

BOARD OF STUDIES
NEW SOUTH WALES

1995 HSC

EXAMINATION REPORT

Modern History

2 Unit (Common)

3 Unit (Additional)

2 Unit People and Events

Includes:

- **Marking criteria**
- **Sample responses**
- **Examiners' comments**

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1995 HIGHER SCHOOL CERTIFICATE

MODERN HISTORY

EXAMINATION REPORT

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Foreword

This Examination Report seeks to provide teachers of Modern History, 2 unit, 3 unit and 2 unit People and Events with extensive comments about the 1995 Modern History examination and marking operations. The comments and relevant additional details should enable teachers to be better informed when preparing candidates in this subject. For example, they should better understand:

- The manner in which the HSC examination is developed.
 - The marking scales used in the examination marking operations.
 - The manner in which the papers are marked and the organisation associated with ensuring marking standards.
 - What constitutes an excellent response to particular questions compared to average responses.
 - How sources should be used in essays.
- The importance of focussing upon Problems and Issues in the essays and structured essays as well the Issues in Contention in the Modern World Studies.
- What candidates should try to avoid in their answers.

Finally, this report is intended to confirm the excellent work undertaken by teachers of Modern History and to reassure them that able students in this subject are appropriately rewarded in the examination process.

Marking Procedures and Operations

Selection

Markers are selected according to a set of criteria laid down by the Board of Studies in consultation with the relevant unions. Included in this criteria are:

- Recency of teaching Year 12.
- Years of teaching Modern History.
- Academic qualifications.
- Current experience in promoting the subject.

Markers nominate on their applications the areas of preference that they wish to mark. Three Unit markers in addition need to have had some experience and expertise in the section they have nominated to mark.

In addition to the markers there are Senior Markers whose principal duties are to:

- Lead and co-ordinate a group of markers.
- Organise the briefing sessions.

- Set and maintain the standards.
- Maintain a close watch on discrepancies and act promptly to resolve them.

Each year a minimum of 10% new markers are appointed.

Purpose of the Operation

The purpose of the operation is basically to RANK each candidate's response to each question or part of a question in accordance with the criteria laid down in the mark scales.

In allocating marks markers place each candidates performance in its true relationship to that of other candidates. There is no pre-determined 'pass standard'. Markers try to spread the marks over the whole range in accordance with the mark scales.

Double Marking

All questions in 2/3 Unit, 3 Unit and 2 Unit People and Events are double marked. This approach assumes that both markers will provide a reliable judgement. The second marker is NOT aware of the mark awarded by the first marker

Discrepancies

Discrepancies between the two marks awarded will be brought to the attention of the appropriate Senior Marker. It is the responsibility of the Senior Marker to resolve the discrepancy.

Mark Scales

All ranking of scripts by both markers is in accordance with the criteria laid down in the mark scales established for the CORE question, the ESSAY Questions and the STRUCTURED ESSAY questions or STRUCTURED questions.

These mark scales have been developed in accordance with the expectations of candidates laid down by the Examination Committee and by modifications by Senior Markers after reading candidates' responses.

While different mark scales have been established for marking different kinds of questions, **they have been framed with the intention of achieving comparable standards across the different types of questions.**

Reliability and Comparability

At the end of each marking day a statistical summation of marker reliability is completed. These reports indicate how different groups marking the same question or section compare with each other and how each marker within that group compares with other markers within that group. These reports also indicate marker and group means and standard deviations. Remedial action can then be taken if problems are revealed by this data.

During each marking session, all markers will be given check scripts to mark within their category by a Senior Marker. From time to time control scripts from other sections of the paper will also be given to markers. These control scripts are a further method of looking at comparability between markers and between groups.

Evaluation

Towards the end of the marking, markers are asked to comment on the degree of competence with which candidates handled each question, as well as comments on patterns or recurrent problems.

Constructive comments are also welcomed on weaknesses within questions, how questions failed to adequately discriminate or how questions might be improved.

This feedback is given to the Examination Committee for consideration in forming the next set of papers.

Introduction to the 1995 Papers

In 1995, 7273 candidates presented for the Modern History 2/3 Unit paper which represented a decline of 900 candidates on the 1994 candidature. A further 2281 candidates sat for the 3 Unit Additional paper, 300 fewer the previous year. In contrast the 2 Unit People and Events, with 3642 candidates, was almost identical to last year's candidature.

The three examination papers were very well received both for the quality of the questions and for the way in which they reflected the aims of the Syllabus under Pathways. The performance of candidates in the 1995 Modern History papers was generally sound and indicated that the majority of students are being prepared quite effectively for examination in this subject.

The following points need to be emphasised:

- (i) Most candidates appear to have benefited from the reduction in the number of National Studies under the Pathways syllabus. Markers commented positively on the mastery of knowledge and length of answers given by the majority of candidates. This was particularly noticeable in the nineteenth century national studies.
- (ii) The marking scales used this year and the quality of the candidates' responses were clearly comparable across all sections of the papers.
- (iii) The mark value of each part of the structured questions and structured essays should be used as an indicator of the amount of time and space to be allocated for each part. Candidates must keep in mind the relative value of each question and plan their time accordingly. In many cases candidates answering the structured elective questions are spending too much time on the (a) section.
- (iv) Despite the change in the Pathways syllabus the number of candidates answering questions on more than one national study was fairly small.
- (v) Markers commented on the quality of a number of the 3 unit scripts which were outstanding and were a tribute not only to the ability of the candidates but to the quality of the teaching involved.

The 1995 Examination Committee Operations

Each year the Board appoints HSC examination committees to prepare its Modern History examinations. The 1995 committee consisted of 6 members, two being nominated by the universities and four appointed by the History Syllabus Committee (the system of appointment has been changed for 1996). The committee contained two practising teachers who were not teaching Year 12 in 1995 but had previous teaching experience at this level.

From early February until Easter the committee met regularly to develop the papers. All draft questions were subjected to further scrutiny before a final version was reached and few of the original drafts appeared unaltered in the final papers. All questions were developed bearing in mind that:

- (i) they must address the relevant problems and issues – not the content outline in the syllabus;
- (ii) language should be straightforward and the questions unambiguous;
- (iii) questions should be able to be answered in the time available to candidates under examination conditions.

During this same period the committee also had other responsibilities:

- (i) It nominated to the Board the names of suitable persons to be Supervisors of Marking for the two history centres – 2/3 unit and 2 unit People and Events.
- (ii) It nominated assessors for the papers from the list of practising teachers who indicated their willingness to assess the papers.
- (iii) The committee reviewed all of the marking scales to be used for the examinations. The final versions of the scales were worked out by the two Supervisors of Marking in consultation with the committee's Chairperson.

In May the committee met again and reviewed the assessors' reports on the three papers and made several changes. The final version of the paper was then cleared in July whilst the Chairperson inspected a mock-up of the paper in September for reading clarity. The committee met for the last time on November 12th when it assembled at the marking centres to listen to comments on the 2 unit papers from the senior markers and review the marking operations. The feed-back from the marking centres, including the written reports on the questions, have provided valuable feedback for examination committees over the years and are a vital part of the Modern History examination process. Overall, press and marker feedback on the 1995 papers was very positive.

MARKING SCALE FOR 1995 Q1 CORE IN 2U/3U MODERN HISTORY
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(Simplified) Final

Target	1 mark		2 marks	marks
(a) <u>Locate/comprehend</u> from source	ANY <u>ONE</u> OF THE FOLLOWING: i) Better prepared; better equipped; more experienced soldiers; trained officers; rifles; uniforms; more professional; well trained; (heavily) dug in; machine guns; artillery.	ii) huge losses; 10,000 dead; gained experience; desertion; little ground gained; offensive continued; execution of deserters; reports read out on parade. iii) vague reference to execution or names read out.	(i), (ii) ANY <u>TWO</u> OF THE PREVIOUS ANSWERS (iii) Either or both of: Deserters executed/names of executed read out on parade.	6 marks (max.)
	1 – 3 marks	4 – 6 marks	7 marks	
(b) <u>Successful link</u> of background knowledge <u>AND</u> sources	1 – 3 Some relevant facts without source(s) OR simple paraphrase of source(s) without any background knowledge	4 – attempted link between relevant background knowledge and one or two sources 5 – 6 relevant background knowledge linked with two sources	Links BOTH sources to relevant background knowledge to answer question with clear distinction drawn between people in Britain and Australia.	7 marks (max.)
	1 – 3 marks	4 – 5 marks	6 – 7 marks	
(c) <u>Evaluation and interpretation</u> of historical <u>evidence</u> and their relationship to the question	Paraphrase of sources or simple generalisation about origin, motive, audience, content with no discussion of reliability or usefulness.	Limited evaluation of sources with some reference to at least TWO of content, origin, motive, audience with some attempted discussion of reliability and/or usefulness.	Evaluates TWO sources effectively with consideration of AT LEAST TWO of origin, motive, audience, content in the context of a valid discussion of reliability and usefulness.	7 marks (max.)
	1 – 4 marks	5 – 8 marks	9 – 10 marks	
(d) Use of <u>sources and background knowledge</u> to develop contextual <u>arguments</u> and as an explanation of why people felt as they did	Descriptive with simple reference to sources(s) and/or paraphrase.	5 – 6 Limited use of contextual knowledge and sources BUT Scripts with good contextual knowledge <u>only</u> OR specific source use <u>only</u> may be awarded 5 marks 7 – 8 Appropriate use of some relevant contextual knowledge and sources in argument with some description of differences in people's views.	<u>Appropriate</u> contextual knowledge to support arguments with specific source use. Recognition of differences in people's views, approaching an understanding of why people felt as they did.	10 marks (max.)
			TOTAL MARKS	30

1995 Marking Scale

As was pointed out in the discussion on the marking operations, every section of the 2 unit paper has its own marking scale. In the case of the Core, the marking scale provided should be used in conjunction with the comments on the scripts plus the sample answers provided.

The 1995 Question and Sample Scripts

Candidates seemed to be aware of the requirements of the various parts of the Core questions and generally the quality of responses improved from the 1994 examination perhaps due to the extra time candidates gave to the Core.

It should be emphasised that candidates **should practise answering the different parts of each question in the order in which they are set.** This introduces them to the sources in the earlier parts and makes it easier for them to progress to the more complex skills demanded in the later parts of the question.

Question 1

- (a) Although most candidates gained maximum marks in this section there were still those who wrote detailed responses of up to a page in length. When candidates are instructed **to list** then that is all that is required. An example of simple listing which gained full marks (6/6) is the following:

- (i) *Heavily dug in/Well trained.*
- (ii) *Gained experience/Vast loss of men.*
- (iii) *Deserters executed/Lists of deserters read out to remaining men to discourage further desertion.*

The candidate had taken key points and listed them, obviously taking very little time to do so, thus allowing more time to concentrate on the remaining sections of the Core.

- (b) While most candidates handled this section quite well a number still have difficulty linking their own knowledge with the sources. Numerous candidates dealt with Australia and Britain as one and made no distinction between them whilst others tended to simply paraphrase from the sources. Linking knowledge with the sources can be done in several ways:

Firstly, they can point to ways in which the sources might support or be consistent with what they already know.

Secondly, they might point to contradictions between what they know and what the sources tell them.

Thirdly, they might point to how a particular source amplifies their own knowledge or how facets of their knowledge are amplified by the sources.

Finally, they might connect propositions in the sources to propositions from their own knowledge in the context of an extended argument.

- (c) Most candidates dealt more with usefulness than with reliability and many confused the two concepts. Average answers tended to concentrate upon the issues of content, audience, motive and origin almost mechanically and without linking such issues into a discussion about reliability and usefulness. Although more students made an attempt at discussion they tended to make unsubstantiated statements. Better candidates did not make the mistake of concluding that reliability equals usefulness and vice versa. Most discussion was on factual reliability rather than evidential reliability. That is, few candidates discussed to what extent the sources provide answers for the questions the historian is asking.
- (d) The majority of candidates dealt with "how" rather than "why" in this question. The better responses were characterised by a real attempt to deal with the issues raised by the term "walks of life" and dealt with varying political, social and religious viewpoints. Only a small number of candidates referred to the fact that conscription brought to light many of the divisions already present in Australian society. Many simply relied upon paraphrasing sources or telling the story of Hughes' attempts to get conscription for overseas service. Even amongst the better scripts many only tacked on source use as an afterthought.

SAMPLE SCRIPTS – QUESTION 1

The first script was given 30/30 and the second given 21/30. It is suggested that they be read as through as a whole (this was the way they were marked) and then look at the marker's comments at the end.

I. (a) (i) The British army was 'without experience' as opposed to the German professional army. The British army did not have the extent of rifles that the German did.

(ii) The British army lost more men on a single day than any other army in the war. The Somme led many soldiers to desert the army, these were executed.

(iii) The British army attempted to discourage desertion by executing the deserters. In addition these men's names were read to the British Army to discourage any further desertion and provide a lesson for any further desertion to be discouraged.

(b) The war was fought on two fronts – the western front which ultimately created the newly formed home front. British and Australian civilians suffered immensely, though on various levels, as a result of the war and the impact it had both socially and economically on these countries.

Source A mentioned the Somme offensive and the dreadful list of casualties which resulted. These ultimately reached the home front as a sense of anxiety, remorse and revulsion spread through the countries. The long list of casualties and increasing number of deaths from the war however did not distract the war movement. Both countries relied on the voluntary system to recruit soldiers though Britain reverted to conscription in 1916. The essential imbalance of society due to the war was seen evidently in the gender imbalance as women took over the positions normally assigned to men. The active involvement of women came to highlight the extent of social changes as a result of the war.

Source B mentions the 'need to marshal our resources and use them to the best advantage. 'This statement effectively sums up the sacrifices which people endured during the war years. In Australia, people suffered extreme government intervention (as

did Britain) and the living standards also suffered. Prices rose while wages and average income remained static leading to economic dislocation in Australian society. In Britain, women had to work in ammunition factories and endured food rationing and shortages because of the German unrestricted submarine warfare.

Overall the war affected both Australian and British people in various ways. Source A mentions the importance the war had on the population's psyche while Source B refers to the economic changes that occurred as a result of the war.

(c) For an historian studying the issue of conscription in both Australia and Britain both sources C and D to a various extent are of value

Source C is a proclamation by King George V at the time of the announcement of conscription (1916). It is intended for a public audience however while it is authentic in content the king acquires a persuasive tone in the document. An historian using such a source could identify the political need for conscription as the king says 'enlist every able-bodied man'. The source continues to explain the 'spirit' of the men and so refers greatly to romantic notions of justifying the already introduced act without mentioning the social issues that arose because of conscription.

An historian would have to revert to another source to display other views. (for example, anti-conscription) about this issue to understand its need and impact on Britain.

Source D shows two conscription posters at the time of the conscription debate in Australia. Both present one-sided views of the issue and as such could be used by an historian to contrast the issue present in the society of the time. Both present the issues present in the society of the time. Both present graphical images and are directed at the readers emotive rather than intellectual evaluation. The use of the baby 'Australian Junior' and the fist are exemplary of the propaganda present at the time. The posters in source D are intended to influence the people of the time (referendum vote) especially women. Whilst they lack any factual material for an historian to study they could be used as examples of understanding the emotive and dividing nature of the conscription issue.

Both sources C and D are limited in use for an historian studying this issue. An historian could benefit from their authenticity (primary sources) to one-sided viewpoints prevalent at the time however other sources will be needed to evaluate the claims made in the source and study the issue on society and people as a whole.

(d) WWI was welcomed by most Australian in 1914 (save the socialists) as they saw their opportunity to show their loyalty to the 'mother country' in the hope of 'returning by Christmas'. In doing so they saw the war in romantic terms as an adventure and a chance to go overseas. By 1918, the war had polarised Australian society as the events between these years had made the dividing line between rich and poor, Protestant and Catholic, within our political system more defined.

Even though the war was initially greeted with enthusiasm and the reports of Gallipoli had favoured the war course; the Australian people became disillusioned about the true nature of war and had reached the limit of frustration concerning the extent of the war regulating their everyday lives. As enlistment dropped dramatically, Hughes saw it apt to introduce conscription in 1916 to continue Australian's contribution to the war.

Source B described the Labor party policies before Hughes became in favour of conscription. The speech in 1915 described the British rewards of more men as 'completely disorganising our economy'. The resulting visits to Britain however lead

Hughes to believe the essential need for conscription. The division of the Labor party as Hughes later formed a coalition with the opposition then came to highlight the division in all ranks of Australian life.

The British suppression of an 'Easter Rising' in 1916 in Ireland saw the growing resentment of the British – Catholic Australians of the British powers. They were convinced that Britain wanted more Australian soldiers to replace the British at the front so that the British soldiers could be used to slaughter Irish lines. This psychology dominates Australian thought and a voice through the Roman Catholic clergy in Archbishop Mannix. Anti-conscription movements threatened as the working class were identified as Irish and Catholic while the wealthy were stereotyped to be Protestant and in favour of conscription. G. Greenwood in his book 'Australia: A Social and Political Change' refers to 'class animosity' as Australians identified the useless slaughter of thousands of Australian working class soldiers while the rich made profits and experienced little loss.

Source D identifies the sectarian elements in Australia that were revived using the conscription campaign. The 'Yes' and 'No' posters portray the extensive debate that arose as a result of this issue. Australia held two referendums in which the 'No' vote won narrowly in both cases. The extent of the division that resulted because of PM. Hughes campaign resulted in the division of the Labor Party and a revival of the Sectarian division between Irish and British, Catholic and Protestant. Such an issue divided families, friendships and a country.

Examiner's Comments

The script was distinguished by the fact that the candidate provided a thoughtful and conceptual response. A number of sophisticated complex generalisations were made that were then supported by reference to either the sources and/or own knowledge.

This response did not provide as much factual detail as some other answers that received from 27/30 to 30/30 – However the argument supported by a few examples identified and responded to the key focus of the question in all parts.

PART A – 6/6

In response to A (i) and A (ii) the candidate wrote sentences rather than list – however, there was still an economy of words.

PART B – 7/7

The candidate developed an excellent argument that flowed from the information about losses at the front source A to the implications that such losses held for the home front eg.

Source A mentioned the Somme offensive and the dreadful list of casualties which resulted. These ultimately reached the home front as a sense of anxiety, remorse and revulsion spread through the countries.

The candidate integrated the source reference to own knowledge by referring to:

- * the need for conscription in Britain
- * the changing role of women.

NB: Integration of this kind can begin with the source and be developed with own knowledge. It can also begin with own knowledge and use the source as supporting evidence. Not all candidates develop arguments that are as sophisticated as this – therefore it is suggested that integration is easier by moving from own knowledge to the source.

This aspect of the answer has been emphasised because it is the prime target of the Part. B question ie ‘Successful link of background knowledge AND sources’ The candidate integrated Source B by moving from the ‘need to marshal resources * to own knowledge entailed in

*This statement * effectively sum up the sacrifices which people endured during the war years. In Australia, people suffered extreme government intervention (as did Britain)...*

The candidate then goes on to add examples from own knowledge like:

- * food shortages
- * British shortages due to U-boat blockade
- * price rises

The candidate concludes by noting that:

Source A mentions the importance the war had on the psyche of the people while Source B refers to the economic changes that occurred as a result of the war.

NB The markers acknowledged that there were issues that the candidate failed to raise however the mark scale notes that for a 7 the answer ‘ may contain minor omissions or stylistic flaws’.

PART C – 7/7

The response meets the questions target of evaluating and interpreting historical evidence.

The candidate treated each source in turn, noting that source C is more than just an announcement of conscription in Britain. The response suggests that the ‘tone’ of the speech allows the historian to:

identify the political need for conscription.

The response also makes the valid points that:

- (i) the speech has a propaganda element encouraging the war effort and
- (ii) that the historian would need to refer to other sources from the period before making a judgement eg. *An historian would have to revert to other sources to display other views (for example, anti-conscription) about this issue to understand its need and impact on Britain.*

For Source D the candidate indicates that the posters represent opposite sides of the conscription debate. The response notes that these sources – *could be used as examples of understanding the emotive and dividing nature of the conscription issue.*

The candidate does not use the word reliable but addresses the issue by noting that the sources may not always be factually reliable but can stand co-reliable as evidence, of the need for conscription in Britain and the divisions produced by conscription in Australia.

PART D – 10/10

The response recognised the different groups within Australian society that adopted conflicting views on conscription eg.

- * Class differences
- * Political differences
- * Regional differences
- * Religious differences

The candidate combined background knowledge and sources very well. In contrast to the response in Part. B the candidate began with own knowledge and then used the sources to support that knowledge.

SECOND SAMPLE SCRIPT

1 (a) (i) Well equipped with machine guns and artillery well trained.

(ii) Britain lost more men on a single day than any other day

– little ground was gained.

(iii) reports were read out on parades throughout the British army.

(b) THE 'total war' involvement of WWI was extremely straining on the home front as casualty lists grew as described in both source A and B, the people of Australia and particularly Britain suffered. The war effort affected the people of Britain to a greater extent, of course as Australia was more isolated from the fighting. The constant propaganda and political regimentation of the populace, especially in Britain, dampened morale.

There were huge 'sacrifices' made by all people, on all levels to keep up the war effort, as source B describes or suggests.

Women were encouraged to work and support and encourage their husband and sons to fight in the war.

The economy of most countries was strained as source B indicates.

The economy was geared towards the war effort which disrupted normal life and normal routines.

The effects on the war effort varied as the war was prolonged, or when problems on the battle front made it necessary for greater demands being placed upon the home front war effort.

(c) Ideas about the conscription have changed as the war progressed. Source C, delivered in 1916 is a statement by the King, announcing conscription. It uses emotive and praising language in the second section to encourage ideas of nationalism and patriotism to support the country.

Although the language is formal, the use of "I" makes the speech more familiar. The people of Britain would respect the king's decision on this issue. The king is basically speaking to the men of the country, but also to the nation as a whole.

The source says nothing of the general public's reaction to conscription, it merely demands conscription and support for it.

As source C is a public document it is reliable to a certain extent as what is said in public must be the truth for it can be recorded. It is of some use when discussing the issue of conscription, but this is limited as it merely states that conscription would commence in Britain in 1916 without describing the reactions of the public.

Source D is more useful. Two views of the controversial topic are displayed which polarise each other. It describes the Australian public had towards conscription.

The cartoons are effective tools of propaganda and are biased and opinionated. They carry forceful images, especially the 'Yes' poster while the 'No' poster is an emotional image of a child pleading for his father to vote no. This is just as effective. Their purpose is to persuade the Australian public into adopting a certain viewpoint. These posters of source A are reliable and useful in studying the effects of conscription upon the general public of Australia.

(d) The war was killing huge numbers of men in Britain. As source B indicates, the casualty lists were endless and this was having negative effects on the economy and on the civilians morale.

When the conscription issue was introduced in Australia, a great debate began.

The effects of conscription had been seen in Britain and many Australians did not want so many of our boys to die or return with vast casualties. Also the war was a long way away and some Australians saw no reason for Australian even to participate in the war, let alone introduce, it would have far-reaching effects.

Other Australians believe it was "our duty" to help the mother country, Britain in her time of need. Britain was, as source B indicates, short of resources and in order to sustain the war effort help from Australia was needed.

A sense of adventure and excitement also encouraged some Australians to support conscription.

Some people believed it would show Australia as strong nation if they helped Britain.

The conscription issue deeply divided Australian. Source D shows the 'Yes' poster with strong militaristic overtones while the 'No' poster with emotional, pleading tones.

Australia was just becoming a nation on its own with its own values of nationalism and the conscription issue divided all Australians and was extremely controversial.

Examiner's Comments

PART A –6/6

This gained full marks, although it is still longer than necessary given the use of full sentences. Point form is all that is needed for a response.

PART B – 5/7

The candidate provided a generalisation from his/her own knowledge about total war and supported this by a link with sources A and B. The response did not gain more than 5 marks because of a lack of sufficient detail from their own knowledge.

PART C – 5/7

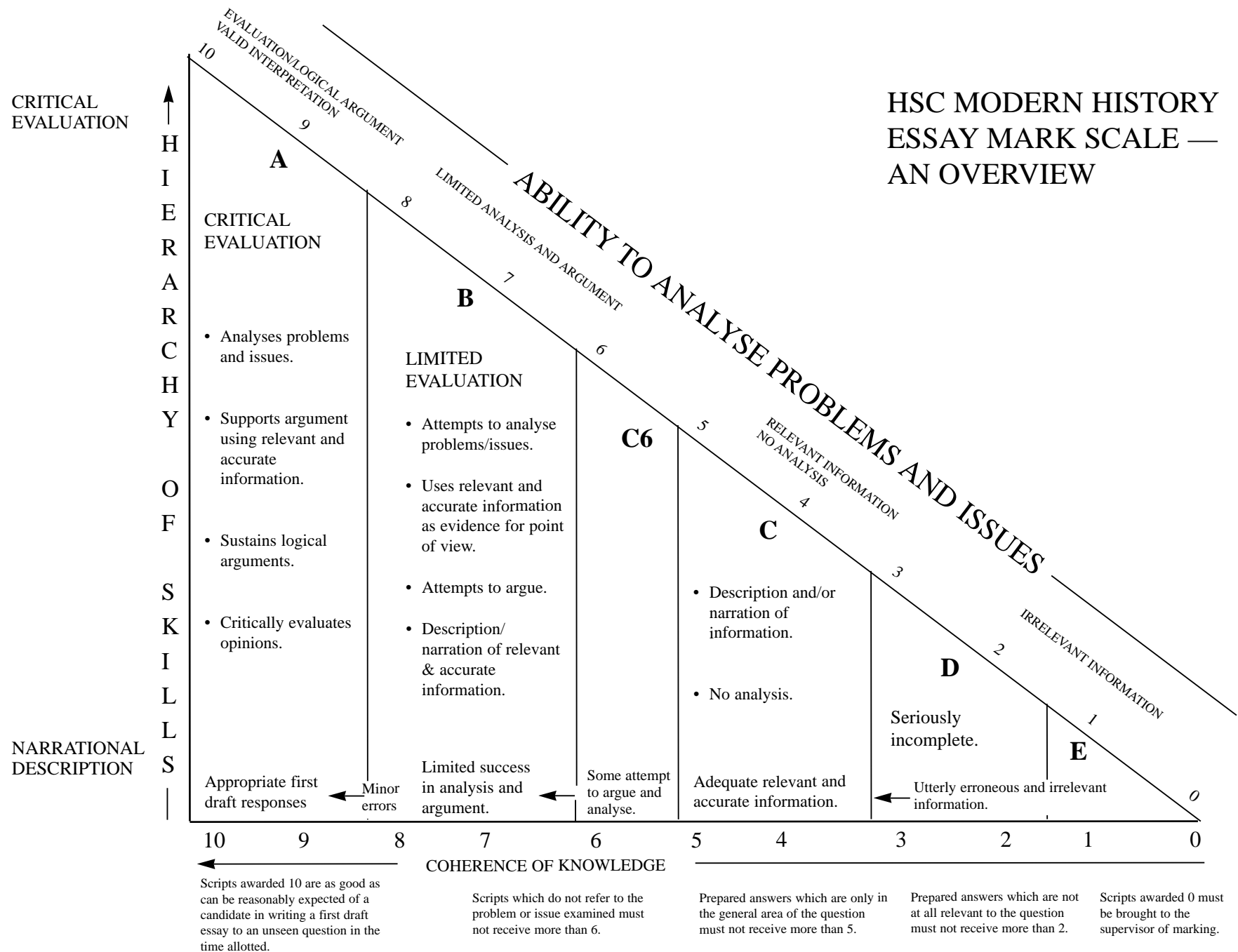
The candidate provides a clear, step-by-step discussion of the content, origin audience (not motive) of the sources and then draws a conclusion concerning how much the historian would find the sources useful. In the attempted discussion of reliability and usefulness in relation to source C and the generalised nature of the discussion of reliability and usefulness of source D precluded a mark above 5. Generally the candidate had difficulty in distinguishing between the concepts of reliability and usefulness.

PART D – 5/10

The candidate's response provides limited contextual knowledge and generalises about conscription in Australia. The candidate's failure to support these generalisations from his/her own knowledge precluded a mark above 5. Although the candidate did refer to the sources the reference was late in the response, preventing the candidate from providing a fully developed argument or giving sufficiently clear recognition of the differences in people's views.

SECTION II: TWENTIETH CENTURY NATIONAL STUDIES

1995 Marking Scale — C20 National Studies



In the first year of Pathways, candidates are now required to answer two questions from one national study. This had two important consequences. As predicted nearly 84% of candidates answered their questions on either Germany and Russia/Soviet Union. Studies such as Australia, Britain, India and Japan were unpopular whilst China and the United States still held up fairly well. Secondly, with candidates being able to concentrate only one national study the overall quality of the answers, at least in terms of content knowledge and an awareness of the problems and issues, seems to have improved quite noticeably.

However a number of weaknesses can still be found:

- (i) Weaker candidates still give simple chronological/narrative answers.
- (ii) Many responses showed little evidence of wider reading. Where possible candidates should attempt to discuss historians' views of the Problems and Issues examined.
- (iii) In many cases candidates have obviously been taught to quote from historians in order to show an awareness of "historiography". As in 1994 they are often just memorising quotes and applying them to whatever question they are answering irrespective of whether these are necessarily relevant. This does not necessarily assist the candidate to effectively answer the question nor gain marks.

In the analysis of the various twentieth century national studies which follows the reader should keep in mind that **the total responses are now different to the total number of candidates answering each study** because candidates normally undertake two questions for each national study. As well, in some of the less popular studies the author has taken the option of discussing the section as a whole rather than each individual question.

As in all sections of the 2 unit paper, the National Studies have their own marking scale which is provided to be used in conjunction with comments on the questions and with the sample answers.

PART A – AUSTRALIA (152 responses)

Questions 2–5

With only 1% of the responses, Australia was the fourth least popular of the national studies. Only one or two centres appear to have taught this section and the vast majority of scripts came from single centres. Like the British scripts the standard of the responses was very poor with few reaching the A or B range.

Many candidates clearly relied upon work they had completed in Years 9 and 10 or from their limited general knowledge. Some answers were no more than a few sentences in length. It would appear that Australia is not currently a viable twentieth century national study option.

PART B – BRITAIN (110 responses)

Questions 6–8

Britain was the third least popular Twentieth Century National Study with no large centres answering the questions. All of the scripts were from single centres and the answers were amongst the weakest with none reaching the A or B range. Clearly most candidates had no real understanding of any of the questions with some even summarising parts of document from the Core on the British Army in 1914 to discuss the British Army in 1939-1940. It can only be concluded that these candidates did little preparation on any national study and answered the British questions out of desperation.

PART C – CHINA (764 responses)

China remained the fourth most popular Twentieth Century National Studies after Germany, Russia/Soviet Union and the United States. Question 13 was the most popular and the other three questions were about equally popular and all four were well handled. There is evidence that candidate are being encouraged to view Chinese history from a non-Eurocentric approach.

Question 10

Generally this was a well answered question. Most candidates were able to discuss the essence of the Qing reforms although the most common problem was relating warlordism to these reforms. There was no real discussion, for example, of the growth of the "New Army" and its role in the development of regionalism.

Question 11

Some of the responses to this question were excellent and most candidates understood the general social and political effects of the May Fourth Movement. However, most candidates gave greater emphasis to the political effects at the expense of the social, and usually ignored issues such as the effects of literary change. Many also failed to discuss or did not understand the role played by intellectual reformers in this period.

Question 12

Generally this question was well handled and many candidates showed some use of historiography. Some centres tended to focus too specifically upon Dr Sun's Three Principles and discussed to what extent Chiang implemented them. These did not really relate back to what the question was asking. Two sample scripts show a good introduction and a good general conclusion to this question.

Introduction

The New Life Movement orchestrated 95 retrogressive confucian laws and pieties such as propriety, justice, honesty and self-descriptive and respect. This alienated the intellectuals such as Lu Xin who felt betrayed by the failure of the government to initiate a true revolutionary ideology, preferring to return to 'vulgar Confucianism' (Sheridan) and to use the 'rhetoric of revolution whilst returning the traditional elites and crushing all opposition'. (Buggy).

Conclusion

The Guomindong rule was no longer revolutionary after 1927 and up until 1937. The party was one which revolved around the power struggles of Chiang Kai Shek and his obsessions over getting rid of the communists and consolidating his own power as opposed to revolution. It was a rule in which the party ideology was at best confused the elements of chaos such as the warlords were part of the party politics as opposed to being the brunt of their force. Thus it was difficult for a party such as the Guomindong (GMD) split by factions and political rival.

Question 13

Again, most students handled this question reasonably well although weaker responses did not really understand the idea of military strategy and some candidates clearly had not prepared beyond the 1945 period. The better candidates were able to discuss the military strategies and how these were linked with political and social tactics. Weaker responses gave rather a narrative on Mao's tactics and the discipline of his forces and the weaknesses of his opponents.

PART D – GERMANY (8528 responses)

Germany continues to be the most popular area of study for candidates and contained some excellent answers. Question 16 was the most popular whilst 14 and 15 were nearly equal and 17 was the least popular.

Question 14

This was a very popular question with the better candidates able to discuss other factors accounting for Weimar instability as well as understand the nature of the revolutionary and counter-revolutionary forces. The weaker responses told of the failure of the Treaty of Versailles and often did not go past 1920.

Question 15

This was not as well handled as question 14 and too many candidates wrote virtually prepared answers on why Weimar failed rather than discussing to what extent the depression made Hitler Chancellor. The better candidates were those who concentrated on what the question asked and discussed the strengths and weaknesses of Hitler, the effects of the depression on Germany and the failures of the Weimar governments after 1930. The sample script (10/10) makes very good use of the time frame 1928-1933 as well as of historiography.

It is true that when Hitler was appointed Chancellor in January 1933, it was over a Germany in the turmoil and chaos of economic depression. It may be seen that to a certain extent the world economic collapse, beginning with the crash of the American stock market in October 1929 and hitting Europe in full force in the early thirties, contributed to Hitler's appointment by getting the chance for a man who promised stability in a changed and changing world. This was not just a sign of the times however, but subject to a number of other factors at work in the period. It was testament to the power and drive of Hitler's movement, the weakness of the Weimar Republic, the situation of the aged Hindenburg and his scheming Presidential advisers and the leftover trappings of post-war chaos. It is also consistent with the general crisis of democracy

evident internationally in the period with a resurgence of nationalism and rise of dictators – as seen in Japan and Italy.

The year 1928 saw a subtle shift in Germany's international situation and thus her internal affairs. The Kellogg-Briand Pact of that year began a new era with its optimistic, idealistic (and less than realistic) outlawing of war. Germany's foreign minister, Stresemann had two years earlier gained admittance to the League of Nations and was now working towards the Young Plan to improve upon the 1924 Dawes Plan and the allied withdrawal from the Rhineland. Germany was coming to the close of her 'golden years' of apparent stability and summer prosperity. 1928 also saw the participation of the NDSAP or Nazi Party in the Reich elections under the leadership of Adolf Hitler. The Nazis 'whose position on the far left of the political spectrum had never been in doubt after the 1926 conference (Carr – 'Weimar and the Rise of Hitler').

It was however only a 'splinter party' with a 100,000 members and a result of only 12 seats in the Reichstag – 6.2% of the vote. So Germany was still dominated by the Socialist SPD and Hitler was left to alter his tactics in preparation for the next elections.

In effect, the year 1928 long before the Depression hit, began Hitler's rise to power. As historian A. J. Nicholls points out, 'the elections of 1928 gave Hitler the chance to assess the political climate and work toward the good he would eventually achieve in 1933'. He was essentially an opportunist, and quickly noted that working class loyalties were still almost entirely devoted to the SPD, KPD and, if Catholic, the Centre Parties. He therefore switched Nazi ideology to that of the discontented middle class, working to achieve the right blend of anti-communism and anti-Semitism that would appeal to the conservative professional, small businessmen and small farmers of Germany. The Nazis gained respectability in 1929 when Hitler joined forces with media tycoon Alfred Hugenberg to oppose the Young Plan – 'enslavement of the German people' as he phrased it.

The power and drive of Hitler's movement, therefore, cannot be ignored. With the aid of the talented Goebbels, Hitler launched a massive campaign of propaganda for the 1930 elections. Mass rallies, torchlight parades, banners, rituals, uniforms and processions added momentum to the Nazi movement. Hitler, 'a master of hysteric oratory' (Carr), used his oratorical skills and fanatical magnetism to win over the German middle class. He gained support from business leaders and industry, and his SA and SS swelled in size and authority. By August 1930, the Nazis gained 18.3% of the vote, second only to the SPD's 24.3%. Hitler's leadership, and the force of his movement, ensured that by 1933 he was a plausible candidate for the chancellorship – although even then he was expected to become the 'Chancellor-in-chains'.

It is important to note, however, that Hitler's movement had its success because the conditions of German society were right at the time. Note that the Hitler putsch of November 1923 failed because the Germans, as historian A.J.P. Taylor notes 'war weary, economically exhausted.... for once could not be caught for the nationalist game' By 1930, and in 1933, a general resurgence of nationalism internationally strengthened Hitler's cause. The rapid undermining of Stresemann's 'golden years' and the 'Sham prosperity' of American loans had disorientated the middle class and more conservative sectors of society, and the left over trappings of dissatisfaction over the Treaty of Versailles left the door open for a dictator who would rally the Germans behind the cry for revision.

An important part of society at the time was the Depression. Germany was hit by America's economic collapse with a crippling force since, despite warnings from the Reichsbank, she had continually borrowed from the USA, 'the world's creditor'. By

1930, Germany's foreign debt stood at \$26 billion, and her agricultural debt at \$8 million. The pressures of reparation repayments, finally 'buried in a dishonoured grave' (E.H. Carr – "International Relations Between the Two World Wars") at the Lausanne conference of 1932, contributed to Germany's troubles "sham" prosperity was over and by the early 1930s, the Depression had hit Germany with full force. In situations of crisis, an illusion of purpose, virtual and mass unity is a comfort to those involved. The Nazi movement therefore appealed to a society already strong in the nationalist and militarist tradition, The Nazi movement continually increased, so that Hitler could make demands for the role of chancellor. Successive governments between 1930 and 1933 could not deal with the Depression, resulting in ministry after ministry falling over minor issues and the intrigues of Hindenburg's presidential advisers such as Schleicher, which resulted in the appointment of the 'Chancellor-in-chains'. The depression also finally robbed the idea of the Weimar Republic 'of all plausibility, and heightened the popular need for a regime of stability'(Nicholls).

Hitler's appointment as Chancellor in 1933 was a result of the fact that the power and arrive of his movement was appropriate to the social situation of the period. One of the factors of this situation was the depression, which to a large extent was responsible for the appointment. Other factors however, such as the weakness of the Wiener Republic and the problems of post-war chaos, the resurgence of nationalism and the rapid modernisation of the 'golden years', Hindenburg's scheming but ill-judged advisers all contributed to the appointment as chancellor of Germany of the man who would lead the world into the most destructive war in history.

Question 16

Overall, the standards for this question were satisfactory with most candidates able to discuss the role of Hitler in relation to terror and propaganda. Many responses were simply a narrative on familiar topics in the thirties such as the concentration camps, mass rallies etc. (A few candidates were convinced television played a role in Nazi propaganda). Only a few of the better candidates pointed out that Hitler also managed to retain power by means other than terror or propaganda.

Question 17

This was the least popular question and many answers were quite poor. Too many candidates wasted time on the thirties or could not discuss events after 1941-2. However compared to previous years, the answers on this period were generally much better and there were some excellent responses which suggests that more candidates are being better prepared on this later period. The sample script shows a very good introduction to this question and a very good discussion of the difference between Blitzkrieg and the need for Total War.

Introduction

Hitler was well-prepared for war in terms of Blitzkrieg strategies, yet when considering Hitler's ambitions in Eastern Europe, it is apparent that overall, Germany was poorly prepared. Germany was not prepared for a six year conflict, such as World War II due to poor organisation on the home front, inept military plans and a failure to properly consider the risk of a world war. Such poor planning, resulted in the German loss of the war.

Discussion

Military preparation was still better than any allied countries, yet despite having more than one hundred army divisions, only fourteen of these were fully equipped and able to be mobilised to full potential. Preparation in terms of early in the war was high, yet economic disorganisation and mismanagement from within meant that continued armament development was fragmented, unlike that of the allies. It was not until Albert Speer took over from Todt, as Minister for Munitions in 1943 that armament production once again became efficient. He was, however, disabled in his ability to create maximum efficiency in munitions production due to infighting among members of the Nazi party and Bormann's restrictive access to Hitler which prevented decisions from being made.

In terms of economic preparation, Germany was also particularly ill-prepared for war because of the fear of a revolution, Hitler refused to initiate a full labour force, not using women or efficient slave labour, so that acute labour shortages were experienced. He was also very hesitant to introduce total war, (this wasn't done until February, 1943) and to limit consumer goods production in favour of increased war goods production. Speer's attempts to create an integrated economy, making use of the French potential for production as well as the German were unsuccessful.

PART E – INDIA (90 responses)

Questions 18–21

India had the second smallest candidature in Twentieth Century National Studies (0.6%) and its numbers have continued to decline since 1994. Question 20 was clearly the most popular and the other three were fairly equally divided in popularity.

All four questions were handled fairly well by candidates and all revealed excellent detailed knowledge with Question 20 in particular revealing some very good understandings of Gandhi's tactics. The weaker responses tended to be narratives especially in questions 18 and 19 which easily lent themselves to that approach. The small core of candidates who attempted India were, as in 1994, well prepared for this topic.

PART F – JAPAN (28 responses)

Questions 22–25

Japan was the least studied Twentieth Century National Study (0.2% of responses) although responses for nineteenth century Japan were quite healthy. Question 24 was the most popular with 22 and 23 roughly equal and few responses to question 25.

The questions were answered unevenly. Questions 23 and 25 showed little evidence of coming to grips with the requirements of the questions. Question 22 had some reasonable responses although these tended towards narratives and there was little discussion of the structural limits on democracy imposed by 1912 which restricted it in the next decade. Answers to Question 24 were reasonable on the development of an aggressive foreign policy but this wasn't necessarily discussed in regard to China – the point of the question.

PART G – RUSSIA/SOVIET UNION (3440 responses)

As in past years Russia/Soviet Union was the second most popular study after Twentieth Century Germany. Question 26 was clearly the most popular followed by Question 28 whilst the other two questions enjoyed nearly equal popularity.

Question 26

The responses were fairly disappointing considering that questions on the revolutions are a common part of this section. It would appear that many candidates were prepared for one revolution and many omitted any reference to the second revolution. Many responses also went back to 1905 and spent too much time on this earlier period. The better candidates were able to explain why the first revolution occurred including long-term and short-term factors and what led to a second revolution later in the year. The extracts from the sample script (10/10) shows a good introduction and conclusion to this question

Introduction

1917 was a year of turmoil and change in Russia. The February 1917 Revolution saw the collapse of the Tsarist regime, while the October insurrection saw the Bolshevik seize power from the Provisional Government's 'nerveless hands' (E.H. Carr). Revolution is defined by the Political Scientist Kamenka as 'The sharp sudden change in the social location of political power, expressing itself in the radical transmission of the processes of Govt, the official foundations of sovereignty, and the conception of the social order'. The elements of the above occurred as a result of the Ancien Regime's 'inherent rottenness' (EH. Carr) or under the direction of a dedicated Bolshevik Party Leader – Lenin.

Conclusion

1917 was a year of revolution as social antagonisms came to fruition while the affinity between the ruling and the ruled eroded away. The agitation of the revolutionary intelligentsia and exacerbating effects of war facilitated the creating of a multiple dysfunction in which a 'spark' created a revolution. Power fell from weakened ruling institutions. According to Trotsky: 'The weakness of the Govt. exceeded all expectations'. Hence 1917 saw the loss of habit of obedience and a monopoly of power bring to fruition revolutionary mechanisms within the dissatisfied populace.

Question 27

Too many candidates probably wrote on the reasons for the NEP rather than discussing the NEP itself and the issue of compromising communist ideology. Also few candidates chose to bring in the power struggles of the mid-1920s which could easily have been related to this question. However, there were some excellent answers on this question and it would appear that candidates have been better prepared for the problems and issues as related to the nineteen twenties than in past examinations.

Question 28

Generally this question was fairly well answered. The better responses focussed on the impact of collectivisation, the way in which the society was industrialised and the linking of these to the changing nature of society. The weaker responses simply told what happened in the thirties. The sample script was an excellent discussion of this question. Notice the good use of historiography, the linking of the question and the conclusion.

Stalin recognised the need to embark on economic reconstruction within Russia. "We are 50 or 100 years behind the advanced countries, we must make good this distance in 10 yearsor we shall be crushed." Hence the Stalinist version of economic advancement was an amalgamation of a socialist perspective of reconstruction, a perception of class struggle and the adoption of Leninist hardness. Breakneck industrialisation and forcible collectivisation became the twin hallmarks of the revolution from above by Stalin after 1929.

Historian Christian regards Stalin's plan of economic reconstruction as a blend of 'The Right wing belief that Russia would build socialism alone, and the Left's belief in the need to force the pace by increasing the tax burden levied on the peasantry'. In doing so, Stalin increased the government's fiscal capacity by enforcing development without emancipation. In essence, the plan had the following effects; mass collectivisation of the peasantry; imposition of totalitarian controls on cultural life; elimination of individual workplace management; and the abandonment of libertarian social experiments.

Collectivisation was designed to revert the temporary lapse into capitalism under the NEP. In effect, collectivisation sought to address the incompatibility of peasant proprietorship in the rural section and state monopoly of industry in the urban sector. The communists had always resented their dependence on the peasantry for food and now the much needed agrarian produce for export in exchange for machinery was needed to modernise the Russian economy. Hence, the peasantry were seen as the source of Russia's backwardness. The solution and was forcible mass collectivisation.

This facilitated the replacement of 25 million small farms with three major institutions – the collective farm, the state farm and the machine tractor station which generally acted as an administrative device for the central bureaucracy. The program of collectivisation involved the fulfilment of procurement quotas through state administration of the rural sector. Hence by the late nineteen-thirties, the countryside had been brought under a socialist infrastructure.

Collectivisation was regarded by Kochan to be a disastrous policy, having a negative effect on industrialisation. Bullock elaborates on this idea by saying it permanently alienated the rural sector whilst Cowie claims it was a "terrible price for attempting to enforce obedience to a new economic order"

Collectivisation was a tragedy for the peasantry whilst it provided Stalin with a major victory. It was not until 1938 that 1928 levels of agrarian production were regained. Furthermore economic disaster combined with natural disaster meant that bad harvests led to starvation for many peasants and the loss of 50% of their cattle. The land was ravaged and exploited while the kulaks had been eliminated as a class. Furthermore class stratification occurred as economic differences within the peasantry were abolished by the emergence of new privileged groups. These administrators caused even more peasant disillusionment. The conflict of 150 million peasants against 1.5 million communists gave a morbid significance to Bukharin's statement "He (Stalin) will have to drown the uprisings in blood"

Industrialisation occurred during the same era – a series of 5 year plans were enacted to modernise Russian industry. Christian claims that they did nothing more than "set arbitrary targets." However from 1929-1938 breakneck industrialisation caused a massive shift in the location of industry-from Petrograd to the Urals and more remote regions and also caused intense social mobility. In essence industrialisation had adverse social effects but incredible economic effects that Cowie likens to an "economic miracle".

The emphasis upon heavy industry, self sufficiency and education also caused a sacrifice of Marxist egalitarianism. The emergence of "Stakhanovites" were a direct result of the incentive schemes to maximise efficiency and output. Carr asserts that the transformation of the "grey mass of peasants" into a "grey mass of factory workers" increased their potency as a revolutionary force. This was recognised by Stalin who then introduced internal passports and strict security regulations. As the urban sector worked harder their consumption levels declined thus worsening their living conditions which were the counter to the economic success of the period.

By the late nineteen thirties Russia had doubled her industrial output within a tenth of the time it had taken her European counterparts to do so. She now ranked second to the US industrial giant and combined with military achievements indicated that Russia had solved the problems of industrialisation and overcome her military weaknesses which were inseparable from her economic backwardness.

Therefore, collectivisation and industrialisation transformed the Russian people into a population devoted to the economic reconstruction and modernisation of Russia. Hence, social concerns were subordinated to economic concerns – those set by Stalin. Eventually, the Russian people found themselves increasingly bureaucratised and dependent on the State administration a situation that allowed Stalin to evolve the stage of 'development without emancipation' to 'development with oppression'.

Question 29

This question was quite popular and generally was well answered – a reflection that the Great Patriotic War has been well taught over many years. Most candidates could list a variety of reasons why the Russians won the war including military strategy, mistakes by their opponents and internal factors in Russian society. The weaker responses simply gave a narrative of the main battles and Russian victories.

PART H – UNITED STATES OF AMERICA (1300 responses)

With nearly 9% of the responses the USA was again the third most popular country in Twentieth Century National Studies. Question 31 was slightly more popular than 30 and 32 and 33 was the least popular.

Question 30

The best responses established casual link between industrialisation and the social changes used. At the other end of the spectrum were answers that simply listed 'social problems of the 1920's'. Such answers presented the social changes in the US in a roughly chronological order, but failed to make any connection with industrialisation. Others still had intricate knowledge of the new products available but little understanding of the implication of their adoption. Most markers commented on a growing quantum of factual material in the answers but with only similar numbers able to satisfactorily come to terms with the question.

Question 31

The best of the answers showed a clear understanding of the policies of the Republican Governments of the period (Including the fact that the G.O.P dominated with houses in the Congress and had nominated most of the Supreme Courts). The majority of the candidates could talk about the three Republican presidents and their terms of office whilst a growing number made reference to the taxation policy of Andrew Mellon. Less able candidates saw this as a 'causes of the Depression' essay with the Republicans as scapegoats. A clear chronology problem emerged with a large number of the less able responses ending with the Wall St Crash.

Question 32

Though not quite as popular as in the past this was still a popular question and one that lent itself to the repeating of a great deal of factual information but with limited interpretation. The best answers were able to look directly at Roosevelt's changing responses to unemployment. The impact of politics on his policies and discuss the role of opposition in shaping the changing responses. They drew clear distinctions between those policies designed to and unemployment and those designed to alleviate its affects. Less able candidates produced the usual recital Alphabet Agencies. A second significant problem with the less able scripts was the tendency to ignore the full time period of the question often not following policy through to W.W.II.

Question 33

Was again the least popular option of the American question. The last responses handled it very well and displayed an exceptional range of factual material and made good use of historians. Some of the problems that emerged included those candidates who wanted to write 'end of isolation' essays and a quite significant number who saw it as an excuse to write answers on the decision to use the 'atomic bomb'. Less able responses tended to ignore aspects of US contribution such as the organisation of the home front or the impact of US material wealth.

SECTION III: ELECTIVES

NINETEENTH CENTURY STUDIES/MODERN WORLD STUDIES

1995 Structured Essay Marking Scale

The marking scale shown below is used for both the Nineteenth Century and Modern World Studies structured essays.

H.S.C. 2 UNIT STRUCTURED ESSAY MARK SCALE

QUESTION A	4	3	2	1	0
A question requiring description, or definition.	Information relevant and accurate.	Information relevant and accurate but some omission prevents the award of 4	Information generally relevant but description limited.	Information inadequate but not entirely irrelevant.	Information irrelevant or erroneous.
QUESTION B	8	7–6	5–4	3–2	1–0
A question involving examination of such aspects as cause/effect of the interrelationship of events and requiring description/narration and some analysis of either the problems and issues in a broader context or the developments (MWS).	Narrative: detailed, accurate, relevant and informed and demonstrates an understanding of either the problem/issues or the developments in the broader context of the period. Understands clearly and analyses the concepts of cause and effect.	Narrative generally accurate and relevant. Understands either the problem/issue <u>or</u> the developments but is limited in its ability to place it in the broader context of the period. Attempts some analysis of the nature of cause and effect.	Narrative relevant. Understanding of either the problem/issue <u>or</u> the developments limited. No analysis of either the problem/issue <u>or</u> the developments. <i>Relevant prepared answers receive no more than 4.</i>	Narrative largely irrelevant and displays a limited understanding of either the problem/issue or the developments. Contains factual errors and lacks conciseness and clarity.	One or two disjointed facts with no understanding of either the problem/issue or the developments. <i>Scripts awarded 0 are irrelevant or erroneous.</i>
QUESTION C	8	7–6	5–4	3–2	1–0
A question requiring students to think critically, make judgements and use evidence to substantiate a point of view about aspects such as the importance or significance of forces, people or events. In Section III (MWS) candidates must demonstrate revised understanding of the issue in contention today in an historical perspective.	Critically analyses either the problem/issue <u>or</u> the issue in contention today Evaluates the contribution of forces, people and events. Uses appropriate evidence to substantiate judgements.	Attempts critical analysis of either the problems/issue <u>or</u> the issue in contention today. Understands the contribution of forces, people and events. Uses information as evidence.	Limited critical analysis and relies more on description than on analysis. Limited understanding of the contribution of forces, people and events. Limited use of information as evidence. Relevant prepared answer. Receive no more than 4.	No critical analysis Describes only. Understanding of the problem/issue <u>or</u> the issue in contention today very limited. No use of information as evidence. Major factual errors.	One or two disjointed facts with no understanding of either the problem/issue or the issue in contention today. <i>Scripts awarded 0 are irrelevant or erroneous.</i>

In the first year of Pathways, some 70% of candidates elected a Modern World Studies compared to 75% of candidates doing this section in 1994. Whether this represents a gradual decline in the Modern World Studies in favour of the nineteenth century can only be measured over time.

NINETEENTH CENTURY STUDIES

The change to a single national study for the nineteenth century had several consequences for 1995 examination choices. In Europe, Russia and Britain were the most popular countries with Germany running a poor third. In Asia, Japan was clearly the most popular study followed by China with few candidates undertaking India. The Australian national study was unpopular but the United States, with 13% of the responses, was clearly a beneficiary of the changes under Pathways.

As in the past a number of candidates are still providing far too much material for part (a), failing to take into account the lower mark value of this part. As in all sections of the paper the structured essays have their own marking scale. This has been provided to be used in conjunction with the comments on the questions and the sample answers provided.

1995 NINETEENTH CENTURY QUESTIONS AND SAMPLE SCRIPTS

BRITAIN (277 responses)

Britain was the second most popular of the European countries and equally third most popular of all the nineteenth century national studies. Question 34 was three times more popular than Question 35.

Question 34

Students handled this question reasonably well. There were some good responses but a weak tail. Candidates spent too much time on part (a) whilst part (b) discriminated as the weaker answers concentrated upon poor working conditions whilst stronger answers looked at the whole society. Only the better candidates dealt with (c) in any depth although most candidates clearly knew something of the reforms and many could make a link to industrialisation.

Question 35

This was not a popular question and not as well handled as Question 34. Many candidates had problems with all of the parts and clearly some had not studied the 1906-1914 period despite it being part of the period under examination.

GERMANY (170 responses)

With only 8% of the responses Germany was amongst the least popular study with Question 36 slightly more popular than Question 37.

Question 36

Most candidates found the (a) section easy to answer and most could handle the (b) section fairly well usually concentrating upon the Zollverein although better

candidates also considered the role of Prussia. The best candidates answered(c) quite well although weaker candidates tended to a narrative of German history after 1871.

Question 37

The responses to (a) were weaker than in question 36 and the (b) section allowed students to present a story of "Blood and Iron" regarding German unification. However the better candidates handled this section quite well and could give some excellent responses to (c) although some candidates had little idea of social policies nor their impact.

RUSSIA (669 responses)

The most popular of all of the Nineteenth Century National Studies. Question 38 was far more popular than Question 39.

Question 38

This was generally well handled by candidates overall. The (a) section was well handled with many candidates scoring in the 3/4 range. The better candidates could also analyse the impact of changes as required by the (b) section although weaker candidates felt more comfortable with a narrative approach to listing reforms. There were some excellent responses to (c) although many candidates struggled with the issues involved and had little idea of how to answer the question.

Question 39

This was fairly well answered. Good candidates were given the opportunity to do well while the weaker responses found enough to write about for reasonable marks. Many concentrated upon an narrative approach to the repressive measures of the Tsars but there was also considerable depth in some of the answers to this issue. The following sample of a (c) section conclusion gained maximum marks by being able to explain why the revolutionary groups had NOT been successful by 1914.

Peasant uprisings were more outbreaks of rage and discontent than revolutionary acts. More importantly the Tsar's troops generally remained loyal to him. Disloyal elements in society were isolated and opponents were dealt with brutally. When Russia entered the War in 1914, her army and economy was ill-prepared. This, and the continuing discontent of the masses, testifies to the failure of revolutionary groups to significantly oppose autocracy. Thus the revolutionary groups were successful enough in opposing autocracy to force the governmental to grant reforms. Their efforts did significantly undermine the prestige and authority of the Tsar. However, by 1914, the revolutionary groups ultimately failed to bring down the autocratic government.

CHINA (202 responses)

This was the second most popular study on Asia but only fourth most popular national study overall. Question 41 was slightly more popular than Question 40.

Question 40

Students found part (a) difficult and also did poorly in section (b) – they tended to look at Confusion value and not to link these to Chinese society. Interestingly section (c) was better handled in this question.

Question 41

This was better answered than Question 41 with candidates revealing a good grasp of the issues and the weaker responses providing at least a reasonable narrative approach to answering the question.

INDIA (60 responses)

India was the least popular study with the two questions of equal popularity.

Questions 44 and 45

Generally speaking Question 44 was not well handled and in Question 45 most candidates answered well in sections (a) and (b) but the (c) was quite poorly answered. Most simply narrated what the British did rather than any discussion of the Indian response. The following sample script gained maximum marks for its (a) and (b) sections.

- (a) *At the beginning of the 19th century the East India Company had established principalities in Bengal, Madras and Bombay and they had acquired almost total government over these regions. However unlike in previous early days they no longer experienced total control but instead operated on a system of 'Dual Government' with the British Parliament under Pitt's 1784 India Act. This Act of British Parliament made the East India Company responsible for their actions to the British Parliament who exercised supreme control. The company's right to rule was curtailed by this Act that prescribed efficiency, diplomacy and fair treatment of the natives of India. The governor was to be incorrupt and efficient in its execution of trade and administration within the principalities of Bengal Madras and Bombay.*

The British changed the Mogul system of zamindars making them puppet local tax collectors whilst the upper echelons of the administration were British. Through these measures the British were able to control the complex land tenure, tax and administration system ultimately giving them financial and political control over the principalities in which they operated.

The British before the Pitts India Act had exploited their trade areas with the local peasantry advocating the growth of cash crops in an attempt to create monetary gain. This created problems for the peasants who were previous subsistence farmers who found that food became scarce and that famine caused widespread hardship. The East India Company's control of trade and production highlighted the extent of their Imperialism at the start of the 19th century.

Under Cornwallis however, the efficiency and corruptibility of the East India Company was curtailed under pragmatic leadership. A believer in fair play, Cornwallis ensured that the East India Company's Imperialism did not exploit the natives ensuring that Imperialism would not have devastating effects.

Cornwallis however abused the zamindar's system making the nawabs land owners in a misguided attempt to improve efficiency. Previously tax collectors under Mogul administration the zamindars were required to pay nine tenths of their tax collection to the East India Company which highlights the extent of the Company's control and Imperialism at the beginning of the 19th century.

- (b) *Before the Mutiny of 1857/58 the policies of the Governor Generals of the East India Company were highly geared towards change. The government over this period attempted to rearrange social life interfering with aspects of land ownership, religious rules and customs and social interaction.*

Cornwallis was noted for his 'cleaning up' of the administration system in operation in India. Here he eliminated corruption through paying excessive wages to his administration. However, he also distanced the gap between rulers and ruled by the disallowing Indians into the upper echelons of the Indian Civil Service and Administration. This move was brought about as a result of his belief that the Indians were inferior and not adequately equipped for such a task. Cornwallis was once quoted saying that 'every Indian I verily believe, is corrupt'. This attitude to his policies and to Indians infuriated the emerging middle class who began to become irritated with their omission from the organisational structure of their own company. This was part of the reason for the outbreak of Indian reaction to paternalistic rule in 1857.

Cornwallis did however created a humane legal system that was won of the finest' and most egalitarian in the world after the 'weeding out' of Moslem barbarities.

The Bentick reformation that followed Cornwallis's term in office were considered by many Anglicists as a great leap forward in the journey for humanity. Indeed they were highly regarded by the energy middle classes in the cities who were often described as 'Brown Englishmen'. Even some prominent Hindus such as Ram Mohan Roy began to agitate for social change within his own sphere of influence. Yet the reforms that saw the abolition of Sati, thuggee, infanticide, child marriages and robbery were not all welcomed by the citizens of India. Orthodox, Brahman Hindus did not condone the abolition of such religious rites especially Sati and this interference into their life was not respected.

The doctrine of lapse and the subsidiary alliances were used effectively by Lord Wellesley and Dalhousie in order to acquire further Imperialism throughout India. These measures and the rapid change caused great anxiety among religious circles and the hierarchy of India. Dalhousie created roads, public works, railways and telegraph which caused fear among religious leaders for various reasons. For example – railway travel ignored caste systems.

This reaction culminated in the Mutiny of 1857 as suggested by D Wright and S N Sen. Although the Mutiny was not the start of Indian nationalism or the Indian war of independence, it was a reaction to British interference and paternalism as well British speed of change.

This mutiny shaped the Queens Proclamation of 1858 where Queen Victoria advocated 'religious toleration and equality'. However even though the mutiny was a 'scare' to British supremacy, politics after this period still persisted with Anglicist views of Indian inferiority and British dominance.

Although the Illbert bills attempted to introduce Indian judges, many British did not want to be treated by this system. Concessions were made and Lord Rippen enabled Indian judges to preside however whites could opt for a half white jury. This shows that the policies of post 1858 times were not that different in their protection of Indians and paid only little attention to equality despite efforts on behalf of Lord Rippen and the Queen.

The partition of Bengal was another policy that was considered as anti-Indian. Although it was claimed that the division was for the benefit of administration the policy has been considered to just be a classic view of 'divide and rule' showing a lack of British concern for Indian values.

JAPAN (459 responses)

Question 42

Most candidates could answer the (a) section with little trouble whilst the (b) section was well answered with most candidates able to deal with the restoration and the role of the western clans. The better answers could also discuss the long term and short term causes of the restoration. The (c) section appeared to be fairly well handled.

Question 43

Few candidates answered this question although those who did so handled a difficult question quite well. The following sample, which gained maximum marks in all three sections, reflected the ability of the candidate to argue and sustain a point of view:

(a) The major economic changes in Japan after 1868 occurred simultaneously with the move towards modernisation and in themselves moved Japan towards the state in which this ideal would be potentially viable. Economic changes were essentially concerned with the centralisation of a national currency replacing the varied forms of currency traded among the daimyo and thus helped to ensure a more nationalised state over which the genro could preside. The necessity of raising finances in order to undertake the vast industrialisation which would make Japan a modern state resulted in the government's land tax on the peasant – 2% on the value of the land regardless of the years harvest, only to be paid in currency. This land tax increased the already desperate poverty of the peasants forcing many to sell to the newly emerging land-owning class and move to urban areas providing cheap labour – a necessity for greater industrialisation. Finances were also raised through the use of the merchant class – Japan desiring to borrow as little overseas as possible and with the peasants tax helped Japan to create a modern economy which would foster industrialisation – the textile and light industries prior to 1900 and later the heavy armaments demanded by a policy of expansion and imperialism.

The centralisation of the economy resulted in a more nationalised state and fostered those elements which would in turn help Japan to become a modern country – free of the economic dependence of China on the west.

(b) The economic changes which occurred in Japan after 1968 were essentially bound with forward western – thinking, an embracement of the technology, industry and power promised by a move towards western society. Thus the centralised economy, uniting the

Japanese people after the division of the daimyo and separate clans – and the differing currencies – was an imitation of the west. Japan recognised that only as a united nation could they fend off the threat the western powers posed and remove themselves from the problems confronting Chinese society. The raising of finance represented a natural progression in Japan's attempts to industrialise the nation – only with a vast amount of money could Japan be rapidly modernised and quickly removed from their position of vulnerability. Japan showed its strong independence to the western powers by its internal creation of sources to make modernisation viable – for at this time many of the smaller states of Europe were calling on the greater western powers for loans from abroad to achieve internal sufficiency. Thus Japan's internal production of the capital required to revert the nation to one with modern-thinking and know-how was a move away from the concept of over-seas loans created by the west. This meant Japan remained independent and industry's could be nationalised. The necessity of workers in urban area in any undertaking of economic development – not restricted to the west – was a natural progression as Japanese workers moved from the country to the cities – They become the cheap labour force which enabled Japan to later – in the 1900's – monopolise some areas of foreign trade. The development of education as necessary for the learning of skills needed at every level for modernisation was a move towards the economic clause of the charter oath – every person had the opportunity of economic advancement – the educational skills making this viable.

The move towards industrialisation was an obvious attempt to emulate the west, to embrace the elements of technology that represented the power of the west and with which Japan could fend off foreign intrusion – hence the move towards greater industrialisation from a society which had traditionally been one concerned with agricultural production to a large extent. Thus the economy grew as a direct result of the scale on which industrialisation took place – the armament and shipbuilding (grew 500% between 1900 and 1914) were a response to Japanese desire for imperialism.

Thus the Japanese economy was essentially an imitation of the west, being motivated as it was and came to be by a desire for power, growth and security.

(c) Economic change greatly affected the class structure of Japanese society after 1968, for coupled with the abolition of feudalism its effects were widespread. The abolition of the domains in accordance with the charter oath represented an increase in economic prosperity of the damage –who up until this time had survived on little funds, the Bakufu forcing any excess to be spent on public works. Thus the daimyo were able to move into positions of power among the roles of administration, many took up scholarships while still others joined the merchant class – and benefited still more by the increase in trade a Japan emulated the western powers (a role they had considered with contempt in traditional Japanese society, and a move which shows the extent to which the economy helped shape the new emerging class structure). However, there was not economic prosperity for all – the samurai in fact had their hereditary role (with all its prestige) abolished and the last payment of their stipend signalled the blurring of the demarcation line which had raised them above the peasants, many, having been trained solely for fighting were unable to find other employment – thus their newly found poverty forced them to turn to crime as ronin (bushido no longer warranted their absolute following). Some did, however, move to positions similar to the samurai but the final result was the destruction of the class structure and the merging of another – in terms of the charter oath, the opportunity for economic advancement for all. The merchants were no longer held in contempt – or seen as in-between manipulators – rather as a class which ensured Japan's rise to modernisation – this clan providing much of the finance to make this a viable undertaking.

The peasants, however, although having the benefits (or rather their children did) of education found that apart from a slight rise in status – signalled by their role in the conscription of the army, and the allowance to wear whatever clothing they wished – they gained no economic prosperity. Rather it was they who fostered the economy which in turn enabled the merchants and industrialists to become full-scale capitalists – or the zaibatsu adhere to economic change affected their position little, there was no relief from the realities of the weather or the poverty incurred by tax and ultimately their only choice was movement towards the cities, providing a cheap labour force which perpetuated industrialisation.

Economic change affected the class structure of Japan to a large extent, for in its coupling with the abolition of the feudal system it meant an overhaul of the traditional structure upon which society was based. It created a merging of those elements of society which had previously been separate entities and promised either prosperity or despair to the Japanese people.

AUSTRALIA (80 responses)

Australia was the second least popular national study and almost all candidates chose Question 46.

Questions 46 and 47

The standard of answers on Australia were a source of concern since they continued to be as poor as in 1994. Again it needs to be stressed to candidates that **relying on basic background information from Years 9 or 10 is insufficient preparation for attempting one of these questions.**

UNITED STATES (296 responses)

The United States with 13% of responses was a major beneficiary of the Pathways changes. The two questions were of equal popularity.

Question 48

There were some excellent responses to all parts of this question suggesting that teaching had been strong on the USA. The (b) section tended to attract the more narrative and vague responses and some candidates did have difficulty with the periods given.

Question 49

The (a) section was well handled and candidates could answer the (b) section in terms of the causes of the war but only the better candidates could deal with the extent to which secession was a major cause of the war. The (c) section was generally well handled.

PART J – MODERN WORLD STUDIES

Conflict in Indo-China with 41% of candidate responses has continued to be the most popular followed by **US-CIS Relations in the Nuclear Age** (36%) and then **Arab-Israeli** (23%).

The overall standard in this section was quite high. Candidates provided some excellent detail and generally coped well with part (c) of the question. Matters mentioned as areas of concern in the past still need addressing, viz:

- (i) Some candidates are still devoting excessive time and space to part (a) of the question (up to three pages long) at the expense of other parts which have a greater mark value.
- (ii) It is again stressed that the responses in part (c) require a *historical perspective* and should not be merely *current affairs* type answers. However students demonstrated a greater understanding of these from an historical perspective than in past papers.
- (iii) There are still non-attempts to these questions or to the (c) parts although less than in the past.

1995 QUESTIONS AND SAMPLE SCRIPTS

Question 50 : The Arab-Israeli Conflict (714 responses)

This was the more popular question.

- (a) Most candidates handled the roles of the three countries well but some candidates omitted the USA. There was no need for a preamble to the Suez Crisis as the key word was ‘during’.
- (b) Many students gave a narrative account and gave few reasons for the peace settlement and more attention was given to Egypt. The better candidates analysed the role of the USA and shuttle diplomacy for example:

The USA threatened to cut off military and financial aid to Israel if Menachem Begin, the Israeli PM refused to co-operate.

- (c) There were some excellent responses but some students described the most recent events described in newspapers, showing little understanding of the reasons leading to the peace negotiations. One candidate referred to Yitzhak Rabin’s assassination and commented *now it is unclear of what the future hold for Israel and the neighbouring Arab states.*

The following sample script gained maximum marks. The (a) section was an excellent outline of the role of the three countries. The (b) section was sound and the paragraphs in italics show the reasons for the peace settlement. The (c) section was an excellent analysis and again the italicised sections reveal the degree of analysis and the ability to discuss historical development rather than current affairs.

- (a) *Nasser was the president of Egypt during the Suez crisis in 1956. He nationalised the Suez Canal company which had a devastating effect on Britain and France concerning oil embargo. Britain and France invaded the Suez canal in an attempt to weaken Nasser's power in the Middle East. During the Suez crisis, the plan was for Israel to attack Egypt, invade the Sinai and destroy military bases there. Israel achieved its objectives quickly. The plan was for Britain to issue an ultimatum to Egypt to withdraw its troops to a 16km limit along the canal. When Nasser refused Britain and France were to attack, supposedly as peace makers. Israel wanted a war with Egypt but risked alienating the US who had warned Britain and France not to intervene. The Sinai Campaign began on October 29. On the 31st of October, the British and French, bombed the airfields of Egypt and destroyed most of its forces. On November 5th, Britain and France landed along the Canal, the Egyptians responded by sinking ships to block the canal. The Americans were furious that Britain and France used force and threatened to intervene.*

Eventually, Israel withdrew its troops from the Sinai and was replaced by a UN emergency force which stayed for ten years.

Britain and France were humiliated and forced to withdraw from Egypt. Their influence in the Middle East declined, as they lost their status as the great powers in the region. Also, the west alliance was split. The US denounced the invasion and ultimately forced the aggressors to withdraw. As a result, the US assumed a great role in determining events in the region.

- (b) *The signing of the Camp David peace agreement in March 1979 followed two years of negotiations following Anwar Sadat's visit to Israel and his address to the Israeli parliament, the Knesset. US president Jimmy Carter pushed for peace. The US threatened to cut off military and financial aid to Israel, if Menachem Begin, the Israeli PM, refused to co-operate. Israel agreed to a peace settlement because the treaty benefited Israel in many ways. Firstly, there was one less enemy to worry about. Syria and Jordan were not likely to attack Israel without Egypt. The shipping lanes were now open. In the peace treaty, a term included was that Israeli shipping was to have free passage through the Suez canal. The signing of the peace accord also pleased the US, who had been pushing for peace. They had hoped that Israel would make peace treaties with all her Arab neighbours. With the signing of the peace accord, there were prospects of a bright future. The Sinai had not been the Buffer zone it promised, as it was proved in the 1973 Yom Kippur war. Also, few Israeli settlers had to be relocated. There was also no mention of the status of Jerusalem which pleased Israel. Egypt did not have the same emotional commitment to Jerusalem as some of the other more devout Muslim countries did. Egypt also benefited from the signing of the Camp David Peace Accord. Sadat placed Egypt's immediate interest before the general Palestinian cause. It was apparent that it was costly for Egypt to maintain a war of attrition against Israel. Sadat was prepared to 'go it alone', he was not so much concerned with the reaction of Syria or Jordan. Sadat did not have any great preconceived ideas about Arab unity. Egypt's falling out with some of the other Arab States encouraged Egypt as it also wanted the return of her sovereignty over the Sinai. Sadat was not all that concerned with the PLO claims for a Palestinian state and this issue was only vaguely referred to in the peace Accord. The Palestinian issue was not a priority for Sadat, Israel knew this, thus Israel's preparedness to sign the peace accord.*

- (c) *The main factors leading to peace negotiations between Israel and the Arab States are, rarely, the age of the leaders. There were fears about who would lead in the future. There were uncertainties, as extremist parties soon govern. Therefore it was absolute necessary to achieve a breakthrough. Israel is no longer feeling as threatened due to the follow on of the signing of the Camp David Peace accord with Egypt. The PLO has formally reconsidered Israel's right to exist. Also, the election of the Labour Party in Israel in 1992, showed prospects of a brighter future. They replaced the previous hardline government who were opposed to trading land for peace. Also, Yasser Arafat, the leader of the Palestinian Liberation Organisation (PLO), has shown a desire to consolidate his leadership. However this was being threatened by the spread of fundamentalism. Yasser Arafat needed to be able to show the Palestinian people that his more moderate approach was working, and that the Palestinians were gaining as a result of his leadership. Yasser Arafat continued to reassure the Palestinian people that the limited autonomy that they have achieved is a step toward a Palestinian state. He needed to strengthen his credibility as leader, given the mistake he made in backing Saddam Hussein in the Gulf War. There was also an economic necessity for peace. Arafat and the PLO, were without financial aid following the collapse of the Soviet Union and the withdrawal of Saudi Arabia's support following the Gulf war. Also, for Israel it was costly to maintain military forces in Gaza. Gaza was not of strategic importance and it is easy for Israel to hand it back to the Palestinians. The West Bank, however, will be more problematic given the number of Israeli settlers. The big stumbling block is the status of Jerusalem. The Israelis are adamant that the status of Jerusalem is not negotiable. The Arab-Israeli conflict has been continuing for decades, as a result Israeli and the Arab States in a sense, are tired of war. The Israelis are now willing to compromise, however this excludes the status of Jerusalem. The PLO are no longer as radical, they have now adopted a more moderate approach. They have recognised Israel's right to exist and Yasser Arafat announced in 1974, a UN conference, 'Today I have come bearing an olive branch and a freedom fighter's gun. Do not let the olive branch fall from my hand'.*

Also, after the Gulf war, Israel made progress in a step toward peace. On October 30 1991, peace talks were held in Madrid. This was an historic event, as it was the first time Israel had attended a conference with the Palestinians. Almost 2 years later, in August 1993, Israel and the PLO announced an agreement – Palestinian self rule in Gaza and the west bank town of Jericho. A series of talks were organised, which culminated in the historic hand shake between Yasser Arafat and Yitzhak Rabin on the White House Lawn in September 1993.

However, with recent development in the Arab Israeli conflict, with the assassination of Yitzhak Rabin, the future of peace negotiations is unclear. However, it must be mentioned, Arab leaders such as King Hussein of Jordan and many world leaders are showing preparedness to continue with the peace process. Now with Shimon Peres as the new Israeli Prime Minister, the peace process is gradually proceeding. However, it is unclear whether Shimon Peres had the drive and power, to achieve the success that Yitzhak Rabin achieved. The assassination of Yitzhak Rabin took with it a determination for future peace negotiations in the Middle East, now it is unclear of what the future holds for Israel and her neighbouring Arab states.

Question 51 : Arab-Israeli Conflict (379 responses)

- (a) There was lack of factual knowledge and some confusion by candidates between 'Palestinian cause' and PLO.
- (b) For some candidates the emphasis was more on terrorism than on Israeli attitude. Many candidates knew the 70s well but faded in the 80s. The Intifada was rarely mentioned.
- (c) There were some very succinct answers embracing the problems from the perspective of the PLO and Israel. However, there were quite a few 'umbrella' style answers that were too broad and an over-emphasis on Israel. Candidates also trended to a current affairs style answer over the last year rather than in its historical development.

Question 52 : Conflict in Indo-China (1049 responses)

- (a) This was the most popular question.

Better candidates addressed the reasons for the restoration of French colonial rule. Poorer answers focussed on the Viet Minh and Dien Bien Pheu. There were far too many long winded answers. The following (a) section was a good example of the answers to this section.

Between 1945 and 1954 France used many techniques to restore its colonial rule in Indo-china. After World War II, Britain helped re-settle France back into the south. The use of the British military and funding helped France attempt to restore the power it once held over Indo China. Frances own military might was increased, with the number of troops being increased in all cities in Indo China. France's attempt to militarily control Indo China through use of soldiers and force finally failed. An example of their increase in surveillance was the incident at in 1946, where a Chinese shop laden with communication and weaponry for the Viet Minh was confiscated by French authorities. This caused retaliation from the Vietnamese enemy in the killing of 18 French solders. French military responded by killing over ten thousand Vietnamese. Hence the French attempted to restore their influence through force.

To satisfy Ho Chi Minh's discontent, the French renamed Vietnam to the Republic of Vietnam hoping to decrease the emphasis of French imperialism in Indo-China. They also assigned a Vietnamese politician to be leader of Vietnam. The puppet leader Bao Dai was appointed the position as a result. Thus the French attempted to decrease the stress placed on French colonisation and imposition of culture in the north by fulfilling these two tasks.

French efforts to restore its superiority and colonial entity culminated at the battle for Dien Bien Phu where it attempted to out do the Vietnamese with it more advanced machinery and weapon. The loss of this battle saw France request US backing and monetary and military aid and was also an attempt to help them restore their colonial rule in Indo-China.

- (b) Most candidates concentrated on the domino theory and containment. Analysis was required to not mere narrative Indo China was taken as Vietnam mainly. It was necessary to refer to all at least 2 areas – for example:

America saw Ho Chi Minh, the Pathet Lao and the minority communist groups in Cambodia as the potential threat to world democracy and the triggers to the Domino theory.

- (c) The cultural aspect was often ignored and very few grasped the term 'revival' It was necessary to refer to more than Vietnam. May candidates find the term 'western' too broad a term.

Question 53 : Conflict in Indo-China (964 responses)

- (a) Most candidates handled this part quite well.
- (b) The time frame of 5 years required detailed knowledge. Reference to Cambodia or Laos as well as Vietnam was required.
- (c) Better candidates looked at both internal and external factors, then drew conclusions –*While external factors have played a large role in Cambodia over the last two decades – Vietnam, America, the United Nations', many of its problems were caused by internal factors (the Khmer Rouge) the legacy of which can still be felt today.*

Question 54 : US-CIS Relation in the Nuclear Age (870 responses)

- (a) This was quite a more narrowly focussed question so there were less over long answers. However there was some confusion with the Berlin Wall.
- (b) Candidates answered this question well. Political, economic and military methods were discussed. Weaker candidates went beyond 1961.
- (c) This question produced some excellent responses with good historical perspective. It was generally realised that there are still areas of concern. Also the dilemma relating to Bosnia.

Yeltsin is under pressure to support the Serbs and there is current US tension about the UN versus NATO role to be played in Bosnia.

The following sample script provided an excellent explanation of the Iron Curtain in (a), revealed a sound knowledge of the whole period in (b) and was backed by very good analysis in (c).

- (a) *The term 'Iron Curtain' was first used by British Prime Minister Winston Churchill on the 5th March 1946. It referred to the growing threat of Communism to Western Europe, and the 'Iron Curtain' was a term that defined a geographical barrier between Eastern and Western political ideologies. This 'barrier' lay from the Baltic to the Adriatic and Churchill proclaimed that an 'Iron Curtain had fallen across the continent (of Europe). This speech was the first official recognition of the divisions between Eastern and Western Europe's political ideology and confirmed the idea of the 'Cold War'. The states that formed the barrier/Iron Curtain included Estonia, Bulgaria, Lithuania, Romania, Poland and Hungary – they were the 'buffer zone or satellite states that increased the gap between the armies of the West and the Red Army controlled by Moscow.*

- (b) *The United States of America had three 'arms' of its Foreign Policy to contain the spread of Soviet influence between 1945 and 1961 – military, economic and political.*

The division between west and East became noticeable by 1945, when US President Truman sanctioned the use of nuclear weaponry to end the war in the Pacific, and to avoid Soviet participation (this would have given the Soviet Union bargaining power as the terms of the peace were negotiated). Truman, who had already stated that he hoped that Nazi Germany and Communist Russia would destroy each other in World War II (1941), announced his new Foreign Policy missives in 1947, which were designed to curtail the expansion of Soviet influence. These new policies were: 'Containment and NSC 61(military)', 'The Truman Doctrine (political)' and the 'Marshall Plan (economical)' Through the missives of 'Containment' and 'NSC 61', Truman aimed to hinder Soviet expansion by military build-up in Western Europe. Military installations were built in Western Europe on the borders of the Soviet Union, in countries such as Greece and Turkey. The re-armament of West Germany was begun. Planes capable of dropping nuclear bombs over the Soviet Union and returning (B52's) were developed. The President called for and received permission to increase the military budget, which nearly quadrupled to around \$US50 billion by 1950. Militarily, the United State began supporting anti-Communist political groups around the world, subscribing to intervention rather than their former policy of 'isolation' in the hope of preventing the 'Domino Theory' from eventuating. This military activity saw America and the Soviet Unions 'puppeteering' conflicts around the world, such as the Korean War of 1950-53 (the US supported the South Koreans, the SU the North Koreans) and the independence of the people of Formosa (Taiwan).

'The Truman Doctrine' was the political missive of President Truman, and stated that the United States of America intended to assume the role of world policeman'. Although this policy was worldwide in its implication it was limited to the Mediterranean, Middle East and Western Europe. The Doctrine clearly identified communist ideology as an enemy of the US, a fact which enabled extreme right-wing US Senator Joseph McCarthy to conduct 'communist purges; in the 1950's, as public hysteria increased. ' NSC 61', a document prepared by the National Security Council, reflected the strong anti-communist sentiments of the people, and expressed them through military planning and directives. The aim of this doctrine and 'Containment (designed by George Kennan)' was to preserve the expansion of Soviet influence. The Marshall Plan was Truman's economic policy in which the United States offered economic assistance in order to help the war-torn countries of Europe to restructure their economies. This virtually meant that these countries would then become politically aligned to the West, as they were economic dependents. This policy caused trouble for the Soviet Union, as two of its 'buffer states' Hungary and Czechoslovakia, attempted to participate in these plans. In 1949, NATO (North Atlantic Treaty Organisation) was borne to strength military opposition between the West and the 'menace' of Soviet influence. There were repeated conflicts between East and West, particularly the Berlin Blockade of 1948-49, the Korean War and the 'Bay of Pigs' of 1961.

The USA used economic, military and political strategy to combat soviet influence between 1945 and 1961. The Truman Doctrine, Marshall Plan and containment were the 'blueprints' for US foreign policy within this time frame, with the only changes to them being in the amount of aggression (eg.

containment was supplemented by Mutually Assured Destruction and Massive Retaliation, the Truman Doctrine by brinkmanship.

- (c) *The United States of America relaxed its policies of 'containment' since 1985 partly because of the disintegration of the Soviet Union. The policies of 'Containment' had been designed to oppose the Soviet Union because of its political ideology. These policies included sanctions (the US refused to attend the 1980 Moscow Olympics), economic sanctions (increased military expenditure through arms/space races in the hope of destroying the Soviet Union's economy) and military sanctions (the US refused to ratify the SALT II treaty, and were involved in anti-Soviet pacts such as NATO)*

Part of the reason for the relaxation of hostilities has been the coming to power of Mikhail Gorbachev and his successor Boris Yeltsin. Gorbachev, who came to power in the Soviet Union in 1985, realised the need for peace, and pursued policies such as 'Perestroika' and Glasnost' once the West (USA) was convinced of the sincerity of Gorbachev's efforts, tensions decreased and political and economic support was offered to the Soviet Union.

In 1988, perhaps the most symbolic act for the achievement of 'peace' occurred – the collapse of the Berlin Wall, a structure seen to have divided East and West almost as effectively as Churchill's 'Iron Curtain'. Before 1990, the descalping of weapons, both nuclear and conventional, were under negotiation, and START I had already been ratified (Strategic Arms Reduction Treaty).

In 1991 the Soviet Union collapsed, as many of its former 'buffer/satellite states' succeeded to form the democratic Commonwealth of Independent States. Currently, military, political and economic aid plans are being negotiated between the United States of America and the former members of the Soviet Union, The START II treaty and the comprehensive Nuclear Test Ban Treaty are in the process of being ratified, bringing the world closer to achieving peace. Thus the USA has been able to relax its policies of 'Containment' since 1985 to the present, because the enemy it was designed to oppose no longer exists.

Question 55 : US-CIS Relation in the Nuclear Age (930 responses)

- (a) This question was very well answered. Some students included too much background such as the Bay of Pigs. Candidates must take care to answer this part as succinctly as possible and not to write long responses.
- (b) Candidates discussed the detente period effectively. Over concentration on the arms race was evident, as was the tendency to answer how relations had changed rather than why. The best candidates handled 'change' well where as a lot of responses tended to show the improving relationship only.
- (c) There were some well structured answers explaining the improved relations some students omitted Yeltsin's health as an issue of concern. The pleasing part was to see that candidates argued 'to what extent' and looked at both sides of the question indicating that the candidates had been well prepared.

3 UNIT ADDITIONAL

Whilst this year's candidature was slightly lower than in 1995, there was no decline in the quality of the top responses and some were very sophisticated in their content and analysis indicating a high standard of teaching and candidate preparation.

International Relations Between the Wars was the most popular of the Options and was attempted by over 50% of the candidature. **Revolutions** was the next most popular with just below 40% of the candidature. **Australia since World War II** attracted less than 7% and **Asia since World War II** attracted less than 2% of the candidature.

A number of concerns raised in previous years were still apparent in this paper viz:

- (i) the number of candidates sitting for the paper who are academically unsuited to the level of study required,
- (ii) the limited use of historiography by many candidates – many confuse memorising quotes from historians with historiography,
- (iii) the emphasis placed by many candidates on a chronological/narrative approach rather than upon analytical discussion.

1995 Marking Scale – 3 Unit

The essay marking scale for 3 Unit and 2 unit are the same. Please refer back to the 2 Unit section for a copy of that scale.

1995 QUESTIONS AND SAMPLE SCRIPTS

Section I : International Relations Between the Wars

Question 1 (946 responses)

This was well handled by the better students who were able to link their knowledge of the failure of experiments in disarmament to the other problems of issues relevant to the period. As one candidate stated; *The failure of experiment in disarmament up to 1933 ultimately rested upon the effects of the Depression, unsolved problems of World War I and the collapse of collective security.*

Less able candidates tended to write narrative description of the events of the 1920's often failing to mention the Disarmament Conference of the 1930's. The question in general covered an area that appears to have been quite well taught, although some candidates seemed unaware of the exact wording (ie. experiments) of the main problem and issue examined.

Question 2 (49 responses)

This question was avoided by virtually all candidates. Candidates appeared to find the question to be too specific, requiring specialised knowledge of the Asia/Pacific area. The few who did it either did very well or very poorly but on average were below normal 3 unit standard.

The responses suggest many candidates have traditionally seen the study of the Asia/Pacific area as ancillary to the study of Europe.

Question 3 (833 responses)

This question elicited a wide variety of appropriate responses. Some candidates chose to concentrate their answers in the 1929-1934 period where as others took advantage of the implied wider time scale and used material from 1919-1929 period such as reparations.

The depth of specific economic history knowledge was impressive as evidenced by the following candidate: *In Britain, the MacDonal Labour government sought to protect British trade and produce industries by government regularities. The imposition of tariff barriers, bringing an end to 'lassey-faire' and leaving the gold standard in 1931 had detrimental effects for the world community.*

The less able candidates had problems making the causal link between economic problems and international relations that the question required. Some tended to treat it as a 'failure of the League of Nations' question and produced long, rambling narrative on the 19290's.

Some good use of historiography was seen from the better candidates.

Question 4 (820 responses)

- (a) Most candidates were able to produce reasonable narrative answers that covered the time period and both countries.

The better candidates were able to link ideology to 'aggressive and expansionist policies' and were able to differentiate between the motivation of the two countries.

The time scale was more appropriate for Germany rather than Italy and thus most candidates concentrated more on Germany.

Little use of historiography beyond name-dropping eg Carr.

- (b) There was a degree of confusion evident in the response of candidates attempting this question. Some saw it as a narrative on appeasement while other saw it as a narrative on Nazi aggression in the 1930's. The better candidates were able to confine both approaches with an overview of the historiographical debate. As one candidate wrote:

The abandonment of British and French policies of appeasement in September 1939 saw the physical realisation of the clauses of the pro-Polish defence pacts of 1938. Whilst the generational defamation of posterity has befallen both Chamberlain and Blum/Bonnet for their pursuit fascist appeasement, contemporary historians such as Eden, Taylor, Cobbar and Chase have successfully rehabilitated the reputation of these men. Gilbert et al argue appeasement was a traditional feature of British continental politics. Appeasement arose as a consequence of a vigorous anti-war public opinion, the pro-Hitler sympathies of the British patriciate and the acute lack of armaments as a result of the Depression. However by 1938 the tidal pendulum of public opinion had reverted to a majority of French and British voters supporting an anti-expansionist stance. The invasions of Austria, Czechoslovakia and Memel

prompted Chamberlain to assume a more decisive platform on continental developments than traditional 'island mentality' allowed. In 1938, as Hitlerian aggression turned itself towards the newly created Poland, the appeasers signed mutual assistance pacts with the perceived Nazi victim. Thus, it was technically the operation of these Mutual Assistance Pacts that triggered global conflict in 1939.

Section II : Australia since World War II

Question 5 (60 responses)

- 5 (a) The candidates knew their material although they tended to copiously work through material rather than concentrate upon the reasons for change. The stronger candidates revealed a clear understanding of the stages of development and analysed reasons for change. Historiography was not extensively used by most candidates.
- 5(b) This was the least popular question on the paper and tended to attract very general responses with few candidates able to effectively link the women's movement to electoral changes and legislation.

Question 6 (98 responses)

This was the most popular question in this section and was very well handled by candidates. Many candidates had excellent knowledge, showed a good understanding of the period and made appropriate use of historiography. The best candidates revealed an excellent ability to deal with quite complex political issues.

Question 7 (34 responses)

A well handled question. The better candidates could trace the changes in policy since 1945 and could show a rationale for it. They could usually move confidently to the present day whilst the weaker responses often failed to link issues such as the Vietnam War with foreign policy changes and tended to neglect other issues such as changing patterns of trade.

Question 8 (50 responses)

Despite the twentieth anniversary of the dismissal this was only the third most popular question. The better candidates either gave a detailed build-up from 1972 or discussed the issues at work during 1975 with the earlier years merely given as background. Generally, the question was fairly well handled.

Section III : Asia since World War II

Question 9 – China (50 responses)

This was by far the most popular question in this section with 9(a) the more popular internal choice.

- 9(a) Almost 98% of candidates completed 9(a) which was soundly answered and almost all were in the B range or above. Candidates were knowledgeable on both the Great Leap Forward and Cultural Revolution and clearly understood the four perspective's of each phase of revolution ie the political, economic, ideological and cultural. Although historians were often cited these lacked any real analysis of the writings.

The following Introduction gets straight to the issue of Mao's aims on two levels – ideological and political/social. It also shows

- (a) evidence of understanding historiography
- (b) an understanding of the differences between the two movements
- (c) the direction of the subsequent discussion.

The extent of success of the Great Leap Forward and The Great Proletarian Cultural Revolution must be evaluated in terms of Mao's aims or those of the moderates under Liu Shaoqi. Mao's aims were constantly to retain the enthusiasm of the Liberation Era and prevent the resurgence of counter-revolutionary behaviour through "continuing revolution" and to break down the "Three Great Difference" –rural and urban, metal and manual, industry and agriculture. The Great Leap Forward, argues Ward and Brugger, had considerable success in the revolutionary spirit and politicisation of the masses, and thus went someway to achieving Mao's aims. The Cultural Revolution, however is perceived by historians to have failed in both political and economic aspects, despite Mao's claims that it was his "greatest achievement."

- 9(b) Only three candidates attempted this question and all gave poor answers.

Question 10 – Japan (21 responses)

Too many of the candidates did not understand the key term "revival" and many simply engaged in narrations on the key factors in the "economic miracle".

Too many concentrated upon either the earlier SCAP period or upon Japan as a world leader today. Little evidence of historiography.

Question 11 – India (6 responses)

This question attracted the least number of candidates in any 3 unit question.

Few answers defined what "traditional and social roles" were and attempts to answer this question were often simply assertions that such things were obviously resistant to change. No real analysis of the problems and issues.

Question 12 – General Question (23 responses)

This general question was only attempted by about half of the candidates and more discussed Japan than India. In both cases few candidates handled this well with fairly predictable traditional accounts being given and few candidates showing knowledge of more recent historiography. In both countries better and more up-to-date reading is needed.

Section IV : Revolutions

There were two general comments from markers:

- (i) Candidates are required to draw material from TWO revolutions they have studied. Whilst this does not mean that the question requires an answer with a 50/50 split between revolutions, candidates must make a reasonable attempt to refer to both. For example, an answer with 90% devoted to France which discusses Russia in the final paragraph would not be an adequate weighting.
- (ii) Historiography must be used by candidates aiming for the highest marks, but must be used appropriately. There has been an increase in the number of candidates writing pages of historiographical opinion without attempting to answer the question. To offer several different definitions of "revolution" before addressing the question in hand is often not appropriate.

Question 13 (605 responses)

This was the most popular question in the section. The question required candidates to evaluate 'success' along with the contributions of the 'old regime' and 'leaders'. Despite the difficulty that might be implied by this many candidates handled the question well, though the common approach was to substitute 'creation' for 'success'.

Better candidates dealt equally with the concepts of 'failures of the old regime' and 'abilities of leaders'. Weaker answers concentrated on the former at the expense of the latter. This question was generally well answered, giving the better candidates scope to display their abilities.

Question 14 (288 responses)

This was the least popular question in this section. Answers varied from the very good – in which the open nature of the question encouraged a strong analytical approach and the opportunity to 'argue with the question' – to the weaker responses which were too narrow in their focus and concentrated on tales of terror. Another characteristic of good responses was that their analysis differentiated between classes or groups within societies ie. some classes benefited while others did not.

Question 15 (239 responses)

The third most popular in the section. This was generally well handled by candidates who distinguished between the early phase of the revolution and the consolidation phase. Some awkwardness was felt with the concept of 'strategies for starting a revolution' as it was felt that there weren't any – the concept was inappropriate! Poorer answers settled for a narrative approach to the question.

Question 16 (439 responses)

The second most popular question in the section. Candidates were able to argue for and against the proposition. Better candidates did this successfully, often differentiating between particular revolutions. The variety of answers possible elicited a variety of approaches with excellent answers in the top range. Weaker candidates often limited their responses to events surrounding the outbreak of revolution and did not consider events beyond this. Better candidates analysed the judgement of 'success', weaker candidates failed to address this aspect.

2 UNIT PEOPLE AND EVENTS

General Comments

It is pleasing to see that the number of candidates attempting this paper has remained constant since 1994.

The examination paper for this course was very well received, both for its reflection of the Syllabus aims and the quality and fairness of the question. Many candidates attempting this paper would have performed very well in the 2/3 Unit Related paper and a number of excellent responses were received.

Section I : Core Study – World War I (Compulsory)

The response to this section was, on the whole, quite pleasing, with many candidates displaying skill in handling sources as evidence.

1995 MARKING SCALE–CORE

QUESTION 1 Part (a)
(i) One mark for South Australia
(ii) 1 Mark for <ul style="list-style-type: none">total vote NOSoldiers vote Yes <p style="text-align: center;">OR</p> <ul style="list-style-type: none">The total 'No' vote was 7% higher than the soldiers 'No' vote
(iii) Any 3 of the following (either directly quoted or paraphrased) (1 mark each): <ul style="list-style-type: none">Conscription was not necessary to the success of the warAustralia should be spared further bleeding (suffering)Allies have more munitions (ample munitions)Allied soldiers are physically braverAllied powers are already defeating Central PowersAustralia has already done wonders (provided over 230,000 men)Allies (G.B) has ample men/could concentrate 2 million men at any pointReserves

<p>(iv) 1 Mark</p> <ul style="list-style-type: none"> 1 <i>valid</i> generalisation from either Source B or C 1 <i>example</i> from each source with no generalisation <p>2 Marks</p> <ul style="list-style-type: none"> a <i>valid generalisation of each source/valid generalisation of one source</i> plus reference to the other source. <p>3 Marks</p> <ul style="list-style-type: none"> <i>valid generalisation of each source</i> and an <i>example</i> from at least one source 	OR
<p>(v) 1 Mark</p> <ul style="list-style-type: none"> one <i>general comment</i> or a reference to Source D <p>2 Marks</p> <ul style="list-style-type: none"> one general comment supported by a reference from Source D <p>3 Marks</p> <p>at least two of Raw's views about war and support two of the views with a reference to Source D.</p> <p>a good generalisation and support it with one reference to Source D</p> <p>4 Marks</p> <ul style="list-style-type: none"> a complex generalisation supported with references to Source D 	OR

Part (b)
<p>Level 1 (1 – 3 marks)</p> <p>Use own relevant knowledge without any reference to the source OR</p> <p>Identify relevant source information but do not mention their own knowledge.</p> <p>OR</p> <p>Do both of the above but in a very trite way</p> <p><i>Scripts awarded 3 marks will make valid use of their own knowledge and refer to at least one source or at least one source and supplement it with some own knowledge.</i></p>
<p>Level 2 (4 – 6 Marks)</p> <p>Refer to both sources (from A and B) including an implied reference <i>and</i> supplement this with some relevant own knowledge OR</p> <p>Refer to one source and supplement this with good own knowledge OR</p> <p>Discuss one source well and supplement this with some relevant own knowledge.</p> <p><i>The difference between 5 and 6 will depend on how relevant and accurate knowledge they provide and how well they've used the sources.</i></p>
<p>Level 3 (7 – 9 Marks)</p> <p>A good discussion of one source and a clear reference to the other source. OR</p> <p>A good discussion of relevant own knowledge linked to a good use of one source and a clear reference to the other source.</p> <p>May contain sophisticated generalisations.</p> <p><i>Scripts awarded 7 may be more limited in the use of good, relevant own knowledge or less specific in the use of sources as evidence for their argument.</i></p>
<p>Level 4 (10 Marks)</p> <p>Integrate detailed own knowledge with good relevant information from both sources.</p>

Part (c)
<p>Level 1 (1 Mark)</p> <p>refer to the relevant information in at least ONE source and mention either its reliability OR usefulness in a <i>trite</i> way OR</p> <p>refer to the general reliability OR usefulness of sources without any reference to either Sources C or D. OR</p> <p>refer to the general information in at least ONE source without any reference to reliability OR usefulness of sources.</p>
<p>Level 2 (2 Marks)</p> <p>make a valid <i>attempt</i> to comment on the reliability/usefulness of both sources C and D and refer to origin OR content in relation to either source C or D. (May attempt to discuss both C and D).</p>
<p>Level 3 (3 – 4 marks)</p> <p><i>discuss</i> in a valid way the reliability/usefulness of both sources C and D and refer to the origin and/or content of BOTH sources.</p> <p><i>A 4 mark response will give more detail about the origin/content of BOTH sources.</i></p>
<p>Level 4 (5 marks)</p> <p>make a valid and <i>detailed discussion</i> of all of the following:</p> <p>the reliability/usefulness of both sources C and D</p> <p>the origin/content of sources C and D</p>

Question 1

- (a) (i-iii) This part of the question presented few problems however some candidates still need to be reminded not to spend a lot of time on this section. **Lists and short answers, not lengthy responses, were all that was required for maximum marks.** The following sample answers for (ii -iii) show how to obtain maximum marks with simple listings:

(ii) *The soldiers vote was Yes to conscription and the total vote of Australia was NO to conscription.*

(iii) *Australians were opposed to conscription for three reasons: 1. The Allies were defeating the Central Powers and didn't need any more soldiers sent over from Australia. 2. Australia had already provided 230,000 men and could not send any more. 3. Great Britain had sufficient reserves to fight another year without calling on more men.*

- (a) (iv) The best candidates made a valid generalisation about each source and supported this with an example from each source.

Source C is written from the point of view of the soldier and outlines the reasons for soldiers not wanting conscription. The soldiers feel that there should be some men left at home to develop the country. They believed Australia had already contributed enough to the war and didn't want others to suffer the horrors that they had experienced. Source B is from a newspaper and gives a less personal, more general view that Great Britain didn't really need Australia's contributions and could continue the success of the war with ample reserves.

- (a) (v) The best candidates saw the contradiction in Raw's views about war and supported each view with direct evidence from the source. The following were typical good responses:

'Soldiers lieutenant J.A. Raw's, believes, that war is wrong, but if there is a war to fight then you should fight for your countries weather or not you believe in war, lieutenant believes yes to conscription because he says more reinforcement would have helped he doesn't enjoy war but he believes in fighting the war.

Lieutenant Raw's attitude for war is that anyone who believes in wars and fighting are plain stupid and should be 'done away with' or hung. He also thinks that the coward who won't fight for their country and help their fellow men to fight the enemy should not be alive and they are not fit for words.

- (b) Candidates did not always balance their own knowledge with discussion from the sources. The better responses were those able to integrate their own knowledge with the sources. The following sample is a very good response to integrating a candidates own knowledge with the two sources.

During World War One, the conscription issues had a huge impact of Australian society and some may say the effects were devastating.

Source A outlines just how divided Australian's were with a total vote of 48% who were in favour of conscription rating closely with the 52% that were against it. This is an indicator of the way Australians were torn between the 'Yes' and 'No' vote. Initially, there was no need for conscription as recruitment numbers were high and Australia seemed to contributing sufficient to the war effort. But when Prime Minister visited the Battle Front in 1916, he decided Australian's weren't doing enough and proposed the First Conscription Referendum Oct 11, 1916. Immediately, bitter divisions evolved in society and this was accentuated by the use of propaganda and the media.

Those in favour of conscription were returned soldiers who were confronted by the fact that others would be sent to complete the efforts they had contributed to, the Liberal Party, under Billy Hughes, the Protestants Church who were traditional and loyal supporters of Great Britain and the Empire, newspapers – the war brought newspapers a lot of business and they were forever encouraging conscription as a means of continuing their vast coverage of the war events. Employers were also in favour of conscription as they knew they were safe and that it was, in effect, a chance for them to continue to build on industry and pay employees (mainly women) less than they would usually have to. All these groups in favour of conscription argued that Australia was obligated to support Great Britain, that Australia must uphold its reputation, that recruitment numbers were down and conscription was necessary.

Source B supports the groups that were against conscription. A large proportion of people against conscription were those from the Catholic Church as indicated by the newspaper article from an Australian Catholic Newspaper that was against conscription. The article supports the fact that Australia's contribution seemed needless and that Great Britain were capable of winning the war alone. They had ample reinforcements. The Catholic Church were not so much in favour of supporting Britain as it had a traditional Irish line and the Irish hated the English. Hence articles like this could easily influence and encourage those to disagree with the ideals of conscription. Other groups against conscription were trade unions who supported the worker, the Irish who had a long-standing traditional hatred of Great Britain and the Labour party who supported the views of the workers. These groups argued that war was unjust, that the war was imperialistic, that the rich were sending the workers to fight for them, that no person had the right to send another to kill or be killed. Hence, the arguments of those against conscription proved stronger than those in favour of it. Despite a second referendum in Dec. 1917, the vote was an overwhelming NO.

The divisions were escalated by the use of propaganda, by the consistent attempts to appeal to women by Billy Hughes, by the "snow-storm" of pamphlets, leaflets, public debates often ending in violence. Because Australia was a multicultural society politically, religiously and socially, people were divided in many different ways. Hence, Australians were grossly divided over conscription during the war.

- (c) Part C showed an increasing ability of candidates to discuss the reliability/usefulness of sources. Weaker candidates simply referred to the origin and content of the sources whereas stronger candidates discussed both the positive and negative aspects of the sources in terms of their reliability and usefulness to an historian studying the soldiers' attitudes to the war effort.

The following two samples are ways in which this question could be answered.

The reliability of these source vary. Although source c is from a war text it is not known if C.E.W. Bean is or was a part of the Australian army corps. Was he involved with the war itself, fighting alongside men who believed this, or is this second-hand information of the victorious allies?

The book was published in 1927. Sometime after the war was over, some nine years in fact. Source D on the other hand, is quite obviously first hand information. He does not seem to hid from the realities of war. He is quite open to his friend of what the horrors he has seen and the pain caused by war.

Although this man has seen death, he has seen me go quite simply mad, he still believes with their help, the horrors ;and atrocities would not be so bad.

Both of these sources conflict with one another. Perhaps the letter is to persuade more to enlist or vote pro-conscription in the hope that we will not seem so bad when more are there fighting with reinforcements and enough soldiers to quickly win the war.

Source C might be a ploy to make it seem as though it was known conscription was not necessary. The allies won the war without it and they always knew they would.

As an historian, both pieces of information would be useful, although nether seem factual, but they show the probable opinion of many. No one should face war unwillingly and that of the need for support, to win more men are needed, and the pain and suffering will be reduced. Although these cannot be seen as entirely reliable, it can be said they offer insight of the soldiers and officers in the war at the time.

Second Script

Sources C and D would be quite useful to an historian studying the attitudes of soldiers in the first World War. This is because of the conflicting views, officially, and from a soldiers point of view.

From Source D it can be clearly stated that the soldier J.A. Raws (who fought on the Wester front) does not like war in any way. His attitudes can be authentically credible, because he did fight in the war, and the letter was written during the war. He believed that conscription was not the answer but that more volunteers should be recruited. The official version by C.E.W. Bean, however states that the soldiers believed they were already 'doing enough' for the war effort. It does state that soldiers objected to conscripts. However, the emotion captured in Source D, is , missing from Source C. This is itself could render the document useless to an historian studying attitudes on the war effort.

Both sources have bias contained in them, the official document shows a lack of the whole story. The soldiers point of view, presents us with a highly emotional paragraph. This, the historian should be aware of for all these, the historian could judge parts of each source relevant, for their field of study.

SECTION II : TWENTIETH CENTURY NATIONAL STUDIES

1995 Marking Scale – Twentieth Century National Studies

The marking scale for both nineteenth and twentieth century national studies is shown below.

2 Unit People and Events 19th and 20th Century Studies Mark Scale 1995

CATEGORY A	CATEGORY B	CATEGORY C
8–7–6	5–4–3	2–1
<p>Describes/narrates detailed relevant and accurate factual information about aspects of groups or significance of events.</p> <p>Information is presented clearly and is well structured.</p> <p>Shows understanding of historical concepts and terms.</p> <p><i>Scripts awarded 6 & 7 may contain minor errors or may be less detailed.</i></p>	<p>Describes/narrates generally relevant information but contains inaccuracies.</p> <p>Treatment of groups, people and events may be limited in scope.</p> <p>May refer to groups, people and events in a generalised way.</p> <p>Limited understanding of concepts/terms or significant events or groups.</p> <p><i>Scripts awarded 3 may contain irrelevant information or more significant errors.</i></p>	<p>Understands the question but has very little relevant information.</p> <p>May contain largely irrelevant/inaccurate information.</p> <p>Lacks understanding of concepts/terms.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts and show very little understanding of the question.</i></p>
<p>Describes/narrates relevant and accurate factual information.</p> <p>Information is presented clearly and is well structured.</p> <p>Understands the concept of cause/effect and uses information to support explanation.</p> <p>Good understanding of the broad history of the issues/period being examined.</p> <p><i>Scripts awarded 6 & 7 may contain minor errors of fact and irrelevance.</i></p>	<p>Describes/narrates generally relevant information but contains inaccuracies.</p> <p>Limited understanding of cause/effect in the issue being examined.</p> <p>May lack the information required for full understanding of the development of the issues.</p> <p><i>Scripts awarded 3 may contain more significant errors of fact, be more irrelevant, or generalised in description information.</i></p>	<p>Information is limited to a small part of the question.</p> <p>May contain irrelevant or inaccurate information or digress significantly from the question.</p> <p>Very little understanding of broader issues.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts with little understanding of the question.</i></p>
4	3–2	1
<p>Describes/narrates relevant factual information.</p> <p>Understands concepts of effect, influence, leader, groups, events.</p> <p>Evaluates the effect/role/impact of a group, people and/or event.</p>	<p>Describes/narrates generally accurate and relevant information.</p> <p>May contain minor misunderstandings of required concepts.</p> <p>Valid attempt to evaluate the effect/role/impact of a group, people and/or event.</p> <p><i>Scripts awarded 2 may be limited in their attempt to evaluate.</i></p>	<p>Limited in scope.</p> <p>Very little attempt at evaluation of effects/influence of people and events.</p>

NOTE: Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to SM.

The most popular question, both in this section and on the whole paper, was Twentieth Century Germany, which was attempted by over 90% of the candidature. Twentieth Century Russia was the second most popular question followed by the United States and China. The questions on Australia, Britain, India and Japan were all unpopular.

There is still some concern that a number of students are not totally familiar with what constitutes the study of a personality, group or event in the Syllabus Outline.

1995 QUESTIONS AND SAMPLE SCRIPTS

PART A – AUSTRALIA (245 responses)

Australia was the fourth most unpopular national study and the standard of the responses were fairly weak.

Question 2

- (a) The question was well answered by most candidates and most showed a good understanding of the specified group (The New Guard) in their responses.

The question required candidates to describe or elaborate on the aims of the focus group the New Guard. The better responses did this and were also able to explain the historical significance and context of 'The New Guard'. The poorer responses tended to merely outline main aims or give a basic narrative.

In order to improve their responses candidates needed to specify main and minor aims and avoid simple narrative or description about the actions of the group. The following is the introductory paragraph of a category A answer;

“The New Guard was formed in 1931 out of direct result of economic pressures, the political situation and the treatment of ex-servicemen. Intense class conflict and fear of socialism and communism were also huge factors. The paramilitary organisation saw themselves as being needed to preserve law and order.

The New Guard bitterly opposed Jack Lang who introduced socialistic policies. Members of the New Guard and other Australians believed that Australia's security lay in the greatness and power of Great Britain it was no coincidence that the New Guard formed just 1 week after Jack Lang announced the Lang Plan which confirmed their worst fears. His policies conflicted with the conservative ideas of the Federal government. They also opposed Jack Lang because of his connections with the Former Communist Party Leader ship.

- (b) The question was not as well answered as part (a). Candidates tended to narrative about how the event occurred. Most showed an understanding of cause and effect in their responses. The better candidates were able to elaborate on both the immediate and the underlying causes of Lang's dismissal.

Candidates needed to focus on the causes of the dismissal rather than recount the event. The following is an example of the introductory paragraph of a category A answer:

“Through Lang's actions and policies which included the proposed Lang plan, the Land and Tenant Act and the Moratorium Bill, he faced numerous and varied

opposition. These included, the New Guard, the Bankers and financial institutions, members within his own Labor Party, the United Australia Party, Left-Wing Radicals and the Media. Whilst the majority of these played no direct role in his dismissal, they added greatly to the background of anti-Lang sentiment and hysteria.”

- (c) Part (c) was not as well answered as parts (a) and (b). However, most students were able to give the immediate effects of the bombing. The better responses gave both short term and long term effects of the bombing. Some candidates tended to describe the attack and received lower scores for their answers. The following was a good introduction to the question:

The bombing of Darwin was a dire time in Australia’s history. It was the first attack of it’s kind on mainland Australia and it became clear that neither the Australian civilians or military were prepared for war on their own soil. The actions of the governments censorship of the incident reveal the anticipated reactions of Australians.

Question 3

- (a) The question was unambiguous but some candidates gave a biographical account of John Curtin rather than concentrating on his political achievements. The better responses receiving higher scores focussed on the achievements of Curtin’s political career, elaborating on such issues as his foreign policy and his commitment to total war. As shown by the example below.

“John Curtin was Labour Prime Minister of Australia in 1941 until his death six weeks before the end of the war. His government fought along side the United States with close connection with Macarthur who commanded the allied forces in the South Pacific zone. The threat of invasion by Japan led Curtin to introduce conscription in the industry and military forces although he bitterly opposed conscription in W.W.I.”

- (b) The question was well responded to by the majority of candidates. Candidates could have improved their scores by evaluating both the positive and negative effects W.W. II had on women. ‘A’ category marks generally depended on either depth of knowledge or their fluency in communicating it.

- (c) The question was well answered by most candidates. The question allowed students the scope to show their knowledge and analysis of Tucker’s work on past and present Aboriginal society. Poorer responses by candidates tended to give a biographical sketch of Margaret Tucker. Better candidates’ responses were able to examine the impact of Tucker’s work on the wider society as the sample below shows.

“Margaret Tucker gave the aborigines courage to speak out, to have pride in themselves and to feel less isolated and was therefore an inspiration and role model not only for Aboriginal people, but for us all.”

PART B – BRITAIN (19 responses)

Questions 4 and 5

Britain was the least popular National Study on the paper. The general standard was poor with some candidates obviously attempting this section out of desperation. Little more needs to be said except that the future viability of this national study, as in the 2 unit paper, is a matter of concern.

PART C – CHINA (290 responses)

Question 6

- (a) This section was answered fairly well as it allowed students to draw on a large amount of information. In general students showed they knew the main episodes in Jiang's life but poorer candidates appeared to know only part of the period. The later part of his life was often ignored by them.
- (b) Students found this a more difficult question to interpret. The phrase 'survive the attacks' and the time frame associated with this caused the most difficulty.

Most candidates had a good knowledge of the question but they did have difficulty relating this knowledge to the question – or they were lacking sufficient detail to sustain a reasonable answer. Many candidates wrote in a general way, running out of detail after a brief overview of the main points. For example;

The Long March taught the C.C.P. how to survive. They travelled in the rain, snow and heat. They learned to endure the extremes which would come in handy later. During the march many C.C.P. members mastered the craft of guerilla warfare, which they used on Chiangs forces. They also learned the conventional warfare ways which helped survive against Chiang.

They learned how to hid from the view of Chiangs forces, which was needed. (This was part of guerilla warfare).

Along the march, C.C.P. won over many peasants to their ranks that they encountered as their travels through eleven provinces. This made their numbers larger. The C.C.P. confiscated the land from landlords as they went and redistributed it among the peasants. In turn the peasants gave wrong information and directions to Chiangs forces.

- (c) Candidates tended to use information used in (b) to answer (c) and there was considerable overlap.

Only the better candidates referred to Maoism as distinct from Leninism – Marxism. Most students had the basic understanding that the C.C.P.s power was based on peasant support but without showing how this affected the C.C.P.'s rise to power.

The following is a typical B script showing understanding without detail sweeping statements without refinement and repetition.

At the first stages of the C.C.P., the leader Chen Dioux wanted as a base the industrial workers, but Mao Tse-Tung saw the base as being the peasants as they made up nearly 90% of China's 400 million population.

Mao saw that by treating the peasants with respect he could win them over. Mao's troops had to pay for what they used and be courteous. They weren't allowed to rob or rape the villagers. There wasn't much support for the armies of Jiang who would rape the women and steal supplies. For the C.C.P.'s rise to power they had to have the support of the majority of the population, which was the peasants, so it was important for their support, especially for the armies."

Question 7

- (a) It was obvious that this section has not been well covered by many students. They reached for events and chronicled everything that desperate attempts to put something on paper.

Those students who did have a detailed knowledge of the events leading up to 1911 and who could support this with an overview of the background leading up to the events did very well – hence the question proved a good discriminator as the following A script shows:

The Revolution of 1911 became known as the Taiping Rebellion. This was the result of the bitterness of the population toward the Manchu dynasty. It was this revolution that led to the eventual abdication of Pu Yi, the last emperor of China, in 1912.

The revolution was supported by the majority of the population including the Boxer Rebellion or the movement of the 'Shadow Boxers'.

Sun Yat-sen, Chiang Kai-shek and Mao Zedong all supported the rebellion.

Some such confusion were rather commonplace, it would seem that teachers should stress both chronology and a knowledge of what exactly happened within each segmented time frame.

- (b) This proved to be a simple, straight forward question that discriminated well across the range of the candidature. Poorer candidates did not have the detailed knowledge nor the historical expertise to evaluate the 'effectiveness' of Chiang's leadership, but all the students could say something relevant to the question.

Most had an understanding that Chiang failed against the Communists and could elaborate reasons for that. The majority however failed to grapple with the phrase 'how effectively'.

- (c) The vast majority of candidates were able to make at least one major point as a direct answer to this question part. Once made, however there was little supporting detail. Typical would be this paragraph which essentially was the substance of the whole answer.

This installation of Pu Yi as emperor of Manchukuo was merely an illusion by the Japanese, who were using Pu Yi as the leader of their 'puppet government'.

By placing Pu Yi in this position it was hoped that they could gain the support of the people of Manchuria and eventually it would become part of the nation of Japan.

PART D – GERMANY (7209 responses)

Question 8

- (a) This question was generally well handled by most candidates. Most understood how the Jews were treated. They were able to provide generalised descriptions and mention the Nuremburg Laws and Kristallnacht. The better candidates went beyond this and gave specific details on laws against the Jews and the means of identifying them etc. The best responses provided a contrast with the treatment of the Jews before Hitler.
- (b) This part of the question was not as well answered. Many candidates did not understand the political intrigues of the period and concentrated upon Hitler's personal appeal. The better responses were from those that did understand the political situation in 1933-34.
- (c) This part of the question was handled unevenly by candidates. Many did not understand anything about Hindenburg's role as president before 1930 whilst the enactment of Article 48 and the influence of his advisers were mentioned by only the better candidates when discussing the period 1930-1934.

Question 9

- (a) This section was handled unevenly by most candidates. They failed to discuss special groups in the movement or the different activities for male and females. This topic should have been better handled given it has been a long standing part of previous examination papers.
- (b) Overall this section was well answered. Many however concentrated on one or two aspects of the question eg Hitler needing the army, the role of the army or the SA.
- (c) This section was well handled. Most candidates had a good knowledge of the period to 1923 and the best answers included the suffering of Germans after the war, political ramifications, long and short term economic effects and the foundations for prosperity of the late 1920s.

PART E – INDIA (24 responses)

India was the second most unpopular national study after Britain.

Question 11

- (a) Most candidates had some understanding of the events of the Amritsar Massacre probably some were based on the movie *Gandhi*. The better candidates narrated the events in more detail and placed the events in their context.
- (b) Most candidates could handle this part of the question. The better responses dealt with the tactics used by Gandhi. The better candidates demonstrated an awareness of the historical concepts and empathised with the motives of Gandhi.

- (c) This part of the question was not as well handled as the other sections. Most candidates described the conditions of the untouchables and how it was detrimental to their political significance. The better candidates referred to the different attitudes of the British government and Gandhi on the issue of representation for the untouchables.

Question 11

- (a) The details of Jinnah's life were not as well known as that of Gandhi but the best candidates could appreciate how Jinnah's views moved from support for Indian independence to supporting the need for a separate Muslim state.
- (b) Many candidates listed only a few aims whilst the better candidates were able to discuss the factors that brought about a change in aims. Many responses tended to discuss events after 1940 ie partition.
- (c) Most candidates listed the key effects of the partition but failed to expand on them. The better responses showed how partition affected the central administrative system which was the cornerstone of the British Raj and then discussed the economic effects of partition.

PART F – JAPAN (20 responses)

There was a very small response to this section and most responses were too limited to receive a high score.

Questions 12 and 13

- (a) This part of the questions was reasonably well handled by all candidates who could narrate some facts on the relevant persons or events. In 12 (a) the better responses could not only relate the events leading to Pearl Harbor but put these in an historical context.
- (b) This part of the questions was not well handled by candidates. The following extract from 12(b) is typical. The candidate has made some good general observations but the discussion lacked the information needed to fully explore the issue.

The militarists dominated the Japanese Government in the 1930s. Most of the people who ran the government at this time were members of the military and because this was a time of political unrest and economic depression the militarists took over. Anyone who was not a militarist and was in the party cabinet did something that the militarists did not agree with, he was promptly assassinated.

- (c) This section was poorly handled. In 12 (c) information on the Emperor Hirohito does not seem to be given to the candidates. The answers to 13 (c) were a little better with some understanding of who the zaibatsu were but candidates failed to discuss their importance in Japan's economy before 1945.

PART G – RUSSIA/SOVIET UNION (1150 responses)

Question 14

- (a) This part of the question was well handled. The better candidates isolated the November Revolution, Civil War, Lenin's Death and the struggle for the leadership with Stalin as the main focus – some had problems knowing where to begin. Many could provide a detailed focus on Trotsky's life whilst the weaker responses gave more sketchy information on some of these aspects.
- (b) Candidates had problems with this section as they tended to simply describe what the secret police did rather than link this to any concept of change. They also had a much better knowledge of the police under Stalin than under Lenin.
- (c) Overall this section was not well done. Candidates were too general in their responses and failed to come to grips with the role of Lenin between the two revolutions. The better candidates had a good understanding of the problems faced by the Provisional government.

Question 15

- (a) Most candidates had a reasonably good knowledge of the main events in Stalin's life. Although there were often obvious gaps (the period as General Secretary was often omitted) most covered the main areas fairly well.
- (b) Most candidates could talk about the Kulaks under Stalin but few made any reference to their lives under the NEP. This is a recurring problem with this group and suggests a lack of comprehensive treatment of the NEP period.
- (c) This part was handled much better than in past examinations. Most candidates now understand the purges although they still tend to argue about Stalin simply eliminating his enemies (in a general sense) and ignore other issues.

PART H – UNITED STATES OF AMERICA (771 responses)

Question 16

- (a) Many students wrote about the aims and development of the Klan rather than the “activities” of the Klan in the first half of the 20th century. Average candidates were able to describe the violent activities of the Klan eg. lynching, tar and feathering, burning crosses etc. More able students further detailed descriptions of these activities and also described a range of the Klan's political activities. The following is a sample of an excellent response.

The Ku Klux Klan was formed in the 1870's but had their greatest power in the 1920's. They were anti-black, jewish and catholic and immigrant. Their activities included the use of violence for example lynchings, whippings, tarring and feathering and more fear creating activities such as cross burning and the wearing of the whited hood and gown.

Klan activities also were aimed at creating political support for their movement. In many states such as Georgia important politicians such as Mayors, Governors, Judges and police were members of the K.K.K.

- (b) The best candidates could link specific features of Roosevelt's New Deal in helping the unemployed. Less able students gave less details on the alphabet agencies and did not focus on the unemployed. Poorer students tended to 'eulogise' Roosevelt.
- (c) Most candidates wrote a description on what Prohibition was, and why it was introduced and some description of the effects such as an increase in crime and corruption. Better answers concentrated on the effects that Prohibition had on American Society. The following is an average script with plenty of description but no analysis:

In 1920 Prohibition was introduced following the ratification's of the 18th amendment to the constitution. Prohibition was the banning of the manufacture, sale or transportation of intoxicating liquor.

The majority of the population disobeyed the law. The levels of home brewing increased. Drunkenness rose to incredible levels. Illegal nightclubs were set up called speak easies and sold illicit alcohol. Criminal gangs found it easy to buy off police, local government officials. Criminals realised quickly that millions could be made from bootlegging industry. These gangs rose to uncontrollable levels as different groups wanted to control the bootleg trade although Prohibition did not cause organised crime or gang violence.

Question 17

- (a) Many candidates had difficulty with this question. In general, students did not show much knowledge about Roosevelt and his leadership during World War II. Below average responses tended to concentrate on his activities during the 1930's, or just stated that he was a good leader because he was liked by the people and did not provide information to support this judgement.

Average responses were able to describe America's policy of neutrality and some general detail about Roosevelt's meetings with Churchill and Stalin, for example:

Franklin D Roosevelt tried to keep American out of the war for as long as possible. American had deals with countries to allow them to borrow American military equipment, but they had to use their own means to get it to their country and to return them after use.

When Japan attacked Pearl Harbour in 1941, this saw America come into the war. Roosevelt led America through D-Day battles and Churchill was also in contact with Roosevelt.

Excellent responses described the conflict faced by Roosevelt in maintaining the official policy of 'neutrality' his desire to support the Allies in Europe against the fascist countries. This then included detail about lend lease, cash and carry, Yalta and the Atlantic Charter etc. They then looked at Roosevelt's role as a wartime leader, taking the US into the war after Pearl Harbour, and the discussions leading to peace and the formation of the United Nations.

- (b) Again this question was not well answered. Students lacked detail MacArthur's involvement and activities in the Pacific. Poor responses wrote that he was a good leader but had no relevant information to support this.

Average responses were often too narrow in focus on and described are aspect of MacArthur's role in the Pacific eg. "Island hopping" or the Philippines. They tending to be biographical in content, and not relevant to the question.

Excellent responses were able to evaluate the importance of MacArthur's leadership and support their view with relevant evidence from his actions in the Philippines, Australia and other battles in the Pacific

- (c) Most candidates could briefly describe the landings or the beaches of Normandy or D-Day. Better candidates were able to analyse the contribution that the USA made to the landing.

SECTION 111 – ELECTIVES

Nineteenth Century National Studies/Modern World Studies

PART I – NINETEENTH CENTURY NATIONAL STUDIES

1995 MARKING SCALE C19 NATIONAL STUDIES

Both nineteenth and twentieth century national studies use the same marking scale. Please refer back to the twentieth century section for the marking scale.

1995 QUESTIONS AND SAMPLES

Question 18 : Australia (456 responses)

- (a) Generally this section was well handled by most candidates and they wrote answers of good length and provided detailed information. The following sample was a good B range script.

Caroline Chisholm was a very kind and compassionate person, who always willing to lend a hand. Caroline Chisholm's main aim in life was to help those in less fortunate than herself and indeed she did that.

Caroline Chisholm's first task was a girls school in Madras. When she arrived there she found girls running around wildly, not acting as they should. So it was here that Caroline set to work. She developed a school where she was going to educate the girls of the soldiers and teach them manners that they should use. Caroline taught the girls to respect themselves and showed them how to get a job and earn money. This was Caroline's first success.

Caroline soon found herself in the new colonies of Australia where it wasn't long before she again was lending a hand with the aim of helping others. This time Caroline was helping the Immigrants in Australia. She set up an immigrants in Australia. She set up an immigrants home where immigrants who didn't have anywhere to go could stay. Caroline also educated these people so they could find work. She later organised a system where she could re-unite the immigrant women and children with their families.

- (b) This section was not as well handled. Many did not understand how to relate their knowledge of the squatters to the question itself. Many had few reasons for the power of the squatters or these reasons were not supported by detailed information. The following sample script had some good assertions which were not backed by detailed knowledge.

The squatters became so powerful in the period up to the late 1860's due to the impact they had on Australia. They went about grazing cattle, sheep on land they didn't pay for and continued to do so for a long time. The squatters were also very successful in what they did, claiming that it was their success that had helped Australia with their products. On several occasions laws were created to make the squatters pay for the use of land but each time they had the stronger say in what happened and come out the winners.

- (c) This section was answered quite well at the basic level of being able to discuss the trial and its results. The better answers related the impact of the trial on the community. The following is a sample of an A response.

As a result of the massacre, more conflicts arose between whites and Aborigines as neither understood each others way of life and the whites still felt that Aborigines were inferior and saw the execution of the murderers as the killing of "7 unfortunate men".

When Hobbs reported the case to the police he found that way whites were reluctant to help and even tried to prevent the trials from happening even though these men admitted their guilt before they were hung in December 1838.

The result of the massacre saw the need for greater protection of Aborigines. Therefore various missions and reserves were set up and a special police force were assigned to see that everything was in order between the white and the blacks.

The blacks, it began to be thought, should be isolated right away from the whites as a result of the Myall Creek Massacre.

Question 19 : Britain (89 responses)

Only 89 candidates completed scripts on Britain.

Question 20 : China (267 responses)

- (a) The better scripts certainly had a sound knowledge of the events of the Boxer Rebellion and could clearly discuss the course of the Rebellion. For example:

From the fourth of July to the fourteenth of August, the relief troops travelled to Beijing. When news of the relief forces' arrival reached Beijing, the Boxers panicked and threw away all their distinctive clothing, and fled. The imperial army disappeared, and Empress Dowager Cixi fled.

Such candidates were also able to assess the role of individuals and groups in the Rebellion.

- (b) Generally well handled. The better candidates had a sound knowledge of the treaties and were able to more or less give the terms of each treaty. For example:

The effects of the first Opium war on China were two 'unequal treaties' forced upon the country. The first unequal Nanking Treaty was made in 1842. It made China pay an indemnity of \$21 million to Britain, open 5 more treaty ports., lease Hong Kong to Britain as trade headquarters, and saw the colony dissolved.

The second unequal treaty, was the Treaty of Beijing 1860. Other countries wanted the same powers as Britain while China was still weak. The countries included, France, Belgium, U.S., Norway and Sweden.

- (c) Some good responses in this section as the time frame allowed a review of Cixi's career in the light of western pressure, for example:

The Empress Dowager Cixi responded to western pressure on China by developing a hatred of all things foreign. Empress Cixi felt western pressure in the form of modernisation and the attempted reforms made by Guangxu. Cixi responded to any attempts at reform by removing those responsible from their posts or having them executed. Cixi prevented reform by removing Guangxu from power and using him as a form of 'puppet emperor'.

The pressure on China from the west during the Boxer Rebellion as an opportunity for China to become self-determining and free from the pressure of the west. By mobilising the imperial army and refusing to negotiate with the foreigners, Cixi was seen to be declaring war on the west.

Cixi also responded to western pressure from the west in her fleeing from Beijing during the Boxer Rebellion when news of the international relief troops arrival reached her. This highlights the effects of western pressure on the Empress Dowager Cixi, despite her strong appearance and presentation of calm attitude in the face of western pressure. Essentially, Empress Cixi was forced to realise the benefits of modernisation after the shock of the failure of the Boxer Rebellion, hence after 1900, Cixi responded to western pressure in the form of attempts at modernisation. This contrasted greatly with her earlier dismissals of the power of the west.

Question 21 : Germany (93 responses)

Only 93 candidates completed scripts on Germany.

Question 22 : India (1 response)

This question was attempted by only one candidate. Last year no candidates attempted the question and the viability of India as a national study must be in question.

Question 23 : Japan (236 responses)

- (a) Most candidates revealed reasonably sound knowledge of the events in the reign of Meiji whilst the better candidates were able discriminate in terms of the importance of some events over others.
- (b) This question was well answered by the vast majority of candidates who could provide good content knowledge of the period and how Japan was modernised during this time.
- (c) This was handled unevenly. Most candidates could discuss the place of the samurai in traditional Japanese society and others knew the general events of the period. Only the better candidates were able to discuss the influence of the samurai during this period.

Question 24 : Russia (375 responses)

- (a) The better candidates included in their response considerate evaluation of the impact of Emancipation on the Serfs. Mention was particularly made the quality of the land the available. Terms such as 'beggars allotment' and 'meagre possessions' were used.

One candidate pointed out that the *problem with 'buying' the land was that the sort of mortgage over 49 years that the government wanted the peasants to say was either equal or more than what had previously been paid to the nobles. Former poaching/hunting rights on commons, were no longer rights, so the peasants lost meat, timber, that they had in 'kind' before*". Another candidate pointed out that *Everything now had to be purchased but with the 20 – 40% loss of land in 'cut-offs' and gradual soil degradation from overuse, peasants found it had to even achieve subsistence agriculture.*

Better quality scripts not only acknowledge the freedoms granted to the serfs such as freedom to marry who they worked and to travel to other places but evaluated whether these were significant gains when compared with the crippling debt they suffered.

Causes and effects were explored by some of the better candidates as they reflected on the longer term effect of the Emancipation Edict. One candidate concluded *The major change for some peasants though was the transition to the city. Some peasants were to be part of the Russian industrialisation which built up factories etc. The urban proletariat emerged. Still poor and exploited, only in the city instead of the country.*

- (b) The better quality scripts not only listed and described the various revolutionary groups but attempted to provide examples of what form the opposition the Tsar took.

Better candidates drew conclusions to the effectiveness of the opposition by the Revolutionary Groups to the Tsar. One candidate reflected that *These idealistic opposition groups did not really have their ideas in order enough to succeed over the Tsarist government. Mostly the groups followed unrealistic aims and resorted eventually to terrorism to try and achieve change.*

- (c) Better candidates in this part clearly analysed and evaluated the results of the Tsar's reform. Some considered the different groups such as the nobles, peasants etc. One candidate suggested that *The nobles were annoyed at their losses and by the fact that they hadn't gained any political power for their sacrifice.*

Question 25 : United States of America (305 responses)

- (a) This question was a good discriminator with better candidates able to distinguish between the different periods of the Sioux Wars eg. Red Clouds War and the War for the Black Hills and some could relate events from each.

"Following Red Clouds battle came the War for the Black Hills. It started when gold was discovered in the Black Hills. As miners poured in the peace was broken and fighting restarted. The Indians were ordered back to the reservations and the troops, including General Custer were ordered to round up those not on their reservations by the 31 Jan 1876. This led to the Battle of the Little Big Horn".

Middle to low range responses wrote more generally about the events and/or didn't cover the entire period of the wars but narrowed in on one part (eg. Little Big Horn but did that in some detail).

- (b) Most students had some difficulty answering this question. Students generally did not have a good understanding of why the civil war started and specifically how Lincoln's election brought matters to a head.

Better answers were able to look beyond the slavery issue, at sectionalism, at economic and political differences between the north and south which Lincoln's election intensified.

The southern states had always felt alienated from the north. The north was industrial while they were agricultural. The South feared the reintroduction of tariffs and the impact this would have on cotton export, of Lincoln, the new leader of the Republicans was elected.

Answers which generally focussed on slavery as the main factor, and which slotted into the top category needed to have specific detail showing how southern focus over slavery, and its limitations and abolition had grown and why Lincoln's election made them focus for the worse. eg. through his ideas expressed in the Lincoln Douglas Debates.

Average responses looked at slavery and expressed southern fears about its abolition if Lincoln was elected without providing the background information.

- (c) This section was not were handled by candidates. Most could recount the economic impact of slavery and depending on detail this often meant a good answer.

The average slaving owning southerner was 5 times richer than the average northerner. The south also had one of the highest standards of living in the world. The majority of this was because of the slaves and the work they did.

Slavery was also the thing that determined the social standing or class of the white southerner. Those that owned a lot of slaves were seen to be members of the upper class. Although most people owned no slaves at all this was still the case.

Slavery also ensured that the south remained agricultural. 94% of the south was rural. This is largely because the free slave labour encouraged agricultural production instead of a switch to a more industrial economy.

Slaves were very important in the south up until 1861 because of the way this effected ones social standing, their wealth and the agricultural nature of the economy. They were the South's most vital asset.

2 Unit People and Events Modern World Studies Mark Scale 1995

CATEGORY A	CATEGORY B	CATEGORY C
8–7–6	5–4–3	2–1
<p>Describes/narrates detailed relevant and accurate factual information about significance of events and developments.</p> <p>Information is presented clearly and is well structured.</p> <p>Shows understanding of historical concepts and terms.</p> <p><i>Scripts awarded 6 and 7 may contain minor errors or may be less detailed.</i></p>	<p>Describes/narrates generally relevant information but may contain inaccuracies.</p> <p>Treatment of developments and events may be limited in scope.</p> <p>May refer to events and developments in a generalised way.</p> <p>Limited understanding of concepts/terms or significant events or developments.</p> <p><i>Scripts awarded 3 may contain irrelevant information or more significant errors.</i></p>	<p>Understands the question but has very little relevant information.</p> <p>May contain largely irrelevant/inaccurate information.</p> <p>Lacks understanding of concepts/terms.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts and show very little understanding of the question.</i></p>
<p>Describes/narrates detailed relevant and accurate factual information.</p> <p>Information is presented clearly and is well structured.</p> <p>Understands the concept of cause/effect and uses information to support explanation.</p> <p>Good understanding of the broad history of the issues/period being examined.</p> <p><i>Scripts awarded 6 and 7 may contain minor errors of fact and irrelevance.</i></p>	<p>Describes/narrates generally relevant information but may contain inaccuracies.</p> <p>Limited understanding of cause/effect in the issue being examined.</p> <p>May lack the information required for full understanding of the development of the issues.</p> <p><i>Scripts awarded 3 may contain more significant errors in fact, be more irrelevant, or generalised in description information.</i></p>	<p>Information is limited to a small part of the question.</p> <p>May contain irrelevant or inaccurate information or digress significantly from the question.</p> <p>Very little understanding of broader issues.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts with little understanding of the question.</i></p>
4	3–2	1
<p>Describes/narrates including some analysis of the issues today and, where requested, an understanding of the development of the issue.</p> <p><i>May contain minor errors and irrelevance.</i></p>	<p>Describes/narrates generally accurate and relevant information with some brief attempt at analysis of the issue today.</p> <p>May contain minor misunderstandings of required concepts.</p> <p><i>Scripts awarded 2 may be limited to only one part of the issue.</i></p>	<p>One or two disjointed facts with little relevance.</p>

Note: Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to SM.

This section was attempted by over 2600 of the candidates, and **Conflict in Indo-China** was the most popular of the three options followed by **Arab-Israeli Conflict** and then **US-Soviet/CIS Relations in the Nuclear Age**.

As in the past it should be stressed that many students still need to demonstrate a greater understanding of the Issues in Contention Today from a historical perspective.

1995 QUESTIONS AND SCRIPTS

Question 26 : Arab-Israeli Conflict (815 responses)

- (a) Better candidates looked at before and during 1948 and gave detail about particular reasons leading to the creation of Israel as opposed to a listing of related events. Weaker candidates focused on events leading up to 1948 but ignored 1948 itself.

Many scripts referred to the long history of anti-Semitism without really placing significance on 1948. Many candidates had difficulty in determining where to place the emphasis, either in background up to 1948 or on the events of 1948 specifically. The following extract is from a better answer placing 1948 into perspective.

In 1948 the British could see no end to the problems of Middle East. Despite persistent efforts the war continued. The British decided to hand the problem to the United Nations. The UN. set up UNSCORP a special committee involved in the problems eg. Palestine. It was made up of 11 countries who decided that the only resolution of this conflict was to establish Israel.

Candidates needed to focus on reasons which the question asked for more background about specific reasons and greater use of sources would have improve responses.

- (b) The question was on the whole poorly answered many candidates focussed on Arafat rather than the organisation. Students need to know more about the P.L.O. and its workings, especially in the 1960 – 80's.

The following extract is from a better script which directly addresses the question for referring specifically to why the P.L.O. were important.

The P.L.O. an a important organisation in the Middle East because the P.L.O. are the representatives of the Palestinians and have attempted to address the Palestinians refugee problem to the world. The P.L.O. role turned from the terrorism to diplomacy in the 1970 Arafat made his famous address to the United Nations.

- (c) Candidates were well informed on the issue today. Markers were impressed by the detail of their responses. Teachers are obviously covering the Issue Today very adequately.

The following extract is from a better script which specifically mentions Arafat and specific events in the creation of a Palestinian state.

In 1974 he approached the UN with an olive branch and a gun. In 1988 he made a dramatic speech renouncing violence and accepting Israel. 1993 brought Arafat closer to creating a Palestinian state. After peace talks with US President Clinton and Israeli Prime Minister Rabin, Arafat was given back Jericho and the Gaza under limited self rule.

Question 27 : Conflict in Indo-China (1060 responses)

- (a) A large number of answers referred in general terms to the negative aspects of French rule. Often these could equally refer to French rule in the 19th century and earlier 20th century with nothing to indicate a post World War II focus.

The best answers referred to circumstances surrounding the French return, some detail of early negotiations between the Viet Minh and the French, the results of the First Indo-China War and circumstances leading to the Geneva Conference of 1954.

The following extract is from a superior script giving excellent insight into the nature of the French involvement in Vietnam after 1945:

The French worked in Forts, they moved out from these into the jungle where they met the 'fleas' of the jungle. The French only concentrated on the military side of the war, whereas the defeat from the Viet Minh was mainly political. The Viet Minh worked on the hearts and the minds of the people, improving the land, education and their lifestyles. The Viet Minh was also successful in combat as the people were fighting for their country. This brought about nationalism and total war.

- (b) A good range of responses with the best look at Diem's relationship with the U.S., his failure to hold elections in 1956 as per Geneva Accords (1954), corruption, nepotism, strategic hamlets, pro-Catholic, anti-Buddhist stance, lack of support among peasantry and role of the army. Some also mentioned his failure at agrarian reform.

The more typical weaker response refers to general corruption and the circumstances of Diem's assassination with little or no attempt to consider the nature of his relationship with the U.S.

- (c) The best answers referred to details of commercial involvement with Vietnam and Australia's peace keeping role in Cambodia.

Poorer answers generalised about Australia doing 'good deeds'.

The following extract is from a superior script which provides insight into Australia's current relationship with Vietnam.

In 1979 Vietnam was condemned by the world, including Australia for breaking International law. However since 1983 Australia unlike America has tried to aid Indo-China. This is due to the want for trade and also to provide a stable region as Australia is evolved in the same geographical position as Indo-China.

Question 28 : US-CIS Relations in the Nuclear Age (800 responses)

- (a) This question was probably the best answered with a lot of detailed responses.

These students who referred to a variety of events but with strong paragraphs detailing their points achieved high marks.

The following extract is from a superior script which not only referred to a good number of events but indicated how there were connected thereby demonstrating deeper understanding.

In 1949 the Soviet Union obtained the technology of the Atomic bomb. USA already fully aware of the potential damage of this weapon was surprised at the speed the Soviet Union in obtaining the Atomic bomb.

Also in 1949, in response to the Russian's obtaining the Atomic bomb, America established the Northern Atlantic Treaty Organisation (NATO) which was established by twelve countries joining. This increased tension in Europe and between American and Russia. This move threatened Russia.

Candidates needed to be aware that some events in the Cold War were of greater importance than others eg. Korean War versus Iron Curtain speech. Also, they needed to pay more attention to the period of 1945 – 61. Many went outside the period by referring to the Cuban Missile Crisis.

- (b) There was a good range of responses to this question.

The better candidates avoided just using lists and related their points to 'improved relations'. The following extract shows a good understanding of the interrelationship of events leading to an easing of tensions between the US and the Soviets.

The USSR could now negotiate from a military equal position to that of the Americans. This is because the Americans had run themselves down in the Vietnam War. They now had closer relations with the Kremlin through the Hotline installed after the Cuban Missile Crisis. They also now had an increase standards of living and wished to concentrate on their own people, rather than disagreements between other powers. Not only them, but Russians were now hoping to look towards USA for an ally, as they were currently having bad relations with China.

Some candidates referred to issues which soured relations rather than improved eg. Afghanistan. Others merely gave a very brief list without going to detail or showing how relations improved eg. SALT I, SALT II.

- (c) This was the best answered part (c) in the Modern World Studies.

Better students drew on a range of developments; influence of Gorbachev, Perestroika, Glasnost, SDI, the disintegration of the Soviet Union, end of ideological warfare, cooperation in crises like the Gulf War, economic assistance to Russia, and were able to explain how these led to an improvement in US – Soviet/CIS relations since 1985. It is suggested that students should become more familiar with the terminology associated with the topic.