

BOARD OF STUDIES  
NEW SOUTH WALES

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# 1997 HSC

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## **EXAMINATION REPORT**

### **Modern History**

**Including:**

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

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**1997  
HIGHER SCHOOL CERTIFICATE  
EXAMINATION**

**MODERN HISTORY**

**ENHANCED EXAMINATION REPORT**

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## Foreword

This Enhanced Examination Report seeks to provide teachers and HSC students of Modern History 2 Unit, 3 Unit and 2 Unit People and Events with extensive comments about the 1997 Modern History examination and marking operations. The comments and relevant additional details should enable teachers and students to be better informed when preparing for the HSC. In particular, 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 an average response;
- the effective use of sources in essays;
- the importance of focusing upon Problems and Issues in the essays and structured essays as well as the Issues in Contention Today in the Modern World Studies;
- what candidates should 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;
- breadth of experience in the field of Modern History.

Markers nominate on their applications the areas of preference that they wish to mark. 3 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 coordinate a group of markers;
- organise briefing sessions;
- set and maintain standards;
- maintain a close watch on discrepancies and act promptly to resolve them.

Each year a minimum of 10 per cent of new markers and senior markers is 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 candidate's performance in its true relationship to that of other candidates. There is no predetermined '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 are brought to the attention of the appropriate senior marker. It is the responsibility of the senior marker to resolve the discrepancy.

### ***Marking 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 marking 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 marking 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 a 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 are given check scripts to mark within their category by a senior marker. From time to time, control scripts from other sections of the paper are also 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 and 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 1997 Papers**

In 1997, 6782 candidates presented for the Modern History 2/3 Unit paper, which represented a rise of 37 candidates on the 1996 candidature. A further 1887 candidates sat for the 3 Unit (Additional) paper, a drop of 33 candidates from 1996. In contrast, 2 Unit People and Events, with 3467 candidates, dropped by 353 from last year.

The three examination papers were generally 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 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) As in 1996, 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.
- (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) Once again 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 standard of the teaching involved.

## **The 1997 Examination Committee Operations**

Each year the Board appoints an HSC Examination Committee to prepare its Modern History examinations. The 1997 committee consisted of six members — three academics nominated by the universities and three teachers appointed by the Board. The three practising teachers were not teaching Year 12 in 1997 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 nominated assessors for the papers from the list of practising teachers who indicated their willingness to assess the papers.

The feedback from the marking centres, including the written reports on the questions, has provided valuable information for Examination Committees over the years and is a vital part of the Modern History examination process.

## 2/3 UNIT (COMMON)

## SECTION I: CORE STUDY — WORLD WAR I (Compulsory)

Target	1–4 marks		Marks	
(a) Locate/comprehend from source	ANY ONE OF THE FOLLOWING (OR WORDS TO THE EFFECT OF) GAINS ONE MARK:	<ul style="list-style-type: none"> <li>• supporting recruitment</li> <li>• enlisting/fighting</li> <li>• munitions work</li> <li>• nursing</li> <li>• investing in war loans</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging popular support</li> <li>• producing information/propaganda posters/cartoons</li> <li>• giving charity</li> <li>• providing reinforcements</li> </ul>	4 max
(b) Successful link of background knowledge AND sources	<p>1–4 marks</p> <p>1–2 One or two relevant facts from source OR knowledge.</p> <p>3–4 Some relevant facts <b>without</b> sources OR simple <b>paraphrase</b> of sources <b>without any background knowledge</b>. Limited use of background knowledge and sources.</p>	5–6 marks	7–8 marks	8 max
(c) Evaluation and interpretation of historical evidence and their relationship to the question	<p>1–3 marks</p> <p>Paraphrase of sources or simple generalisation about origin, motive, audience, type and content. Reference is NOT discussion.</p>	4–6 marks	7–8 marks	8 max
(d) Use of sources and background knowledge to develop arguments	<p>1–4 marks</p> <p>Descriptive, with simple reference to source(s) and/or paraphrase.</p> <p>1–2 One or two facts from source(s) or own knowledge.</p> <p>3–4 Some relevant facts from source(s) OR own knowledge. Very limited knowledge <b>and</b> source use may get 4.</p>	5–7 marks	8–10 marks	10 max



## General Comments

Candidates made good use of their time in responding to the Core as evidenced by the continued pattern of longer responses established in 1995. However, candidates should respond to the Core according to the mark values for each of the parts. They should be reminded that part (d) requires more extensive treatment than any other part.

The 'topic' for the 1997 Core paper, the war effort on the home front and military front, was an appropriate one for examination purposes and one that candidates could be reasonably expected to be able to deal with. What many candidates seemed to have trouble with was being able to provide sufficient knowledge on industrial production beyond simple statements to the effect that more guns or more tanks were produced. This also applies to the issue of the military contribution to the war effort.

For some candidates the language of Source D was difficult and the use of this source in responses tended to be simple quotation. Unusually and surprisingly, the fact that it was from a French historian saw some students refer unnecessarily to the French home front in their responses!

### Question 1 (a)

The question was clear and to the point and most candidates were able to achieve maximum marks for it. However, the idea of listing still seems to be lost on some candidates, with some responses being well over a page long. This problem is not confined to weaker candidates. Some better candidates wrote much more than was necessary, with the result that they were not able to give appropriate time to the remaining parts of the question.

An example of the simple listing required in part (a) is shown below:

- (i) *people worked in munitions factories*
- (ii) *women worked as nurses*
- (iii) *purchase of war bonds*
- (iv) *men enlisting to fight.*

Teachers should stress that listing does not entail the use of full sentences. Point form is all that is required. Candidates do not need to give reasons for their choice.

The number of visual sources allowed candidates to respond to the question in a wide variety of ways and thus most were able to score full marks. However, this did pose a problem to some candidates who wanted to use their own knowledge to answer the question and thereby incorporate material that was not from the sources. Also there were many and varied interpretations of what was occurring in Source A, Item 2. For example, some candidates saw the woman at the table as packing medicine or food or even socks. Requiring students to respond to part (a) through visual sources only posed an interesting challenge for the markers.

### Question 1 (b)

Despite the difficulty in the question, the majority of candidates scored reasonably well. Candidates seemed to better understand what the question required of them in relation to the skill of linking their knowledge with sources provided. Consequently it was pleasing to see fewer candidates this year simply giving their own knowledge in response to the question without reference to sources.

Better candidates were able to bring into their discussion issues of increased government controls, the concept of total war and the decline in the production of luxury goods. They were also able to demonstrate change over time in light of the dates given in the question, as well as demonstrate how industrial production adapted to meet the nature of weapons that the belligerents believed they needed to break the stalemate on the Western Front. Usually, the better candidates were able to distinguish clearly between industrial production in individual countries, notably Germany and Britain, even though the question did not specifically ask for such a distinction.

Many weaker candidates, unable to deal with the relationship between industrial production and the nature of weapons and other technologies, tended to write responses on the nature of weapons used on the Western Front.

The concept of industrial production proved to be a difficult one for students to come to grips with. Few candidates were able to draw on statistical evidence to support conclusions in relation to the effects on industrial production. The majority of candidates tended to respond to the issue of industrial production as the need to produce a greater variety of weapons and the resulting decline in the production of luxury goods, combining this with the concept of total war. A few of the better students presented outstanding answers to show how industry actually changed and developed over the period but average students tended to ignore the period of time stated in the question and responded as if there was no change over time, even though Source D did provide direction here.

The issue of change over time in relation to these issues was avoided except by the most able of candidates. Very few candidates gave serious attention to the issue of other technologies.

The following examples demonstrate effective and varied ways in which students might link their own knowledge with the required sources

### **Candidate 1**

*The effort that was needed for victory in what was becoming a 'total war' lay not only with the warfronts themselves, but also with the homefronts. As is shown by Source B munition factories came to depend on previously unused social groups for production, such as women and the elderly.*

The candidate makes a generalisation and uses a source to confirm or support it.

### **Candidate 2**

*The shift to a 'war economy' is highlighted by Source D which states the 'crisis of production developed differently in each country' dependent upon economic 'flexibility' and 'military fortunes'. Germany's transition to the war economy of 'Kriegswirtschaft' saw production, distribution and supply centrally controlled by a government with an evident military focus.*

The candidate takes a generalisation from the source and uses own knowledge to support the contention.

### **Candidate 3**

*With the expectation that the war would be over by Christmas, industrial production on the home fronts was not focussed and concentrated on weapons for open-terrain combat. By 1915 the war bogged down to a war of attrition on the Western Front as the nature of weaponry changed to suit new conditions. As a result, as seen in source D, the warring nations realised for the first time that 'increased arms production was essential for military success'.*

The candidate draws on own knowledge then links a proposition from the source in a claim about cause and effect.

#### **Candidate 4**

*Because weapons such as the machine gun and larger artillery were increasingly used on the battlefield, increasing numbers of munitions were needed to supply them as shown in Source B.*

A simple but effective link between own knowledge and source, again with the candidate making a cause and effect claim.

#### **Question 1 (c)**

Part (c) was a good question in that it was straightforward, appropriate and easy for candidates to understand in its requirements. The inclusion of the extra category of source description, ie type, a category that was used some years ago, did not seem to cause candidates any undue concern. In fact it assisted some candidates in their discussion of reliability and usefulness.

It was pleasing to see an increasing number of candidates actually discussing reliability and usefulness rather than presenting a mechanical treatment of audience, type, content, motive and origin without reference to these two important concepts. Also, an increasing number of students are referring to the historian's purpose in their discussion of usefulness and reliability.

Thus, better candidates were able to establish an argument as to why or why not Sources B and C are useful and reliable for historians studying the war effort on the home front. Better candidates were also able to clearly distinguish between the two concepts and demonstrated an understanding of the paradoxes that a useful source may be unreliable in many respects and, conversely, that a reliable source may not be useful to a historian studying the war effort on the home front.

Weaker candidates still simply narrate the categories of origin, motive etc, without a discussion of the issues of reliability or usefulness and without connecting their comments with what it is that the historian is studying. Many weaker candidates believe if they simply narrate the content of the source then they are showing that it is useful because it tells historians things. However, such candidates tend to accept the content of the sources without criticism. Also, weaker candidates still tend to make unwarranted assumptions in relation to the type of source and its reliability. Thus numerous students still equate primary source with reliability. Also, some students still consider that sources from persons in authority are likely to be more reliable than sources from other persons.

The lack of information about Source B led to some very creative responses on the part of weaker students. However, it did allow better candidates to offer valid historical criticism about its possible lack of usefulness to historians. Thus some candidates commented on the historian's need to know where the photograph was taken, by whom, for what purpose, whether it was a candid shot or not. There is a danger, apparent in some responses this year, that when candidates criticise a source on the basis of what it doesn't tell the historian, this can become a simple narrative of things not said without the necessary analysis required in this part. Thus evaluation gives way to speculation about what the source ought to have to be useful to a historian.

What was appreciated was the fact that candidates were required to comment on a visual and textual source, although very few candidates entered into a discussion as to whether the type of source has any bearing on its usefulness or reliability for the historian.

### **Candidate 1**

The following extract from this candidate's response to part (c) shows the candidate's clear understanding of the difference between the concept of usefulness and reliability.

*Major von dem Bussche gives the reason for defeat as the superiority of British industry and the inadequacy of his own home front's industrial capabilities. The source is thus extremely useful in that it provides insight into a German assessment of their reasons for failing to achieve victory in WWI. However the political leaders would expect honesty from their own general Staff and so Bussche would be unlikely to place any blame upon the political and government leaders for failing to achieve victory. Thus the source may well be unreliable in telling the historian what Bussche really thought about Germany's defeat.*

### **Candidate 2**

This candidate also demonstrates a clear understanding of the difference between reliability and usefulness, but this time in relation to the visual Source B.

*Source B is a photograph of two workers in a British munitions factory. It is useful to a historian studying the war efforts on the home fronts as it does show the type of work that might be done on the home front. It also shows the great variety of people engaged in such work – a young woman and an older man. It must be noted however that there are only two people shown here, and although a general impression of the composition of the workers is given, this may not be typical of the workforce.*

### **Candidate 3**

This candidate also discussed well the issues of reliability and usefulness in relation to the historian's study of the war effort on the home front.

*Source B is a photograph of munitions workers in Britain in World War I. There is however some question concerning its reliability. We do not know who took the photo, for what purpose or where it was displayed and for what audience. It may well be a propaganda piece. The posed photo of two workers in an otherwise empty factory might lead one towards this conclusion. However its content is revealing and certainly useful to a historian studying the war effort on the home front since the photo shows the mobilisation of labour on the home front for the war effort. This shows people who worked in jobs they otherwise would not have had if not for the war.*

### **Question 1 (d)**

In their responses better candidates were able to demonstrate a combination of excellent use of sources with a breadth of relevant knowledge in the context of sustained argument. They were able to demonstrate a clear understanding of the relationship that existed between the two parts of society referred to in the question — the military and the civilian — and in reference to two countries. Furthermore, better candidates were able to demonstrate an understanding of change over time and how the levels of support given by different parts of society fluctuated depending on the particular country and the circumstances peculiar to it. For some candidates this entailed some excellent discussion about those who did not support the war effort.

Weaker candidates simply gave a narrative account of the home front and often without reference to the varying levels of support given by different parts of the population in different countries at different stages of the war.

If the question is broken up into its constituent parts, we have reference to a desperate need to produce weapons and a desperate need to produce other equipment. There is then the requirement for candidates to analyse how far all parts of society (and two considerations are required here, namely civilian and military) supported the war effort. There is then the requirement to consider two countries and at least two sources. This implies, at the least, the need to consider civilians and military in two countries. One might argue that candidates would be expected to show differences within the civilian group and differences within the military as well. The question is thus very complex and candidates certainly attempted to deal with it as best they could.

However, what this meant in fact was that very few candidates dealt at all well with the military contribution and chose to concentrate on the home front. This is explained by the fact that the sources did not really highlight the military contribution to the war but reflected an emphasis on the home front. Also, many candidates, even the better candidates, tended to ignore the first part of the question, thereby not tying their response to the issue of the desperate need to produce weapons etc. The better candidates provided excellent analyses of the contribution of the civilian population but even they tended to respond to the question of *how* all parts of society supported the war effort, rather than *how far*.

### **Candidate 1**

The candidate provides an excellent introduction to his/her response to part (d), showing an understanding of how support for the war effort changed over time.

*As the Western front became bogged down in a war of trenches by 1915, all parts of society, both civilian and military, recognised the need to support the war effort in order for victory to be achieved. However, in both Britain and Germany, initial support by civilians and the military drastically altered as the carnage and human loss continued without solution on the Western Front.*

### **Candidate 2**

Some candidates were able to demonstrate a breadth of knowledge by distinguishing between different groups within the two social groups referred to in the question.

*Military support for the war effort gradually waned as the truth of the bloodshed on the Western Front was revealed. However, an important distinction must be made between the military high command who continually urged the war effort on in the hope of a breakthrough and the ordinary British soldiers. While such generals as Haig continually stressed the importance of the war effort, soldiers became increasingly disillusioned with what they saw as an unnecessary wasting of human life.*

### **Candidate 3**

This candidate deals with one aspect of the civilian support of the war effort, namely the role of women. This is in the context of the candidate's argument about civilian enthusiasm for the war effort. The candidate commences with a generalisation and supports this first with evidence from his/her own knowledge and then with evidence from Source B.

*Women were a significant social group in supporting the war effort. Nurses such as in Source A, item 2, provided support on the military front with 620 nurses from Australia serving in New Guinea, Egypt and Europe in 1916. In Britain 36 per cent of the workforce were female after 1914, many working directly for the war effort in munitions factories such as the one seen in Source B. War supporting groups such as the Women's Royal Naval Service, the Women's Auxiliary Corps and the Women's Service Corps in Australia were involved in the war effort.*



#### **Candidate 4**

This response demonstrates how a candidate can make a generalisation, use a source to support that generalisation and thereby create an opportunity to demonstrate a breadth of knowledge in response to the question.

*In a desperate need to produce weapons and other equipment for the war the widespread involvement of British women in the war effort was clearly necessary to maintain this aspect of the war front. This is clearly demonstrated by Source B which shows a woman working in a British munitions factory. British women not only worked in munitions factories but also drove ambulances, fixed aircraft and railway engines, worked as nurses and offered voluntary aid through agencies such as the Red Cross. By 1917, close to 30 per cent of the British workforce consisted of women.*

## **SECTION II: TWENTIETH-CENTURY NATIONAL STUDIES**

### **General Comments**

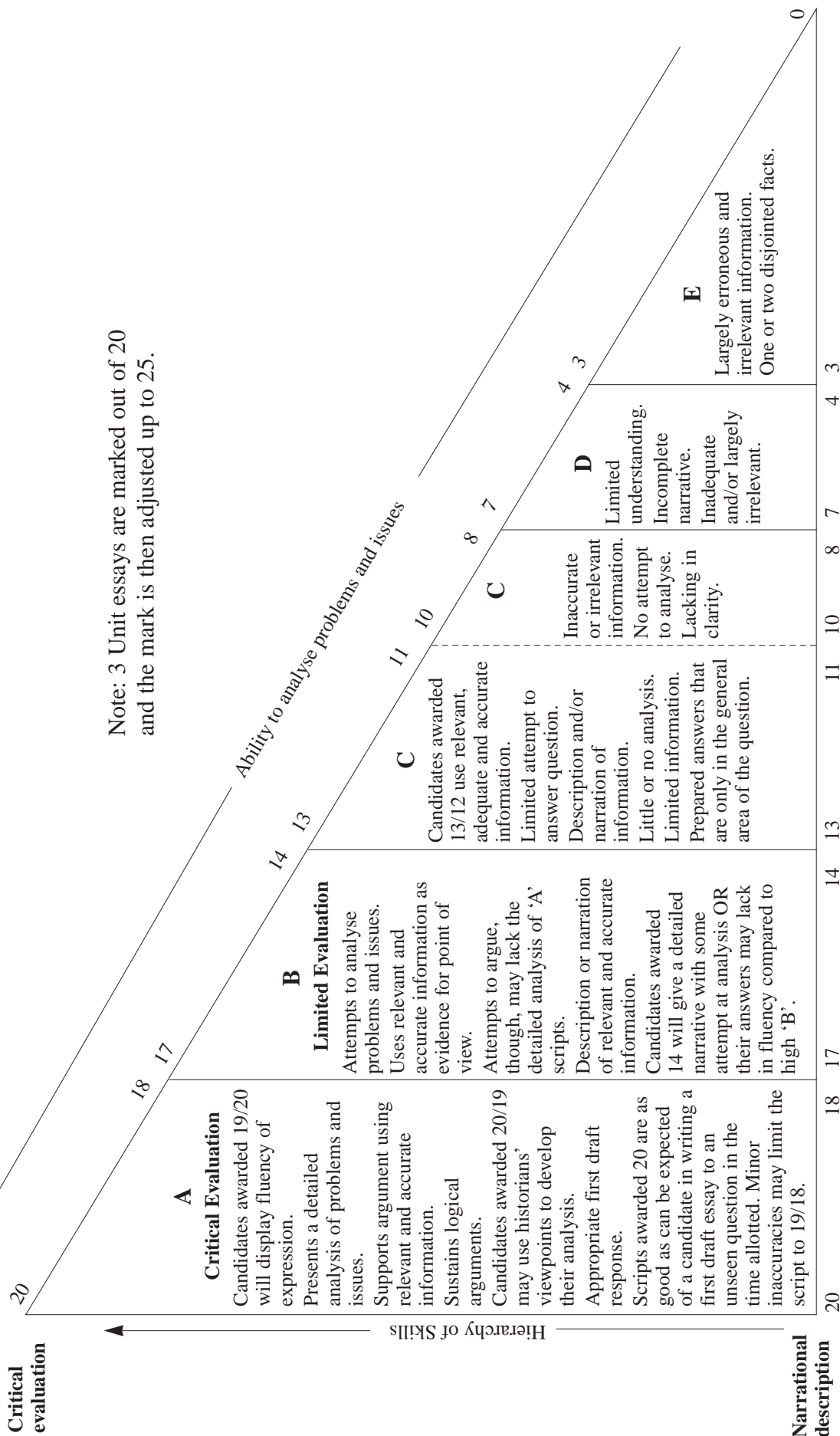
As in the past, the German National Study was by far the most popular, attracting 62 per cent of the candidature. It was followed by Russia/Soviet Union with 26 per cent, the USA with 8 per cent and China with 4 per cent. The Australian questions were only able to attract 0.5 per cent of the candidature, while other options were even smaller.

Thus the actual pattern of teaching has become very narrow since 1994. On the other hand, the specialisation in only one twentieth-century national study has meant that the content and understanding of the problems and issues have shown marked improvement since 1994.

A number of problem areas still remain:

- (i) Candidates need to be aware that questions are not set in chronological periods but in 'problems and issues'.
- (ii) Candidates who wish to attain high marks need to read widely and not simply rely on notes or videos.
- (ii) The use of 'historians' and 'quotations' is sometimes haphazard and distracting. Obviously, historiography is useful when well used, but simple name-dropping does not gain more marks and is at times injurious to the flow of a candidate's argument.

## HSC Modern History Essay Marking Scale — An Overview



## **PART A — AUSTRALIA**

### **General Comments**

The majority of the responses were of a very average standard because they were descriptions and/or narratives with little or no analysis.

It is of concern that many candidates are answering the questions based on their knowledge learnt from the Junior Secondary course. Some scripts even quoted junior textbooks as historiography. This was unacceptable. One positive aspect of the scripts was that, although they were lacking in analysis, they did not lack clarity.

### **Question 2 (12 responses)**

Candidates tended to ignore ‘to what extent ...’ and just gave a description of the new Federal Government policies, whether they were welfare policies or not.

### **Question 3 (21 responses)**

Many candidates ignored the phrase ‘how effectively’ and wrote answers on how the State and Federal Governments responded to the economic problems that Australia experienced in the Depression.

While these scripts were detailed, there was generally very little analysis.

### **Question 4 (25 responses)**

Many scripts argued that there was very little improvement in the status of Aboriginal people, which was then followed by a narrative of events from 1901 to 1945.

Once again, there was very little historiography and many candidates who received very low grades based their answers on their limited general knowledge of the period.

### **Question 5 (15 responses)**

The best quality of answers came from this question. Many candidates had a sound understanding of how there were changes to Australia’s foreign policy. They were well written and many attempted to explain ‘to what extent’.

## **PART B — BRITAIN**

### **Questions 6–8 (83 responses)**

Britain was an unpopular National Study, with no major centres answering the questions. All scripts were from single centres and the answers were very weak, with none reaching any higher than the middle range. Most candidates had little real understanding of the problems or issues involved.

## **PART C — CHINA**

### **Question 10 (79 responses)**

This question required candidates to deal with both ‘revolutionary’ ideas and ‘nationalist’ ideas across a period of 16 years. Many scripts relied heavily on Sun’s Three People’s Principles and the Sun–Joffe Manifesto. Better answers wrote of Sun’s struggle to rebuild the Tongmenghui as the Guomindang. The best answers involved these issues and the contrast with Jiang’s leadership after 1925.

There were far too many general and shallow responses.



**Question 11 (123 responses)**

Most candidates were well prepared and handled both ‘warlordism’ and ‘imperialism’ quite well. Many were able to deal with the ideological problems Jiang raised and contrasted his policies with the CCP. Very few answers were one-sided, although some failed to deal with the Japanese invasion as ‘imperialism’ and concentrated instead on the campaign to reclaim foreign concessions.

**Question 12 (148 responses)**

Generally well handled, with lots of information of Mao’s connection with the peasants. A weakness lay in the concept of Maoism, with some vague responses.

Weaker candidates wrote on the Long March and failed to address the whole period. Many candidates were able to track the development of Maoism from 1927 to 1945 in detail and without reliance on clichés or maxims. Following is a good example of part of a discussion in an essay:

*While the factional rivalries, corruption and disunity of the GMD continued, the CCP thrived as Maoism developed with the input and loyalty of the peasant masses. Every aspect of party organisation was concerned with the welfare of the peasants. Policies of land reform and redistribution were implemented by Mao, while liberation was achieved through the abolition of age-old abuses such as foot-binding and child prostitution. However, the most prominent example of the importance of the peasants to Maoism can be seen in the functions, organisations and attitudes of Mao’s Red Army — a superior group of guerilla soldiers whose code of conduct strongly outlined their engrained respect and reliance on the peasants.*

**Question 13 (164 responses)**

The least popular question and one which drew some long narratives. Most candidates wrote very well about the long-term causes and factors in the strength of the Red Army but few knew many of the details of the actual war. Most assumed that the CCP Red Army was already superior in 1946 and that victory was easy and logical. This ignored the fierce struggle of 1947. Very few mentioned the role of the USSR in Manchuria, or the reliance of the Red Army on conventional warfare in 1948–49.

**PART D — GERMANY**

**Question 14 (1777 responses)**

This question allowed candidates to demonstrate their knowledge. The better answers demonstrated an excellent understanding of the period and could discriminate between revolutionary and counter-revolutionary forces and place in this context the role of the Weimar government and its capacity to resist.

The poorer candidates failed to distinguish between the revolutionaries and counter-revolutionaries, and simply lumped all revolutionary forces together. However, even these candidates found something to write about.

The following extract from an essay shows very clearly the different reactions to right- and left-wing disturbances:

*A classic example of the different levels of government resistance can be seen during Stresemann’s brief period as chancellor. Left-wing movements in Saxony and Thuringia, fearing extremist right-wing state of Bavaria attempted independence from the Republic, both of these states were viciously drawn back to the republic through the use of the Army and the Freikorps, yet the extremist right-wing state of Bavaria was not put down at all, but simply ignored orders of the*

*Republic, a Republic which didn't take any real action against this state at all. This had the effect of causing deep seated and hostile feelings between the left-wing political parties.*

The following extract from an essay shows very effective use of historiography:

*The Weimar governments that resisted the revolutionary forces between 1919 and 1924, furthermore, had to rely on a worrying trend towards militarism which once again must qualify the extent to which such resistance was beneficial. In his analysis of the period, the historian Christopher Andrews not only points out the Ebert Groener Pact of 1918 that maintained power in the hands of the military and the subsequent careful burying of the 'Hamburg Points' on army reform, but also Germany's long tradition of militarism. This was particularly dangerous to the SPD, mild-socialist Weimer democracy for it meant that whilst it could resist revolution from the left it depended increasingly on the military. An example of this can be seen in the Spartacist Uprising of January in 1919, in which the Freikorps were called in to eliminate the communist revolutionaries. However, such writers as Ian Kershaw stress the 'dangerous precedent that a reliance on the army was to create in the young democracy. Again in 1923 when revolutions from the left broke out in Saxony and Thuringia, Müller sent in the Reichswehr to dispose of Zeigner and his 'proletarian 100s'. In this way, it can be seen that though Weimar governments resisted revolutionary forces up to 1924, it was a resistance qualified by an addictive dependence on the military.*

The following is an example of a good conclusion:

*The Weiner governments in this period successfully fought demands for socialisation of key industries and land and the economy and these were influenced by the counter revolutionary actions of big industrialists such as Krapp Steel. Further socialisation was prevented through the Stinnes-Leiger Pact giving the counter-revolutionary forces of the right and industry more priority than the workers on the left who were revolutionary.*

### **Question 15 (3315 responses)**

This was the most popular question and elicited a wide range of responses. The weaker responses concentrated on either Weimar or the Nazis. The better responses analysed both sides of the argument before coming to their conclusion. Although it is not essential to use historiography to score in the top range, there was some excellent use of historiography that went beyond 'name-dropping'. This sample script is an excellent example of an introduction to this question:

*The collapse of democracy in 1933 was brought about by both the weaknesses of the Weimar Republic and the immense popularity of the Nazis. The Republic contained flaws which enabled Hitler and the Nazis to exploit it by ostensibly legal means and thus secure power in accordance with Weimar law. That this was at all possible is due to the weaknesses of the Republic, and yet would not have been possible either without the support of the German people.*

### **Question 16 (2668 responses)**

Although this was a popular question, candidates had great trouble with the idea of 'radical social change'. They tended to equate this with every change made by Hitler and the Nazis after 1933. The better candidates were able to identify particular groups or institutions that may or may not have been subject to change. The most frequently cited were the Jewish community, women, youth, trade unions, churches and the education system. Only a handful of the better candidates suggested that the Nazis' policies could largely be seen as conservative in regard to any serious social change beyond purging the nation of groups they considered unacceptable such as communists and Jews. The following extract from an essay illustrates an effective approach to the question:

*The main alteration to family structure was the changing role of women. Under the democratic system there had been many changes in the position of women with female employment 400 per cent that of the US and more women in parliament than any other nation. Nazism changed this. They prompted women to revert back to traditional values as advocated with their slogan 'Children, Kitchen, Church'. This was combined with the law for the promotion of marriages which provided a loan of 1000 Reichsmarks to married couples in which the women didn't work. 1/4 of the loan was cancelled for each child born in an effort to promote an increase in population. Marriages over this time increased (1933–39) by 20 per cent, indicating the policy's success. Similarly attempts to put women back in the home were successful with 800 000 leaving the workforce from 1933 to 1935 and a reluctance to return to the workforce when asked to in 1939 due to labour shortages.*

*Education was transformed by Nazism. Regarded by Hitler as a form of indoctrination, syllabi were revolutionised as concentration on physical activity, German history and racial biology predominated. Teachers were forced to take an oath of loyalty to Hitler and national socialism infiltrated all aspects of teaching. Universities were also transformed, as chancellors were replaced with Nazi Party members and teachings changed to suit the theories of Nazism. This led to a decline in the educational standards seen during Weimar as national socialism became a priority.*

#### **Question 17 (431 responses)**

This was the least popular of the questions on Germany and was the worst answered of the four questions. Candidates were generally able to provide good detail on the army, and the dates 1932 to 1944 provided good starting and finishing points for them.

The role of the army allowed many candidates to illustrate the tension between the old nationalist elite and Hitler's new radical nationalists. However, few candidates attempted to clarify Nazi aims.

Many responses were weak, showing little understanding. The following sample is a good general introduction that covers the period and conveys a clear overall understanding of the issue:

*Initially the German army did not resist the aims of the Nazis because their aims were in fact very similar. Upon the first signs of strain in the two groups' relationship, in 1938 with the Fritsch crisis and Czechoslovakia, the army eventually did nothing. When later during the war, Hitler continually meddled with and criticised the army, the Wehrmacht had lost the ability to seriously challenge Hitler.*

Two well-constructed paragraphs are also included; they use appropriate detail, address the issue in a concise fashion, and advance the argument:

*Though the officer corps in theory didn't dislike the Nazis' aims, that of Grossdeutschland and continental domination, it did initially oppose Hitler's timing and methods. This was to come to a head over Czechoslovakia. Though the army didn't oppose the taking of the Sudetenland by itself, if it were to draw Germany into a wider conflict, they would question Hitler's action. Before the Munich agreement was signed, a number of officers, including Beck, considered a military coup to oust Hitler and the Nazis. This was perhaps the army's best chance to overthrow the National Socialists, however the Munich conference 'snuffed out' all thought of rebellion.*

## **PART E — INDIA**

### **Question 18 (12 responses)**

Candidates displayed an excellent understanding of the Moderate and Extremist views in Congress and were able to effectively discuss key points such as the ‘Amritsar Massacre’.

### **Question 19 (25 responses)**

This question was handled particularly well. Candidates not only wrote authoritatively about Gandhi and his views on noncooperation/nonviolence but were able to analyse the ‘so effective’ part of the question. There were several outstanding answers.

### **Question 20 (18 responses)**

Many candidates coped well with a question that demanded a 30-year coverage. Average answers were able to discuss each of the major Reform Acts with authority. Superior scripts included more diverse examples such as the Rowlatt Acts and the Salt Tax.

### **Question 21 (18 responses)**

This question allowed candidates to deal with the events leading to partition in an analytical rather than a narrative manner. The rise of the Muslim League in the 1940s and the exploitation of communal fears featured highly.

## **PART F — JAPAN**

### **Questions 22–25 (8 responses)**

This section was largely unpopular and the responses ranged from average to slightly above average.

## **PART G — RUSSIA/SOVIET UNION**

### **Question 26 (1384 responses)**

This was a very popular question that was handled reasonably well by most candidates.

Average answers narrated the main events of 1917, concentrating on the March Revolution. Often the November Revolution was referred to, almost as an afterthought, and in less detail.

Better answers displayed a detailed knowledge of the causes of the March Revolution, the progressive failure of the Provisional Government, and the causes of the November Revolution. They analysed these issues well, and some could even distinguish between a revolution and a coup. They had a clear understanding of Lenin’s role in the November Revolution.

Some candidates devoted too much time to events before 1914. Others did not write about the Duma and its role in 1905–1917 and thereby failed to analyse the lost opportunity for democracy. Others did not know enough about the Provisional Government and Keremsky. The Petrograd Soviet and the April Theses were also overlooked by many. A good introduction, referring to the major issues, follows:

*Both revolutions in Russia in 1917 were a result of the reaction of the general populace and political leaders to their governments policies and methods. In the March Revolution the people rose spontaneously against the government after they grew tired of the effect of the First World War. The November Revolution was crafted by the disciplined united Bolsheviks. The Provisional Government was already in a weak position, with little military or popular support and the Petrograd Soviet as a rival government, and therefore was an easy target for the Bolsheviks.*

**Question 27 (800 responses)**

This was a reasonably popular question, with many candidates tending to list the events of 1918–1924 rather than examine the role of Lenin. The average response was confident of Lenin's role but failed to outline specifics or acknowledge Trotsky's role. The better candidates acknowledged factors such as the importance of Trotsky, party unification, the Red Army, the use of propaganda, and War Communism. This is illustrated in the following extract from an essay:

*The Red Army was reunited and managed and led by Trotsky, another important figure in the survival of the Bolshevik government. Without Trotsky's skill and planning, the Red Army could not have had the successes it had in the Civil War.*

The better candidates also acknowledged Lenin's role in terms of his status, motivational skills, flexibility, drive and determination rather than just list the events of the period.

**Question 28 (880 responses)**

This question was quite popular and reasonably well handled by candidates. The question allowed candidates to display their knowledge of life under the authoritarian rule of Stalin and most had good information on the whole period. Many of the weaker candidates saw this as an opportunity to outline Stalin's career, or give a narration on the suffering during his rule through such aspects as the secret police, purges and imprisonment. Most were unable to find any benefits from his rule.

Many of the better responses took the line that some citizens did not generally benefit from Stalin's authoritarian rule but largely suffered under his policies of collectivisation and industrialisation. Benefits were often seen as somewhat illusory, as created by propaganda. Many pointed out that living standards and social services were not really forthcoming. Others saw benefits in such trends as a return to traditional social values, which placed importance on such aspects as discipline and the family. There was also the view that Stalin encouraged nationalism and patriotism, which helped the survival of the USSR during World War II. The best responses were clearly able to show the extent to which candidates agreed or disagreed with the statement.

**Question 29 (384 responses)**

This was the least popular question in this section but was quite well handled. There were few examples of narratives of the German invasion. Most wrote knowledgeably of Stalin's leadership, contrasting it with the impact of the Russian Winter and Germany's/Hitler's mistakes.

The best answers demonstrated that some candidates at least knew exactly who Molotov and Zhukov were and how they helped to achieve victory.

**Question 30 (271 responses)**

Most candidates agreed with the proposition of the question. The majority of the answers tended to concentrate on the 1920s, where the examples were better known or more obvious, such as immigration restriction and the Sacco and Vanzetti case. Some weaker candidates simply wanted to write about all the problems of the 1920s. Better answers looked at groups such as Native Americans, Mexicans and the impact of New Peace Programs on various groups. The kind of detail that the best candidates could provide is shown in this extract on the struggle by Black Americans for equality:

*In response to such conditions, organisations like the NAACP, dominated by white lawyers and mulatto achieved little. Marcus Garvey's United Negro Improvement Association gained a membership of over two million, providing members with jobs, a newspaper and education*



opportunities. However, the UNIA was persecuted by Hoover's new FBI, with Garvey jailed for mail fraud in 1924 and eventually deported.

While not intentional, the Agricultural Adjustment Act that formed the centrepiece of Roosevelt's agricultural reform was harmful to blacks in particular. In order to take lands out of production, farmers threw off tenant farmers and sharecroppers, mainly black. The effect was over 500 000 displaced blacks, with little or no federal assistance. In addition, both the CCC and the CWA maintained policies of segregation.

### **Question 31 (220 responses)**

This was the third most popular of the US questions. The phrase 'to what extent' seemed to mean little to many less able candidates, and their answers ended up a simple catalogue of the social ills of the Depression. Candidates should ensure that they are able to differentiate between groups within US society. For example, many wealthy Americans were little affected by the Depression despite the stockmarket crash and the apocryphal stockbrokers plunging from high windows. Many candidates also tend to stereotype black Americans.

### **Question 32 (281 responses)**

This was the most popular and best done of the US questions, probably because it fitted in with what most candidates expected of the nature of the question on state interaction. As usual, the less able candidates simply summarised the details of the New Deal. Better answers, on the other hand, drew distinctions between 'relief' and 'recovery' and were able to offer sensible criticisms of aspects of New Deal policy that were clearly less than effective. Better candidates looked critically at 'state intervention' and did not simply list examples of it. An example follows:

*Though despite FDR's efforts to restore the economy by 1935 America was still in the thick of the depression. Unemployment by 1936 while dropping considerably, still stood at a massive 14%. The historian Shennen stating that if: The New Deal was a failure at recovery, it had very little to commend itself to the voters on.*

*Then in 1937 the American economy went into another recession, despite a drop in the country's national debt from approximately \$2000 million in 1936 to \$240 million in 1938. FDR in 1937 attempted a new approach in terms of recovery of trying to balance America's budgets. This policy sending unemployment rates back up to 19 per cent many economists realising that the American economy had only achieved a certain level of recovery due to government funding. It was also during the late 1930s that FDR received large levels of opposition, ranging from high ranking opposition in the supreme court where much of his new deal legislation was challenged as unconstitutional, to the left wing which felt FDR had not moved far enough in terms of trade union reform. With great opposition from republicans and the judicial system, FDR did not introduce many new reforms after 1938, therefore stopping the government's fight to effect full recovery. Many historians reflecting on this period with a large level of ambiguity, historians such as O'Callaghan feeling that the New Deals 'greatest achievement' was that it brought 'America out of the great depression'. Other historians such as Gerrety stating that it was the Second World War which brought the American economy into recovery and not FDR.*

### **Question 33 (150 responses)**

Though this was the least popular of the US questions, it was one of the best answered. Able students who attempted this question recognised that the question allowed them to look at both the 1920s and the 1930s and at both the European and Pacific wars. It was pleasing to note that many were able to draw a distinction between ‘isolationism’ and ‘neutrality’, and some good answers looked at both Roosevelt’s role in leading public opinion and the slow acceptance by other opinion leaders of the new geopolitical reality that emerged for the USA after 1939.

The candidates who did well in this question drew these kinds of distinctions. The following introduction is typical, but by no means the best, of the responses that the question drew:

*The United States’ foreign policy had been formerly one of ostensible isolation but for a few years preceding World War Two Roosevelt had supported the Allied War effort, therefore American entry into the war was a final admission that the period of isolation was over. The pretext for American involvement was the bombing of Pearl Harbour. However, the United States had been indirectly involved in the war since the ‘Destroyers for Bases’ deal with Britain. The entry into war can also be seen as admission that isolationism hadn’t worked and that the USA would have to formally become engaged in world affairs. The immediate impetus for American entry into the war was Pearl Harbour but it was also indicative of the idea that ‘isolation’ had not worked and was being abandoned.*

## **SECTION III: ELECTIVE STUDIES**

### **General Comments**

There was a small shift in 1997 of less than 1 per cent of candidates away from Modern World Studies to Nineteenth-Century National Studies. In the European studies, Russia was the most popular country; however there were few responses on Britain and Germany. In the Asian studies, there was a turnaround so that China was the most popular area, followed closely by Japan, with only 24 responses on India. The Australian study was unpopular; the United States, with 17 per cent of the responses, increased by 4 per cent to become the third most popular study in Nineteenth-Century National Studies.

Once again, students provided too much detail for part (a), failing to use the mark scale as a guide. Some candidates failed to follow instructions and answered parts from different questions.

It is still evident that some candidates would be better attempting the People and Events course as they are unable to cope with the critical analysis required in the 2/3 Unit paper.

More candidates appear to be using historiography this year in critically analysing problems and issues.

### **1997 Structured Essay Marking Scale**

The marking scale on the next page is used for both the Nineteenth-Century National Studies and Modern World Studies structured essays.

## HSC 2 Unit Structured Essay Mark Scale

	4	3	2	1	0
<b>QUESTION A</b>	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.
<b>QUESTION B</b>	<b>8</b>	<b>7–6</b>	<b>5–4</b>	<b>3–2</b>	<b>1–0</b>
<b>Description</b>	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 generally accurate and relevant. Understands <i>either</i> the problem/issue <i>or</i> 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 <i>either</i> the problem/issue <i>or</i> the developments limited. No analysis of <i>either</i> the problem/issue <i>or</i> the developments. Relevant prepared answers receive no more than 5.	Narrative largely irrelevant and displays a limited understanding of <i>either</i> the problem/issue <i>or</i> the developments. Contains factual errors and lacks conciseness and clarity.	One or two disjointed facts with no understanding of <i>either</i> problem/issue <i>or</i> the developments. Scripts awarded 0 are irrelevant or erroneous.
<b>QUESTION C</b>	<b>8</b>	<b>7–6</b>	<b>5–4</b>	<b>3–2</b>	<b>1–0</b>
<b>Relevance</b>	Critically analyses either the problem/issue <b>or</b> the issue in contention today. Evaluates the contribution of forces, people and events. Uses appropriate evidence to substantiate judgements.	Attempts critical analysis of <i>either</i> the problems/issue <i>or</i> the issue in contention today. Understands the contribution of forces, people and events. Uses information as evidence.	Little or no analysis and relies more on description and/or narration. Limited understanding of the contribution of forces, people and events. Limited use of information as evidence. Relevant prepared answers receive no more than 5.	No analysis. Describes only. Understanding of the problem/issue <i>or</i> 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 <i>either</i> the problem/issue <i>or</i> the issue in contention today. Scripts awarded 0 are irrelevant or erroneous.
<b>QUESTION C</b>	<b>8</b>	<b>7–6</b>	<b>5–4</b>	<b>3–2</b>	<b>1–0</b>
<b>Analysis</b>	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.	Attempts critical analysis of <i>either</i> the problems/issue <i>or</i> the issue in contention today. Understands the contribution of forces, people and events. Uses information as evidence.	Little or no analysis and relies more on description and/or narration. Limited understanding of the contribution of forces, people and events. Limited use of information as evidence. Relevant prepared answers receive no more than 5.	No analysis. Describes only. Understanding of the problem/issue <i>or</i> 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 <i>either</i> the problem/issue <i>or</i> the issue in contention today. Scripts awarded 0 are irrelevant or erroneous.



## Part I — Nineteenth-Century Studies (Europe)

### BRITAIN

Britain was the second most popular of the European countries. Question 35 was far more popular than Question 34.

#### Question 34 (40 responses)

Part (a) was generally well handled. Weaker answers in part (b) tended to list reasons for the failure of Chartism but better candidates were able to link the failure of Chartism and the rise of trade unions. Responses to part (c) varied. Candidates tended to know the reforms and development of the Labour Party but did not use this to answer the question.

The following part (a) response is an excellent example of a brief description:

- a) *The 1799 Combination Acts were part of the repressive legislation in force in Britain. These placed heavy restrictions on Civil Liberties and prevented any action that could threaten the position of the government. The Corn Laws of 1815 made it very difficult for small farmers to succeed in Britain as well as larger, usually more profitable ones. These corn laws stunted economic growth and kept prices far too high for anyone to comfortably afford a simple food such as bread. The six Acts were also particularly repressive. These laws aimed to speed up administration of justice to prevent seditious libels, ban seditious meetings, ban firearm use and ban the drilling of civilians. Trade Unions were banned and the government proved its willingness to act on the issue by the ‘Tolpuddle Martyrs’. Strikes too were outlawed.*

#### Question 35 (138 responses)

This question was not well handled.

Weaker candidates found the ‘brief description’ required by part (a) very difficult and provided lengthy but general responses on the hardships of working-class life.

Many students found part (b) difficult and gave the reasons for reforms in nineteenth-century Britain instead of the reasons for social reform movements. Weaker candidates were unable to identify what these movements were.

Better candidates were able to assess the contribution of both government and personalities and use appropriate evidence in argument.

### GERMANY

Germany was the least popular of the studies, with Question 36 being more popular than Question 37.

#### Question 36 (112 responses)

Students were able to provide brief, relevant responses to part (a). The limited scope of the question allowed students to write succinct, informative responses.

Better candidates were able to handle parts (b) and (c) well. Weaker candidates included plenty of content and description but did not use it to explain the interrelationship of economic developments and German politics.

This example of part (a) displays a sound definition of the Zollverein:

*The Zollverein was an amalgamation of the Prussian Customs Union, the Middle German Union and the Bavarian Wurttemberg Union in 1834. It allowed a free trade zone, that is, excluding tariffs and barrier charges within the particular states. The Zollverein created uniform weights and measures as well as uniform currency. The Zollverein excluded Austria and provided tremendous economic gain for the states involved.*

### **Question 37 (55 responses)**

This question was not as well answered as the previous question. In part (a), candidates tended to write in too much detail for the mark value of the part. In parts (b) and (c), candidates displayed good general knowledge.

### **RUSSIA**

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

### **Question 38 (442 responses)**

Part (a) was handled very well. Candidates were able to provide relevant, accurate information within the limits of the brief description, as the sample shows.

Parts (b) and (c) elicited some very good responses and the conclusion was the critical factor in determining maximum marks.

Weaker candidates tended to concentrate on emancipation with only a cursory reference to the *zemstva*.

In 38 (c), better candidates were able to provide a sound analysis of the situation and understood the contribution of Witte and Stolypin; weaker candidates concentrated on railways. An effective treatment of part (a) follows:

*The landholding system in the 1st half of the 19th Century was a stagnated feudal system. 88.6% of the population were serfs or peasants while under 11% comprised of the land owning aristocracy. However even within this aristocracy 40% of nobles had their land or serfs mortgaged to the state.*

*The repressive autocratic nature of the Govt. kept this system in place, where the serfs were either state or privately owned. The peasants and serfs carried the burden of heavy taxes paid in either the *Baschina* or *Obrok* systems while the nobility relished in free labour.*

*The serfs were thus oppressed and provided the basis of revenue within Russia and used medieval methods of agriculture to cultivate the land. Private serfs were subjects of their masters.*

### **Question 39 (277 responses)**

Better candidates handled part (a) very well, being able to identify the different types of repression, while weaker candidates concentrated on the horrors of serfdom.

There were some excellent answers in which better candidates identified the range and differing responses of the various revolutionary groups. Even weaker candidates were able to identify different groups, but were more limited in their understanding of how these groups responded to political repression.

Part (c) also elicited some excellent responses. While students' arguments tended to be the same — notably that the 1905 revolution did not bring about much political change — critical analysis and evaluation of the role of individuals, plus use of historiography, distinguished the better candidates. The following sample of part (c), although not very fluent and revealing inappropriate usage, illustrates this:

- (c) *The 1905 revolution was instrumental in bringing about political change in Russia however the change that it did bring about was limited, mainly due to the stubborn attitude of Nicholas II who on his accession had promised to 'uphold the principles of the Autocracy as firmly and unswervingly as my never-to-be-forgotten father'.*

*The events of 1905 shows that the country was unhappy and ready to rebel against the conditions that they were labouring under. The Tsar balked at a peaceful protest, firing and killing many peaceful protesters. This began a bloody rebellion. Christian comments that 'Historians looking for nice things to say about Nicholas II often say that he was a good family man, however this has never saved a dynasty'. I agree with this wholeheartedly and believe that 1905 was mainly caused by Nicholas' stupidity begun on his coronation when 1000 peasants were killed on bakurin field for being rowdy.*

*Nicholas was mainly concerned with putting down the rebellion, which he did with the help of Count Sergius Witte who he had sacked soon after his accession. Witte made up the October Manifesto which if fully implemented would have made Russia a constitutional monarchy.*

*This contented many of the moderate socialists, splitting the rebels and making the extremists easier to crush. Nicholas then allowed the invention of the Duma or Russian Parliament to appease the people.*

*The Duma's however were mainly for show. Nicholas was able to put down the rest of the revolution with money from French loans which were given in the hope of establishing a democracy in Russia. Nicholas used the Duma's as a facade of democracy.*

*The first Duma was extremely radical, comprising mainly of moderate socialists as the more extreme socialists had boycotted the elections. This Duma had no real power as the Tsar had enough money to rule without the consent of the Duma and he had control of the seperate army. Even though the Duma had no real power, it was still too revolutionary for Nicholas and so was disbanded, as was the second one which turned out to be even more radical.*

*Stolypin the conservative prime-minister whom Nicholas hired to sort out the mess tried to fix the Dumas by making the franchise more favourable to the Aristocracy and conservative elements of the country. This meant that the third and fourth Duma's were 'puppets' not surprisingly allowed to run their full term.*

*Although for appearances sake it looked as though the revolutionaries had achieved a mighty victory, the revolution of 1905 did not bring about any lasting political change in their power. The Tsar, although only by the skin of his teeth still held control of his countries future.*

## Nineteenth-Century Studies (Asia)

China was the most popular study, with 20 per cent of the candidature. This was closely followed by Japan, with 16 per cent; India trailed well behind, with 1 per cent.

### CHINA

#### Question 40 (246 responses)

Most candidates were able to handle part (a) well; better candidates provided relevant and accurate information on both the gentry and the peasants. Weaker candidates tended to make sweeping generalisations about peasants' conditions without really addressing their role in society.

In part (b), candidates found it very difficult to see the interrelationship of the philosophy of Confucianism with the political structure of traditional China.

Part (c) was better handled, although weaker candidates tended to limit their responses to a catalogue of reforms without analysing their effect on Confucian values. This is an excellent example of a part (c) response:

- c) *Indeed reforms of late nineteenth century China seemed to swipe the plate clean of traditional Chinese values and hence look towards a new way of society. However to the discerning eye, these measures were only superficial, as it was still Confucianism rather than Western technology that was the only sure way to advancement.*

*The self-strengthening movement, undertaken by Kuo Fan Chang and Prince Kung was the first real attempt in adopting Western techniques and hence challenging Confucian values. It was adopted after the Taiping rebellion (1850–1864) and lasted between the years 1862 to 1875. Despite reforms such as arsenals being established, manufactures and management phases, the true motive of this reform remained 'overt peace with the Western nation in order to gain time for recovering the exhausted power of the state'. Clearly, Confucian values still remained at the core of society, and can be seen by the fact that even government leader Ci Xi failed to support the movement, concentrating herself on the traditional way of China. As historian Panmater states 'it was Ci Xi and her reluctance to reform that brought about the desperate situation of Chinese society.'*

*Similarly the '100 days of reform' led by Hsu Kuang (nephew of Ci Xi) was at first successful in obtaining a new legal code, establishing an education system and attempting to set up foreign legations in the West. However when Ci Xi stepped in and imprisoned her nephew in the royal palace, reform was even more further off. Indeed, Confucian survived despite Hsu Kuang reform movement to challenge it.*

*Yet with the humiliation of the Boxer Rebellion, finally the government realised the increasing need to change. The reforms of 1911 established with such things as a foreign affairs bureau, legations in the West, education being established and more importantly Confucianism being abolished in 1907. Indeed these reforms proved to be successful at first, with education numbers improving from 1 million in 1905, to 10 million in 1910. Yet still these reforms were based on 'use the barbarians techniques to suppress the barbarians'. However despite the motive, it was seen that the force of change had finally out run the force for continuity as education heightened the awareness of the need to change, and the ability of Confucianism lost the respect from the populace to the government. Indeed it was with the threat of taking away provincial power with the nationalising of the railway, that sparked the quest for revolutions.*

*In conclusion, the reform movements of late 19th Century served to emphasise traditional values at the expense of Western technology. Indeed it wasn't until the abolishing of Confucianism in 1907 and the supplementing reforms that continued, under Ci Xi, that the Ching was brought to its end.*

**Question 41 (228 responses)**

Candidates handled part (a) very well, providing detailed, accurate and relevant information. This is an excellent example of a response providing enough information to warrant full marks:

- a) *The Canton system of management of China's trade with the West was a system very much in China's favour. Trade was conducted upon Chinese terms, adhered to up to 1834 by the trades of the British East India company. The system limited all foreign trade to the port of Canton. Secondly the trade could only be conducted in certain times of the year. Foreigners were only residence in a compound in Canton from October through to January. Further all trade had to be passed through the Co-hong. The Co-hong was a group of 13 Chinese who held the monopoly of trade. In accordance with the Chinese attitude of superiority, under this system the foreigners were only allowed audience with regional officials not the central government. Such were the elements of the Canton System which created a trade very much on the terms of the Chinese.*

Better candidates answered part (b) very well, providing evidence of a detailed knowledge of the treaties and their impact on China.

Most candidates in part (c) were able to evaluate 'to what extent'; the discriminating factor was the amount of evidence provided.

**JAPAN**

**Question 42 (213 responses)**

Candidates found it difficult to describe both the social structure and economy briefly and provided far too much information.

Most candidates in part (b) merely outlined events involving the Satsuma and Choshu without mentioning the other Western clans; they showed little understanding of the differences among them and their different motivations.

Most candidates handled part (c) well and were able to provide appropriate evidence.

**Question 43 (166 responses)**

Many students had difficulty dealing with the complexities of this question, which not only required detailed knowledge of Western impact on the Japanese political system as a whole, but also needed some reference to the impact on the different Han. Candidates needed also to address the whole period from 1853 to 1868.

Better candidates evaluated the extent that Meiji institutions were based on Western models, while weaker candidates merely mentioned the Western models and then catalogued areas affected.

Better candidates were able to isolate the political system, while weaker candidates confused the social structure with the political system. This part (a) response is a very detailed account of the political system in Japan and was thus awarded full marks. Responses to part (a) need be no more detailed than this:



- a) *Japan's political system revolved around its feudal society. Although the emperor was the (de jure) real ruler of Japan, the shogunate was the stronghold of the Japanese political system. (The defacto ruler.) The Tokugawas came into play in 1607. The Tokugawa Shogunates parliament was called the Bakufu (meaning tent). The Bakufu through the Shogun, controlled many aspects of political life. After the shogun on the social scale were the Diamo, who were categorised into two sections: the inner lords, who were usually closely related to the shogunate, and the outer lords, which were in a sense dangerous to the Tokugawas, such as the Satsuma, Choshu, Tosa and Hizen clans. These outer lords controlled their domain, which was basically three quarters of Japan, whereas the shogun's inner lords controlled their quarter. Politically, the shogun had more power than the emperor. The shogun had to set national policy, and control the diamyo in order that they didn't become too corrupt or accumulate too large a wealth. Also, these outer lords had to visit Yedo once every two years. The samurai were there for fighting purposes and led comfortable lives. The shogun was sometimes referred to as the 'Barbarian Quelling Generalissimo'. His job was to keep foreigners out.*

## **INDIA**

### **Questions 44–45 (24 responses)**

These two questions attracted the least number of responses of any nineteenth-century study. Better candidates coped well but weaker candidates found difficulty in discussing the Problems and Issues.

### **Nineteenth-Century Studies (Australia/USA)**

After India, Australia was the least popular national study, and nearly all candidates chose Question 47. Student responses to this question were the least well answered.

#### **Question 46 (7 responses)**

All candidates attempting part (a) answered on the gold rushes. Parts (b) and (c) were not handled well, as candidates tended to give very general responses with little use of supporting evidence.

#### **Question 47 (48 responses)**

While candidates were able to give a general description of Aboriginal resistance, very few were able to refer to specific incidents or people to support their ideas.

In part (b), candidates were able to provide a basic overview of the reasons but answers lacked supporting evidence.

Part (c) was generally not well handled, as most candidates tended to limit their argument to racial issues alone and did not fully explore all the significant factors responsible for Federation.

## **USA**

### **Question 48 (170 responses)**

Parts (a) and (b) of this question were well done, with students being able to provide relevant accurate and detailed information to answer these parts.

Better candidates handled part (c) very well, providing detail that showed the differing experiences of the various Amerindian tribes over the period examined. Weaker candidates tended to relate general experiences and failed to provide appropriate evidence to substantiate judgement.

The sample part (a) given is an example of a 'brief description'. It provides sufficient detail to gain full marks:

- a) *Many Europeans came to settle in North America after 1600. The French came mainly for trade, especially for furs, in the interior of the country, though their aim wasn't to settle. The Spanish came looking for gold and settled in Mexico and in the west of the country. The British came to establish colonies along the east coast of America, especially the Pilgrim Fathers who came to escape from religious persecution in England. Other countries, such as the Netherlands and Sweden, established colonies along the East Coast, though they didn't have a lasting presence unlike the British.*

#### **Question 49 (239 responses)**

Candidates of all levels were able to respond in a brief, relevant and accurate manner to part (a) and found the question straightforward.

In part (b), better candidates were able to link economic and other causes, such as political, whereas weaker candidates presented a list of causes with no analysis of the concept of cause and effect. However, all candidates were able to provide relevant, accurate information; how it was used determined the marks awarded.

The post-civil war period proved difficult for many candidates; responses tended to lack critical evidence and concentrated on political rather than economic changes.

The sample part (b) given is an excellent response, showing the ability to set the issues in a broader context:

- (b) *The difference in economies between North and South were a superficial representation of a more deep-seated conflict — that of the conflict between State sovereignty and the power of centralised government which was to a large extent the major cause of the Civil War. As D. Phillips notes 'The Civil War was fought primarily to crush Southern nationalism and to preserve the Union'. The economic institution of South Slavery became an issue when it involved expansion. The Congressional balance of power between 'free' and 'slave' states was precarious and each side — North and South, sought to prevent the other from having political dominance. As each new territory was added, the balance would be upset and a cycle of compromise entered into. This system of compromise finally broke down during the 1800s 'The decade of crisis', when the Kansas–Nebraska Act of 1854 provided for State sovereignty. The tradition of communities deciding for themselves what was in their best interests. Predictably two governments — one 'free' one 'slave' — were established and the hostility degenerated into the guerilla warfare known as 'Bleeding Kansas'. This was symptomatic of the larger disintegration of the Union.*

*The difference in economies was therefore only a pretext to the larger issue of the extension of Slavery and political domination. Historian B.J. Dalton regards expansion as central to the timing of the outbreak of the Civil War as the South was fast losing its ability to retaliate. The South saw in the Presidential election of Lincoln as emblematic of their lack of control. Lincoln was elected on a ticket directly opposed to the extension of Slavery — note not the institution itself, but the power attached to it. When he was elected in 1850 without a single Southern vote it was clear that the South must out.*

*South Carolina seceded on 20 December 1860 and by February 1861 the Confederate had been formed. Lincoln regarded secession as 'the essence of anarchy' and the Civil War was entered into in order to preserve democracy and the Union.*

*Thus to a great extent, the differences in economies, when analysed as representational of the more potent conflict between the power of the States and that of centralised government was a major cause of the Civil War.*

## **Part J — Modern World Studies**

This year saw a small shift of 19 of candidates away from Modern World Studies to Nineteenth-Century National Studies. Conflict in Indo-China was the most popular Modern World Study (47 per cent) followed by US–Soviet/CIS Relations in the Nuclear Age (30 per cent) and The Arab–Israeli Conflict (23 per cent). The overall standard in this section was good. Candidates were able to provide some excellent detail and generally coped well with parts (a) and (c) of the questions. Some areas of concern mentioned in the past still need addressing, such as:

- (i) Some candidates are still providing a lengthy response to part (a) of the question (up to three pages long) and so have not provided enough for parts (b) and (c), which have a greater mark value. Generally, half a page on part (a) should be all that is required.
- (ii) It is again emphasised that part (c) responses need to be discussed in terms of their historical perspective rather than from a current affairs view.
- (iii) There are still non-attempts to (c) parts, although less so than in the past.

### **THE ARAB–ISRAELI CONFLICT**

This section made up 23 per cent of Modern World Studies candidature, an increase of 4 per cent on 1996.

#### **Question 50 (572 responses)**

- (a) Nearly all candidates handled well the ways in which the Suez Crisis of 1956 affected Israel's relations with its neighbours. Clashes with Egypt and the relationship with Britain and France were cited by most students. Again, many candidates' responses were too lengthy.
- (b) This part required candidates to explain the changed strategic position of Israel as a result of the Yom Kippur War of 1973. Most could write about Israel's vulnerability and weakened military position. Better candidates highlighted the beginning of the peace process through the Camp David Accords.
- (c) 'To what extent' still posed a problem. Most candidates were able to identify the problems of the peace process under Netanyahu's Likud government. Better candidates were able to compare the peace process from 1988 and show a link in the change to the election of Netanyahu.

#### **Question 51 (407 responses)**

- (a) Nearly all candidates handled well the impact on the Palestinians of the creation of Israel in 1948. The refugee problem, and Palestinians' loss of political status and land, were the main points raised.
- (b) This part required candidates to explain the importance of factors outside Israel in helping to improve the situation for the Palestinians in the 1970s and 1980s. Better candidates were able to draw upon the result of the Yom Kippur War, the use of oil as a 'weapon', and the rise of the PLO and Camp David as positive aspects in helping the Palestinians to highlight their cause. Most candidates were able to use Arafat's 1988 statement as central to the improved Palestinian situation in the 1980s. This is an example of an excellent part (b):



- (b) *The Palestinians were mainly reliant on International sympathy in order to improve their situation during the 1970s and 1980s. In November of 1973 Arafat, leader of the Palestinian Liberation Organisation, recognised by the Arab states as the legitimate representative of the Palestinians addressed the General Assembly of the United Nations. Arafat stated 'I have come bearing an olive branch in one hand and a freedom fighter's gun in the other. Do not let the olive branch fall from my hand'. Some heads of state only saw the gun, some only saw the olive branch. Nevertheless while the international forum had focused on Palestinian terrorism, this speech increased International sympathy for the Palestinian refugees. However Arafat still did not accept United Nations Resolutions 181, 242 and 338.*

*However this situation had dramatically changed by the end of the 1980s. Arafat reappeared at the General Assembly of the United Nations to state his acceptance of the United Nations Resolutions, his acceptance of Israel right to exist and denounced terrorism. On the next day the 14th of December 1988 at a specially convened press conference Arafat affirmed his views. Within four hours the United States Secretary of State announced the peace process of the Arab Israeli conflict.*

*Prior to this factors outside Israel included the 1933 Ramadann Yom Kippur War. Despite the defeat of the Egyptian and Syrian armies the Arab states felt the image of the Israeli army as invincible was crushed. This led to increased morale among the Palestinians.*

*After the 1973 war followed the Camp David Peace Accords signed on the 17th of September. These accords developed through shuttle diplomacy. Henry Kissinger, United States Secretary of State developed the agreement between Egypt and Israel. There were two agreements. The first was a draft of the Israel withdrawal of the Sinai Peninsula after a period of three years. This would be signed in three months. The accord also called for negotiations between Egypt, Israel and a Palestinian 'representative' to settle the unresolved issues of the Gaza Strip, West Bank, border crossings among other issues. The impact of the Camp David Accords can be seen through the lack of terrorist raids by extremist for three years from Egypt to Israel.*

*The 1982 'Operation Peace for Galilee' invasion of Lebanon also effected the Palestinian situation as this invasion was caused by increasing acts of terrorism from Palestinians against Israel. The invasion of Lebanon was extended to the capture of Beirut and this forced 13 000 members of the Palestinian Liberation Organisation to flee and settle in other areas such as Tunis and Danadus or otherwise returning back to Lebanon. This invasion did not directly help the Palestinian people but led to increased world attention of the flight of Palestinian refugees from the 1948 and 1967 wars.*

- (c) This part required students to evaluate the gains made by Palestinians since the 1993 Oslo Accords. Most students provided a good range of information and had clearly understood that while Palestinians had made gains, they were limited. Better candidates assessed the impact of Netanyahu's government. The following sample is a good example of this type of evaluation:
- (c) *The Palestinians were resolved by the Oslo Accords of 1993 to accept a two-state solution. Despite Islamic fundamentalist action against the peace talks they have given the Palestinians their first chance for full autonomy since 1948.*

*The first stage of the Oslo Accords set down that Gaza and Jericho would be returned first and limited governmental authority would be set up. By 1994 Israel had withdrawn from the specified areas and the Palestinians were given control of areas like health, taxation, welfare*

and education. The questions of Jerusalem and the Palestinian refugees remained unanswered, the future seemed positive for the first time in over thirty years.

In 1995 talks were to start on the second stage of the accord which would involve handing back of Hebron and some areas of the West Bank as well as the first Palestinian elections. Israel stalled proceedings but gradually pulled out of some areas of the West Bank, Bethlehem and other towns in the region. Israel set up the first Palestinian election which took place in 1996 and saw Yasir Arafat elected with 87 per cent of the votes. Despite land gains, however, Israel denied the Palestinians control of foreign policy, border crossings and the Jewish settlements. The remaining questions of Jerusalem, the rest of the West Bank, Hebron and the refugees were to be discussed in 1996 in order to set up full Palestinian autonomy. This third stage is still to take place.

The key issue remaining in the peace process is that of Jerusalem, for Israel and the Palestinians to reach an agreement on the state of Jerusalem there needs to be a certain amount of trust between the two groups. The limited trust that had developed between the two sides has been shaken by the assassination of Yitshak Rabin and the recent election of a Likud government and its leader Netenyahu's Islamic Jihad has caused distrust between Israel and the Palestinians. Both leaders Netenyahu and Arafat are facing fundamentalist efforts to stem the peace talks.

The state of Palestine at the moment is that they have gained substantial territory, although Israel is still reluctant to give up strategic areas, and they now have a government and a police force in control of the new region. The Palestinians wish to gain much more land and much more freedom with the third stage of the accord. Israel is reluctant to relinquish their control over the borders and the settlements so until an agreement can be reached the peace process has been stalled and the Palestinian gains remain a fraction of what they desire for the future.

## **CONFLICT IN INDO-CHINA**

### **Question 52 (341 responses)**

This question was much less popular than Question 53, nor was it handled as well.

- (a) Too many are still writing lengthy, detailed answers, despite the instruction to 'briefly describe'. Generally well answered.
- (b) There was a very wide range of responses to this question, with many students having difficulty explaining the reasons for continued warfare in Indo-China. Most were able to give an adequate account of warfare involving Vietnam and Cambodia. Few candidates were able to come to terms with the notion of continued warfare happening, 'despite the communist victories'.
- (c) Candidates obviously found this a difficult question, and on the whole it was poorly handled. They seemed unsure of how to deal with the ways the governments of Indo-China had 'embraced policies of openness towards their enemies', and tended to give generalised, descriptive accounts of recent changes in Vietnam's economic policies, and continuing political conflicts and civil war in Cambodia. Students need to be better prepared to write analytical and not just descriptive answers to part (c).

### Question 53 (1706 responses)

This was a far more popular question than Question 52, and much more competently handled. Compared to 52, candidates found this question straightforward, and it was well answered on the whole.

(a) Most students answered this part well, though far too many candidates were still writing very lengthy answers. A brief overview is all that is required in part (a). This is a good example of an A-range script:

(a) *Following the withdrawal of the Japanese occupation force concluding WWII, the Viet Minh, lead by Ho Chi Minh, declared the independance of Vietnam. French attempts to re-establish colonial rule over Vietnam led to the first Indo-Chinese war between Viet Minh and French. Following the defeat of the French at Dien Bien Phu, it was agreed upon that the French would withdraw. The Geneva Conference in 1954 stated that Vietnam be separated into Communist North and capitalist South with elections to be held over unification in 1956.*

(b) Most students were able to give a full account of the Americans' involvement in Vietnam, and the reasons for their withdrawal. There was a tendency for students to ignore that part of the question dealing with US objectives in Vietnam, though the better answers did handle that aspect capably.

(c) Candidates generally demonstrated a thorough knowledge of recent developments in Indo-China, and their connections with Australia and the USA. The weaker candidates were unable to distinguish between the countries of Indo-China, and tended to concentrate overwhelmingly on Pol Pot and Cambodia. This is a good example of a top-range script:

(c) *In Indo-China since 1989, conditions were on the up. After Vietnam left Cambodia and Sihanouk was restored to power. Later with Hun-Sen, the world powers became more interested in Indo-China and the USA and Australia have had dealings in the development.*

*After finally overcoming its animosity towards Vietnam, America lifted its trade embargo and entered into Vietnam affairs. Bush offered his road-map to normalisation with references to MIA's and a design to trade with Vietnam. American businesses saw Vietnam as a lucrative market and were jealous of Russian and Chinese interests in the market. The communist government of Vietnam has made compromises in its economy moving towards capitalism and America has found a productive niche. It continues to export foodstuffs to Vietnam and there is exploitation with Coca-Cola and rubber factories using the Vietnamese labour. America is using Indo-China for its own profit but it is also helping a little with the weak infrastructure. In Cambodia and Vietnam American companies have been increasing factories and roads and bridges.*

*America, however, refrains from overt political dealings with the country. The arrest and trial of Pol Pot was left up to the Cambodian government and those who defected from the Khmer Rouge to the Hun Sen government.*

*Australia continue to send aid to Vietnam, Cambodia and Laos through humanitarian organisations like CARE and WPO and has had volunteer links with Amnesty International regarding the Vietnamese re-education and Pol Pot's prisoners. Australia has continued to send advisers through the nineties and engineering firms have set up companies and helped with bridges and the infrastructure. OTC also set up communications. Gareth Evans in the late eighties/early nineties negotiated with Cambodia over human rights and looked to strengthen ties with Vietnam. Recently however, Alexander Downer has done nothing of*

*significance. He did not oppose Hun Sen's ruthless seizure of power and his policies with Vietnam have not benefited either countries in terms of trade. Indo China continues to develop slowly under continually changing governments.*

## **US–SOVIET/CIS RELATIONS IN THE NUCLEAR AGE**

### **Question 54 (1120 responses)**

- (a) Students were expected to mention the division of Berlin, the Berlin airlift and the Berlin Wall to gain full marks.
- (b) Better students were able to address the extent of reduced confrontation resulting from Detente. Examples of political, military, cultural, sporting and scientific cooperation were provided. It was not necessary to cover all of the former aspects to achieve a good response.
- (c) Some students were perplexed by the term 'world affairs'. The question required an understanding of how the ideological differences between the USA and USSR/CIS/Russia disappeared. This resulted in cooperation on all levels and international cooperation such as in the Gulf War. Discerning candidates were able to comment on the issue of the expansion of NATO and the denial of full membership to Russia. The following part (c) response was excellent:
  - (c) *The USA and the USSR have been able to co-operate to a much greater extent over the last decade, but even in 1997, there is tension over NATO expansion and START treaty Gorbachev and Reagan were able to co-operate in 1987 when they signed the INF treaty which removed all intermediate range weapons from Europe. Although these weapons represented only 4% of their total nuclear power, it signified a dramatic change in their relationship with the demise of the USSR in the early 1990s START I was also signed, reducing the USA's warheads from 12000–9000 and the USSR's from 11000–7000. This treaty showed the decline in the relative economic and military power of the USSR as she made great concessions to the USA in the hope of reciprocal advantages.*

*Over the last few years, however, it has been difficult for the USSR to implement its democratic reform both economically and politically and many monarchists and communists in Russia desire a return to Russian power and prestige. Yeltsin himself is unpopular and a poll in March 1997 showed that 60% of Russians wanted Yeltsin to resign. Politically therefore Russia is unstable and economically, privatisation and marketisation have been difficult reforms resulting in hyperinflation and unemployment. In order to augment her power and prestige, the USSR has therefore made a series of practical moves both within and without their borders. For example, Yeltsin invaded Chechna in 1994, a disaster which cost 30 000 lives and only served to illustrate the inefficiency of using the military to solve a political problem. Russia has also been pressing the CIS states particularly with regard to oil in the Caucasus. She has also been providing rebel activity in the CIS states, especially Georgia. The USA however, has not intervened and thus was criticised by Georgia, since 'they believe' Clinton apologises too much for Russia's accidents along the road to democracy. Now, the USA is pursuing a policy of globalisation, and is trying to integrate Russia into the world economy. Revisionists might argue that this is American economic imperialism whereas orthodox historians believe it is an altruistic attempt to bring stability to the region.*

*Most tension this year has been with the issue of NATO, an issue over which the two powers find it difficult to cooperate. Clinton wanted an 'undivided, peaceful and democratic Europe'*

*but many in Russia feared 'encirclement' by other powers. For this reason, Yeltsin demanded concessions from NATO including a veto and a legally binding treaty. He failed to achieve any of these things, instead getting a voice over key security concerns as well as almost full membership of the G7, this made Russia seem important and therefore quietened nationalist forces.*

*START II has also been a problem because the Russian duma refuses to ratify the treaty claiming it is taking advantage of Russia and that Russia cannot afford the reductions in the treaty. Clinton therefore proposed a START III treaty which would mean an 80 per cent reduction from cold war heights. NATO expansion however has Yeltsin on his guard.*

**Question 55 (185 responses)**

- (a) Of concern were the lengthy responses to this part. It was adequate to mention the Partial Test Ban, the Non Proliferation Treaty and SALT. Candidates need to be reminded that half a page is generally adequate.
- (b) Candidates had some difficulty with this question as they found the period 1972 SALT to 1997 START was very demanding. Candidates tended to concentrate on the control of production and not address the issue of deployment.
- (c) Most candidates argued that the arms limitations contained in the INF and START treaties were a product of the improved relations under Gorbachev and subsequently Yeltsin. Economic imperatives, fall of the Iron Curtain, and disintegration of the Soviet Union were examined as factors influencing other arms reductions. Some attention had to be given to the extent of causation.



### 3 UNIT (ADDITIONAL)

This year's candidature was much the same as that for 1996. However, the standard of the responses across all options appeared higher.

International Relations between the Wars was the most popular of the options and was attempted by about 54 per cent of the candidature. Revolutions was the next most popular with over 38 per cent. Australia since World War II dropped slightly to 5 per cent and Asia since World War II attracted a little more than 2 per cent of the candidature.

A number of concerns raised in previous years were still apparent in this year's paper:

- (i) Historiography still remains a problem. Candidates need to make critical use of historians rather than simple 'name-dropping'. Many still confuse memorising quotations from historians with historiography.
- (ii) Many candidates placed emphasis on a chronological/narrative approach rather than upon analytical discussion. The lack of an analytical discussion severely limits the mark potential of a candidate.

#### 1997 Marking Scale — 3 Unit

The essay marking scale for 3 unit is the same as that for the 2 Unit Twentieth-Century National Studies. Please refer to page 15 for a copy of the scale.

### SECTION I: INTERNATIONAL RELATIONS BETWEEN THE WARS

#### Question 1 (788 responses)

This was a very popular question that was quite well handled by a majority of students. Most students disagreed with the quotation and were able to examine both security and economic compensation in some detail. Despite the open-ended nature of the question, most candidates confined themselves to the 1920s. There was good use of historiography of primary sources, as evidenced by the following example:

*Even at the time Versailles was signed, many saw that it would not be successful. Economist John Maynard Keynes, who was present at Versailles, saw the problems. He called it a 'carthaginian peace', and realised that Germany would not be able to pay its reparations — they were far too large.*

The weaker responses saw the question as a motivation to list the provisions of the treaty and therefore often produced long narratives that ignored the question.

#### Question 2 (626 responses)

Another popular question. Candidates saw clear links between the questions and the problems and issues contained in the syllabus. The clear time scale gave candidates an excellent opportunity to show both their knowledge and analytical skills. Most candidates disagreed with the statement and clearly outlined their arguments in introductions such as the following:

*The framework of the League of Nations established in 1919 aimed to create international harmony through the implementation of collective security, in which all member nations would protect members of the League from external aggression. Collective security however rested upon the ideology of internationalism. Throughout the 1920s however, the nationalistic tendencies of all nations meant the framework of the League proved ineffective in providing for collective*

*security. This can be seen in regional posts by sovereign states including the little entente and Locarno US isolationism, the Corfu incident (1923) and German resentment.*

Students who had been counting on a ‘disarmament’ question often used that knowledge, in moderation, in this question.

### **Question 3 (307 responses)**

- (a) This was a very specific question that exposed students who were unprepared on the Spanish Civil War. The better candidates were able to link the policies of both the Axis and Allied powers over the time scale. More limited responses looked at only one side.
- (b) This question produced some excellent responses. Candidates displayed a wide range of knowledge of economic motives in both Europe and East Asia. Many students failed to come to terms with the concept of ideology. As this is specifically linked to a problem and issue, it remains a cause for concern that it was not being thoroughly addressed.

### **Question 4 (315 responses)**

The limited time scale of this question seemed to catch some candidates by surprise. By focusing on the year in which war broke out in both Europe and the Pacific, this question caused problems for candidates who had prepared a general appeasement answer. Many narrative responses contained much irrelevant material. The better responses showed a wide range of knowledge of issues relevant to the time period.

## **SECTION II: AUSTRALIA SINCE WORLD WAR II**

### **Question 5 (72 responses)**

The most popular question. Students were generally well informed on the nature of government policies. Better answers explained that there were only a few significant differences outside of foreign policy and that the bulk of policies initiated by Chifley were continued by Menzies, albeit refocused. This introduction shows a candidate’s grasp of the question:

*In some respects, such as education and welfare, there was no discontinuity between the Chifley and Menzies government, there was even some extension of Labor policy. In other areas, however, the Menzies government’s policies did differ from the Chifley government. This can be chiefly seen in relation to economics, and, of course the stand on Communism, which was to some degree Menzies most remembered policy. This affected foreign policy, making the foreign policies of Evatt (as External Affairs Minister) and Menzies the most different.*

### **Question 6 (38 responses)**

The majority of candidates interpreted ‘increasing ethnic diversity’ to mean post-war immigration. Accepting this as a valid interpretation of the question, most answers were good. Those few who interpreted the question more strictly had trouble with economic consequences.

Not many candidates gave negative consequences.

### **Question 7 (40 responses)**

There was a tendency on this question to discuss leaders in the same terms as governments. Good knowledge of events was evident, although treatment of the Coalition tended to be a ‘run through’ of the history rather than an evaluation. ‘Attitudes to Asia’ were generally explained well, although most candidates didn’t mention trade in their arguments.

**Question 8 (34 responses)**

- (a) Most candidates agreed with the statement. The better candidates displayed a very impressive knowledge of sociological issues in Australia.
- (b) This part was attempted by very few candidates. Those who did attempt the question, however, displayed an excellent understanding of constitutional issues in Australia.

**SECTION III: ASIA SINCE WORLD WAR II**

**Question 9 — China (48 responses)**

- (a) This was the most popular of the two parts and most students displayed a good understanding of Maoist ideology.

The weaker candidates wrote narrative responses that failed to deal with the distinctive features of Maoism or lumped all their knowledge together without reference to ‘social development’. Stronger candidates were distinguished by their ability to deal with ‘to what extent’ and link the two aspects of the question.

Candidates are advised to focus more on the impact of collectivisation and egalitarian ideas on daily life, especially communes and internal conflict in the party. This is an example of a clear and succinct conclusion to this question:

*Throughout the period 1949–1969 Maoist ideology did to a large extent determine China’s social development. It did this however in a mainly detrimental way, stripping society of its intellectuals, breeding feelings of fear and compliance to the State, and obliterating many important social relationships and values.*

- (b) A number of candidates were able to analyse and contrast Mao and Deng, but all too often ignored the discrimination between Government Policy and Deng.

There was a good understanding of the shift in policy but not enough detail on ‘Dengist Projects’ such as Special Economic Zones.

Again, students must be prepared to deal with ‘to what extent’ through the use of contrastive material.

**Question 10 — Japan (29 responses)**

This question allowed for long, detailed narratives with few historical points of conflict. Most students were very well prepared and wrote at great length.

**Question 11 — India (1 response)**

This lone response was from a very good student.

**Question 12 — General Question (16 responses)**

The question elicited some very detailed answers of a high quality. However, there was little discussion of ‘planned economy’.



## SECTION IV: REVOLUTIONS

### Question 13 (591 responses)

This was the most popular of the questions in this section. Generally it was well handled.

The better responses were able to not only analyse in depth the social and economic conditions but were able to gauge 'to what extent' and give other conditions necessary for the outbreak of revolution. Some excellent historiography was incorporated into the high-level responses. This opening paragraph illustrates how one candidate addressed the demands of the question from the outset:

*Revolution derives from a widespread demand for change. Peasant grievances in China and Cuba festered in the wake of poor economic and social conditions, conditions brought about by foreign domination and the failure of the government to satisfy the basic human needs of the people. However, as Trotsky said, 'the mere existence of privations is not enough to cause an insurrection, otherwise the masses would be always in revolt', therefore illustrating the need for inspiring revolutionary leadership that promises the masses a better way of living.*

The less able responses gave a narrative response of what economic and social conditions in the given countries were like at the time.

### Question 14 (233 responses)

This was the least popular response in this section. Answers ranged from excellent to those from students apparently prepared for a question on terror.

Generally, more examples of propaganda would have added weight to most essays. As well as this, a working definition of propaganda would have helped to focus answers. Some excellent answers used Rende's definition as 'the attempt to transmit social and political values with the hope of affecting people's thinking, emotions and thereby behaviour', taken from *The Birth of a Propagandist State*.

Excellent answers also described the nature and effect of propaganda at each phase of both revolutions, including consolidation, which helped indicate the success mentioned in the question. A good summary of this process is evident in this conclusion:

*Therefore, it can be seen that propaganda plays an important role in all the phases of a revolution. It provides the link between revolutionary leaders and the crowds, being used to create discontent, mobilise this discontent into united action, and finally convince people to work towards or support the purposes of the new regime. For this reason, no revolution can succeed without the use of propaganda.*

### Question 15 (305 responses)

- (a) This was not a popular question although candidates who answered on China and Cuba tended to provide better responses and could show the importance of the peasantry in the revolutionary process. The France/Russia scripts were generally poorly answered, with many simply providing a narrative of social conditions or discussing any events that included the peasants. Some scripts confused urban workers and rural workers and spoke in general terms about both.

- (b) There was a tendency in this question to simply discuss revolutionary leaders and their relationship to the masses. Very few responses considered the issue of carrying out revolutionary change or even attempted to define it. However, despite a tendency to prepare answers on leaders, there were also some excellent answers in which candidates argued that as the revolution becomes more radical, so does the leader's manipulation of the masses.

**Question 16 (324 responses)**

This was the second most popular question in this section and, overall, was well answered since the scope of the question could be aptly applied to all four revolutions. The weaker responses tended to assume that leaders such as Stalin and Napoleon emerge and use events for their own ends. However, better responses sought to explain the nature of revolutionary patterns and cycles. They gave evidence of the problems of maintaining a revolution without some reversion to authoritarian rule.

## **2 UNIT PEOPLE AND EVENTS**

### **General Comments**

The number of candidates attempting People and Events has fallen this year.

The paper was a fair test of students' analytical skills and knowledge. It gave all students opportunity to outline what they had learnt, and enabled better students to show their ability. As has been the case in past years, top People and Events candidates would have performed strongly in the 2/3 unit related paper.

Germany was again the most popular non-compulsory question, but we need to note the difficulty students had in answering the question on the Jewish response to their treatment in the 1930s. Examiners and teachers both need to respond to this point in the future.

### **SECTION I: CORE STUDY — WORLD WAR I (Compulsory)**

#### **General Comments**

The sources this year were readily understood by the candidates, largely due to the simple language used in them. Candidates consequently did better than in past years in answering the comprehension questions in part (a), and because they clearly understood the content of the sources, were able in part (b) to more closely link their own knowledge and the sources.

Many students still have difficulty with the usefulness and reliability of sources, but once again this part was answered better than in past years.

The core mark scale follows.

**Modern History 2 Unit: People and Events**

**Core Mark Scale 1997**

**QUESTION 1 Part (a)**

(i) Use Source A. List TWO types of people being called by the trumpeter.

1 mark for each of any two of the following:

sportsman, farmer, married man, businessman, wives, upper class, lower class miner

(accept most responses unless they are totally erroneous).

(ii) Use Source A. What does the man with the trumpet want the others to do?

1 mark for any of the following:

- join the army
- enlist
- help the war effort
- fight
- help out
- help his mates.

(iii) Use Source B. List THREE reasons why the soldier quoted in Source B enlisted in the army.

1 mark for each of the following (either directly quoted or paraphrased):

- patriotism
- the call of high adventure
- desire to see the world.

(iv) Use Source C. List the song, sung each day in New South Wales schools during World War I.

1 mark for the following:

- the national anthem
- God Save the King

also accept

- The national anthem Advance Australia Fair.

**QUESTION 1**     **Part (a)** (*cont*)

(v) Use Source D. Name the form of entertainment the Queensland Women's Recruiting Committee wanted stopped during World War I.

1 mark for the following:

- horse racing.

(vi) Use Source D. List TWO things the women at the demonstration had in common.

1 mark for any two of the following:

- they all dressed in black
- they all had relatives at the Front
- they all belonged to the Queensland Women's Recruiting Committee
- they all thought horse racing was a dishonour to the soldiers.

**QUESTION 1 Part (b)**

(b) Use your own knowledge and Sources A, C, and D to explain how people at home in Australia tried to help the soldiers on the Western Front.

*Scripts given 0 mark will be utterly erroneous or irrelevant and should be referred to the Senior Examiner.*

**Level 1 (1–3 Marks)**

Answers that EITHER use own relevant knowledge without any reference to the sources

**OR**

Answers that identify relevant source information but do not mention their own knowledge

**OR**

Answers that do both of the above but in a trite way.

**Level 2 (4–6 marks)**

Answers that refer to at least one source and supplement this with some relevant own knowledge (usually 4 marks)

**OR**

Answers that refer to at least one source and supplement this with good own knowledge (usually 5 marks)

**OR**

Answers that use at least one source well and supplement this with some relevant own knowledge (usually 5 or 6 marks)

**OR**

Answers that refer to all three sources with some relevant own knowledge.

*The difference between 5 and 6 marks will depend on how much relevant and accurate knowledge candidates provide and how well they've used the sources.*

**Level 3 (7–9 marks)**

A good use of two sources and a clear reference to the other with good relevant own knowledge

**OR**

A good use of all sources with clear reference to the question but more limited use of own knowledge.

May contain sophisticated generalisations.

*Scripts awarded 7 marks 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.*

**Level 4 (10 marks)**

A detailed use of sources linked with detailed own knowledge.

May contain sophisticated generalisations.

Please note that 'refer' and 'use' have specific meanings in this context.

refer: describe

use: linking the source or own knowledge to the question.



<b>QUESTION 1      Part (c)</b>
(c) How reliable and useful would Sources A and D be to an historian studying the home front in Australia during World War I? In your answer, consider both the origin and content of the sources.
<i>Scripts given 0 mark will be utterly erroneous or irrelevant and should be referred to the Senior Examiner.</i>
<b>Level 1 (1 mark)</b> Answers that refer to both sources in a trite/invalid way <b>OR</b> Answers that refer to the general reliability OR usefulness of sources without any reference to either Sources B or C <b>OR</b> Answers that refer to the general information in at least ONE source without any reference to reliability OR usefulness of sources.
<b>Level 2 (2 marks)</b> Answers that make a valid comment on ONE source and refer to reliability or usefulness in the other. (Do not have to do this as well as the other source.)
<b>Level 3 (3–4 marks)</b> Answers that make a valid comment on TWO sources <b>OR</b> Discussions that discuss one source and make a valid comment on the other. Discussions often include reference to the limitations. <i>Answers awarded 4 marks discuss ONE source and make a valid comment on the other.</i>
<b>Level 4 (5 marks)</b> Answers that have a discussion of both sources.

## Question 1

### Part (a) (i) (ii) (iii) (iv) (v) (vi)

All parts of part (a)(i)–(vi) were generally answered very well by the candidates. The clarity of the sources enabled the majority of candidates to give clear, concise responses. The sample script shows how full marks can be obtained by using lists, key words and summary points:

#### *Part (a)*

- (i) athletes and stockmen*
- (ii) join the fighting to support Australia*
- (iii) patriotism*
  - adventure*
  - desire to see the world*
- (iv) the national anthem*
- (v) horse racing*
- (vi) they all had relatives at the Front*
  - they all wore black*

### Part (b)

This year there was a general overall improvement in candidates' ability to use the sources and provide adequate relevant knowledge. Candidates were assisted in achieving this by the sources being appropriate for a People and Events level.

Excellent responses used a detailed discussion of the sources as well as their own knowledge and consistently linked this to how people at home in Australia tried to help the soldiers on the Western Front. This is an example of an excellent script:

*People tried to help the soldiers out on the Western Front by trying to get as many men to recruit, that could go out and help them. Source A depicts this as artists such as Norman Lindsay did. Vivid posters and propaganda aimed at recruiting men who were hardened to a soldier's kind of life. These were displayed at football matches and sporting games. Women were also used in the propaganda, proudly sending their husbands or sons off to battle. It was also to appear that it was our duty and would be necessary to send more men, to lessen the risk to other men on the Front.*

*People sat home in Australia also tried to help the soldiers at the front by instilling nationalism and patriotism in the children. For example Source C shows how the children were to sing the National Anthem every day. Evidently this nationalism would spur men on and maintain morale.*

*Children and women alike did all they could to help the men on the Western front. Children at school knitted socks, raised money and made packages to send off to the men. And women did all they could in patriotic and unpaid organisations that acted as support roles. Organisations such as Red Cross and the Australian Comforts Fund raised money, knitted socks and garments and other charity work for them on the Front. Packages with comforts such as chocolates and rum were also included to provide them with something to look forward to, and show them that they are not forgotten.*

*Source D shows how women in Australia fought for respect for the soldiers and their bravery in battle. Their efforts to stop horse-racing during the war shows how seriously they expected everybody to regard the war. There was to be no sidetracking and entertaining horseraces, where money that was wasted could be spent on helping the men at the Front.*

*Other propaganda stories were used to galvanise the population behind the war effort. Atrocity stories were circulated about the Germans such as their raping nuns, dipping children in boiling water and nailing pets to church doors. Created hatred for the Germans and men felt compelled to enlist, and go help their fellow men in battle. Even boycotting was used. Anything of German origin was replaced with things distinctively British. Men refused to drink lager beer and eat Frankfurter sausages. Aspirin was replaced by Empirin. Even in these small ways, people were showing their support for the men at the Western Front.*

*By getting men to recruit for the army and got to war, and galvanising public support for war through propaganda. And the efforts of children and women for the men at the Front were all ways that Australians tried to help soldiers on the Western Front.*

Average responses made reference to all three sources but contained limited own knowledge and limited linking to the question. This is a typical average response:

*People in Australia wanted to see the allies and particularly the Australians succeed in the war. Those who were at home tried their best to give them much support. This was achieved through fund-raising by community groups such as the Red Cross. Collections were held for clothing which was donated to the soldiers. The recruitment poster 'The trumpet calls' by Norman Lindsay in Source A was designed to help the soldiers by encouraging others to enlist to help in the fight. It also achieved in making the soldiers held in high esteem. Source C, instructions to teachers given by the NSW director of education, helped children understand the great commitment taken on by our soldiers. By singing the national anthem it proved that the children were behind the soldiers' efforts.*

*Source D, an extract from the Daily Telegraph newspaper shows us how much importance was placed on the war effort back home. Public shows of support for issues like horse racing being banned during the war brought attention to the soldiers back home.*

*On the home-front women played a major role in keeping Australia's war effort alive. By occupying jobs such as farming, factory workers, munitions workers and even police officers kept the Australian economy going. Textiles and agriculture were the major beneficiaries of this action.*

This response could have been improved with reference to the use of home front propaganda in order to encourage enlistment, the role of women and the role of government, eg conscription issue, War Precautions Act.

### **Part (c)**

Part (c) remains the discriminator in Question 1. The majority of candidates simply identify primary and/or secondary sources and make simple comments about them. Better candidates are able to distinguish between the reliability and usefulness of the sources and discuss the significance of the origin and content. This is an example of an excellent response to this question:

*In studying the Australian home front during World War I, Source A would be useful but of limited reliability to an historian studying the Home Front in Australia.*

*Source A is an example of propaganda used at the time. It is a recruitment poster designed by Australian artist Norman Lindsay, and features a trumpeter calling to men on the homefront to join him at the front line.*

*The source would be useful in determining how troops were motivated to enlist and also show a type of propaganda used. It is also useful in showing the types of people the government was targeting for enlistment. Because Source A is an example of propaganda it may exaggerate about the men who had not gone to war and therefore is limited in its reliability for an historian studying the home front.*

*Source D is useful in showing how some women wanted to help men at the front and one way that they went about doing it. Its reliability is limited because it describes an event that has not taken place. Therefore more information is needed and other sources must be used to see if the women's actions were common for the times.*

The following is an example of a typical average answer:

*Source A is useful to an historian because it is a primary source of a propaganda poster from World War One. It shows what kind of propaganda was used to get men to join up.*

*Source D is also good because it is a newspaper article describing what women wanted to do to help the men. It is a primary source and is very reliable.*

This response makes generalisations about primary sources that are not necessarily true eg, 'it is a primary source and is very reliable'. Candidates need to assess the reliability and usefulness of the sources in the context of the historical area being studied.

## **SECTION II: TWENTIETH-CENTURY NATIONAL STUDIES**

The popularity of questions in this section follows past trends:

- 71 per cent of candidates attempted Germany
- 18 per cent attempted Russia/Soviet Union and
- 6 per cent attempted the United States.

Less than 5 per cent of the candidates attempted any of the remaining individual questions. In descending order of popularity, these were China, Australia, Japan, Britain, and then India.

The Twentieth-Century National Studies mark scale follows.

**2 Unit People and Events: Twentieth-Century National Studies Mark Scale**

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

### **Question 2 — Australia (54 responses)**

- (a) Most candidates were able to describe the final events involving Governor Game in Lang's dismissal. The better candidates were able to describe the sequence of events from the beginning of the Depression in detail. This included issues such as Premier's Plan, the Lang Plan and conflict with the Federal Government and his own party. However, many candidates were far too general and left out key development.
- (b) Virtually all candidates were able to describe the effects of the bombing on the city of Darwin itself. The better candidates, however, were then able to go on and show an understanding of how the bombing affected domestic life and politics throughout Australia and its impact on war strategy. Events such as Curtin's response and the fear generated among the population were important issues referred to.
- (c) Most candidates understood that there was an important change and the general areas in which it impacted on women's lives. The best candidates were able to supply specific examples as evidence to support their argument.

### **Question 3 — Australia (54 responses)**

- (a) Unfortunately, the responses from many candidates were extremely limited in scope. These candidates thought of Curtin's political career as only occurring during World War II. They were able to give good detail on this period but few were able to refer to earlier key events such as Curtin entering parliament and becoming leader of the Opposition.
- (b) Most candidates understood that Margaret Tucker is an important person in the Australian community. However, many responses were very general while only a few candidates were able to show a detailed understanding of her activities in order to highlight her importance.
- (c) Most candidates were able to describe the New Guard and its activities. Though this was a difficult question, a few candidates were able to adequately analyse how effective the New Guard was as a political movement.

### **Questions 4–5 — Britain (16 candidates – 32 scripts)**

#### **Question 4**

All students answered part (a) with average to above average responses, addressing the causes, courses and consequences of the Battle of Britain. In part (b), candidates should concentrate on the POLITICAL OBJECTIVES of Pankhurst rather than presenting a biography. Again in part (c), candidates should have looked deeper than just Churchill's personal qualities and his influence on British morale, and look at his strategies, military and political values.

#### **Question 5**

Part (a) was probably the most poorly answered by the majority of candidates, who tended to look for too much detail, neglecting the post-1929 period greatly. Parts (b) and (c) were generally well answered by all candidates. Candidates must not assume that their prepared answers will be valid attempts to respond to the question, rather they should prepare for CAUSES, COURSE and CONSEQUENCES for each of their PERSONALITIES, EVENTS and GROUPS.



**Question 6 — China (66 responses)**

- (a) Candidates were usually able to provide details of the key personal events Pu I's life. Better candidates were able to identify and include the major events within China which affected Pu I.
- (b) Many candidates were able to describe Jiang Jieshi's role in unifying China. Better candidates were able to analyse this role to 1937 both positively and negatively.
- (c) This part was not well handled. Besides the obvious political change, many candidates failed to discuss other changes brought about by the 1911 Revolution.

**Question 7 — China (66 responses)**

- (a) Most candidates were able to describe some key events such as the CCP's clash with the Guomindang and the Long March. Better candidates were able to provide a comprehensive outline from the inauguration of the CCP to the Long March in 1934.
- (b) Generally, candidates were able to provide some results with a description of the Long March. Better candidates were able to identify both short-term and long-term results of the Long March for the CCP.
- (c) Many students had difficulty with this question and provided generalised responses. There was a tendency for the less able candidates to not start at 1927. However, a few better candidates were able to discuss how Chinese peasants influenced the CCP.

**Question 8 — Germany (2380 responses)**

- (a) Candidates generally handled this question best of the three. The better candidates divided the question into Hindenburg's military and political achievements, as shown below.

Weaker candidates tended to concentrate on one aspect of his life or gave a very general account.

*Paul von Hindenburg lived a life of widespread recognition and value to the German nation, both in a military and political sense. From a very early age, Hindenburg was enlisted in the East Prussian army, serving against France. Hindenburg rose through the ranks to finally become commander in chief of Germany's eastern forces in World War I. After the war had finished, Hindenburg went on to become the second president of the Weimar Republic, where he played a key role in attempting to improve Germany whilst it was in its most delicate state.*

- (b) Candidates had the most difficulty with this question.

The majority of responses failed to address their answers to Jewish 'response' but rather wrote an account of Nazi treatment to the Jews.

Many candidates mentioned migration and acceptance of the situation as Jewish responses. Better candidates mentioned such responses as resilience, Hitler as just another anti-Semite that would not last, the lack of opportunity to respond due to Nazi terror, despair and suicide.

*Thousands began to flee Germany while many others stayed. Why? Because antisemitism had always existed & the Jews believed that persecution would ease off in time as always did. They were wrong. Others could not afford to leave their home and many could not get visas out of Germany nor into other countries for many countries did not want Jews. While others had passports taken away & were physically made to stay.*

- (c) Most candidates showed knowledge of ‘Night of the Long Knives’. The better candidates addressed the results of the incident showing a link between the elimination of Rohm and the winning over of the army. They also showed how Hitler used it to dispose of other potential enemies such as General Von Schleicher and so help consolidate his power.

*The Night of the Long Knives was used as a tool by Hitler which he could use to remove all threats to the government, the army and to his own rise to power. He had effectively done this by executing the SA leadership which was planning a second Nazi revolution that would take over the German army. By ridding of the leadership that was threatening his own rise to power Hitler removed all discontent and tension within the government and the army.*

*Hitler also used this event to gain the much needed support of the army. By removing the threatening force of the SA Hitler had ensured the armies security and they were grateful for this.*

Many weaker scripts tended to be of a narrative type, merely describing the incident without showing its effect. In addition, far too many candidates confused the ‘Night of the Long Knives’ with ‘Crystal Night’.

### **Question 9 — Germany (2380 responses)**

- (a) Candidates had no problem in coming to grips with what the question was asking. The better responses included both physical and mental activities such as propaganda and indoctrination.

Lower range responses tended to be more general and address themselves to the physical activities.

While most candidates referred to the activities of boys and girls, the better candidates were more specific about the activities and the stage at which they were attempted. These answers may also have included reference to Order Castles. This is an example:

*Hitler wanted minds that absorbed not questioned. Hence discipline, devotion to Hitler was implanted in the minds of the young.*

*Hitler wanted to capture the hearts and minds of the young to carry on the national socialist revolution. Hitler prepared them to be soldiers of the reich. Hence the Youth activities was centred around Hitler’s aim which was for military, political and racial purposes.*

- (b) Candidates generally answered this question satisfactorily.

Most candidates mentioned ‘passive resistance’ but only the better ones saw a connection between this and the resulting ‘hyperinflation’.

Weaker responses tended to describe the events leading to the occupation and the occupation itself without concentrating on the German response. Better answers referred to an increase in national spirit and anti-French propaganda leading the Munich Putsch.

Others made reference to Stresemann and the creation of a new currency while there was also some mention of the Dawes Plan.

*Later in 1923 when Gustav Stresemann came to the German Chancellorship passive resistance was ended in an effort to help the failing economy. The German reaction to this was a new hostility directed at the Weimar. Groups such as Friekorps & the Black Reichwehr, ultra nationalists who’d initially been against the French, now diverted some of their attention to the Weimar. One Bavarian group led by Gustav von Kuhr even threatened to hold a coupe. However Stresemann’s government was overthrown & he was able to stabilise the economy.*

*Other groups such as the Nazis & communists saw opportunity in the bad times, where unemployment rose to 25% and where the middle (wage) class were being severely hit. Adolf Hitler & his Nazi party, for instance tried to seize power in Munich with their Beerhall Putsch of November 1923.*

- (c) Better candidates saw this as the methods Hitler used to consolidate power, eg the connection between the Reichstag fire, the Enabling Act, various laws passed (trade unions, banning of political parties, education), Nuremburg Laws, Night of the Long Knives etc to ensure the establishment of a Nazi dictatorship.

General responses simply looked at the Hitler youth, employment, treatment of Jews and other wide-ranging issues which fall outside the time frame.

This candidate's extract highlights some of the issues involved:

*The Reichstag building went up in flames. Hitler convinced Hindenburg that it was a communist plot to overthrow the government. Hindenburg passed the Enabling Act, and with this, Hitler immediately began disposing of any opposition, or any potential opposition that could stand in his way of power. He got rid of trade unions, and state governments. He banned the formation of any political parties, making the Reichstag a one party parliament. He passed the Right press law, which meant that Hitler controlled what the public was being informed via the media. Hitler began implementing legislation against the Jews, the most well known being the Nuremburg laws of 1935.*

#### **Question 10 — India (7 responses)**

Quality and depth of responses showed an improvement over previous years.

- (a) Though most candidates mentioned several methods used by Mahatma Gandhi in the Indian Independence movement, they tended to elaborate the actions. Few of the candidates listed the methods without reference to actual events, while others narrated events without stressing the importance of the methods. The above average candidate could analyse the concept of Satyagraha precisely.
- (b) While candidates knew the immediate causes of the Amritsar Massacre, many of them lacked details concerning the political background and tensions in India which led to the massacre. Not a single candidate mentioned that most of them were Sikhs.
- (c) Candidates discussed Gandhi's views on 'Untouchables', rather than how his views and actions influenced on the position of the 'Untouchables'. The word 'Untouchable' could be used in inverted commas, as it could be misleading and offensive.

#### **Question 11 — India**

- (a) Knowledge of events that led to the partition of India in 1947 were general, emphasising differences between Hindus and Muslims. A broad survey of 40 years of Congress–League relations was outlined by many candidates rather than details of events that led to partition. Candidates should have mentioned the attempts for union and how they failed (Gandhi–Jinnah talk). Candidates should mention the various attempts by the British government and their failure.
- (b) All the candidates could point out the basic changes in the Muslim League, but they could not narrate the different stages in which the League policies underwent changes.

- (c) Most candidates gave an accurate evaluation of Jinnah's influence on the policies of the All India Muslim League. A few candidates were able to develop logical argument on the influence of Jinnah.

**Question 12 — Japan (20 responses)**

- (a) The question is straightforward and most candidates gave the outline of the causes of the Russo-Japanese War of 1904–5 and could relate some events. Better candidates gave a detailed account of the events as well as the results and significance.
- (b) Most candidates elaborated on Emperor Hirohito's life in general rather than discussing his role in Japan's politics. They were aware of the changes in his role at the end of World War II. Better candidates gave more details and presented various interpretations of Hirohito's role in Japanese politics in the 1930s and during World War II.
- (c) Both (c) questions in part (f) (Japan) asked about 'how influential' as opposed to the remaining part (c) questions of Nineteenth- and Twentieth-Century National Studies which were more straightforward ('what was the influence'). The wording tended to limit the candidates' scope.

Most answers demonstrated a limited knowledge of the influence of General Tojo's involvement in the war after 1937 and therefore candidates gave only an elementary evaluation of his role.

**Question 13 — Japan (20 responses)**

- (a) Most students identified the term Zaibatsu and explained it clearly, but often referring to its origin and development in the nineteenth century. Better answers discussed the role and influence of the Zaibatu in the 1920s and '30s.
- (b) Only the better candidates covered the full spectrum of the causes — political, economic and military — whereas many candidates concentrated on one aspect.
- (c) Most candidates understood the question. But they found it difficult in substantiating their view on the influence of Tojo in Japan's involvement in war after 1937.

**Question 14 — Russia/Soviet Union (606 responses)**

- (a) Some students had difficulty interpreting what the 'place' of the Kulaks was. Most could define Kulaks but many answers were limited to the liquidation of the Kulaks. Only better candidates could analyse how the lace of the Kulaks changed over time and where the Kulaks originated.

*The Kulaks were the wealthy peasants who worked on land and hired other labourers. In understanding their lives in the Russian society in the C20th we must look at them under Lenin and Stalin's rule.*

- (b) This question was the best answered of the six Russia questions. Most students could supply detailed reasons for the Tsar's abdication from 1905–1917.

There was a variety of approaches taken by candidates. Many looked at the declining credibility of the Tsar from 1905 to 1917 and other candidates focused very much on the war and the events of February and March 1917. The best candidates were able to draw together both historical and immediate reasons for the abdication.

*The Tsar's abdication in March 1917 was a result of revolution in which he failed to keep pace*

*with. The changing social and economic systems, the change of the proletariat, the evergrowing numbers of revolutionary groups and the disaster of WWI, led to the Tsar's abdication and the end of a 300 yr old Romanov dynasty.*

- (c) This question caused some confusion in terms of what constituted 'support' amongst the Soviet People for Joseph Stalin. Many candidates focused on how Stalin won the struggle for power against Trotsky, interpreting his success as winning or gaining support.

Better candidates were able to focus on Stalin's social reforms, especially in education and health, his use of terror, the cult of personality and his role in the Great Patriotic War. Thus one response began:

*Stalin gained the support of the soviet people through political manouvres, terror tactics, massive propaganda campaigns, and his actions that led to victory for Russia in WW2.*

### **Question 15 — Russia/Soviet Union (606 responses)**

- (a) Most candidates had a reasonably good general knowledge of what happened during the purges. However, many candidates saw the purges as beginning only after the murder of Kirov in 1934. Better candidates could describe in detail the main 'show trials' of the 1930s and focus on the changing nature of the purges from those carried out under Lenin's rule to those enacted under Stalin. For example:

*The early purges under Lenin can be described as noble as they were an attempt to weed out of the party those seen to be trying to sabotage the Bolshevik regime and those seen to have jumped on the 'bandwagon' as they knew being with the Bolsheviks would bring power and prestige to them. Stalin used the purge to rid the party and society in general of anyone who could pose a threat to his rule.*

- (b) Many candidates limited their answers to the civil war and the changes to the Red Army. It was not uncommon for candidates to give a detailed description of Trotsky's role in the 1917 revolution and ignore his contribution to the success of the Red Army in the Civil War. The better candidates were able to analyse Trotsky's role throughout the 1920s including that in his years of exile he criticised the regime. This is an extract from an A-range script:

*He travelled the world writing about his theories of permanent revolution. He did not contribute therefore to bolshevik success during the late 20s as he was positioned outside Russia and Stalin had by now total control of the Russian state.*

- (c) Most candidates had a sound knowledge of the development of the secret police. The more able candidates would focus on the changing role of the secret police rather than simply the changes in name. The best answers gave detailed examples of the growing influence of the secret police in society. This is an extract from an A-range script:

*The influence of the Secret Police within the Soviet State was immense. They started off under Lenin as a mere security role and developed into a political and security force under Stalin, answerable only to him.*



**Question 16 — United States of America (198 responses)**

- (a) The majority of candidates had some knowledge of the war in the Pacific but many were unable to adequately describe Macarthur's role in the struggle. Information on Macarthur seemed to be limited to his early life, his time spent in the Philippines and a description of island hopping. Better scripts were able to define Macarthur's interaction with other leaders, examine his limitations as a leader, give a more detailed coverage of the battles in the Pacific and finally evaluate his impact, as demonstrated in this above-average response:

*While Macarthur was only able to bypass Rabaul, Nimitz isolated various islands throughout his journey through the Marshalls. This strategy proved to be of great significance in the overall success as by isolating the stronger islands and leaving them to 'wither on the vine', the Allies avoided great resistance and caused the Japanese to spread their forces thin.*

*Macarthur's role in the Pacific also saw the increase in supplies for the war against Japan. While the forces were concentrated on the war against Germany, Macarthur persisted in his arguments for more supplies. These succeeded and did indeed provide more support and supplies for the Pacific war.*

*Perhaps of most significance was Macarthur's role in the Philippines. Although many encouraged Macarthur to leap frog these islands, Macarthur's own personal attachments to the Philippines drove him to urge that he liberate them. Macarthur argued that it was essential so as to block Japanese supplies from the south. He also argued that the Philippines would provide a better base than Formosa as the Philippines guaranteed support. Eventually Roosevelt agreed to this and Macarthur was seen as great significance to the final success.*

- (b) Most candidates had a good knowledge of the history and the workings of the Ku Klux Klan. Few were able to apply this knowledge to the rise of the Klan in the 1920s; many equated the rise of the Klan with the onset of the Depression. Better quality answers perceived the links between the 'social excesses' of the '20s and the growth of conservative attitudes in the South and rural areas. There was an emphasis on the anti-negro rather than the more general 'un-American activities' of immigrants, Catholics, Jews, divorcees. This is an introduction to a top-range answer:

*The ku klux klan in America during the 1920s largely expanded through social intolerance. The klan was a violent organisation of white Anglo-Saxon protestants who believed in white supremacy. The klan targeted those whom they believed to be un-American they were the Jews, Catholics, Negroes and communists. The klan gained support in the American society during the 1920s due to many reasons. America in the 1920s was in a state of economic social disorder. Many white people blamed the violence and problems of America on the influx of immigrants.*

*The ku klux klan became a political group which is why it gained support in the American society. The klan was seen as a respectable group. It organised political lobbying, openly preached in the streets about white supremacy and organised parades. The klan emphasised that all America's problems was due to the un-American. This is ultimately why the klan gained support. The klan persuaded the public to believe that the white community was disadvantaged and their way of life was under threat of being overrun by negroes, communists and 'un-Americans'. The klan was largely able to gain support through social intolerance.*

- (c) Candidates had a wealth of knowledge to offer in this question, but they needed to be more selective of information to answer this specific question. Better candidates moved beyond speak-easies and Al Capone to examine the long-term divisiveness of this era and were able to support their answers with detail:



*Prohibition was an experiment which aimed to create a more moral, sober and industrious society. Even so, its effects proved to only erode society further.*

*Prohibition also saw the division of society. The Democratic Party almost ceased to exist as a result of division within its members. Many officials became corrupt due to bribes from wealthy gangsters and even enforcement agents were found to be ineffective as 1 in every 12 were dismissed for corrupt activity.*

*Prohibition had many disastrous effects on American way of life. Violence and lawlessness became common and even after it was repealed in 1932, these effects remained.*

**Question 17 — United States of America (198 responses)**

- (a) This question was generally solidly answered with most students able to give a more than adequate summary of the Alphabet Agencies and the early acts of economic reform. Better candidates perceived the stages of FDR's reform process incorporating the opposition to and reappraisal of the New Deal. Most also offered a very positive evaluation of FDR's impact on this era. This is a high-range response:

*Franklin D Roosevelt who was elected president in 1932, came to office in 1933 with many ideas and strategies that were thought up by himself and 'the brain trust' these were said to of helped with the unemployment problems during the depression years. Within his first 100 days of office Roosevelt conducted various policies that looked at agriculture, unemployment and the advancement of American's living conditions, this period became known as the First New Deal.*

*Between 1933 and 1936 Roosevelt's policies employed around 13 million American citizens through the mass production of buildings, roads and agricultural activities; while the more skilled people were employed by the PWA to build such things as buildings and roads, the unskilled were also given a chance by the WPA and they too focused on similar projects while the WPA policy employed the unskilled, it also offered hope to them as it was an opportunity to learn a trade which would then help in the future.*

- (b) The majority of the answers were limited to a description of the inset and the social features of the depth of the Depression rather than attacking the required explanation. The quality answers were able to deduce and demonstrate the series of changes occurring through the presidencies of Hoover and Roosevelt and the onset of World War II. This is a strong attempt to evaluate the processes of change:

*Even so, the quality of life again changed for many of the unemployed at the election of President Roosevelt in 1932. It was in him that many again found hope of dignity and work as he promised them 'action and action now'. It was his many alphabet agencies that eventually saw many of the 13 million unemployed with work. The quality of life had again changed for the unemployed yet this time for the better.*

- (c) On the whole, this question was very poorly answered, most candidates finding it difficult to perceive anything beyond a description of the events of D-Day. The few-top range answers were able to suggest effects such as the emergence of the US as a world power, the role of Eisenhower, the economic effects of a full-scale war economy, the process of ultimate victory, the raising of morale and the end of American isolationism. This sample is typical of a lower-range response:

*D-Day effected the United States both financially and emotionally. While millions of dollars were spent on the mass production of goods and artillery.*

## **SECTION III: ELECTIVE STUDIES**

### **General Comments**

A much wider cross-section of questions was attempted by candidates in the elective studies. Nineteenth-Century National Studies grew in popularity from 42 per cent to 56 per cent. The decline in popularity of Modern World Studies, which has been evident in the last couple of years, continued, dropping from 58 per cent to 44 per cent of questions attempted.

In descending order, the popularity of questions was:

- Indo-China
- Nineteenth-Century Russia
- Arab–Israeli Conflict
- Nineteenth-Century USA
- US–Soviet Relations
- China
- Australia
- Japan
- Germany, Britain, India.

The Modern World Studies mark scale follows.

2 Unit People and Events Modern World Studies Mark Scale 1997

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

**NOTE:** Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.  
The marks shown in the Modern World Studies marking scale are adjusted to reflect those shown in the examination paper.

## Part I — Nineteenth-Century National Studies

### Question 18 — Australia

- (a) Most students had a very thorough knowledge of the massacre, but had poor knowledge of the events between the massacre and the trial. Better candidates were able to discuss the discovery and investigation of the massacre and the role of government officials and the attitude of Gipps that resulted in the trial of the accused. This sample is from an above average response:

*When Hobbs returned he went to the site where the aborigines usually camped. Knowing something was wrong Hobbs went to question Kilmeister and Anderson, the two station hands.*

*Several hours later Hobbs was taken to the place of the massacre by an aboriginal servant. There he could not describe what he saw ...*

*Hobbs felt that it was in his course of duty to report the incident to the land owner, Henry Pangar, and the local policeman, Day. From Day the report went to Governor Gipps who ordered an investigation take place. Gipps stood as the moral arbitrater and wanted people to know that he was in control of the colony, not the squatters.*

- (b) This section was generally poorly answered with the majority of candidates concentrating on the nature of early squatters and the hardships they endured, and failing to appreciate the nature of change. Responses received more marks when they discussed the full range of change — geographic, economic, social and political. In particular, political change was neglected. This extract from an excellent response illustrates the point:

*The position of the squatters changed dramatically during the nineteenth century going from a gang of people squatting on land to those who held political power ...*

*...squatters who were on the legislative council were able to use it to their advantage. They passed laws that helped them have control over the land. The security of tenure was passed as law allowing the squatters to buy their runs ...*

*Through the export of wool, the legislative council and the ability to overthrow government act the squatters, position went from farmers to political men.*

- (c) Students displayed exhaustive knowledge of the life and times of Caroline Chisholm. Many wrote far too much description and failed to evaluate her success in solving the social problems. Better students began with identifying these problems and then explained how her programs helped solve them.

### Question 19 — Britain

There was a very small response to this section and too few scripts to comment on the questions.

### Question 20 — China

- (a) The life of Ci Xi was generally well known by candidates. Better candidates were able to integrate the events in China into her personal life. Students who scored in the middle range generally omitted reference to self strengthening and the Qing Reforms. Knowledge of the regencies, the 100 Day Reform Movement and her support of the Boxers was usually well done. This is a typical excellent response:

*During the period, Ci Xi supervised the period in Chinese history known as the Self Strengthening Period.*

*Managed by Kong, Tongzhi's uncle, it was a policy that maintained the motto: 'learn the enemy's ways in an attempt to defeat him'. Although Ci Xi has very conservative and anti foreign, she allowed Kong to make certain reforms in the Chinese system. It ran in three states; 1861–1872 (characterised by education and armament changes), 1872–1885 (characterised by trade and economic changes), and 1885–1894 (characterised by a buildup in armaments and army again). However, the political and social aspects didn't change due to Ci Xi's conservatism. Old traditional Chinese ways were kept, at the expense of modernisation.*

- (b) A major feature of answers in this range was that students tended to write generally about 'foreigners' without giving any specific reasons as to why they were hated. Better candidates were able to identify long-term causes such as the effects of the Unequal Treaties and the belief in the loss of the Mandate of Heaven after the defeat in the Sino-Japanese War. They also recognised the original anti-Qing nature of the movement and were able to explain the significance of Ci Xi's support for the Boxers. This typical mid-range response begins:

*There were many reasons for the Boxer rebellion of 1900. The main one was hatred of the foreigner. This stemmed from the opium trade that caused many social problems in China.*

*Also the fact that some Chinese did not like the fact that foreign missionaries were interfering with traditional Chinese beliefs. There were also rumours that these missionaries were doing bad things to children like drinking their blood. These were false but contributed to the growing hatred of foreigners among Chinese and throughout China.*

- (c) Many students gave lengthy responses based on the terms of the Unequal Treaties but did not look further than this. Better answers examined the effects of the defeats on China with the outbreak of the Taiping Rebellion and the attempts at reform through the Self Strengthening Movement. For example:

*China suffered huge effects as a result of these treaties. The continuation of the opium trade allowed a greater outflow of wealth from China, which put China under further economic strain. The increased British trading system also effected the Chinese handiwork, as their crafts were no longer needed, it caused many to become homeless and unemployed.*

*Because of the limitation the Chinese suffered as a result of the British treaties, and the unemployment and economic hardship, the Chinese became even stronger anti-foreign. There were constant uprising, one famous one has the Heavenly Taiping Rebellion from 1852–1861, which continually fought against the foreigners.*

*China's humiliation was felt nationwide. Its social and traditional ties nearly scratched, the nation lived under the overwhelming presence of the foreigners for the next century, being further subject to damaging treaties, humiliating wars and still no thought for modern reform.*

### **Question 21 — Germany**

- (a) Overall this part was the least adequately answered. Far too many candidates did not understand the difference between foreign and domestic policy. Many candidates limited themselves to Bismarck's domestic policy.

Better candidates pointed out Bismarck's aims in foreign policy and then showed how he went about achieving them.

- (b) This part was generally answered better than part (a), with most candidates referring to the unification of the German states as a natural consequence of the war.



Weaker candidates tended to describe the war with little reference to the consequences. They also tended to use much more narrative responses.

- (c) This part was poorly handled. Candidates had difficulty coming to grips with the ‘how far’ aspect of the question.

Many candidates either described the socialists’ aims or Bismarck’s attempts to thwart them without adequately addressing the question.

Better candidates were able to evaluate the level of the German Socialists’ success and to explain why, providing examples of events and impact.

### Question 22 — India

- (a) As the question puts women as one group, most candidates described the traditional status of Hindu women, especially the system of ‘Sati’. A few better answers pointed out the changes in the status of women in the nineteenth century due to the influence of British rule. An above-average response mentioned the status of different sections of women.
- (b) Due to its clear directness, there was little misinterpretation of the question. However, weaker answers concentrated on the use of pig and cow grease in Sepoys’ rifles and did not mention wider political and social causes.
- (c) While most candidates showed a good understanding of the work of Ram Mohan Roy, only the better candidates discussed his influence on the educated Indians.

### Question 23 — Japan

- (a) Candidates experienced difficulty in selecting appropriate information and integrating it with the personal life of the Emperor Meiji. While most students obviously had a good knowledge of the events of the Restoration and Modernisation period, better students were able to discriminate between general features and the involvement of the emperor. This is shown in the following above-average response:

*The 16 year old Mutsuhito also took a new name – ‘Meiji’ – meaning ‘enlightened rule’ This was an extremely significant and main event in the Emperor’s Meiji’s life.*

*As Meiji took on the role of the Emperor to Japan, so to did the status of position of the emperor change. His role went from passive to active ....*

*He presented an image to the people of an advocater toward modernisation. He banned prostration. He made all the court nobles where European suits, further establishing his image as a modern advocater.*

*In 1889, a constitution was ‘given’ to the people, outlining the new parliamentary system for the government. It was on behalf of the Emperor, although essentially it was due to the work of Ito Hirobumi, the prime minister. It stated complete control when given to the Emperor over military and army forces.*

- (b) Of the three parts, this was the most solidly answered. While displaying good knowledge of the event of modernisation, many students failed to distinguish results. Large numbers of candidates equated Restoration with Modernisation. A typical excellent response began:

*The Meiji Restoration occurred in 1868, with the restoring of power to the Emperor after 200 years of rule under the Tokugawa Shogunate. This restoration coincided with the western penetration of Asia, thus accelerating Japan into modernisation. The main results of this modernisation was a political, social and economical change within Japan.*



Better candidates appreciated the impact of the Restoration and later Modernisation on Japan as shown in this extract about Modernisation:

*This time of prosperity led to a boom in population, therefore the need to expand. Imperialism began in 1891 with the Sino-Japan war where Japan took the Liadong Penninsula and Formosa. In the 1904–5 war with Russia on land and sea, Japan again defeated them. This brought this recognition worldwide.*

- (c) This question implied a comparison between traditional Samurai and the post-Modernisation Samurai. More than cutting off topknots and the loss of swords was required. Better students gave an evaluation of status and had an understanding of the altered political and economic role of the Samurai. This answer was a typical average response:

*The Samurai came out of the Meiji Restoration in the poorest of fashion. After Western modernisation they weren't allowed to wear the traditional swords or have the long hair in tufts.*

*Western haircuts were, by contrast, the new law as were the law that only the military carry weapons. This was the final humiliation for the samurai. They were no longer respected or feared. Many samurai became peasants and homeless, others joined the armies or fled the country in humiliation.*

#### **Question 24 — Russia (515 responses)**

- (a) Better candidates gave a very good description of a whole range of revolutionary activities plus a brief outline of the ideologies and aims of these groups, for example:

*The revolutionary groups in Russia carried out a wide range of activities. The nihilists held secret meetings to spread anti-autocratic feeling. The Populists carried out mass movements of youth, trying to persuade peasants to their way of thinking, the Peoples will & other organisations carried out terrorist attacks and assassinations. Many groups spread ideas through publications & by word of mouth.*

The top-level responses then began to give detailed descriptions of a varied range of activities, eg terrorism and terrorist acts, revolutionary writing/writers (books, pamphlets, newspapers, Tolstoy, Turgenev) and their influence, political agitation among peasants, meetings, underground organisation, general political activity etc:

*The other group 'The Peoples will' were more terrorist inclined & staged a no. of assassination attempts on the Tsar. They set up bombs on a railway which failed to detonate, then tried again & blew up the wrong train. Numerous other attempts failed until 1st March 1881 when, quite luckily, a bomb thrown blew Alex II apart & subsequently killed him.*

The detail included by some candidates to illustrate points was very good:

*Many revolutionary groups operated secretly in universities & other places, perpetuating revolutionary activities by word of mouth & by the spread of illegal publications. Other groups, like the liberalists, tried unsuccessfully to get legislation passed eg democratic govt.*

Better candidates provided links between the different revolutionary groups' activities and their philosophies and evaluated their revolutionary activities.

- (b) The better quality scripts concentrated on the problems that serfs continued to face and gave good detailed explanations of these problems. They saw the key issues as being Redemption payments (exchanging feudal lords for their new government masters), the continued problems of unequal allocations in terms of location, quality and size of plots, the similar

‘feudal’ functions of the Mir and the continuing plight of household serfs, loss of cottage industries etc.

*The Mir remained after the emancipation, & zemstvas (or local govts) were established. Although supposedly equal in the eyes of the law, & was likely to obtain a position in the courts & govt. in practice, money was the decider and in 1867, 74% of personnel in zemstvas were nobility. The mir although seemingly offering collective security, in reality still acted as a brake for innovation, and helped perpetuate old ideas & customs, leaving little chance for new ideas to spread.*

They were also able to highlight the continuing/increasing problem of population pressure and that few serfs benefited from zemstva, judicial, military and educational reforms. This is typical of an excellent conclusion:

*It can be seen that, despite the good that emancipation was supposed to have done, many of the problems faced by the serfs before emancipation were still faced by the ex-serfs after emancipation. Poverty remained in many areas, and in 1891 50% could not survive on what they had, while about 40% just got by. Although raising the self esteem of the serfs, emancipation did not remove the bias of govt towards the nobility. The problems of meeting payments continued, as did the poor working conditions.*

- (c) Better candidates were able to show that although Alexander’s reforms failed to modernise Russia (ie they were limited in scope and nature), they paved the way for modernisation in the future. They clearly analysed and evaluated the aims and results of emancipation, the zemstva and reforms in education, the military, judiciary, economy and finance, railways/transport etc.

The level of analysis of the success or failure of these reforms and the impact that they had in Russia in the nineteenth century shows a good understanding of the period.

However, these successes can’t be looked at in isolation. Even though Alexander had modernised Russia, there was not an overly significant change. The industrial base and standard of living in Russia was proportionally nowhere near as high as it was in other parts of the Western world at the time (such as Britain and France).

Better candidates mentioned the impact these reforms had on the Romanov dynasty and the role they played in its eventual demise.

### **Question 25 — USA**

- (a) Most students were able to outline the events of the Sioux Wars, eg Fetterman Massacre, Santee Sioux war in Minnesota, Battles of Rusebud River and Little Big Horn, ‘battle’ of Wounded Knee. These were linked to the making and breaking of treaties, the discovery of gold, extension of white settlement and power of the US Cavalry.

Better candidates were able to link together immediate causes and events in their analysis.

Weaker candidates focused on general causes and spent little time on events, or described events in general terms, as in this extract:

*As settlement expanded and greed for land escalated, the Indian people were pushed further and further westwards. Their lands were stripped off them by settlers, surveyors and government. Indian people were forced to give up their rights to the land and as a result they only had one tenth of the original land they possessed and were forced to live on land the size of Texas.*

- (b) In general, candidates found this question very difficult. Many candidates lacked an understanding of the nature of the question. The word ‘slaves’ in the context of ‘abolition’ led to ambiguity and confusion.

Some candidates wrote about 1863–65 while other candidates focused on the life of Afro-Americans after 1865.

Better candidates linked the period 1863–65 to the experience of ex-slaves in 1865 onwards. They dealt with political, social, economic and military issues.

The following extract is taken from a superior script that shows understanding of the significance of the timing of the proclamation and its immediate impact on slaves:

*Despite the Proclamation freeing slaves in the South, Lincoln freed slaves he was unable to free as the union forces had not gained control of all the slave states in the south, so therefore the Proclamation did not effect these slaves.*

*However it did prompt many slaves to join the union in its attempt to eliminate the confederacy, despite fighting in all black armys. Some slaves were unable to turn against their owners in the south as the treat of punishment was too harsh a penalty, many eagerly awaited union troops to enter their state and declare them officially free.*

*The Emancipation proclamation despite freeing slaves in the southern slave states it did not apply to the slaves living in the slave states in the union. This further emphasises that Lincoln did not start the war or issue.*

- (c) In this question, candidates needed to differentiate between the attitude of the North and South towards Lincoln, and Lincoln’s policies and actions.

Most students were able to talk in general terms about the tensions that existed between North and South. Often candidates spent too much time discussing the issues of slavery rather than the influence of Lincoln.

Better candidates were able to discuss Lincoln’s views on secession, slavery and abolition, conduct of the war, emphasis on union and post-war reconciliation.

## **Part J — Modern World Studies**

### **Question 26 — The Arab–Israeli Conflict**

This question has remained a popular choice for students of Modern World Studies.

- (a) Most students were able to recognise and describe the main sources of conflict for this period. There was a difficulty, however, in identifying the changing nature of ‘relations’ between Israel and its Arab neighbours. Students generally failed to acknowledge that there were differences in the relationship with individual Arab states.

Better responses would have been enhanced with an analysis of each event’s impact on the course of the relationship. ‘A’-range scripts featured detailed descriptions of the main wars and other significant events within the prescribed dates with a degree of analysis.

Although limited progress was made, the willingness of both countries to negotiate directly with each other in an attempt to resolve the conflict and reach a ‘final and just peace settlement’ was indeed a major turning point in the Arab–Israeli conflict.

- (b) This question was poorly answered by the majority of candidates, who failed to acknowledge the changing role of the PLO during the 1970s and '80s. Most candidates focused solely on a general and very brief overview of Arafat.

Better candidates were able to identify the aims of the PLO and the action they took to fulfil these. Furthermore, answers could have been improved with the recognition of the changing nature of the PLO in the 1970s to the '80s and international responses. A good response stated:

*Arafat turned to peace and decided to take a more moderate stand to help the Palestinian people. Arafat wanted to be seen as the man who brought peace to the region and so in 1988 Arafat and the PLO once again addressed the UN and stated that the PLO would renounce all forms of terrorism.*

*The PLO would recognise Israel's right to exist. PLO would recognise the resolution 242. This was only stated and was not formally written yet we can see how the PLO had moved away from terrorism to a more moderate stand and then to peace throughout the 1970s and 1980s all to try to improve the conditions of the Palestinians. Yet the PLO had failed to improve the Palestinians' conditions and these Palestinians were losing hope.*

- (c) This question was poorly answered by the majority of candidates, with a noticeable number of NA's. Virtually no students were able to identify and discuss the Oslo Accords. As a result, the extent of Palestinian gains since 1993 was largely ignored.

Better candidates were able to give an extensive evaluation of the accords and subsequent negotiations. These responses would have been more impressive if they had discussed the reasons why the peace process has faltered from a political perspective.

### **Question 27 — Conflict in Indo-China**

- (a) Generally well answered, with little misunderstanding between Vietminh and Vietcong, which could have been expected.

Candidates could have improved their marks with more mention of nationalists/independence thrust of movement, less emphasis on Dien Bien Phu and more emphasis on the other aspects, such as winning support of the peasants.

Most answers emphasised the role of the military, ie narrated Battle of Dien Bien Phu. This is from a superior script, emphasising the political aspects of the Vietminh:

*Another role of the Vietminh was to locally recruit and set up alternative governments in the villages. One main aim of the Vietminh was to teach the peasants in the villages about the need for independence, the need for nationalism. In doing this, they took the role of educating the peasants. Ho Chi Minh also sent out his 12 recommendations about the form of conduct which was to be displayed by all soldiers (Vietminh) within Vietnam.*

- (b) Overall, candidates had a better understanding of Ngo Dinh Diem, being able to tell the story — probably because the story was simpler and more interesting, whereas Ho's role was less well known.

Better scripts answered the question as asked and discussed the impact of personality.

The main features of better answers were good overall knowledge and showed impact. Better candidates showed how Diem's government ironically helped the spread of communism.

Weaker answers talked generally about Diem's time in office.

This extract is from a superior script, showing mature understanding of the impact of Ngo Dinh-Diem:

*By 1957, only one political party was allowed, his own Personal Revolutionary Labour Party. He had centralised the economy, the Secret Police operated on a wide scale, and by 1958, over 150 000 people were placed into prisons, suspected of communist sympathies. These brutal and ruthless means began to alienate the population.*

- (c) Most candidates understood the question but because of lack of knowledge, most combined discussion of Australia and US relations. Answers could be improved by concentration on up-to-date information from newspapers and other media sources.

Good answers showed understanding of the lifting of the trade embargo; increasing Western influence in trade, goods and culture; and the Australian role in the peace process, aid and more humanitarian focus.

Weaker answers were too general, and needed both more specific knowledge and more use of current resources.

### **Question 28 — US–Soviet/CIS Relations**

- (a) The majority of candidates displayed a reasonable knowledge of the main disputes between the USA and the USSR. Some candidates limited themselves to only part of the time period indicated by the question.

The majority focused on the Berlin Blockade and the Korean War. Some candidates seemed to confuse the Bay of Pigs and the Cuban Missile Crisis and often went into detail on the latter, which was beyond the time frame of this question. This is a sample of a better response:

*Another example of the many disputes is the Berlin Blockade where Stalin had had all access to the West from Berlin blocked. Stalin had done because disapproved of the currency reform program in Germany. This was an outright action of war but the US did not fight and instead began a massive airlift bringing food and supplies for the people of West Berlin. Stalin's plans to starve the people into submission had failed and so he lifted the blockade.*

- (b) Responses to this section reflected a lack of confidence in dealing with the contribution of the personalities involved. Gorbachev and Reagan were more popular with candidates, who concentrated more on Gorbachev's impact. Responses dealing with Krushchev and Kennedy focused predominantly on the Cuban Missile Crisis and neglected other contributions of these two leaders.

This is a sample of an adequate response:

*It wasn't until Mikhail Gorbachev became Soviet leader there were relaxations in the tensions. He inspired the Geneva conference of 1985 and more importantly the Reykjavik summit in 1986, here the two leaders met and made progress towards peace although no treaty was signed due to the SDI program. Gorbachev was willing to remove all nuclear power by the year 2000 if the Americans did the same and included disbanding SDI.*

*... The Reagan Gorbachev partnership had promise and in 1987 when the intermediate range nuclear forces treaty was signed the US/Soviet relationship eased and signs of the end of the cold war appeared. Reagan's views about the 'Evil Empire' diminished and there was better understanding.*

- (c) The majority of candidates showed an adequate knowledge of recent developments. This was reflected in the detail provided in the better responses, which considered aspects such as the break-up of the Soviet Union, economic difficulties, including US aid, arms reduction talks and implementation, and cooperation with UN initiatives on crises, such as the Gulf War, Bosnia and cooperation in space. An example of a good point is:

*The Comprehensive Test Ban Treaty (CTBT) signed on September 24, 1996 was another step towards peace and further enhancement of the new era of friendliness.*