in the factories over an education as they needed the extra money.
* Although many children worked in the textile industry, factories, and agriculture, the mining industry was where children were extremely useful as the younger ones were able to fit and manoeuvre through the ventilation systems and open and shut the vents.
* Women’s roles made a dramatic shift during the Industrial Revolution. Although they still had to do the traditional roles in the home, they were able to bring in an income, and many entered the workforce to help support their families, albeit earning half of what the men earned.
* As indicated in the source, the lower working classes families were the ones who sent children and women into the workforce, as the higher classes had enough income to enable the women to continue to stay housewives and children to gain an education.

# Elective 5: The Age of Imperialism, 1848 - 1914

* The focus of the source is the idea of Anglo-superiority that many of the people who colonised across the world, in particular Cecil Rhodes, who was a politician in South Africa, and eventually became the Prime Minister
* Rhodes’ involvement in imperialism was driven by economic interests as he made a fortune in diamonds and gold
* Rhodes believed in the mission of “civilising” the population and saw it as their duty to bring progress to the “backwards” societies
* Rhodes believed in the superiority of the British race and culture and that imperial powers should effectively occupy and control the territories they claimed

**Elective 6: The Meiji Restoration, 1853 - 1911**

* The focus of the source is the creation of the Charter Oath in 1868
* Around this time, the Tokugawa Shogunate, which had ruled Japan for over 250 years, was becoming increasingly weak and there were political and military upheavals
* There was a rise of anti-shogunate sentiment and dissatisfaction amongst many factions throughout Japan with pro-imperial and pro-modernisation sentiments
* The arrival of Commodore Matthew Perry exposed the weakness of the Tokugawa Shogunate
* The Boshin War marked the beginning of the Meiji restoration
* Charter Oath outlined the fundamental reforms that Japan would undertake to modernise all aspects of Japan (political, social, and economic)

# Elective 7: Capitalism and the American Experience, 1907 - 1914

* The focus of the source is FDR’s New Deal and the creation of the American Liberty League.
* The New Deal was a series of programs and policies implemented in response to the Great Depression.
* The American Liberty League advocated in limited government intervention in the economy and believed the New Deal was an overreach of federal government power and interfered with free market principles
* The American Liberty League argued that the New Deal could potentially infringe on individual liberties
* Many members of the American Liberty League were business leaders, corporate executives and conservative politicians
* Many members opposed the New Deal’s efforts to redistribute wealth
* Many members believed that the New Deal was unconstitutional
* Many members were concerned with the New Deal’s reliance on deficit spending to fund many of the relief and recovery programs

(d) Identify and account for the authors’ perspectives in Source 3 and Source4.

(5 marks)

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| **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: motives, bias, time, place, purpose. | 1-2 |
| Analysis of a higher order. |  |
| **Total** | **5** |
| Markers’ notes:  Candidates need to use evidence of the perspective from the source and identify how the author/artist shows the perspective in the source. | |

**Elective 1: The Enlightenment, 1750 – 1890s**

* Perspective in S3 is that the philosophers of the time gave lectures not just to the elite, but to all people. This can be seen from the variety of people who are gathered around the orrery to listen to the philosopher’s lecture.
* The perspective of the author is from the time of the enlightenment, and as an artist, may have some of the same views and values as the philosophers. As such, the artist may have a bias toward the non-secular education system and therefore has painted the lecture in such a positive light.
* Perspective in S4 is that the ideas of the enlightenment were universal and were not situated to only one class; the ideals of the enlightenment were reason, reform and freedom and they were ideals that mainly came from the urban areas.
* The perspective can be accounted for as it comes from a textbook that is aimed to educate and inform the reader. The author does not demonstrate any bias in the wording.

# Elective 2: The American Revolution, 1763 - 1812

* Perspective of S3 is that the Stamp Act was to raise revenue to protect the colonies.
* The perspective could be accounted for by the fact that is from a textbook whose purpose is to inform the reader of the situation; as such, there is no evidence of bias within the source.
* S3 was written for a textbook published in the UK, and therefore it may have a slight bias towards the British government and therefore the information may not inform the reader of al the injustices perceived by the passing of the Stamp Act.
* Perspective of S4 is that most of the American colonists were influenced by the political ideology of republicanism and this is what motivated the colonists to rebel against the British; there is also a suggestion that many in Britain also thought the government was corrupt.
* S4 was written for a journal to inform and persuade readers as to the motives of the revolution. The purpose of the source is to explain how the republican values of the colonists influenced their decisions.

**Elective 3: The French Revolution, 1774- 1799**

* Perspective of S3 is that the Reign of Terror, whilst violent, was not all about violence, as other means and objectives were also met. The author also argues that although the executions were violent, the entire revolutionary period was also violent and therefore it is unclear as to when the actual Reign of Terror had begun.
* The perspective could be accounted for by the fact the author is looking at the Reign of Terror with the 21st century perspective of terrorism and contemplating whether this would still be seen as purely an act of terrorism. The author is looking reflectively back on a period and using a modern lens to compare and contrast this incident with more recent terrorist activities. When compared to other acts, the author may not see this era as an act of terrorism as the people involved did good things as well, whereas modern day terrorism is more cut and dry.
* Perspective of S4 is that the Reign of Terror may have started with one goal, but it was a crowd mentality that encouraged it further.
* The perspective could be accounted for as the author has the luxury of being able to look back on the entire time period and the various motives of all the players. The purpose is to try to persuade the reader that the aim of the terror was not just to get rid of any disloyal revolutionaries, but also to create more fear from the upper classes and this was to the benefit of the lower classes.

**Elective 4: The Industrial Revolutions, 1750- 1890s**

* Perspective in S3 is that the author believed that it was only the lower and lower middle-class families that sent their women and children to work, as they needed the income to support the households.
* The perspective can be accounted for as the author has written an article for an economic history review. The author actually states that a lot of his conclusions are opinion (“I assume”) and that he is coming to these conclusions based on data he had been studying.
* Perspective in S4 is that the industrial revolution gave way to more liberal ideas, as indicated by the first sentence.
* The perspective can be accounted for by the fact that it is an excerpt from an informational website. The purpose of the article is to inform the reader about the ideas of the 19th century and how they had changed. The author has come to this perspective as they have looked at the whole period and the most influential ideas that led to change.

**Elective 5: The Age of Imperialism, 1848 - 1914**

* Perspective in S3 is that the British race is the most important culture and that it is their duty to take more territory and bring the British culture to the rest of the world.
* The perspective is from Cecil Rhodes, who was a politician in South Africa who believed in the superiority of the British culture. As a result, there is a high amount of bias within the source. The purpose of this source was to persuade others to follow his belief and continue to cultivate the British culture throughout the colonies.
* Perspective in S4 is the idea of social Darwinism was a way that the imperial powers used to justify the treatment of the colonies, creating a greater gap between rich and poor, and war.
* The purpose of the source is to educate and inform the reader about the importance of Social Darwinism in the way the colonies were ruled.

# Elective 6: The Meiji Restoration, 1853 – 1911

# Perspective of S3 was to outline the guiding principles and goals of the new government and demonstrate a commitment to modernise Japan

# The purpose of the Charter Oath was to help demonstrate to the Japanese people the government was committed to set a new direction for Japan; this marked a beginning of significant reforms.

# Perspective of S4 is that the modernisation of Japan was a positive thing for the country and that it changed both the country and the culture.

# The purpose of the source is to inform the reader of the consequences of the changes that happened within the country and some of the effects of this modernisation. While there is no inherent bias, the fact that it is written from a western perspective may skew the opinions.

# Elective 7: Capitalism and the American Experience, 1907 - 1914

* Perspective of S3 is that the American Liberty League, that opposed FDR’s New Deal, did so in part because as a rich man, they had expected FDR to help his fellow wealthy people, but instead, FDR had chosen to help the poor.
* The source is an extract from a history textbook, and therefore has the purpose of informing the reader about the time discussed. As a textbook, there is no obvious bias within the text, and as it was written long after the events, the author has had the opportunity to look at many different pieces of evidence from which to make his statements.
* Perspective of S4 is that Roosevelt changed the way aid was given to people in the US because before, anyone who was poor or unemployed was seen to be lazy, but FDR knew that wasn’t the case and therefore created aid to help these people.
* The author of the source was an economic advisor for FDR and therefore would have a positive view of FDR’s economic policies and hence there is bias in the source. As an economic advisor for Roosevelt, the author would agree with the policies as he would have helped FDR to create them.

(e) Evaluate the extent to which the **four** sources provide insight into the idea/s of the nation over the period of study (6 marks)

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| **Description** | **Marks** |
| Identification of the areas/topics/ideas shown in the sources that provide insight into leadership of the nation studied over the period of study. | 1-2 |
| Evaluation of the extent of insight provided into the significant aspects of leadership of the nation studied over the period of study. | 1-3 |
| Identification of idea(s) omitted. | 1 |
| **Total** | **6** |
| Markers’ notes:  Candidates are not required to consider specific impacts of the ideas but focus upon the insight the sources provide into these ideas over the period of study.  Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions will not suffice for higher marks. | |

**Elective 1: The Enlightenment, 1750 – 1890s**

* S1 reflects the idea that although the ideas of the enlightenment were universal, each region took those ideas and spun them to suit their unique situations; overall, the ideas that were shared universally were about freedom
* S2 reflects the idea of free thinking, and people who are enlightened are able to be free thinkers with no censorship
* S3 reflects the idea that education should be universal and accessible to all
* S4 reflects the idea of a representative government that supported the ideals of reason, reform and freedom
* Ideas that are not represented in the sources include humanitarianism, technological change, free expression

**Elective 2: The American Revolution, 1763 - 1812**

* S1 represents the idea of liberty and freedom that the colonists believed they did not have if the British government were involved in the colonies. Patrick Henry’s response to the Stamp Act.
* S2 represents the idea that people can profit from war and therefore the continuation of war can create more money.
* S3 represents the idea of imperialism; the British government saw the colonies as useful to help raise revenue for them.
* S4 represents the idea of republicanism, which was the idea the founding fathers took when they wrote the Constitution and the Bill of Rights.
* All four sources reflect the ideas that led up to and perpetuated the war and the ideas that led to the creation of the government of the United States.
* Ideas omitted from the sources include the ideas of taxation without representation, liberalism, British loyalism, and the separation of powers within the government.

**Elective 3: The French Revolution, 1774 -1799**

* S1 represents the idea that those who do not serve the revolution or are counterrevolutionary need to be put to the sword, as there is no other way to defeat the enemy than to kill them. Marat believes that this is the only way for the country to be saved, and this ideology will be further implemented during the Reign of Terror.
* S2 reflects the idea that the ends justify the means; even though public beheadings may be gruesome, they are necessary to achieve the end result of a complete overthrow of the government and class system in France.
* S3 reflects the idea that although the terror had the aim of removing enemies, it also reflected other goals of the revolution, such as equality and democracy when it touches on the abolition of slavery and “experimented with forms of direct democracy”.
* S4 reflects the idea that part of the terror was to create a new equality, with the “mob of the riff-raff” using it to rid itself of the bourgeois, as mentioned by Engels.
* Ideas omitted from the sources include the ideas of fraternity, citizenship and inalienable rights.

**Elective 4: The Industrial Revolutions, 1750 - 1890s**

* S1 reflects the ideas of greater rights being given to citizens in Great Britain, like the Great Reform Act, which gave greater franchise to the citizens.
* S2 reflects the ideas of capitalism represented by the empowerment of the factory workers to take advantage of the workers through both paying low wages and charging high rent. The ideas of capitalism created through the industrial revolution also led to the wealth gap between the upper and working classes.
* S3 reflects the class structure during the time and the fact that many of the lower classes had to resort to having children and women work in order to make ends meet.
* S4 reflects the idea that the industrial revolution was an expansion of the enlightenment, as the idea of progress was one of the ideas that led to the industrial revolution.
* Ideas that are not represented in the sources include Chartism, laissez-faire, and the Protestant work ethic.

# Elective 5: The Age of Imperialism, 1848 - 1914

* S1reflects the idea of imperialism being important to countries to expand their economies.
* S2 reflects the competition between the countries to gather as many different colonies as possible to keep their power and try and become a superpower.
* S3 reflects the idea of racial superiority of the Britons and how they used this belief to control the colonies and spread the Anglo-Saxon race and culture.
* S4 reflects the idea of Social Darwinism and survival of the fittest and how this will influence the policies of those who were controlling the colonies.
* Ideas that are not represented in the sources include industrialisation, the naval competitions between countries, and the exploitation of resources.

# Elective 6: The Meiji Restoration, 1853 - 1911

* S1 reflects the idea of the emperor as a large symbolic figure within the Japanese society and someone for whom the citizens will rally.
* S2 similarly reflects the idea of the emperor being an important symbolic figure; it also reflects the idea of modernisation as the emperor is shown wearing western clothing.
* S3 reflects the idea of reform that took place in Japan during the Meiji restoration and the change in social structure and modernisation.
* S4 reflects the idea of modernisation and the ways that Japan was culturally and economically changed by this modernisation.
* Ideas that are not represented include feudalism, militarism and the impact of various groups.

# Elective 7: Capitalism and the American Experience, 1907 - 1914

* S1 reflects the idea of trickle down economics, in which the tax breaks for the rich will allow for them to spend more on their businesses, and eventually the money will trickle down to the workers
* S2 also reflects the idea of trickle down economics, but questions whether the tax reductions were happening too quickly and whether they would work
* S3 reflects the idea of limited government that the American Liberty League was hoping to achieve and, to an extent the idea of laissez-faire economics, as they did not want the government to have as much say in the little the government was doing to help them
* S4 reflects the idea of egalitarianism and reducing the wealth gap, as the author is discussing how the New Deal was created to help the lower-class citizens more than the wealthier ones.
* Ideas that are not represented in the sources could include the American Dream, rugged individualism, consumerism, and economic liberty.

# Section Two: Essay – Unit 1 25% (25 Marks)

Marking key for Questions 2–22

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Thesis introductory paragraph** |  |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the ‘who’ or ‘what; to be discussed in the essay. | 1 |
| **Subtotal** | **3** |
| **Synthesised narrative** |  |
| 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 |
| **Subtotal** | **4** |
| **Argument** |  |
| 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 |
| **Subtotal** | **6** |
| **Supporting evidence** |  |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 8-10 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5-7 |
| 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 |
| **Subtotal** | **10** |
| **Conclusion** |  |
| Effectively draws the essay’s argument or point of view together. | 2 |
| Summarises the essay’s point of view. | 1 |
| **Subtotal** | **2** |
| **Total** | **25** |

**Elective 1: The Enlightenment, 1750 – 1890s**

* S1 reflects the idea that although the ideas of the enlightenment were universal, each region took those ideas and spun them to suit their unique situations; overall, the ideas that were shared universally were about freedom
* S2 reflects the idea of free thinking, and people who are enlightened are able to be free thinkers with no censorship
* S3 reflects the idea that education should be universal and accessible to all
* S4 reflects the idea of a representative government that supported the ideals of reason, reform and freedom
* Ideas that are not represented in the sources include humanitarianism, technological change, free expression

# Question 2 (25 marks)

Evaluate the role of John Locke’s influence on political change during the Enlightenment.

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| Markers’ notes:   * Locke's ideas laid the foundation for modern liberal democratic principles and influenced the development of constitutional governance and individual rights * He emphasised natural rights, limited government, social contract theory, consent of the governed * His ideas challenged the notion of absolute monarchy * Most influential work was “Two Treatises of Government” in 1690 and presented a justification for the overthrow of tyrannical rules; argued political power should be derived from the consent of the governed, that individuals have natural rights (life, liberty and property) that precede and exist independently of any government * Locke said the primary role of government was to protect natural rights and if it fails to do so the people have the right to establish a new government * Idea of the social contract provided theoretical framework for legitimacy of political authority based on popular consent which challenges the divine right of kings * In the American Revolution, his ideas can be seen in the drafting of the (C?)constitution and the Declaration of Independence * French revolutionaries were also inspired by Locke’s ideas; emphasis on individual rights and the right to revolt against an oppressive government * Beyond these revolutions, Locke continued to shape political thought to this day, with emphasis on limited government, rule of law, separation of powers and protection of individual rights |

# Question 3 (25 marks)

Identify at least one political change during the Enlightenment and its impact on society.

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| Markers’ notes:  Ideas   * Most significant idea was the social contract and its impact on society; an idea that emerged in the works of Locke, Hobbes and Rousseau * Social contract theory was people voluntarily enter into a social contract with their government or ruling authority; people surrender certain natural rights and freedoms to the government in exchange for protection and preservation of remaining rights * Government’s legitimacy is derived from the consent of the governed; if it fails to uphold its end of the contract, individuals have the right to alter or abolish it   Impacts   * Challenged traditional notion of divine right of kings; introduced the idea that governments should serve the people and protect their rights; emphasis on individual rights, equality, and consent of governed * Idea of social contract inspired revolutions and influenced the development of modern democratic systems; most notably American and French revolutions which led to the establishment of democratic republics |

# Question 4 (25 marks)

Assess the extent of change experienced by one group in society during the time period.

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| Markers’ notes: Although numerous groups experienced change, the group that saw the most substantial change was the intellectual eliteEnlightenment challenged the traditional authority of Church and monarch and promoted reason, scientific inquiry and skepticism; began to question long standing beliefs and sought to apply reason and logic to aspects of life; many like Locke, Voltaire and Rousseau advocated for individual rights, freedom of thought, and pursuit of knowledgeEnlightenment coincided with the Scientific Revolution and they influenced each other; scientific discoveries challenged traditional notions of the natural world; scientific approach fostered an empirical mindset where observation, experimentation and the search for universal laws were madeEnlightenment fostered a shift towards secularisation and religious tolerance; religious dogma was criticised and religious authority questioned; advocated for separation of church and state, religious freedom and right to criticise religious doctrines; rise of secular humanismNew political and social ideas that influenced revolutions and democracies like natural rights, social contract, popular sovereignty, idea of governmentEmphasised the importance of education and the spread of knowledge; educational institutions and academies established to promote critical thinking, scientific inquiry and dissemination of knowledge (Encyclopedia)Mary Wollstonecraft argued for gender equality and women’s education |

# Elective 2: The American Revolution, 1763 - 1812

# Question 5 (25 marks)

Evaluate the role and impact of George Washington as a wartime leader.

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| Markers’ notes:  Washington’s role and impact were pivotal and led to success in the colonial fight for independence. There were many different aspects to his role and impact. Answers could include the following:   * As commander-in chief of the Continental Army, he had exceptional leadership skills; he was inspirational to the troops, managed diverse group of soldiers, had perseverance and was able to adapt to changing circumstances to keep the Continental Army intact. * His strategic decisions played a crucial role, his strategy of attrition worked and engaging in guerilla warfare and using hit and run tactics worked to the advantage of the poorer equipped and trained Continental Army. * Washington’s presence and character was inspirational to the American people, and therefore he had become a symbolic leader. His commitment to liberty and ideals of the revolution instilled a sense of national unity and purpose among the colonists. * He forged alliances with foreign powers, in particular France, which was crucial in an American victory. His diplomacy and ability to coordinate with Rochambeau helped turn the tide of the war. |

# Question 6 (25 marks)

Analyse the political response to the Boston massacre

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| Markers’ notes:   * Immediate reaction was outrage and local newspapers and patriot leaders seized on the event to galvanise anti-British sentiment, portraying the incident as deliberate and highlighting it as an example of British oppression. * Samuel Adams organised the Committee of Correspondence, which circulated letters and pamphlets all over the colonies to ensure the news reached as many people as possible, which helped a network to unify against British rule * Several British soldiers were arrested and charged with murder, defended by John Adams, who believed in the principle of fair trials and argued for the acquittal of six soldiers. * The massacre served as a catalyst for a large-scale public demonstrations and protests against British rule. * Many engravings and illustrations commemorating the event depicted British soldiers as bloodthirsty and colonists as innocent civilians, which fuelled anti British sentiment. * Massacre became a rallying cry for colonial resistance and led to boycotts of British goods, further undermining British authority. * Committees of Safety were established in several colonies that organised local militias and coordinated resistance efforts, which set the stage for future revolutionary activities. |

# Question 7 (25 marks)

Assess the extent of change experienced by colonists during the time period.

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| Markers’ notes:   * Political Change: establishment of an independent government with a new republican form * Social Change: ideals of liberty, equality and natural rights became increasingly important; greater sense of social equality and egalitarianism led to greater opportunities and challenged existing hierarchies. * Legal Change: colonists created a legal framework that protected individual rights and limited government power; 1787 Constitution provided the foundation for new legal system; outline of separation of powers, protection of civil liberties and framework for democratic governance * Ideological Change: colonists influenced by Enlightenment ideals of natural rights, social contract and self-determination |

# Elective 3: The French Revolution, 1774 - 1799

# Question 8 (25 marks)

Evaluate the role of Jean-Paul Marat as a revolutionary leader

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| Markers’ notes:  Marat was a prominent figure and influential voice during a time of social and political turmoil.   * Used L’Ami du Peuple to rally support for the revolutionary cause; critic of monarchy and strong advocate for rights of the working class and poor; these writings were instrumental in shaping public opinion and mobilising the masses * Marat’s call for pre-emptive violence to protect the Republic led to September Massacres of 1792; thousands of suspected counter-revolutionaries killed reflecting his belief in the necessity of sacrificing individual liberties for the survival of the revolution * Actively participated in political clubs and committees, such as the Jacobin Club and Committee of Public Safety – his radical ideology and unwavering commitment to revolutionary cause made him an influential figure * His radicalism also made him a polarising figure; many argue his rhetoric contributed to the radicalisation of the revolution, which led to an increasingly authoritarian regime and the loss of individual freedoms * His support for the use of violence as a means to achieve political objectives has been seen as ethically questionable and can make people question his commitment to democratic principles and the rule of law |

# Question 9 (25 marks)

Identify and analyse the economic problems facing France and their impact on French society.

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| Markers’ notes:  Economic Problems:   * Due to years of excessive spending, wars and a regressive tax system, France was in a dire financial situation; the monarchy had massive debts and the government struggled to service them which led to a collapse of public trust in the monarchy * France’s unequal society saw the majority (Third Estate) facing poverty and heavy taxation whilst the clergy and nobility enjoyed the privileges; the burden of taxation fell disproportionately on the lower classes which exacerbated their hardships * Feudal system hindered economic progress as peasants lacked freedom of movement and were subject to feudal dues and restrictions on their economic activities * Poor harvests, rising food prices and nobility hoarding grain contributed to widespread food shortages; bread prices became unaffordable for many which led to public discontent and social unrest * Due to lack of industrialisation and outdated agricultural practices, France faced economic stagnation; its economy relied heavily on agriculture but inefficient methods and restrictions on land ownership hindered productivity and innovation * Guild system and excessive regulations stifled entrepreneurship and limited economic mobility; guilds imposed monopolies, restrictions on trade, hindered growth of new industries.   Impacts:   * Social unrest caused by widespread poverty, inequality and high food prices sparked popular uprisings; lower class became major actors in the revolution, driven by economic grievances and demanding political and economic reforms * Economic turmoil created emergence for radical ideas like liberalism, socialism and communism; intellectuals and activists advocated for equality, abolition of the feudal system and economic reforms that would address societal inequalities * Abolition of feudalism, serfdom and many privileges of the nobility * Shift toward a more market-oriented economy during the revolution; elimination of guilds and feudal restrictions allowed for greater economic freedom, encouraged entrepreneurship, and promoted growth of new industries * Redistribution of wealth by implementing progressive taxation, seizing church lands and selling them to finance the state; aimed to address economic inequality and create a more equitable society |

# Question 10 (25 marks)

Assess the extent of change experienced by the peasantry in France during the time period.

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| Markers’ notes:   * Before the revolution peasantry constituted the largest segment of the population and burdened by rigid social structure; Third Estate faced numerous social and inequalities; during French Revolution, notion of equality was promoted with revolutionary leaders advocating for the rights of common people; during the revolution, traditional privileges of nobility and clergy were abolished and peasantry saw significant change in social status; aims of a more egalitarian society were pursued * Prior to revolution, land was concentrated in the hands of the nobility and Catholic Church, peasantry had limited access to the land; National Assembly initiated land reforms aiming to dismantle the feudal system; Augus 4, 1789 decree abolished feudal dues and seigneurial rights giving peasantry more control over the land they cultivated; Civil Constitution of the Clergy confiscated church lands to redistribute among the peasants; land reforms created a more equitable distribution of land * French revolution created more opportunities for political participation for the peasantry; before the revolution, political power was concentrated in the monarchy and privileged classes; the National Assembly chose representatives through broader suffrage; peasantry had opportunity to elect representatives to advocate for their interests; establishment of Committee of Public Safety, whilst created a more centralised and authoritarian government, did also provide peasantry with platforms to voice concerns and participate in decision making processes to some extent. * Whilst the revolution introduced changes for the peasantry, the extent of these changes was not uniform across the country and the impact depended on the region and local circumstances |

# Elective 4: The Industrial Revolutions, 1750 - 1890s

# Question 11 (25 marks)

Evaluate the role and impact of Abraham Darby as a leader of the Industrial Revolution.

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| Markers’ notes:   * His contributions revolutionised iron production and had an impact on the industrialisation process. * He developed a method using coke instead of charcoal for smelting iron (coke production) which increased the efficiency and scale of iron production leading to mass production of high-quality iron at lower cost; this expanded industries * Construction of the Iron Bridge over the River Severn, 1779 ; first cast iron bridge built; symbolised technological advancements, became a landmark of the Industrial Revolution * His ironworks a Coalbrookdale became centre of industrial activity * Not only was iron production improved, but it was expanded; increased availability and affordability of iron transformed industries such as machinery, construction and transportation and fuelled growth of factories, railways, steam engines * His methods set the stage for the boom in iron and steel * His contributions had a lasting impact on industrial practices; his techniques led to the widespread adoption of coke smelting and laid the foundation for the rise of iron and steel factories throughout Europe and the USA * Use of coke and blast furnaces became standard practices. * Advancements in iron production brought about availability of iron; subsequent decrease in its cost stimulated economic growth and urbanisation; created job opportunities which attracted workers and led to the rise of industrial towns; availability of iron led to the development of new technologies |

# Question 12 (25 marks)

# Identify at least one economic change and its impact on the Industrial Revolution.

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| Markers’ notes:  Economic changes   * Transition from a predominantly agrarian economy to an industrialised manufacturing economy * Mechanisation of production processes, introduction of steam power and machinery; these led to significant increase in productivity and ability to mass produce goods; substantial growth in industrial output allowed for the production of more goods at a faster pace   Impacts   * Led to urbanisation and the rapid growth or urban centres * Emergence of large industrial cities * Concentration of people in urban areas led to the development of new social structures and the rise of the working class * Industrial manufacturing stimulated advancements in transportation and infrastructure; railways, canals and improved road networks were constructed as a result * Transportation revolution allowed for the expansion of markets, movement of goods over longer distances, integration of different regions * Allowed for growth of international trade as goods could be produced on a large scale and exported * Transformed Great Britain into an economic powerhouse * Set the stage for the expansion of capitalism |

# Question 13 (25 marks)

Assess the extent of change experienced by the working class during the time period.

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| Markers’ notes:  The extent of change experienced by the working class varied across industries and regions, but there were some key transformations:   * Urbanisation: shift from rural agrarian societies to urbanised industrial centres; resulted in mass migration of people from rural areas to cities to seek out employment opportunities; working class faced overcrowded and unsanitary living conditions in urban slums * Factory System and Division of Labour: mechanised production methods and factory system replaced traditional artisanal and cottage industries; concentration of workers in large scale factories performing specialised tasks; working class subject to strict discipline, long working hours, monotonous work, hazardous conditions, low wages * Exploitation and poor working conditions: exploitation by factory owners and industrialists who wanted to maximise profits; typically, low wages, workers included women and children who were subjected to harsh working conditions; unsafe machinery, long work hours, lack of safety regulations, minimal rights * Formation of trade unions: workers began to organise and form trade unions to advocate for better wages, improved working conditions and the right to collective bargaining; Luddite movement as an example * Women and children: often employed in factories, textile mills and mines; physically demanding tasks for lower wages than the men; exploitation of children and concerns about child welfare led to efforts to regulate and limit children’s working hours e.g. Factory Act 1833 * Socialist and labour movements: many like Marx and Engels developed theories on class struggle and advocated for workers’ rights which would play a role in shaping labour rights and social reforms in the following years |

# Elective 5: Imperialism

# Question 14 (25 marks)

# Evaluate the role of Great Britain in expanding imperialism across the globe.

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| Markers’ notes:Candidates that discuss both positive and negative aspects will achieve higher marks than those who only look at the positive aspects of Britain’s expanding imperialismBritain’s aims of imperialism had a great effect on the world and were driven by various factors:Economic: they would gain access to valuable resources which helped fuel the industrial revolution and improve industries; the Empirealso served as a market for British goods and created a captive consumer baseStrategic interests: there were naval bases around the world to protect its trade routes and maintain a military presencePrestige: there was a desire for national glory and prestige; the acquisition of vast territories with diverse populations gave them a feeling of superiority and reinforced their status as a global superpowerMission to civilise: sought to spread their values, legal systems, language, and education across the globe; promotion of Christianity and British valuesMilitary superiority: gave them an advantage over many local forces encounteredOpportunities: Britian took advantage of power vacuums, internal conflicts, and weakened states to establish control over territoriesBritain also exploited resources, suppressed local cultures, and imposed political and economic systems that favoured British interestsMany resistance and nationalist movements arose as a result of British colonialism |

# Question 15 (25 marks)

# Identify and analyse the economic problems facing Europe during the time period and its impact on imperialism.

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| Markers’ notes:The economic problems experienced were not all similar throughout Europe, but the key economic challenges faced could includeIndustrialisation and Capitalism: rapid industrialisation led to capitalism which brought economic growth and technological advancements, but also created economic disparities; working class faced poor working conditions, low wages and exploitation which led to social unrest and demands for reform; widening wealth gap between industrialised nations and the colonies led to imperialist ambitions for resources, markets and cheap labourThere was an intense competition for global trade; industrialisation led to boosted production and overproduction of goods; led to competition among nations to secure markets and access raw materials; a means to acquire colonies for resources and markets was imperialismScramble for resources caused by the Industrial Revolution led to a scramble for territoriesEurope faced financial crises that resulted in widespread unemployment and social unrest; imperialism was a means to expand European powers’ economic influence and secure stable outlets for capital investmentEuropean nations faced mounting national debts due to military expenditures; arms race strained national finances and to sustain military might powers sought to expand their colonies and imperial holdingsRise of Social Darwinism and belief in racial hierarchies fuelled imperial ambitions |

# Question 16 (25 marks)

# Assess the extent of change experienced by the colonised people during the time period.

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| Markers’ notes:Although the candidate will most likely discuss the specific peoples and their change based on the colonies studied for the course, there are basic changes that each colonial peoples dealt with that may be discussed in the essay.Political changes: many regions under direct political control of European powers during this period; colonial administrations often replaced indigenous systems of governance; experience of colonisation led to resistance movements as colonised people sought to regain their autonomy and independence; uprisings, nationalist movements and calls for self-determinationSocial changes: cultural assimilation happened in many places as European powers attempted to impose their culture, language, and values on colonised populations often resulting in the erosion of indigenous cultures, languages and traditions; colonisers implemented social, racial and economic hierarchies which led to greater social division within society; discrimination and segregation; European education systems introduced to create a class of native elites and could assist the administration of the coloniesEconomic changes: extraction of resources led to the disruption of local economies and the subjugation of indigenous industries; plantation economies in various colonies relied on coerced labour and primarily produced cash crops for export, which reshaped the local economies; there was infrastructure development in railways, ports and communication networks, mainly to extract and export resources; these developments were often focused on serving colonial interests rather than the needs of the colonisedThe extent and nature varied across colonies and time periods and should be taken into consideration. |

# Elective 6: The Meiji Restoration

# Question 17 (25 marks)

# Evaluate the role and impact of Fukuzawa Yukichi on the Meiji Restoration.

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| Markers’ notes:Fukuzawa Yukichi’s ideas and actions aligned with the goals of the Meiji government and actively contributed to the reformsHe was an advocate of Western living and believed Japan needed to adopt Western knowledge and technology to catch up with the advanced nations; emphasised importance of science, industry and commerceEstablished Keio Gijuku school that provided Western-style education, which became a model for modern education in JapanHis writings and ideas influenced public opinion and created awareness for the need to change; “An Outline of a Theory of Civilization” was a vision for Japan’s transformation that emphasised the importance of individualism, self-reliance, and a merit based societyHis involvement in politics and support for the Meiji government initiatives strengthened the reform movementHe served as an advisor to the government; negotiated the unequal treaties with Western powers; ensured that Japan’s interests were protected; his efforts lay the foundation for Japan’s diplomatic relations in the Meiji eraHis promotion of Western learning and values contributed to Japan’s rapid modernisation and transition to a modern nation state |

# Question 18 (25 marks)

# Identify at least one economic change and its impact on Japan during this time period.

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| Markers’ notes:The most significant economic change that occurred was the implementation of modernisation and industrialisation policies, however, other changes may also be discussed. In regard to the modernisation and industrialisation policies, the following are some of the impactsMeiji government focused on developing industries like textiles, mining, steel and shipbuilding and this led to a rapid growth in industrial output and increased employment opportunities; industrial sector became a crucial component of Japan’s economy helping transform from an agrarian society to an industrial powerhouseGovernment heavily invested in infrastructure projects that facilitated the transportation of goods, improved communication and created a more efficient distribution network; this infrastructure also facilitated trade with Japan and other countriesLand reforms were implemented aimed to increase agricultural productivity; feudal system was dismantled and land redistributed to individual farmers; creation of a class of independent landowners; new farming techniques and modern agricultural machinery boosted agricultural output; creation of food securityShift in Japan’s trade policies during the Meiji Restoration; government pursued active policy of opening up trade with the west; several unequal treaties were signed that granted foreign powers significant advantages in trade and extraterritoriality; although initially unfavourable, these forced the nation to modernise its economy and fostered the growth of export-oriented industries |

# Question 19 (25 marks)

Assess the extent of change experienced by the peasants during the time period.

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| Markers’ notesThe peasantry experienced significant changes, however, the extent of change varied among regions and socioeconomic disparities persisted, but the major changes experienced wereAbolition of feudal system in which the peasants were at the bottom of the social order, tied to the land and subject to heavy taxes and obligations; abolition allowed peasants greater freedom and mobilityLand reform measures to redistribute land and address land ownership inequalities meant large tracts of land redistributed to the peasants and allowed peasants to become landownersAdoption of Western farming methods, irrigation systems and new crop varieties led to increased agricultural output; peasants could produce more crops, generate surplus income and improve their standard of livingMeiji restoration promoted education for all, including peasants; compulsory education provided basic literacy and numeracy skills to the general population; education offered opportunities for social mobility- peasants' children could pursue careers beyond agricultureMilitary conscription provided peasants with the opportunity to learn skills, receive training, and potentially rise in social statusInfrastructure development created better transportation of agricultural produce to market that opened up new economic opportunities for peasants and connected rural areas to urban centresSocioeconomic disparities still persisted; some peasants remained impoverished; not all peasants received adequate land or access to resources, education or capital |

# Elective 7: Capitalism and the American Experience

# Question 20 (25 marks)

# Evaluate the role and impact of JD Rockefeller in the emergence of capitalism in the United States

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| Markers’ notes:JD Rockefeller’s impact was mainly felt in the oil industryHis most influential achievement was the creation of the Standard Oil Company in 1870; he built a monopoly over the oil industry, controlling almost 90% of oil refineries and pipelines in the US by the late 1880s; this raised concerns about the concentration of economic power in the hands of a single individual; let to debates about the regulation of monopoliesHis monopoly was through vertical integration, controlling every aspect of the oil production process; Standard Oil achieved greater efficiency and cost-effectiveness; vertical integration set precedent for other industries and contributed to the growth of large corporations with a centralised command structureKnown for his innovative business practices, Rockefeller used economies of scale to drive down costs and undercut competitors; implemented aggressive pricing strategies by offering lower prices in areas where he faced competition; these practices helped Standard Oil dominate the market; contributed to establishment of a capitalist system based on fierce competitionAs his wealth grew, Rockefeller engaged in significant philanthropic efforts, including many educational and medical institutions; this helped soften Rockefeller’s public imageSome believed Standard Oil used unfair business practices and faced many legal challenges; because of this, various Acts were passed to try and stop the monopolisation; 1911, US Supreme Court ruled Standard Oil had violated Sherman Antitrust Act and it was broken up into smaller companies; this was a turning point in the regulation of monopolies |

# Question 21 (25 marks)

Identify at least one economic change and its impact on capitalism.

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| Markers’ notesThere are several economic changes the candidates could choose from some of those they may choose to discussOutbreak of WWI led to increased government spending on military production, creating demand for goods and services and boosting industrial production; marked the rise of the military industrial complex, which played a crucial role in the US economy; deepened the ties between the government and public sector1920s were a time of economic prosperity; technological advancements, increased consumer spending, access to credit; expansion of industries such as automobiles, radios, consumer appliances; boom was not sustainable and eventually culminated in Great DepressionGreat Depression exposed flaws in unregulated capitalism, leading to widespread unemployment, bank failures and collapse of industrial production; government took more active role and the New Deal included various programs and regulations aimed at stabilising the economy; provided relief for the unemployed and reformed financial systemWWII led to a surge in defense spending; industrial production was boosted and more jobs generated; war effort helped pull US out of Great Depression and contributed to growth of manufacturing and technology industries; government intervention and public-private partnerships during the was represented temporary departure from pure laissez-faire capitalism |

# Question 22 (25 marks)

Assess the extent of change experienced by a particular group of people in the United States during the time period studied.

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| Markers’ notes: based on the group, the candidate will discuss different aspects, however, below are some overviews of significant changes that candidates may addressUS underwent significant industrialisation and urbanisation; growth of industries, factories and cities led to economic opportunities; job migration from rural to urban areas; some groups would have experienced improved economic prospects whilst other would have faced challenges to adapting to urban lifeImmigration to the States, primarily from Europe, Asia and Mexico; new cultures, languages and traditions contributed to national diversity; also led to discrimination, especially non-European immigrant communitiesAfrican Americans moved from the rural south to the industrial north and west to seek better economic opportunities and escape racial discrimination; still faced segregation, limited job opportunities and racial violence1920 the 19th Amendment was ratified giving women the right to vote; represented a major change for women’s rights and political participation in the USProhibition era 1920 – 1933, banned sale and consumption of alcohol; rise of organised crime – bootleggers and speakeasies thrivedGreat Depression led to a period of widespread poverty and unemployment that affected almost all groups but minorities and the working class bearing the brunt of the economic hardshipsFollowing the bombing of Pearl Harbor, significant changes happened to the US economy, industry and society; women played an essential role in the workforce; minorities were enlisting in the war effort |

# Section Three: Source analysis–Unit 2 25% (25 Marks)

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| NOTE: When marking a candidate’s work in this section:  1. Not all points necessarily need to be in an answer for the candidate to gain full marks.  2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation not specifically mentioned in this mark scheme.  3. Candidates are expected to refer to relevant supporting evidence from the sources. |

# Question 23 (25 marks)

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

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| --- | --- |
| **Description** | **Marks** |
| Identify the focus of the source. | 1 |
| Provide specific details for the focus of the source: causes/dates/events/people/place/ideas. | 1-3 |
| **Total** | **4** |
| Markers’ notes:  This question is concerned with the historical context in which the source is located. For full marks candidates must focus on explaining the context of what is depicted in the source and not a more generic discussion of related historical events. | |

# Elective: The civil rights movement in the USA

The focus of S1 is the civil rights movement in the USA; the song served as a rallying cry for the movement as a whole; students can discuss the various aspects and people of the civil rights movement that unified the community including:

* Montgomery Bus Boycott that was inspired by Rosa Parks
* Sit-ins and freedom rides
* March on Washington and Martin Luther King Jr’s “I Have a Dream” speech

# Elective 2: Recognition and Rights and Freedoms of Indigenous Peoples

* The focus of S1 is native title and the message of the source is that we should be giving the land back to the indigenous peoples of Australia.
* Candidates may discuss all the steps that led to the Native Title Act, 1993 such as the Wave Hill Walk off and the Mabo case; they may discuss what the Native Title Act was and how it was significant; they may discuss the Wik Decision; they may discuss the reasons why the indigenous peoples wanted land rights and reasons for resistance.

# Elective 3: Nazism in Germany

* The focus of S1 is the loyalty that is shown to Hitler by the people of Germany, in particular the SA
* Candidates may discuss the SA as the paramilitary wing of the Nazi party and its use to protect people at rallies, fighting opposing parties, and using intimidation tactics; they may also discuss the fights Nazis had with the Communists (“red front and reaction”) and even how Wessel, for whom the song is named, was killed by a Communist and thereafter was held as a martyr for the Nazi party
* Candidates may discuss how this song became an anthem for the Nazis and how its lyrics further instilled the idea of loyalty to the Nazis; they may also discuss the promises made to the people by Hitler (“the day breaks for freedom and bread” and “slavery will last only a short time longer”)

**Elective 4:Women’s movements**

* The focus of S1 is the growth of the women’s movement during the 1970s and the strength and unity women were presenting to the world.
* The women during this time were advocating for equal rights, opportunities, and recognition in society. The song was empowering and encouraging women to be assertive, confident, and strong in their pursuits.
* Some of the specific movements candidates may include are: The ERA in the US, Roe v Wade, 1975 International Women’s Year, formation of the NWPC, Women’s Employment Rights, Strike for Equality, Title IX, the Greenham Common Women’s Peace Camp, and the Women’s Liberation Movement.

# Elective 5: Decolonisation

* The focus of Source 1 is the idea that the colonisation of Africa was based on the idea that the white colonisers believed that they were superior to the black Africans
* Candidates can describe the protests in the Congo, such as Patrice Lumumba, who was a significant figure in the independence movement and the aftermath of his assassination; the Round Table Talks; the power struggles and regional conflicts in the 1960s.

# Elective 6: Workers’ movements

* The focus of Source 1 is 1984-85 coal miner’s strikes in Great Britain
* The major industrial action was taken by the NUM (National Union of Mineworkers) in response to the closure of 20 coal pits; the government, led by PM Margaret Thatcher, opposed the strikes and sought to reduce the power of the trade unions in the country; there were several confrontations between the striking miners and the police in places like Orgreave; these violent confrontations led to accusations of heavy-handed tactics by the government; the strikes were eventually called off by the NUM with no resolution in their favour.

# Elective 7: Movements for peace and security post 1945

* The focus of Source 1 is the creation of the United Nations and the good it has done since it was formed.
* Candidates may speak on many different aspects of the United Nations and how it has done things to help maintain peace in the world: peacekeeping missions, conflict resolution and mediation, human rights protection, international law and justice, nuclear disarmament and non-proliferation, sustainable development and poverty reduction, humanitarian assistance, peacebuilding and post-conflict resolution, and preventative diplomacy

(b) Compare and contrast the purposes of Source 1 and Source 2. (6 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 |
| **Total** | **5** |

# Elective 1: The civil rights movement in the United States of America

* Purpose of S1: The purpose of S1is to unite the African American people in their cause for equal rights and spread the message that there is hope and there will be change eventually
* Purpose of S2: The purpose of S2 is to inform the people of Alabama that there will never be equal rights between the races and that Alabama will continue to have segregation in their state.
* A comparison in purpose is they both are trying to rally their audience to their specific beliefs and give the audience hope that what they wish to happen will.
* A contrast is that S1’s purpose is to promote hope and change for African Americans and encourage them to keep fighting for those rights; S2’s purpose, on the other hand, is to inform those fighting for equal rights that it will never happen in Alabama and that those trying to fight for reform should stop trying.

# Elective 2: Recognition and Rights of Indigenous Peoples

* Purpose of S1 is to convince the listener that the land rights of indigenous people in Australia aren’t fair and that the people of Australia should do what’s right and give the Indigenous people back the land they claim is theirs.
* Purpose of S2 is to inform the people of the issues surrounding the Wave Hill walk off and explain that what the white people believed to be the issues that led to the strike were different to the aims and goals of the Aboriginal people.
* A comparison in purpose is that they both are seeking to promote the idea that native title should be addressed and that it is something that needs to happen and it is the right thing to do.
* A contrast in purpose is that S1 was written to persuade the reader/listener that it is a fair and just thing to have native title and that the indigenous people deserve to have their land back. Whilst in S2 the author is not biased in the telling of the Wave Hill strike and the reasons for it. Although they do indicate some of the sentiments of S1, it is done through a quote from the Gurindji, the author does not indicate their own opinions on the matter, so its main prpose is to inform/educate.

# Elective 3: Nazism in Germany

* Purpose of S1 is to become a rallying cry for the Nazi Party and to glorify the Nazi ideology, especially the SA; the lyrics portray Wessel as a martyr and encourages others to be like him and embrace his example to fight for the Nazi cause.
* Purpose of S2 is to persuade the reader to call out the German government (Nazis) for their crimes and to try and oust the Nazis from their seat of power.
* A comparison in purpose is that they are both sources are trying to persuade people to think and act in a certain way. S1 is telling people to be loyal to the Nazis and that the Nazis were going to come in and make a better Germany. S2 is telling people that they should not be silent to the atrocities committed by the Nazi government but should speak out, as not doing so will bring shame to Germany. Both sources try to convey their message by appealing to the emotions of the listener/reader.
* A contrast in purpose is, S1 is an item of propaganda and indoctrination which is used to make the population all servile to the Nazi party whereas S2 is not propaganda, but more an opinion piece which is trying to persuade the reader.

**Elective 4: Women’s movements**

* The purpose of S1 is to encourage women to stay strong and confident and to create empowerment through song.
* The purpose of S2 is to challenge the prevailing ideology of the time that women’s primary roles were to be a mother and housewife.
* A comparison in purpose is both sources are to encourage women to not accept the roles that society has placed on women and encourage them to strive for equality.
* A contrast in purpose is S1 was created to empower women and encourage them to seek greater equality; S2 lets women know that they do not have to accept their roles as given by society and that they can look for more in their lives.

# Elective 5: Decolonisation

* The purpose of S1 is to express the sadness of the African people that they have been oppressed by their colonisers for no other reason other than the colour of their skin.
* The purpose of S2 is to inform the reader that the Indian protests, while encouraged to be non-violent by Gandhi, sometimes turned violent as minorities within the population grew concerned they would not gain the same rights as the majority.
* A comparison of purpose is both sources inform that there is discrimination of people based on race or religion.
* A contrast in purpose is S1 was created to garner sympathy for those who are protesting colonisation whereas S2’s purpose was to inform of the situation and does not aim to tug on the heartstrings of the listener.

# Elective 6: Workers’ movements

* The purpose of S1 is to encourage the miners to continue to support the union to help them stand up for their rights; it informs the miners that they have poor working conditions and wages and that the unions can help them get a better deal.
* The purpose of S2 is to inform the reader that the mining sector of Australia is doing all it can to protect the human rights of the people of Australia and have been doing what they can to ensure the indigenous peoples’ rights are protected and that their projects will not impact indigenous peoples’ rights.
* A comparison of the sources is that the purpose of both is to inform the readers about the impact of mining and the mining companies on people.
* A contrast is that in S1, the purpose is to support the workers and does not paint the mining company in a good light, whereas S2’s purpose is to highlight the good deeds that the mining companies have done.

# Elective 7: Movements for peace and security post 1945

* The purpose of S1 is to celebrate the United Nations and all the good that they have been doing.
* The purpose of S2 is to inform the reader that the UN peacekeeping forces are mostly made up of soldiers from poorer countries and that they are not as well informed or prepared for the missions they are sent to as they should or could be.
* A comparison of the sources is that the purpose of both is to inform and persuade the reader about the United Nations.
* A contrast is that S1 is trying to persuade the reader that the UN was a blessing to have and that it was doing good, whereas the purpose of S2 is to persuade the reader that the UN peacekeeping forces are struggling and may not be able to do the good that is touted in S1.

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

|  |  |  |
| --- | --- | --- |
| **Description** | | **Marks** |
| Identifies the message/s of the source. | | 1 |
| Explains the message/s of the source. | | 1-2 |
| **Total** | **3** | |

# Elective 1: The civil rights movement in the USA

* The message of S3 is that the Black Panthers, a civil rights group in the US, was not going to back down from those who would not allow for issues like desegregation to occur.
* The panther, representing the group, is depicted as fierce and unyielding, with its claws out and jaws barred, ready for a fight.
* The words “Move on over or we’ll move you” indicates that if the people who are against civil rights don’t allow for them to happen, that the Panthers will take matters into their own hands, insinuating violence, to make the people change their minds.

# Elective 2: Rights and Rights of indigenous peoples

* The message of Source 3 is that people need to vote yes in the 1967 referendum to make things better for Aboriginal people, as they have been treated unfairly and this needs to change.
* The text “Right Wrongs” indicates that the people who created the poster believe that the Aboriginal people were wrongly treated and that by voting yes, people can make things better for the Aboriginal people. The photo of a young baby also is used to evoke sympathy and empathy for the viewer.

# Elective 3: Nazism in Germany

* The message of S3 is that the majority of the German population is supportive of the Nazis and that the party has the loyalty of Germany.
* The photograph shows a rally held in support of the Nazis and the lines of people goes off into the distance of the photograph, indicating the vast amounts of people who were there. The numbers of attendees, along with the fact that so many are displaying the swastika indicates that they are there to support the Party and do what they can to help the Party keep growing.

**Elective 4: Women’s movements**

* The message of S3 is that men are not as concerned with women’s reproductive rights as they should be, and that if they were the ones who were able to get pregnant, they might be more careful when engaging in sexual activity.
* The photograph shows a man who is carrying a baby with the heading “Would you be more careful if it was you that got pregnant?”; this question is addressed to the men viewing this poster and infers men don’t really think about the consequences of their sexual activity because the consequences of it aren’t as impactful as they are for women, and therefore they need to be more concerned with women’s reproductive rights

# Elective 5: Decolonisation

* The message of S3 is that Australia did not condemn the invasion of East Timor by Indonesia in 1975, and was not going to do anything to intervene.
* The cartoon shows Peacock leaning over a fence to his neighbour, Suharto, who is seen putting East Timor into the rubbish bin, which is symbolic of Indonesia’s invasion of Indonesia, and by saying “We like having tidy neighbours”, Peacock is seen as condoning the treatment of the East Timorese people.

# Elective 6: Workers’ rights

* The message of S3 is that the US legislators need to amend the Constitution to end child labour and protect the children.
* The title gives the basic message of the source; the illustration shows children working and thinking about being outside and playing whilst working at the machines in the factories and the factory owner is looking greedily at the children while thinking about a luxury automobile, which indicates he believes that the children will make him money to buy his luxuries.

# Elective 7: Movements for peace and security post 1945

* The message of S3 is that the UN peacekeeping forces sent into Egypt during the Suez Crisis are confused as to what their role as peacekeepers is supposed to be.
* This can be seen by the UN peacekeeper looking around at Nassar and the British trooper and asking who was supposed to be guarding whom.

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

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identifies the element/s of contestability for Source 3 and Source 4. | 1-2 |
| Discusses the reasons for the contestability of Source 3. | 1-2 |
| Discusses the reasons for the contestability of Source 4. | 1-2 |
| **Total** | **6** |
| Markers’ notes:   * The concept of contestability requires a discussion of conflicting historical interpretations represented in the source material, specifically why they are conflicting and open to historical debate.   Candidates need to:   * Identify in each source argument/s, biases or perspectives that can be disputed. * 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 type of source provides an incomplete or suggestive picture which can be disputed. * Articulate the nature of that dispute by referring to alternative arguments or viewpoints on that element of the source. | |

# Elective 1: The civil rights movement in the USA

* S3 is contestable as it indicates that the Black Panthers was an aggressive and violent group of the civil rights movement; the Panthers believed in self defense and carried firearms, had clashes with law enforcement, and had a legacy of violence; however, they also implemented numerous community programs that included health clinics, free breakfasts, and educational initiatives; they also did not engage in widespread violence, but rather were violent in response to perceived threats
* S4 shows students from Pennsylvania marching on Washington, D. C. and it is led by some white students; this could be contestable as even though many people of many races did march on Washington, D. C. the photo may lead people to think that the white students were the ones who started the march, which was not the case

# Elective 2: Rights and freedoms of indigenous peoples

* S3 is contestable as while many people, especially those in the urban areas of Australia, favoured the change to the constitution; there was also a large number of people, mainly in the rural areas, who were against the change, and felt that they had not treated the Aboriginal people unfairly. There were also those who felt threatened by the changes and were afraid that they would have to change their lifestyle in some way.
* Source 4 is a photo of a protest on Sorry Day in which the people recognised the stolen generation and demands for the injustices to not happen again. It can be argued that although there is still a way to go for the ATSI people to achieve equality in Australia, the changes made have made many steps forward, and that the government is not repeating the same mistakes of the past. It can also be considered contestable as the protestors ask how many generations are stolen, and it can be argued that the government no longer have the legislation that created the stolen generation.

# Elective 3: Nazism in Germany

* S3 can be contested because although there were large number of people who did attend the Nuremberg Rallies, many would have felt obligated to attend for fear of being accused of anti-Nazi sentiment and possible imprisonment by the SA if they did not attend. Although the photograph makes it look like there were thousands in attendance, this is only a snapshot, and it could have been shot from an angle that makes the crowd look bigger than it was.
* S4 is highly contestable as most ghettos in Nazi Germany did not have healthy and happy children playing in them, especially in 1944. By this time, the Germans had started to enact their Final Solution and had deported the Jews and sent many of the Jews to the death camps; when Jews were in the ghettos, they lived in cramped spaces with very little food, which is not indicated in the photograph.

# Elective 3: Women’s movements

* S3 can be contested because it plays on the idea that men are not careful in their sexual activity and that they don’t care about women’s rights, but many men joined the women in their fight for reproductive rights.
* S4 is contestable because although women did protest their rights to be in public places, such as bars, it did not work straight away and protests, such as chaining themselves to the bar, did not change the minds of all people to their cause.

# Elective 5: Decolonisation

* S3 can be contested because although Australia did maintain a policy of not openly challenge Indonesia’s actions in East Timor, as the atrocities and human rights abuses came to light, public pressure made Australia respond more assertively; INTERFET sent peacekeepers, including Australian troops, to help out the situation, which was a departure from previous Australian foreign policy on East Timor.
* S4 can be contested because although many Vietnamese people did see Ho Chi Minh as somebody who liberated Vietnam and helped the Vietnamese people, others would contest that his rule and the implementation of a communist government were not for the good of all the Vietnamese people, and his actions led to the Vietnamese conflict and led to many deaths.

# Elective 6: Workers’ rights

* S3 can be contested because in order to protect children, a constitutional amendment is not needed, and in fact, was not used, rather changes in labour legislation by Congress and the states was effective in protecting children from being exploited.
* S4 can be contested because although the Fair Work Act does impose restrictions on union activities and powers, but the union does still have powers and the laws were not created to destroy unions, as may be indicated from the protest signs.

**Elective 7: Movements for peace and security post 1945**

* S3 can be contested as UN Resolution 997 was adopted and called for a ceasefire and withdrawal of all troops out of the Suez region, which the UN troops were to reinforce, therefore there was no confusion by the UN as to what their role was supposed to be.
* S4 can be contested because although the UN has a lot of different roles and they do have rules and regulations they need to follow whilst trying to do those roles, their record is not troubled; the UN had done a lot to protect civilians and stop conflict which is not the message the cartoon is telling

(e) Using your knowledge of the whole period of study, evaluate the importance of the idea/s represented in the sources

(7 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Identification of the idea/s presented in the four sources. | 1 |
| Placement of the idea/s depicted within the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period. | 1-3 |
| Evaluation of the importance of the idea/s depicted in relation to themes/ideas/events of the broader historical context. This could involve a discussion of other idea/s not present in the sources but arguably equally or more significant. | 1-3 |
| **Total** | **7** |
| Markers’ notes:   * This question does not require reiteration of the messages in the sources or a simple list of what is covered in each source. Candidates need to: * identify the idea/s present in the sources and evaluate their importance on the region by using evidence from the sources and the linking this to a wider knowledge of the whole historical period. * For the highest marks, candidates would need to demonstrate a depth and breadth of knowledge of the whole period of study and potentially discuss changing idea/s not present in the sources but arguably equally or more significant. | |

# Elective 1: The civil rights movement in the USA

* Candidates could comment on the ideas of hope and determination that are reflected in Sources 1 and 3 and how these helped to drive the movement towards change. There is also a contrast in the approach, as some, like Martin Luther King Jr, believed in peaceful protest, whereas others did employ some elements of violence, such as the Black Panthers
* The ideas of wanting change and equal rights as demonstrated in Sources 1, 3 and 4 are well demonstrated and show many aspects of how the African American community wanted to affect this change. Source 3 demonstrates the beliefs of many white people, especially in the South, that there should always be a segregation between the black and white population
* The theme of change and the resistance to it is something that permeates the entire time period studied. Candidates could comment on the various ways that this theme evolved throughout the time period studied.
* Candidates may mention other important themes not mentioned in the sources, such as the assassination of pivotal leaders, like Malcolm X, MLK, and Edgar Mevers; significant legislation change, and how the movements helped to affect these changes; the influence of the civil rights movement in the USA on other countries, such as South Africa and Australia

**Elective 2: Rights and freedoms of indigenous peoples**

* Candidates could comment on the ideas of native title and the ideas of legal status for the indigenous peoples in Australia. The belief by many that the Aboriginal people should have claim to the land they had been living on from before colonial times is reflected in Source 1 and 2. The legal status of the Aboriginal peoples was the issue that led to the 1967 referendum as demonstrated in Source 3. The continued effort to achieve greater recognition and reconciliation is demonstrated in the photograph in Source 4.
* Candidates may discuss the fact that native title and legal status were two of the most important issues that were driving the civil rights movement in Australia and were two of the greatest achievements gained.
* Candidates may mention other important themes not mentioned in the sources, such as the economic and social challenges facing indigenous peoples, the nature of government policies and laws on the rights of indigenous peoples, and the imposed control and doctrine of ‘terra nullius’ of the colonisers.

# Elective 3: Nazism in Germany

* Candidates could comment on how the sources address the ideas of loyalty to the Nazi party as seen in S1 and S3, the resistance to the Nazis as demonstrated in S2, and the idea of propaganda, as shown in Sources 1, 2, and 4.
* The themes of loyalty and propaganda were extremely important in creating the Nazi regime in Germany and led to the acceptance of the policies in Germany. Source 2 also demonstrates the fact that although the propaganda was effective with many of the German citizens, there were those that still opposed the Nazis and called out the atrocities that they caused.
* Candidates may mention that the ideas represented in the theme is critical to understanding why the Nazis were able to rise to power and take control of Germany. Ideas that were not represented in the sources that can be mentioned include antisemitism, the ‘final solution’, nationalism, and/or the idea of the Aryan race and its superiority.

# Elective 4: Women’s movements

* Candidates could comment on how the sources address the ideas of women’s empowerment (S1 and S4), the longing for equality (S2 and S3). These ideas were what drove the women’s rights movement throughout the years, and were influenced by changes in social conditions, such as birth control (S3).
* These themes were important as they led to changes in legislation that secured changes for women and continue to carry on through future women’s movements and their continued efforts to achieve rights for all women.
* Candidates may mention that important issues and ideas not represented in the sources include the economic and technological improvements that changed women’s lives, the contributions of influential women like Germaine Greer and Kate Millett, and the significance of the UNDHR on the status of women.

# Elective 5: Decolonisation

* Candidates could comment on the sources address the ideas of white superiority of the colonisers (S1), peaceful protest (S2), foreign non-intervention (S3) and cult of personality (S4).
* The themes in the sources are key in the reasons for the independence movements which are used to rally people to the cause and the concerns that may have had during the independence movement and the international response to such movements.
* Candidates may mention issues not represented in the sources such as conditions before the independence movement, key groups who influenced the movement, and the economic and moral challenges to the colonisers in maintaining the colonies.

# Elective 6: Workers’ rights

* Candidates could comment on how the sources address the ideas of factory owners and corporations are exploiting workers for their own profits (S1 and S3) and that workers need to band together, via unions, to fight for their better working conditions and wages (S4). The results of unionisation are also shown in S3, which indicates that the mining companies are supporting human rights, which would be a result of workers’ rights protests.
* Other ideas that candidates may discuss that are not in the sources would include the change in legislation to support workers, the working conditions experienced before the changes, and the impact of the Industrial Revolution on the workers’ rights movement.

# Elective 7: Movements for peace and security post 1945

* Candidates could comment on the themes of the UN as peacekeepers shown in all four sources and the different roles the UN plays within that realm. S1 reflects the idea that the UN was a truly united front that will support each other. S2 also discusses the involvement of many countries, but some countries participate more financially and others by providing troops. S3 and S4 reflect the idea that whilst the UN has noble ideals and mean well, they are not able to fully stop the conflict happening in the world.
* Candidates could discuss the aims and goals of the UN and the different missions that they were involved in and their success or failure in those missions.
* Other ideas candidates may discuss that are not in the sources would include the contribution of Australia in the creation of the UN and their role as peacekeepers; the roles and outcomes of specific conflicts and disputes, and the reasons for the creation of the UN.

**Section Four: Essay–Unit 2 -25%**  **(25 Marks)**

Marking key for Questions **24 – 43**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| **Thesis introductory paragraph** |  |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the ‘who’ or ‘what; to be discussed in the essay. | 1 |
| **Subtotal** | **3** |
| **Synthesised narrative** |  |
| 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 |
| **Subtotal** | **4** |
| **Argument** |  |
| 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 |
| **Subtotal** | **6** |
| **Supporting evidence** |  |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 8-10 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5-7 |
| 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 |
| **Subtotal** | **10** |
| **Conclusion** |  |
| Effectively draws the essay’s argument or point of view together. | 2 |
| Summarises the essay’s point of view. | 1 |
| **Subtotal** | **2** |
| **Total** | **25** |

**Elective 1: The civil rights movement in the USA**

# Question 24 (25 marks)

Assess the importance of US government policy in shaping the civil rights movement in the USA in the time period studied

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| Markers’ notes: The civil rights movement was primarily a grassroots effort led by communities and activists, but government actions and policies had an impact on the trajectory of the movement and its outcomes   * US government set legal framework within which the civil rights movement operated; Brown v. Board of Education, 1954, was a turning point as it provided a legal basis for challenging segregation in all aspects of public life * Passage of Civil Rights Act of 1964 and Voting Rights Act of 1965 were milestones in the progress of the civil rights movement; laws aimed to end segregation and protect voting rights of African Americans; federal government’s role in enforcing these laws were essential in helping dismantle many of the racist practices and institutions * Truman’s executive order 9981 desegregated the military; Eisenhower used federal troops in Little Rock; Lyndon B Johnson was instrumental in passing the Civil Rights Act and Voting Rights Act * Federal government had to intervene to protect the rights of African Americans when local and state governments didn’t; federal power used to uphold civil rights and protect protestors (such as during the Freedom Rides) showed the government’s commitment to civil rights * LBJ introduced the Great Society programs aiming to address poverty and racial injustice by providing economic opportunities for disadvantaged communities * USSR used the civil rights movement’s struggles to criticise democracy and this encouraged the government to take more steps towards civil rights reforms (Cold War pressure) * Changing public opinion also influenced the government; mass media coverage of the civil rights events made policymakers have to listen to the demands |

# Question 25 (25 marks)

Analyse the consequences of the assassination of civil rights leaders on the civil rights movement

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| Markers’ notes: the loss of key leaders (Malcolm X, Medgar Evers, Martin Luther King Jr.) had both immediate and long-term impacts   * The assassinations did lead to a leadership vacuum; these leaders had played crucial roles in organising protests, advocating for policy change and inspiration; their absence left a significant gap which made it challenging to maintain the same level of direction and cohesion in the movement * The assassinations fuelled deep sorrow and anger within the movement; many felt demoralised and frustrated by the loss; it also led to tensions between different factions within the movement * The assassinations temporarily disrupted the momentum of the movement; without strong leadership it was more challenging to mobilise and coordinate protests and actions; the slowdown allowed some opposition forces to regain their footing and resist further * Some began to question the efficacy of nonviolent resistance; the senseless violence against the leaders raised doubts about the effectiveness of nonviolent protest; led to more radical and militant groups * The assassinations brought national and international attention to the movement and put pressure on the US government to respond * Despite the setbacks, the movement didn’t die out; the legacy of the fallen served as a source of inspiration to continue the fight; new leaders emerged * The assassinations turned them into symbols of sacrifice and dedication to the cause which further galvanised the movement |

# Question 26 (25 marks)

Evaluate the impact of Malcolm X’s leadership on the nature and character of the civil rights movement in the USA

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| Markers’ notes: Candidates will achieve higher marks if they look at both positive and negative impacts   * Malcolm X advocated for Black nationalism and self-determination; African Americans should build their own communities and institutions; this was in contrast to integrationist idea of mainstream civil rights leaders like Martin Luther King Jr; his emphasis on self-empowerment and pride in African heritage inspired many to embrace their cultural identity and challenge systemic racism independently * He advocated for change “by any means necessary” which went against the calls for nonviolent protest of other leaders; while he didn’t necessarily condone violence, he had more militant rhetoric; this agreed with many who believed nonviolence hadn’t yielded sufficient results * Malcolm X’s worldview extended beyond the US; he linked the civil rights struggle to global anti-colonial and anti-imperialist movements; he stressed the importance of solidarity with people of African descent and other oppressed communities worldwide; strengthened his ties with other liberation movements * He became a prominent spokesperson and his oratory skills captured media attention; he challenged prevailing stereotypes and contributed to changing public perceptions about race and civil rights |

# Elective 2: Recognition and Rights of indigenous peoples

# Question 27 (25 marks)

Assess the importance of Australian government policy in shaping the changes to Indigenous Peoples’ rights during this time period.

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| Markers’ notes: Indigenous rights have been either advanced or hindered by the government policies; while some initiatives have been positive, others have perpetuated systemic inequalities; candidates who address both sides of the issue will achieve higher marks. Some of the government policies to discuss may include:   * From colonisation to the early 1900’s policies such as forced removal of children (Stolen Generation), forced assimilation, and reservation of land for Indigenous communities impacted their rights and cultural continuity * Latter part of the 20th century saw growing acknowledgment of the need to address past injustices; 1967 referendum; 1992 Mabo decision * Native Title Act attempted to balance recognition of Indigenous land rights with the need to provide certainty for non-Indigenous land holders; has been criticised for its complexity and limitations in securing full rights for Indigenous groups * Several governments have made apologies to the Stolen Generations and for other injustices; these are vital in acknowledging past wrongs and fostering reconciliation * Closing the Gap policy aimed to address disparities in health, education and economic outcomes; policy demonstrated commitment to improving Indigenous wellbeing, its effectiveness has been questioned because of the slow progress in achieving its targets * “The Intervention” (Northern Territory Emergency Response) implemented to address child abuse and neglect issues; policy criticised for paternalistic approach, lack of consultation and infringement on human rights * Ongoing discussions about recognising Indigenous Australians in the Australian Constitution to acknowledge their prior occupation and cultures; this has proven challenging due to differing views on how it should be done and the potential legal implications * High incarceration rates of Indigenous Australians is a pressing issue; government policies in areas like law enforcement and criminal justice contribute to this problem; efforts to address the overrepresentation have been insufficient, leading to calls for systemic reforms |

# Question 28 (25 marks)

Analyse the consequences the Mabo decision on the relationship between Indigenous and non-Indigenous people in Australia

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| Markers’ notes:  Candidates will need to look at the consequences and discuss the positive and negative aspects of each in order to achieve higher marks. Some of the consequences that may be discussed include:   * Recognition of native title rights meant Indigenous people could assert their ownership and occupation rights over land they had traditionally occupied; this was the most immediate consequence of the Mabo decision * Mabo played a pivotal role in initiating conversations about land rights and reconciliation between Indigenous and non-Indigenous Australians; historical dispossession of Indigenous lands was brought to the forefront and triggered a national dialogue about the need to address past injustices * Australian government introduced the Native Title Act which established a framework for the recognition and protection of native title rights; although complex and with limitations, it did represent a significant step toward addressing land rights issues * Mabo decision raised concerns among non-Indigenous landowners about the potential loss of land or property rights; fear that successful native title claims could result in extinguishment of freehold or leasehold interests; tensions and legal disputes occurred * Native title claims have often resulted in lengthy and complex legal negotiations; Mabo decision necessitated mechanisms for resolving competing land rights * Laid foundations for Wik Decision * Mabo decision acknowledged the cultural and spiritual connection Indigenous people have with their land; contributed to the preservation of Indigenous cultural heritage and practices * Mabo decision had significant impact on public attitudes towards Indigenous rights and reconciliation; sparked broader support, although there were those who opposed the ruling as well * Despite the decision, land rights and native title claims still continue to face challenges; some groups have encountered difficulties proving their continuous connection to land due to disruptions caused by colonisation, dispossession, and forced removal from traditional lands |

# Question 29 (25 marks)

Evaluate the impact of Charles Perkins’ leadership on the nature and character of the Indigenous rights movement in Australia

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| Markers’ notes:   * Perkins was charismatic and inspired and mobilised Indigenous communities across Australia to stand up and demand social justice; he resonated with many Indigenous people, motivating them to take part in the struggle for equal rights * Under his leadership, there was increased emphasis on the importance of land rights; advocated for the return of traditional lands and recognition of native title; focus on land rights highlighted the importance of self-determination and cultural preservation for Indigenous communities * He was instrumental in raising awareness about the challenges faced by Indigenous Australians domestically and internationally; worked to dispel stereotypes and education non-Indigenous Australians about the history, culture and contributions of Indigenous people; helped garner broader support for the Indigenous rights movement * He utilised his position to advocate for policy reforms at the governmental level; lobbied for changes in discriminatory laws and policies; led to the establishment of various government bodies and initiatives aimed at addressing Indigenous rights issues * His activism and advocacy extended beyond Australia, leading to greater international awareness of the Indigenous rights struggle; he participation in international conferences and engagement with global human rights organisations helped elevate the profile of his cause * He inspired a new generation of activists to continue the fight for social justice and equality |

# Elective 3: Nazism in Germany

# Question 30 (25 marks)

Assess the importance of Nazi government policy in shaping the changes to civil rights in Germany

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| Markers’ notes: some of the policies that can be discussed include:   * Racial discrimination and antisemitism were fundamental pillars of Nazi policy; Hitler and his regime promoted the idea of a racially superior Aryan and sought to eliminate ‘racial enemies’; led to the erosion of civil rights for targeted groups, resulting in exclusion, segregation, and ultimately genocide * Enabling Act granted the cabinet the power to enact laws without the Reichstag’s involvement; effectively dissolved the democratic system, which led to the suppression of civil liberties and political opposition; freedom of speech, association and assembly were all suppressed * Gleichschaltung: coordination of all aspects of society to align with Nazi ideology; political parties, trade unions and other organisations were either disbanded or brought under Nazi control; centralisation resulted in the loss of autonomy for many groups and individuals, further limiting civil rights * Nuremberg Laws stripped German Jews of citizenship and banned sexual relationships or marriage between Jews and non-Jews; these laws further institutionalised discrimination and segregation; Jews were denied their civil rights and reduced to second class citizens * Nazi government ruthlessly suppressed political opposition; perceived enemies were arrested, imprisoned and often subjected to violence and execution; the crackdown effectively eliminated political opposition and undermined the right to political participation and freedom of expression * Programs to forcibly sterilise and euthanise individuals deemed physically or mentally unfit were initiated; these violated basic human rights of these individuals * Establishment of concentration camps allowed for the exploitation of millions of people as forced labour; this system deprived individuals of their freedom and basic rights |

# Question 31 (25 marks)

Examine the consequences of the Munich Putsch on the rise of Nazism in Germany during the time period studied

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| Markers’ notes: While the Munich Putsch was a failure in its immediate objectives, it did have consequences for the rise of Nazism, candidates should discuss these implications which may include:   * Hitler’s trial and publicity; trial provided Hitler with a platform to gain significant media attention; promoted Nazi ideology and gained sympathy from certain sectors of the public * Failure led to re-evaluation of strategy; shifted their strategy towards using legal means and participating in the democratic process to gain seats and undermine the Weimar Republic from within * Hitler wrote his autobiography/political manifesto “Mein Kampf” in which he elaborated his antisemitic, nationalist, and authoritarian beliefs; the book became a crucial tool for propagating Nazi ideology and shaping core principles * After the Putsch, the Nazi party was briefly banned, but later reconstituted under Hitler’s leadership; the party’s organisational structure was then strengthened and improved recruitment efforts due to a powerful propaganda machine attracted a broader base of supporters * The Sturmabteilung (SA) was temporarily disbanded after the Putsch, later to be rebuilt and turned into a formidable paramilitary force to intimidate political opponents * By participating in elections and exploiting hardships of the Great Depression, Nazi party gained popularity and secured increasing numbers of seats in the Reichstag; growing political influence provided Hitler with leverage to pressure Hindenburg to appoint him Chancellor in 1933 * Once in power, Hitler rapidly dismantled democratic institutions to consolidate their control over Germany; the Putsch had demonstrated the potential threat they posed * Although the Putsch itself was a failure, it galvanised the Nazi party; garnered some sympathy and support from right-wing factions and nationalists; showcased Hitler’s willingness to take extreme measures to achieve his goals |

# Question 32 (25 marks)

Evaluate the impact of Josef Goebbels on the nature and character of the Nazi party in German during the period studied

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| Markers’ notes: Goebbels was Reich Minister of Propaganda and Public Enlightenment, responsible for controlling the Nazi party’s messaging and manipulating public opinion to advance Nazi ideology, there were several areas in which his impact was felt:   * He was a master propagandist; utilized various media channels (radio, newspapers, film, rallies) to spread propaganda; crafted a cult of personality around Hitler and presented the Nazis as a symbol of German national revival and unity; was able to control public perception, suppress dissent and maintain a tight grip on power * He understood the importance of creating a unified and loyal Nazi party; instilled a sense of nationalism, racial superiority, and antisemitic sentiments among party members and German population * He played a pivotal role in elevating Hitler to almost god-like status; portrayed Hitler as the saviour of Germany; this adoration of Hitler contributed to the centralisation of power * He was instrumental in the creation of the Reich Chamber of Culture and the Reich Press Law which effectively eliminated any independent or critical voices in the media and arts; this allowed Nazis to exert complete control over public discourse * His propaganda machinery was essential in swaying public opinion in favour of the Nazi’s policies and actions; he distorted facts and presented a skewed version of reality; successfully justified regime’s foreign policies, militarisation, and Holocaust * He was able to exploit modern technology for propaganda; reached the masses through all aspects and had a profound impact on shaping public opinion |

**Elective 4: Women’s movements**

**Question 33**  **(25 marks)**

Assess the importance of the suffrage movements in progressing women’s rights

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| Marker’s notes:   * Suffrage allowed women to have a voice in shaping laws, policies and government representation that impacted their ability to advocate for broader rights and social changes * Suffrage movements brought women’s rights issues to the public consciousness; they highlighted inequalities and discriminatory practices; raised awareness about gender based injustices * The suffrage movements provided a platform for women to come together and unite and fight for a common cause; many were across different backgrounds; sense of solidarity fostered a broad understanding of women’s issues and led to the establishment of women’s organisations * Suffrage movements led to legal changes that expanded women’s rights beyond voting e.g., securing property rights, access to education, and employment opportunities * The suffrage movements empowered women to challenge traditional women’s roles and societal norms * Suffrage movements influenced each other across borders; sharing of ideas and strategies from different nations strengthened the overall push for women’s rights on a global scale * Suffrage movements were often interconnected with other social and progressive movements like labour rights, civil rights, and social justice causes * The suffrage movements served as a blueprint for future women’s rights and feminist movements |

**Question 34** **(25 marks)**

Analyse the consequences of the women’s rights movement on legislation during this time period on legislation in the world

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| Marker’s notes:   * The movements played a crucial role in securing suffrage; suffragettes campaigned for voting rights and several nations gradually granted women suffrage, which expanded their political participation and representation * Equal pay and employment laws; implementation of laws that prohibit gender-based wage discrimination which aimed to bridge the gender pay gap and promote workplace equality * The movements influenced the enactment of laws concerning reproductive rights and healthcare; access to contraception, family planning and legalisation of abortion * Advocacy by women’s rights activists led to the introduction of laws against gender-based violence e.g., domestic violence, sexual harassment, and human trafficking * The movement pushed for legislation guaranteeing maternity leave, allowing women to balance their work and family responsibilities; more recently, there have been efforts to promote parental leave policies that are gender neutral * The movement worked hard to created anti-discrimination laws to protect women from discrimination in aspects of life, e.g., education, housing, healthcare * Some countries have legislation that mandates quotas in politics, corporate boards, or public institutions; designed to increase female representation and break down barriers to women’s advancement * The movement played a role in changing legislation to improve women’s access to and ownership of property and land * The movement influenced policies to promote gender equality in education, ensuring girls and women have equal access to education * The movement influenced reforms in marital and family law e.g., legalising divorce, ending child marriage, establishing an equitable distribution of property in divorce cases |

**Question 35** **(25 marks)**

Evaluate the impact of Simone de Beauvoir’s work on the women’s rights movement.

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| Marker’s notes: through her work, particularly “The Second Sex”, de Beauvoir became a key figure in the development of modern feminist history   * Her concept of “The Other” was crucial in understanding how women were marginalised, often defined in relation to men; this laid the groundwork for questioning women’s traditional roles and expectations, this led to deeper examination of gender inequality * She was an existentialist philosopher and explored existentialism in the context of women’s experiences which helped feminist thinkers and activists see how societal norms and expectations limited women’s autonomy and self-determination; emphasis on individual freedom and choice became central to feminist arguments for equality and autonomy * She challenged the notion of gender as a fixed, biologically determined characteristic; she argued gender is a social construct, perpetuated by cultural and societal norms; this gave rise to the idea that gender roles and expectations could be deconstructed and changed * Her work provided a foundation for the second wave of feminism in the 1960s; inspired women to challenge institutionalised sexism and advocate reproductive rights, workplace equality and other key feminist issues * Her ideas reached feminist movements worldwide; feminists from different cultures and backgrounds adapted her ideas to their specific contexts * Her work prompted a reassessment of women’s place in history; she shed light on the erasure and marginalisation of women’s contributions throughout history, leading to efforts to reclaim and celebrate women’s achievements * While her work focused mostly on gender, her ideas laid the groundwork for intersectional feminism – the understanding that different forms of oppression intersect and compound each other; this has become central to modern feminist thought |

**Elective 5: Decolonisation**

**Question 36** **(25 marks)**

Assess the importance of nationalism in the creation of movements supporting decolonisation.

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| Marker’s notes: decolonisation is the process by which colonial powers relinquish control over their colonies, granting them independence and self governance; nationalism is the strong sense of loyalty and identification with one’s nation, often leading to the desire for self determination and independence from external control   * Nationalism fostered shared identity among colonised people, emphasising their distinct culture, history and heritage; collective consciousness helped unify diverse ethnic and cultural groups within a colony; allowed people to perceive themselves as a unified nation with the right to determine their own destiny * Nationalist sentiments fueled the formation of various resistance movements; they encompassed a wide range of strategies, from peaceful protests and civil disobedience to armed rebellions * Nationalism served as a catalyst for political mobilisation and organisation within the colonies; political parties, activist groups and other organisations were formed because of nationalism; the groups rallied people around the cause, and represented the collective interests of the colonised people * Nationalist movements often sought support from other nations and international organisations sympathetic to their cause; led to diplomatic and material support for the colonies’ struggles * Nationalism sparked a cultural awakening, there was a resurgence of indigenous languages, customs and traditions; cultural revival bolstered the confidence and self-esteem of the colonised populations * These movements were often influenced and were influenced by other nationalist movements; interconnectedness of these movements created a global consciousness about the importance of self determination * Nationalism allowed the colonised peoples to reclaim their history and identity; process of reclamation paved the way for building post colonial societies that embraced their own values and aspirations * While nationalism played a crucial role, not all nationalist movements were inclusive or free from internal divisions; some ethnic or religious groups were excluded, leading to post independence challenges of nation building and social cohesion |

**Question 37** **(25 marks)**

Analyse the consequences of the world wars in the emergence of movement for decolonisation

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| Marker’s notes: the conflicts of WWI and WWII altered the global political landscape and sparked changes that eventually led to the dismantling of colonial empires   * The experience of fighting alongside or being recruited by colonial powers created a sense of shared sacrifice and contributed to the growth of nationalist sentiment among colonial populations; sense of unity and pride in their own identities fueled aspirations for self determination and independence * The wars led to the articulation of new principles of international law and human rights; the right to self determination gained prominence, and the idea that all peoples should have the freedom to choose their political status and govern themselves became accepted; shift in global norms bolstered the legitimacy of anti colonial movements * The atrocities of the world wars, public opinion and attitudes towards colonialism began to change; growing sense of moral obligation to address colonial oppression and exploitation; UN Charter affirmed the principle of self determination and called for the promotion of human rights * During both world wars, many colonial subjects were enlisted to fight; the discrimination and inequality in the ranks they experienced led to discontent and a desire for a better future, which galvanised the nationalist movements * World wars contributed to significant shifts in the global economic and geopolitical landscape; the US and USSR challenged the dominance of European colonial powers; the superpowers often supported anti colonial movements as they sought to expand their spheres of influence * The world wars fostered greater international cooperation and solidarity; anti colonial movements often found support from other nations and organisations that were sympathetic to their cause; many colonial powers were facing their own post war challenges and found it increasingly difficult to maintain control in the face of international pressure and support for decolonisation |

**Question 38** **(25 marks)**

Evaluate the impact of a chosen individual on the development of the decolonisation movement in their country

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| Marker’s notes: which country/person the candidate chose will influence what will be written about. Some of the ideas that the candidate may choose to write about may include:   * Their chosen person’s involvement in activism; how they were a key figure in the struggle against the colonisation; how actively they were involved in advocating for the rights of the oppressed colonised * What types of campaigns their person led and what sorts of support they achieved; discuss international awareness of their movement, if any * Discussion of how they spearheaded armed resistance or peaceful protests * Discussion of any trials they may have faced because of their leadership within the resistance * If their chosen person was imprisoned, they may discuss what the symbolism of that imprisonment meant for the movement * What the legacy of their chosen person left behind in their country |

**Elective 6: Workers’ Movements**

**Question 39 (25 marks)**

Assess the importance of the creation of the Labor Party in advancing workers’ rights in Australia

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| Marker’s notes: the Labor Party’s formation and subsequent development played a crucial role in advocating for the rights and interests of the working class, candidates may discuss some of the following:   * Labor Party was established in the 1890s emerging from the union movement and represented the collective interests of workers; workers were given a platform to voice their concerns, grievances and demands; one of the first political parties globally with a strong focus on the labour movement * In the early 20th century, the Labor Party had significant success in pushing labour reforms, the Harvester Judgement in 1907 set a basic wage for workers and was a landmark decision in labour law * The Labor Party was instrumental in shaping industrial relations in Australia; advocated for collective bargaining rights, workers’ rights to strike, and fair working conditions; establishment of more balanced and equitable relationship between employers and employees * The Labor Party implemented various social and economic reforms that benefited workers, including the introduction of social security measures, improvements in public healthcare and education, the establishment of workplace safety regulations * Labor Party consistently championed the cause of raising the minimum wage to ensure a living wage; this has led to regular adjustments and increases in minimum wage * Labor Party has played a significant role in prioritising occupational health and safety standards; worked to improve workplace conditions * The Labor Party has advocated for protecting and enhancing the rights of trade unions * Labor Party has advocated for gender equality in the workplace and eliminating pay gaps |

**Question 40**   **(25 marks)**

Analyse the effectiveness of the methods used by the Industrial Workers of the World to advance workers’ rights

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| Marker’s notes: to gain full marks, the candidates need to make sure that they discuss the strategies of the IWW and the strengths and weaknesses of these   * IWW embraced all workers; inclusive approach allowed them to build a diverse and unified workforce; other labour unions often excluded certain groups * IWW relied on direct action: strikes, protests and boycotts; these were often decentralised and driven by local chapters which gave the movement and flexibility and adaptability to address specific issues * Some members advocated for sabotage, but this approach brought controversy and legal challenges to the IWW; the opposition to WWI war effort led the government to crackdown on the organisation and led to its decline * IWW promoted the concept of “one big union” where all workers within a particular industry organised into a single union; this approach aimed to increase workers’ bargaining power and foster unity among diverse groups of labourers * IWW engaged in free speech fights and actively protested against arrests and restrictions on their right to freedom of expression   Strengths:   * IWW’s inclusive membership fostered unity and made their movement more resilient * Use of strikes and direct action could put significant pressure on employers and sometimes led to concessions or improved working conditions * IWW’s use of publications and propaganda helped garner public support and spread their message   Weaknesses:   * IWW faced government repression, especially during WWI; led to arrests, deportations and the eventual decline of the organisation * IWW never achieved the same level of membership as other labour unions, limiting their collective bargaining power * There were internal divisions over tactics and ideology which could sometimes hinder cohesive strategy and action |

**Question 41**  **(25 marks)**

Evaluate the impact of the post-war economic boom on the advancement of workers’ rights in Australia.

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| Marker’s notes:   * The economic boom created an environment of increased industrial activity and job growth; as demand for labour grew, workers began to recognise their collective strength and importance in the economy; Labour unions gained momentum and gained rights including better wages, improved working conditions and job security; there was a growing influence of labour unions which resulted in the implementation of collective bargaining agreements * The economic boom led to a rise in productivity and corporate profits; there was pressure to share the benefits with the workforce; wages increased and workers gained better purchasing power; the standard of living improved * The Australian government introduced various social welfare policies and benefits aimed at supporting workers, including expansion of social security, healthcare, and pension systems * Companies were incentivised to adopt fair employment practices to attract and retain skilled worker; workplace discrimination started to be addressed, leading to more equitable opportunities for workers * The post-war prosperity allowed the government to invest in regulatory frameworks and occupational safety measures; implementation of labour laws that protected workers from exploitation, ensured safe working conditions and set standards for working hours and overtime pay * The economic boom provided a platform for advocating for broader employee rights; recognition of workers’ rights to join unions, engage in collective bargaining, and participate in industrial action |

**Elective 7: Movements for peace and security post 1945**

**Question 42** **(25 marks)**

Assess the importance of the creation of the United Nations in securing peace post 1945.

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| Marker’s notes: for full marks candidates will need to address both strengths and weaknesses of the UN in securing peace, some of the factors for the UN securing peace that may be discussed include   * One of the primary purposes of the UN is to prevent and resolve conflicts between nations; through the Security Council, the UN can authorise peacekeeping operations, impose sanctions or arms embargoes; peacekeeping missions have played a crucial role in de-escalating conflicts and stabilising regions * UN promotes the concept of collective security, member states agree to work together; any attack on one nation will be considered an attack on all, which can foster a climate of peace and cooperation * UN has been instrumental in facilitating arms control agreements and non-proliferation treaties, aimed to reduce the likelihood of armed conflicts; treaties like the NPT and CWC have helped manage the threat of weapons of mass destruction * Agencies like the UNHCR and WFP play vital roles in providing humanitarian aid to regions affected by conflict or natural disasters; by addressing humanitarian crises, the UN contributes to the alleviation of conditions that often fuel conflict * UN has been instrumental in developing and promoting international law, providing a framework for resolving disputes between nations; has tribunals and courts to uphold principles of justice and accountability; this discourages aggressive actions that may lead to conflict * The UN serves as a platform for diplomatic engagement and negotiation between nations; General Assembly provides an arena where countries can voice their concerns and see solutions; UN’s role as a neutral mediator can facilitate communication and foster understanding between nations * The UN’s commitment to sustainable development, addressed in the SDGs, addresses the root causes of instability and conflict; the promotion of economic growth, social inclusion and environmental protection contribute to the reduction of poverty and inequality, which often contribute to unrest * Limitations and challenges can include the fact the Security Council’s structure, with five permanent members holding veto power, can sometimes hinder decisive action; UN’s effectiveness in conflict resolution is dependent on the cooperation and willingness of member states to abide by its decision; although the UN can call for sanctions and embargoes, there is no real way to enforce these |

**Question 43**  **(25 marks)**

Analyse the consequences of terrorism on the efforts for peace and security post 1945 in the time period studied

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| Marker’s notes: Terrorism is defined as the use of violence and intimidation to achieve political or ideological aims, some of the key consequences candidates may discuss include   * There has been an implementation of stricter security measures worldwide; governments have invested more in intelligence gathering, surveillance technologies, and counterterrorism agencies to prevent and respond to terrorist threats; there is now enhanced security protocols at airports, public spaces and critical infrastructure; this has also led to concerns about civil liberties and privacy rights * The September 11, 2001 attacks led to the US launching the “Global War on Terror”; this led to the invasion of Afghanistan and Iraq; this had led to long-lasting conflict in these areas and has fueled further violence, instability and radicalisation * The fight against terrorism has sometimes led to a curtailment of civil liberties and human rights; mass surveillance, prolonged detentions without trial, and ‘enhanced interrogation’ techniques have been criticized for violating individual rights and freedoms * Terrorism in some regions has led to widespread instability, displacing millions of people and triggering large-scale migration; this has led to humanitarian crises and has put pressure on neighbouring countries and international organisations to manage the influx of refugees * Attacks on businesses, tourist destinations and critical infrastructure can disrupt economies, decrease foreign investments, and increase insurance costs; costs associated with counterterrorism efforts can also strain national budgets * Terrorist attacks can create fear and division within societies; can exacerbate social tensions, create xenophobia, and deepen political polarisation; this can challenge the efforts to build consensus on addressing the root cause of terrorism * In some cases, terrorist activities have further fueled existing conflicts, or started new ones; terrorist groups will often exploit existing grievances and sectarian divisions * Terrorism has necessitated greater international cooperation among nations to combat the transnational nature of terrorist networks; intelligence sharing and joint operations have become components of these efforts * Terrorism has evolved and groups have adopted new tactics and strategies, like suicide bombings, cyber-terrorism, and use of social media for recruitment and propaganda; this has led to counterterrorism strategies consistently changing and shifting * Terrorism has influenced the foreign policies of various countries and has shaped their alliances, military interventions and aid distribution; the “War on Terror” led to a reorientation of the US’ foreign policy and security priorities * Although efforts to promote peace have been successful in various areas, it is essential for nations to address the underlying causes of terrorism, such as poverty, political instability and social alienation, to effectively counter this threat and promote peace and security |

**Question 44**  **(25 marks)**

Evaluate the impact of Dag Hammarskjold on the efforts for peace and security in the time period studied

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| Marker’s notes: some of the aspects of his influence candidates may discuss include   * He was deeply committed to preventing and resolving conflicts and used his diplomatic skills to mediate various disputes like the Suez Crisis (1956) and the Congo Crisis (1960 –64); his efforts helped de-escalate tensions and finding peaceful resolutions * He emphasised the importance of adhering to international law and the protection of human rights; while under his leadership, the UN played an active role in monitoring and reporting on human rights abuses, raising global awareness of these issues, and promoting accountability * He helped develop and expand UN peacekeeping operations and believed this could prevent the escalation of conflicts and maintain stability in troubled regions; he established several peacekeeping missions, setting precedent for future peacekeeping efforts * He advocated for preventive diplomacy in order to avoid armed conflicts; he thought that by addressing root causes and tensions before they escalated, a more sustainable peace could be achieved; he prioritized dialogue and negotiation to prevent conflicts from erupting in the first place * He enhanced the role of the Secretary-General in international affairs; he showed the importance of the Secretary-General's impartiality and independence and set a standard for future Secretaries-General * He was admired widely for his integrity and commitment to the UN’s principles; he earned respect and trust from many world leaders which further enhanced the influence of the UN on the global stage * There were challenges and criticisms of him as well; some criticised his handling of crises |