



BOARD OF STUDIES  
NEW SOUTH WALES

# 1998 HSC

## EXAMINATION REPORT

### Modern History

Including:

- Marking criteria
- Sample responses
- Examiners' comments

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# **1998 Higher School Certificate Enhanced Examination Report**

## **Modern History**

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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 1998 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 association 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 NSW 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 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 there is a minimum of 10 percent of new markers and senior markers 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 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***

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 1998 Papers**

In 1998, 7234 candidates presented for the Modern History 2/3 Unit paper, which represented a rise of 452 candidates on the 1997 candidature. A further 1674 candidates sat for the 3 Unit (Additional) paper, a drop of 213 candidates from 1997. In contrast, 2 Unit People and Events, with 2788 candidates, dropped by 681 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 effectively for examination in this subject.

The following points need to be emphasised:

- (i) Markers commented positively on the 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.

## **The 1998 Examination Committee Operations**

Each year the Board appoints an HSC Examination Committee to prepare its Modern History examinations. The 1998 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 1998 but had previous teaching experience at this level.

From mid November 1997 until February 1998 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 under examinations 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		1–2 marks	1–2 marks	Marks
(a) <b>Locate/comprehend from source</b>  <b>SOURCES A &amp; B</b>	STUDENTS ARE ASKED TO LIST TWO FROM EACH OF (i) AND (ii). EACH ONE IS WORTH ONE MARK.  THERE MAY BE A NUMBER OF STYLISTIC VARIATIONS.	(i) work making munitions; in munitions factories; as munition workers; make weapons for gun; encourage men to go to war or to enlist; support family in absence of men; moral support.	(ii) building underground railways; working in underground railways, as guards (in underground railways); conductors (on trams); as drivers or motormen (on tramways); worked in banks; worked in insurance companies; worked in large business institutions; worked in military offices; worked in government offices.	<b>4 max</b>
(b) <b>Successful link of background knowledge AND sources</b>  <b>SOURCES A, B &amp; C</b>	<b>1–4 marks</b>  1–2 One or two relevant facts from source OR knowledge. 3–4 Some relevant facts without sources OR simple paraphrase of sources without any background knowledge. Limited use of background knowledge and sources.	<b>5–6 marks</b>  5 Work link between relevant background knowledge and one or more sources. NB. Use of one source only may gain a max of 5 providing good relevant background knowledge is presented. 6 Relevant background knowledge linked with at least two sources. Scripts which do not clearly distinguish between Britain and Germany may be awarded up to 6.	<b>7–8 marks</b>  Successfully links two or three sources with relevant background knowledge to answer question. Sources need not be given equal emphasis. In order to gain 8 marks students would need to successfully link ALL THREE sources with background knowledge which clearly distinguishes between Britain and Germany. Upper level responses may contain minor flaws.	<b>8 max</b>
(c) <b>Evaluation and interpretation of historical evidence and their relationship to the question</b>  <b>SOURCES A &amp; C</b>	<b>1–4 marks</b>  1–2 One or two simple generalisations about one or more of motive, audience, type and content. 3–4 Paraphrase of sources. NOTE: Students who state that sources are reliable or useful but without any discussion of why may get up to 4 marks.	<b>5–6 marks</b>  5 Limited discussion of reliability and/or usefulness. 6 Some discussion of reliability and usefulness but may be uneven. Students should incorporate TWO or more of the following in their discussion: content, type, audience, motive	<b>7–8 marks</b>  Evaluates BOTH sources effectively in the context of a discussion of reliability AND usefulness. However the issues of reliability and usefulness need not be given equal emphasis. In their discussion students should incorporate THREE or more of: content, type, audience and motive. At this level, clear reference should be made to the historian's study of the role of women. Upper level responses may contain minor flaws.	<b>8 max</b>
(d) <b>Use of sources and background knowledge to develop arguments</b>  <b>SOURCES C &amp; D</b>	<b>1–4 marks</b>  Narrative with simple reference to source(s) and/or paraphrase. Narrative may be disjointed. 1–2 One or two facts from source(s) or own knowledge. 3–4 Some relevant facts from source(s) OR own knowledge. NOTE: Very limited knowledge and source use may get 4.	<b>5–7 marks</b>  5 Limited use of relevant knowledge and source(s). Candidates in this range who include information about women's roles in each nation but fail to answer the question may get up to 5. 6 Use of some relevant knowledge and sources with limited argument. Scripts with good knowledge only, OR, specific source use with little own knowledge may gain up to 6 marks. 7 Candidate provides some argument in answering question, source use is appropriate but own knowledge lacks breadth. Excellent scripts with only one source may be awarded 7 marks.	<b>8–10 marks</b>  Students should demonstrate a breadth of relevant own knowledge combined with specific source use to support their arguments. In this range both sources must be used but they need not be given equal emphasis. Also both countries must be dealt with but not necessarily with equal emphasis. The extent to which students substantiate their point of view, and the extent to which they clearly differentiate between the experiences of British and Australian women, determines whether 8, 9 or 10 is awarded.	<b>10 max</b>

## General Comments

Most candidates wrote literate responses and many wrote substantial responses. However, candidates should be advised not to spend an inordinate amount of time on the Core. When a candidate presents a 13 or 14 page response to the Core they risk too little time to complete other parts of the paper. In any case, long responses do not necessarily gain greater marks. A significant number of candidates gained full marks without writing in a second booklet. In addition, candidates should be advised to maintain a balance within the Core itself; that is, they should allocate the time spent on the Core (usually about 50 minutes) with the respective mark weightings for each part.

The sources were accessible to the candidates, especially the textual sources, where an appropriate level of language allowed them to readily understand the content. The reproduction of the posters was particularly clear. However, some candidates in dealing with sources in part (c) wrote on Source A (i) and (ii) and, thinking that they had dealt with two sources, failed to consider Source C.

The topic of the role of women in the war was certainly appropriate for the examination, although many candidates had difficulty in providing a breadth of knowledge for their part (d) response. However, many candidates found that the rather narrow focus (in light of the Syllabus, p 19, 3 (a), 'social and economic changes in the role of women') in part (d) precluded them from demonstrating their broader knowledge of the period 1914–1918. Many struggled to find specific knowledge to clearly differentiate Britain from Australia and to show why changes in the role of women occurred more in Britain than in Australia.

Certainly the questions were couched in a direct, easy-to-understand way, so that candidates knew exactly what was required of them.

Some candidates attempted to quote historians such as Fischer (eg as Fischer said, 'women were as important as weapons'; A J P Taylor has said, 'women were very important for the war effort'). Candidates should be advised that if they are going to quote historians, they should ensure that the historians actually stated what the candidates are claiming for them.

## Specific Comments on Parts (a), (b), (c) and (d)

### Question 1 (a)

Although the vast majority of candidates attained full marks for this part, no doubt due to the accessible nature of the sources as well as the clarity of the question, some candidates confused the munitions worker in (ii) with a nurse, an error which prevented them from gaining full marks.

Also, a small number of candidates, in their attempt to ensure that they were awarded full marks, incorporated their own knowledge into answering part (a). Candidates should be advised against this as it is completely unnecessary. They should be reminded that they need only look to the sources indicated to answer part (a). Furthermore, if candidates wish to make generalisations from the sources, it should be done carefully and they should be advised to stay fairly close to the wording used in the sources. It should be stressed to students that part (a) is a straightforward, comprehension question. Where posters of any kind of pictorial material is presented, candidates should consider carefully the image presented as well as any text accompanying the image. In relation to (ii), some cases candidates stated 'on her their lives depend'. Candidates should be encouraged to ask 'what is the overall message of the poster?' or 'what does the poster want people to do?'



As in previous years, many candidates ignored the instruction to 'list' and there were far too many responses where candidates had written half a page to a page in response to the question. 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, for example, to part (d).

An example of the simple listing required in part (a) is shown in the candidates' responses shown below. All of these candidates gained 4 marks out of a possible 4.

*Candidate 1*

- (a) (i) encourage male relatives to enlist;  
worked in munitions factories
- (ii) built underground railways;  
worked in banks

*Candidate 2*

- (a) (i) to stay home and support the family;  
as munitions workers on the homefronts
- (ii) working on the new underground railroad;  
working in banks

*Candidate 3*

- (a) (i) encouraging the men in their lives to go to war;  
participate in manufacturing munitions
- (ii) railway labourers;  
conductors on tramways

Teachers should stress that listing does not entail the use of full sentences. Candidates should simply make points as shown in the responses above.

**Question 1 (b)**

The question was very straightforward and the sources enabled candidates to at least give some consideration to answering the question asked. As a result most candidates were able to score reasonably well in this part.

Stronger candidates were not only able to point to similarities in how the roles of British and German women changed, they also highlighted differences between the ways in which their roles changed, clearly distinguishing between the roles of women in the two countries. Some candidates even demonstrated their awareness that the experiences of women from different social or economic backgrounds within the one nation were not necessarily the same.

Weaker candidates tended to provide responses which made no distinction between women in Germany and women in Britain and some wrote only about the changing roles of women without reference to any nation. Surprisingly, some candidates dealt with the issue of why the roles of women changed in Britain and Germany, rather than with how their roles changed. Where weaker candidates did attempt to distinguish between the changing roles of women in

Britain and Germany, they did so by using information from the sources without providing any of their own knowledge.

Overall, candidates seemed to be able to more readily provide their own knowledge on how the role of women changed in Britain rather than how their roles changed in Germany. However, given that candidates were directed to use sources A, B and C (in effect four sources given the two parts in source A), their attempt to answer the question meant that time was at a premium if they were also to link source information to each of the sources.

The majority of candidates scored reasonably well in this part, given that they continue to demonstrate an understanding of what the question requires of them in relation to the skill of linking their knowledge with sources provided. Consequently, it was pleasing to see fewer students this year simply giving their own knowledge in response to the question, although this may be in part a result of the somewhat narrower focus this year.

The following examples demonstrate effective and varied ways in which candidates linked their own knowledge with the required sources.

#### *Candidate 1*

However, in Britain, as the call on men became greater and the supply of men on the homefront diminished, women were needed for a very important role, to keep supplies of food and ammunition so the war could continue. This can be seen in Item 2 in Source A. Propaganda posters like this were used to urge women to get involved in the war effort. The women responded. By 1918, 900 000 were working in the munitions factories, accounting for 60% of all munitions workers. The Womens Land Army was formed to work to produce the primary goods such as wheat and milk to feed the country and the men at the front.

This candidate makes a generalisation from their own knowledge and supports it using source A.

#### *Candidate 2*

Source B describes the massive mobilisation of women into many sectors of the German workforce. Indeed at the outbreak of war Germany's government requested women move into paid employment in order to fill the places vacated by conscripted soldiers. Dr Gertrude Baumer, the leader of the country's largest women's organisation, organised women to move effectively and quickly into the workplace.

The candidate makes a generalisation based on a source and uses their own knowledge to support it.

#### *Candidate 3*

Source C illustrates the situation in Germany. In Germany women were recruited more effectively and more widely than in any of the combatant countries. Source B describes their contributions such as building the Berlin underground and becoming motormen and guards. Women worked in government and business institutions.

The candidate links a source with their own knowledge then links a further proposition from another source.

#### *Candidate 4*

The propaganda poster shown in Source A, Item (ii) shows how the British government encouraged women to enter the workforce, especially in such vital areas as munitions. As a result, by 1916 60% of workers in British munitions factories were women.

A simple but effective link between own knowledge and source, with the candidate making a cause and effect claim in relation to the changing role of women in Britain.

*Candidate 5*

In Britain the role of women was particularly important in industries essential to the war as well as providing morale and encouraging their men to enlist in the British armed forces. As Source A shows one of the ways that recruiting was boosted in 1914 was through propaganda targeted directly at women to encourage their men to take up the call to fight for 'King and country'. The Military Service Law of January 1916 deprived Britain of manpower and even though some men were exempt, such as those in essential services, women were required to take the place of men in many industries.

The candidate makes an effective link between their own knowledge and source information to support an initial generalisation.

**Question 1 (c)**

Part (c) was a good question in that it was straightforward, appropriate and easy for candidates to understand its requirements. The inclusion of the extra category of source description, ie type, a category which 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. Many candidates included origin, although they were not required to do so. Students should be encouraged to avoid lengthy quoting from sources or extensive paraphrasing.

Stronger candidates discussed reliability and usefulness rather than presenting a mechanical treatment of audience, type, content, and motive and without reference to these two important concepts. They also demonstrated a clear understanding of the difference between the concept of reliability and usefulness as it relates to the historian's purpose. They also clearly kept the historian's study of the changing role of women in mind. Also, an increasing number of students are referring to the historian's purpose in their discussion of usefulness and reliability.

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 or the historian's purpose. 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.

The following extracts from candidates' responses to part (c) show a clear understanding of the difference between the concepts of usefulness and reliability.

*Candidate 1*

Source A contains two propaganda posters aiming to attract the attention of British women during World war I. Poster I produced by the British Parliamentary recruiting Committee in 1914, appeals to women, particularly mothers, daughters, wives and sisters of eligible men to encourage them to enlist. It emphasises the domestic influential role of women and attempts to utilise their emotions such as pride and concern in order to increase enlistments. Thus the poster is reliable for showing the types of government propaganda produced and how the government targetted women. However, the poster is unreliable in that not all British women would have told their sons or husbands to 'Go!'. As a primary source it is a good example of the values of the day, particularly considering that the role of women had not undergone change at this stage. When combined with Source A item (ii) the historian studying the changing role of women in Britain would find them useful for showing how the values of the day with regard to women changed over time, the changing role of the government anticipated for women and the sorts of influences British women were subjected to.

### *Candidate 2*

Sources A and C are useful and reliable to the historian studying the changing role of women during WWI in different ways and to varying degrees. The two posters in Source A are valuable for an understanding of the official attitude to women and the recognition that the war effort depended upon their involvement in supporting the war. The first poster (from the British Parliamentary Recruiting Committee in 1914) is valuable in understanding the importance of women in the support of the war effort — especially due to the fact that conscription had not yet been introduced. Since recruitment in Britain prior to 1916 was voluntary the poster is useful as evidence of the propaganda used by the government to encourage women to support their husbands, sons, or fathers to enlist. The factual reliability of the source can be questioned because certainly not all women told their men to 'GO!'.

### *Candidate 3*

Source C is an extract from a speech given by the former Prime Minister Asquith. It is directed to the House of Lords and its motive is to encourage the House to give women the right to vote. It is useful and reliable to a historian studying the changing role of women in Britain. Firstly because it raises issues about how women were working in areas traditionally 'within the province of men'. Asquith also has no reason to lie about the role of women because their efforts had been clearly recognised by this time. However, at the same time Asquith's political stance on the issue of women's suffragettes shows that his attitude to the role of women has also changed. The historian would need to question whether it was a real change.

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

Better candidates demonstrated a combination of excellent use of sources with a breadth of relevant knowledge in the context of a sustained argument. They were able to demonstrate a clear understanding of why the war changed the role of women in British society more than it did in Australian society; referring to such things as Britain's proximity to the Western Front and its sense of imminent danger; Britain's need for 'total war'; the failure of the conscription campaign in Australia compared with Britain's introduction of conscription in 1916 and the effect that had on the supply of men in both countries; the impact of the immediacy or lack of on government policy; the fact that in Australia women already had the vote, whereas in Britain women over the age of 30 did not get the vote until 1919, and the reluctance of the Trade Union movement in Australia to allow women to enter the paid workforce. Other candidates established arguments around the issue of the maintenance of stereotypes in Australia as a direct result of the massive involvement of Australian women in voluntary work.

Some students pointed to differences between the experience of women from wealthier backgrounds and those from middle or working class backgrounds. Furthermore, better candidates were able to demonstrate an understanding of change over time by connecting the role of women with the impact of different periods of the war on the respective nations.

Weaker candidates tended to give a narrative account of the different roles played by women in Australia and Britain during the war without any real analysis of why change occurred, let alone why change occurred more in Britain than in Australia. Some tended to confuse the roles of women in Australia with the roles of women in Britain. Some of the weaker candidates attempted to answer how the roles of women changed in Australia and Britain, using the information they used for Britain in part (b) and then giving a description of conditions for women in Australia.

### *Candidate 1*

As evidenced in Sources C and D, the role of women in Britain and Australia during WWI was very different, despite generalisations about the effect of the war in these countries. It is far to say that

British women assumed positions of greater importance of the war effort and were to a greater extent liberated by their involvement in the civilian campaign than women in Australia. This was as a result of the more desperate situation facing the British than that facing Australia. As evidenced in Source C, women were needed in traditionally 'male dominated' areas of both the industrial and business sectors — due to the massive recruitment of British men in 1914, and later with the introduction of conscription in 1916.

This introduction to the candidate's response demonstrates the use of own knowledge combined with effective source use to establish an argument. The candidate attained a mark in the range 8–10.

#### *Candidate 2*

Although Prime Minister Hughes claimed that Australia was in peril and attempted to bring the reality of war to Australians, the distance of Australia from the major battlefronts, and the fact that Australia did not experience direct attacks as Britain did (such as those of the zeppelin attacks in which 557 lives were lost) nor the catastrophic German U-boat campaign, meant that the pressures on the Australian homefront and hence on the role of women, were much less. As Source D states 'the war was not the watershed for Australian women as it was for women in other societies.' Australian women were actually denied opportunities for paid important industries and ultimately played a more convention role on the Australian homefront.

The candidate demonstrates an excellent synthesis of source and relevant own knowledge to establish a point.

#### *Candidate 3*

The war changed the role of women in British society far more than in Australian society largely because Britain experienced total warfare whereas Australia did not. Total warfare has been defined as that when all sections of society are inextricably bound to the war effort and this was true of British women. The large numbers of men needed to fight in Britain, particularly after the introduction of conscription in 1916, meant that women were required to 'keep the home fires burning'. In Australia, the absence of men from the home front occurred to a far less extent because conscription was not introduced. Thus, as Source D suggests, Australian women were still to a large extent 'denied access to paid employment'. Because there were still so many men employed in Australia there was no government campaign to encourage women's employment in vital industries as there was in Britain.

The candidate demonstrates good source use in the context of their own knowledge in support of their argument.

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

### **General Comments**

Once again Germany was very clearly the most popular option. It attracted more than two thirds of the candidates (65%), thereby reflecting both the wealth of teaching material on the period and the obvious interest of students. Russia/Soviet Union was the next most popular option, attracting 21% of the candidature, a drop of about 5% from 1997. The third most popular option was the USA with approximately 9% (a 1% increase) followed by China which attracted 4%. The Australian option attracted only 0.6% of the candidates, possibly reflecting the Australian emphasis of Years 7–10. The remaining options attracted even fewer responses.

The specialisation now encouraged by the syllabus means that both the content and the understanding of the problems and issues, of especially the top third of the candidature, is very good indeed. At the very top of the range outstanding responses are submitted in all questions.

The remarks emphasised in last year's general comment still apply:

1. Many candidates still tend to expect the paper and questions to reflect a chronological division rather than one based on 'problems and issues'.
2. The importance of wider reading for candidates who wish to achieve high marks cannot be overemphasised. Notes and videos are simply not enough!
3. There remains a tendency for some candidates to simply 'name drop'. This is not evidence of the use or understanding of historiography and can distract from their argument. When well used, historiography can add a further dimension to an able response.



## HSC Modern History Essay Mark Scale

1998

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Critical evaluation	Evaluation Logical argument Valid interpretation			Ability to analyse problems and issues Relevant information, little or no analysis			Narrational description							
	20	18	17	14	13	11	10	8	7	4	3	0		
<b>A</b> <b>Critical Evaluation</b> Candidates awarded 19/20 will display fluency of expression. Presents a detailed analysis of problems and issues. Supports argument using relevant and accurate information. Sustains logical arguments. Candidates awarded 20/19 <b>may</b> use historians' viewpoints to develop their analysis. Appropriate first draft response. Scripts awarded 20 are as good as can be expected of a candidate in writing a first draft essay to an unseen question in the time allotted. Minor inaccuracies may limit the script to 19/18.	<b>20</b>	<b>18</b>	<b>17</b>	<b>B</b> <b>Limited Evaluation</b> Attempts to analyse problems and issues. Uses relevant and accurate information as evidence for point of view. Attempts to argue, though, may lack the detailed analysis of 'A' scripts (16/17). Description or narration of relevant and accurate information. Candidates awarded 14 will give a detailed narrative with some attempt at analysis OR their answers may lack in fluency compared to high 'B'.	<b>14</b>	<b>13</b>	<b>C</b> For 13/12 uses relevant, adequate and accurate information. Limited attempt to answer question. Description and/or narration of information. Little or no analysis. Limited information. Prepared answers that are only in the general area of the question.	<b>11</b>	<b>10</b>	<b>C</b> Inaccurate or irrelevant information. No attempt to analyse. Lacking in clarity.	<b>8</b>	<b>7</b>	<b>D</b> Limited understanding. Incomplete narrative. Inadequate and/or largely irrelevant.	<b>E</b> Largely erroneous and irrelevant information. One or two disjointed facts.

## **PART A: AUSTRALIA**

### **General Comments**

Many candidates were ill-prepared for these questions and presented very poor answers. There was, however, a slight increase in the standard and number of above average responses.

#### *Question 2 (26 Responses)*

The better responses to this section were able to discuss a range of welfare reforms such as the eight-hour day and basic wage. Better responses dealt with the 'why' part of the question.

#### *Question 3 (14 Responses)*

This question was poorly done. Few answers were of a suitable standard.

#### *Question 4 (26 Responses)*

There were a number of good solid responses which dealt with the Labor split and with Lang. The better responses dealt with political extremes, the CPA and the New Guard.

#### *Question 5 (29 Responses)*

Many candidates presented the relevant information in a solid narrative. Better candidates were able to deal with the rise of the Japanese threat, the breakdown of relations with Britain, the recall of Australian troops from the Middle East and the Bodyline debacle.

## **PART B: BRITAIN**

*Questions 6 (4 Responses); 7 (3 Responses); 8 (6 Responses); 9 (11 Responses)*

### **General Comments**

This section of the paper attracted few able candidates. The very small number of attempts seem to have been made by candidates searching (unsuccessfully) for something to write about. This part of the course is now almost totally neglected.

## **PART C: CHINA**

#### *Question 10 (152 Responses)*

Candidates presented responses to this question which were largely very detailed, displaying a thorough knowledge of the period and especially Yuan Shi Kai and Sun Yixian. Better candidates were able to discuss the period as stated in the question and avoided lapsing into answers on the 1911 Revolution. The better candidates were also able to discuss specific warlords such as Zhong Zuolin and Feng Yuxing. They were also able to discuss the GMD's relevance and analyse other issues. The following introduction and first paragraph from an excellent response clearly demonstrates the candidate's ability to define the question and to introduce a range of long and short term factors which all lead to warlordism.

The domination of China by warlords in the period 1916–1928 can be seen as the result of complex series of factors from both immediate history and Chinese tradition. Central government in China was always tenuous and with the collapse of the Qing regime, the partial breakdown of the confucian order and the absence of any unifying force warlordism dominated the ensuing period.



Sheridan identifies the conflicting forces in Chinese history those of 'integration' and 'disintegration'. Up to this century disintegrative forces had always been held in check by the imperial system of the mandate of heaven.

*Question 11 (100 Responses)*

This question was answered very well with the majority of candidates displaying a thorough knowledge of the May the Fourth movement and its connections with the social and political forces unleashed on China in the 1920s. Better candidates were able to connect it with the intellectual and nationalistic spirit of the New Culture Movement. The following introduction from a candidate is an excellent example of how a single event can be connected to a much broader period.

The May Fourth Movement of 1919 played a crucial, formative role in shaping the political and social changes of the 1920's. While its political aspects encompass its contribution to the growth of nationalism and Marxism in China, its social impact was expressed in the unification of the working, scholars class and students in a combined action against the treatment of China at Versailles (1919 where the Shandong concessions were given to Japan). However, a true appreciation of its impact is only possible in the light of other political and social transformations, events occurring in the same period.

*Question 12 (148 Responses)*

This question was generally very well answered. The more average responses displayed a sound knowledge of the period and were able to discuss the GMD and the three Peoples Principles in great detail. Many candidates were able to assess the GMD as a 'revolutionary' party on the basis of the three Peoples Principles, and the degree to which they were achieved or frustrated. Better students displayed a very high level of conceptual understanding of what was 'revolutionary' and were able to thoroughly link the period with a close analysis of Jiang Jieshi.

The following example illustrates an effective and clear link between the introduction to the essay and the argument, framing the period to be discussed and the concepts at issue.

The Northern expedition of 1927 presents the beginning of Jiang's attempt to produce a revolutionary government. This action was aimed squarely at the problem of the warlords and as such had genuinely revolutionary intentions, a united China without regionalism. However, the approach to the Northern expedition proved fatal to the overall revolutionary ideals of the Nationalists. The expedition seemed on the surface to have solved the regional problem, however, this achievement was more apparent than actual. The GMD army was not sufficient to face the warlords alone so deals were struck with more co-operative rulers in order to attack the weaker ones. The result of this was that the GMD never achieved direct control of more than half China's eighteen provinces, the rest stayed under GMD control in name only with the warlords controlling day by day administration. This problem was compounded by the fact that the GMD allowed warlords to collect taxes on a regional basis, thus extending their power and emasculating the central government. As such the intentions of the GMD with regard to revolutionary internal changes were a failure.

*Question 13 (187 Responses)*

The most popular question on China and one which was well answered. The more average candidates wrote at length about Mao and his role in leading the CCP. He was seen as both a tactician and inspirational leader. Better students displayed a thorough knowledge of Mao's achievements throughout the whole period and were able to discuss his different tactics and policies adopted at different times. Many excellent responses called into play influences Mao had indirectly on the period, such as the impact of the 'New Democracy' period. Most students

avoided any lengthy discussion of the Long March or other aspects of Mao (or the CCP) before 1935. Excellent responses placed Mao's influence within the context of the whole period, contrasting Mao with the mistakes and weaknesses of the GMD.

The following extract from an essay shows a clear and effective introduction to the question.

Mao's contribution to the CCP, was pivotal to the success of the communist party from 1937 and 1949. Mao's leadership brought direction and unity to the CCP and Red Army, and his fusion of Communism and Nationalism into his ideology brought mass support. The CCP's military and political tactics were far superior to those of the Nationalists and together with Mao's charismatic leadership, brought success of the Chinese communist party from 1937 to 1949.

## **PART D: GERMANY**

### *Question 14 (4066 Responses)*

This question was the most popular question in Germany, and hence a variety of responses were demonstrated.

Better candidates either discussed the Treaty of Versailles in detail and linked it to the undermining of democracy in Germany by creating unstable economic, and hence social and political, conditions. Alternatively, they answered the question by discussing other factors as well, such as the role of the left and right wing forces, the flaws of the democratic construction and the role of the army as a catalyst for weakening democracy. Weaker candidates listed the terms of the Treaty of Versailles and its punitive nature, but did not discuss the effect on weakening democracy.

The following extract is an excellent introduction to this question.

The Treaty of Versailles weakened German democracy to a considerable extent between 1919 and 1925. It discredited the democracy in the eyes of the public who felt they had been betrayed — 'stabbed in the back' for the surrender that the treaty symbolised. The large reparation payments were not only a cause of initial anger but proved disastrous to Germany's economy and the 'war guilt' clause created a sense of outrage amongst the public which was directed at democracy. All of these effects of the Treaty of Versailles were exploited by extremist parties to further weaken democracy and the image of the democratic government. It must be remembered that other factors such as political unrest, faults in the constitution and the social democrats failure to inculcate the systems of the republic with a democratic spirit also contributed significantly to the weakening of democracy.

The following extract from another essay illustrates a very effective development of an argument.

Although the Treaty of Versailles was responsible for the weakening of democracy to quite an extent, there were many other significant factors. The first of these was the unprepared nature of the SDP party who came to power unexpectedly and were tactically and psychologically unprepared to cope with a revolutionary situation. Many of them abandoned their revolutionary instincts and pursued reform through gradualist extraction of concessions. The result of this was that the revolution did not go far enough and members of the old order retained too much influence in areas such as policy making, legal punishment, judiciary and education. As Carr notes 'the attitudes of the Wilhelmian period lingered on under a thin democratic veneer and thus the democracy seemed doomed to founder in its first serious storm'. The failure of the SDP government to inculcate the systems of the nation with democratic representatives and democratic spirit weakened the democracy as its traditional opposers were allowed to remain highly influential and powerful.

*Question 15 (2869 Responses)*

This was a popular question and was generally well handled by candidates. Better responses spanned the era 1919–1929 and discussed in detail the changes from 1924 onwards. The Stresemann era and external factors such as the Dawes Plan, Locarno Treaty and Germany's entry into the League of Nations were linked to a more stable Germany. Better candidates were also able to discuss the flourishing artistic community as an indicator of social stability. Other top range candidates argued the illusion of stability and/or distinguished between political and social stability.

Weaker candidates simply discussed 'stability' from 1924–1929, making no distinction between the two aspects asked in the question.

The following extract from an essay shows an effective approach to the question.

The political and social stability of the so called 'Weimar Years' (1924–29) was set on weak foundations. Under the Dawes Plan of 1924, Germany was to receive a loan from America. Germany used the loan to finance the restructuring of industry, and to construct roads and improve public housing. Obviously a lot of these projects did not offer immediate capital, if any at all. Consequently when the loans were recalled by USA in 1929, Germany suffered severely. Although social stability was undoubtedly reached, unemployment remained high, and the government was forced to pay huge social welfare payments, whilst receiving declining tax receipts. This lack of true German capital in Germany led to the suddenness and the harshness of the depression upon Germany particularly. The political stability was therefore only a skeletal layer upon weak economic foundations.

*Question 16 (2254 Responses)*

This was the third most popular question. Some candidates appear to have anticipated questions on totalitarianism, the role of terror and propaganda or the nature of the Nazi regime. Even when supported by intensive historiography, some of these prepared responses were poorly adapted to this question. On the other hand, even relatively unsophisticated candidates were able to provide good answers by examining in some detail a range of groups which either did or did not benefit from Nazi rule. The best candidates displayed a very firm understanding of different social groupings and how they were affected by Nazi rule. The best answers presented analysis in depth, rather than a simple list of groups, looked at both sides of the question and were able to offer evidence from the full period, 1933–1941.

The following extract from an essay brings together a number of issues with concise analysis.

In terms of real wages, the average German citizen did not benefit from 1933 to 1941. As Marxist historians are quick to point out. Hitler and the Nazis worked if not conspired with the capitalists (big business especially the large landowners and the nationalists) to keep wages well below 1920's levels and even pre-World War I levels. Yet due to the fervour pitch of the Nazi propaganda machine and the success in reducing unemployment, the average German believed that he was better off than before. The creating of the German Labour Front (DAF) under Robert Ley which facilitated the Strength Through Joy and Beauty of labour programmes propagated the fallacy. Workplaces were made more attractive with the installation of gardens and renovations and holidays were made available on top of after-work programmes but these were all compensations to hide the basic reality; the DAF suppressed workers' rights to negotiate and hence their wages for the duration of the Nazi regime. The 25% bonus payments after eight hours per day that the lobbying of Adam Steyerwald and his Christian Trade Union movement had achieved in 1927 had vanished. Even the creation of the Strength Through Joy car, the Volkswagen, the car that every German could afford, never eventuated. For many workers who had paid into the fund each week, construction only began in 1938 and very few ever received their People's Car before construction ceased in September 1939. That many German citizens benefited from the Nazis' authoritarian rule is a myth that is only partly true.

The following extract is another example which shows considerable depth of analysis.

Another domain in which German's ostensibly benefitted was that of culture. Goebbels' program of 'work through joy' allowed many Germans to take holidays they would otherwise be unable to afford, and to see many films, concerts and exhibitions. The reverse side of this is that, by definition, an authoritarian government limits the public's access to ideas (Carr). One of the greatest symbols of this was the Night of the Burning Books, in which un-Nazi literature was burnt. This was coordinated by the government, and had huge propagandistic value, as German's purged themselves of the corrupting literature of 'Jews, Communists, and enemies of the people'. However, this narrowness meant that an entire German generation were deprived of modern thought. The Nazification of the school system consolidated this, as Hitler rejected 'stuffing them (children) with knowledge', in favour of an emphasis on physical health. The perversion of history and science, to bring it into line with the Socialist party doctrines, meant that German culture suffered greatly. Hence, as with the economic benefits, the superficial rewards, which were expelled through effective and endless Nazi propaganda, bely deeper deleterious effects of Nazism on the many Germans that lived during the Third Reich.

The following extract deals with the general benefits of Nazi rule over the whole of the given period.

Regardless of this however, the Aryan German really did benefit from Nazi rule in many ways. The end of depression and drop in unemployment were fantastic for the workers. No unemployment by 1938, mostly due to the reintroduction of conscription, led the working class to strongly support the Nazi regime despite lowered standards of work environments and slightly lower wages than the Weimar period. This combined with the increase in morale due to the blatant rejection of the Versailles Treaty and increasing importance in foreign standing led the people to feel a sense of unity that had long been absent. The improvement in the economy led to consumer confidence as well. The war itself, though obviously causing loss of life to many Germans, was so successful in its blitzing tactics up 'till the Battle of Stalingrad in 1941, that the people wholeheartedly supported the system.

#### *Question 17 (509 Responses)*

This was the least popular of the questions on Germany. The question required candidates to focus on the role of individuals in Germany's defeat. Poorer responses did not go beyond general narrative detail. However, many students were able to deal in some depth with Hitler's role in Germany's defeat. Only the better responses were able to analyse the roles of Speer and Goebbels, some suggesting that these two actually helped to stave off defeat. It was also valid to deal with the role of other individuals and the significance of other factors.

The following extract illustrates a simple but effective introduction to the question.

Undoubtedly the role that Hitler played in leading Germany to defeat was the most significant of factors. Indeed, characters such as Goebbels and Speer delayed defeat, however, it was Hitler's continual blundering that lead to Germany's defeat in WWII. Other factors however played significant roles in determining Germany's defeat, but it was however the failing of Hitler which made him the most accountable for the loss of Germany in WWII.

The following extract is a good example of a paragraph dealing with Speer.

Similarly, Speer, who became Armaments Minister in 1942 laboured under the need to keep civilian morale positive. An architect by trade, he never-the-less displayed enormous organisational talent through his effective control of the economy through the Central Planning Board. German production peaked in 1944 despite Allied bombing raids and military reversals, and this was largely due to the effective way in which Speer, how enjoyed excellent personal relations with Hitler, organised the economy. Fortunately for the Allies, Speer was hampered by the chaos of conflicting institutions, the Gauleiters' jealous guarding of the local economies and the need to maintain a consumer economy. It was this fact that caused him to later comment that 'the war had in a sense been lost by the victories of 1940.

## **PART E: INDIA**

### *Question 18 (14 Responses)*

There were a number of very thorough and well prepared answers. Average responses generally dealt effectively with both Hindu traditions (especially gods and symbols, as used by the extremists) and the English political ideas of the Moderates.

### *Question 19 (9 Responses)*

Many of the better responses covered the period well and used excellent material from the Partition of Bengal and the Morley-Minto Reforms.

### *Question 20 (25 Responses)*

Many responses defined the topic accurately and covered the whole period. Better answers discussed the power of Civil Disobedience, Salt, Satyagraha and even up to 'Quit India'.

### *Question 21 (16 Responses)*

Many of the responses aimed to argue against the question, but struggled to do so adequately. There were some attempts to qualify 'Divide and Rule', especially in this period.

## **PART F: JAPAN**

### *Question 22 (5 Responses); 23 (0 Responses); 24 (1 Responses); 25 (4 Responses)*

While there were very few responses to this part, the standard of responses was generally pleasing. Candidates who attempted question 22 displayed a good knowledge of Japan's foreign policy achievements and were able to link it to its origins in the nineteenth century. The responses to question 25 tended to be more narrative, but candidates were able to focus on the key issues.

## **PART G: RUSSIA/SOVIET UNION**

### *Question 26 (1201 Responses)*

This was the most popular of the questions in this part, but was not handled as well as question 27 and 28 by many candidates. Weaker responses tended to present too much pre-1914 information, which was frequently not linked to the question. Better responses focussed on the set question and were able to effectively link problems at the front with problems at home and then relate them to the revolutionary situation that had evolved prior to World War I.

The following extract is an effective introduction to the question.

Russia's involvement in the First World War contributed to the development of a revolutionary situation by March 1917 to a great extent. The inadequacies of the Tsarist regime exacerbated the pre-1914 social, economic and political problems of Russia to an intolerable state. The perception of Tsarist intransigency, economic collapse and social discontent meant that by March 1917, a spontaneous revolution was almost inevitable.

### *Question 27 (676 Responses)*

Generally a well answered question. Most candidates had a sound grasp of the period from 1918 to 1924 and knew how the Bolsheviks were able to overcome counter-revolution in this period. The better responses were able to effectively consider both internal and external threats to the Bolsheviks. Too many candidates generalised or lacked the necessary detail.



The following extract illustrates a good grasp of the complexities of the question.

The Bolsheviks were able to overcome counter-revolution in the period from 1918 to 1924 chiefly because of their ideological flexibility and their adoption of revolutionary pragmatism. Lenin's ability to cast aside pre-1917 Marxist doctrines in order to consolidate the Party and the Party's hold on power meant that the successive challenges posed by coming to power, the Civil War, and overcoming the economic disaster of War Communism by introducing the New Economic Policy (NEP) never resulted in counter-revolution.

*Question 28 (823 Responses)*

This question posed problems for many students. While most candidates easily delivered a narrative description of collectivisation and industrialisation, just how these affected the lives of the people remained elusive. Indeed, better responses concentrated on this aspect. This said, the question was generally answered quite well. The following extract reflects a good understanding of the question.

Collectivisation and industrialisation significantly altered the social, economic and political fabric of the Soviet Union in the 1930's, a change that was so great and so permanent that it has been described as a 'revolution above' (Christians). It was motivated by the need put forward by Stalin to rapidly industrialise and hence remain at the forefront of world powers, and resulted in a mass dislocation and subjugation of the peasantry, an increase in the size of the urban proletariat, and the birth of a deformed socialism, whose autocratic government could proudly claim in 1933 that it recognised only three classes; the peasantry, the urban working class and the ruling officials and technocrats, the intelligentsia. There were benefits from the policy as well as the growth of significant grievances. The atmosphere that it created in the 1930's was one of suspicion and hatred.

*Question 29 (479 Responses)*

The main problem candidates found with this question was coming to grips with Stalinism as opposed to the actions of Stalin. Many candidates had difficulty explaining what Stalinism was, and to what extent it was responsible for the Soviet Union's victory in the Great Patriotic War. Some responses concentrated too much on issues other than Stalinism, while a few barely mentioned the war.

The following extract is a good example of a candidate's concept of Stalinism.

The command economy, mobilisation of resources, industrialisation process and ruling government were all contributing factors of Stalinism that meant soviet victory in the Great Patriotic War. The state had control over the economy, it's industry and it's factories. This enabled the government to quickly and easily change output to that of armaments, and production for war.

## **PART H: UNITED STATES OF AMERICA**

*Question 30 (415 Responses)*

This was the most popular of the USA questions. The apparent simplicity of the question lead many average and below average candidates to treat it as an invitation to write all they knew about social changes in the 1920s. Better responses addressed the links between prosperity and the change they discussed. These candidates were able to show that prosperity had very different effects on various groups within US society.

The following introductory paragraph, while not in the top range, and, allowing for the use of 'industries' as shorthand for those engaged in them, gives a good idea of the kind of response that the above average candidates were able to provide.

America in the 1920's was far from being the homogenous, stable and universally prosperous society that those who benefited from it often like to imply'. As Snowman's argument reflects the prosperity of the 1920's did not affect people's lives in any even way. For new industries, the 1920's was a great age of prosperity, high returns and economic wealth which resulted in the massive growth of industries such as cars, electrical goods and the supplementary industries supporting these older industries, however, did not share in the prosperity of the 1920's and in many ways their lives were actually worsened by prosperity. Moreover, the effect of prosperity on people's lives was to exacerbate underlying social tensions.

*Question 31 (351 Responses)*

This was the second most popular (by a slight margin over question 32) of the USA questions. It was also a question that was generally well handled by the candidates. This is probably because the question gave scope to show detailed knowledge and clear bounds within which to construct the answer.

Less able and average responses tended to catalogue the 'sins' of successive Republican administrations without linking this with the onset of the Depression. (It is hard, for example, to find much to suggest that 'Teapot Dome' was the cause of the Depression, reprehensible though it may have been). Better prepared candidates had a quite detailed knowledge of the economic policies of the inter-war GOP and could discuss the specific roles of Cabinet members and individuals such as Hoover as Secretary of Commerce, Mellon at Treasury, and Supreme Court appointments such as Taft. Candidates' handling of such issues can be seen from the following extracts. These answers also frequently discuss the post-crash Hoover administration, particularly the fiscal policies that may have served to compound the impact of the Depression.

Similarly the lack of regulation by the govt. and the courts would see further dubious business practices ignored. The appointment of Taff to the Supreme Court brought his remark 'I've been appointed to reverse a few decisions'. His pro-business tone meant the child labour act and minimum wages for women act were both stuck down as exploitation was blatantly allowed. Indeed, the Harding/Taff court pleased those who thought government economic regulation has gone too far (Parish), This resulted in the govt. ignoring many structural weaknesses in the economy.

The appointment of Herbert Hoover to the Commerce department only increased the problem. He led the Trade Associate movement to 'illuminate the waste inherent in competition'. However, his policies were in obvious conflict with Wilson's Sherman Act of making business accountable. He continued deregulation by rendering the Federal Trade Commission ineffective by 'naming commissioners who were less than sympathetic to regulation'. (Schlesingers). As a result through the 1920's many dubious economic practices went undetected.

*Question 32 (350 Responses)*

Given the central role of Roosevelt's first administration in the inter-war history of the United States, a question on the 'New Deal' is quite rightly one of the most predictable aspects of this section of the paper. As a result, it is generally one of the most popular of the US questions. (This year it was almost equal second in popularity). However, candidates must realise that to achieve high marks in this question they must answer the specific issues raised by the question. This year these were quite straightforward but too many candidates in the lower ranges of responses gave simple descriptions of the major agencies of the first New Deal, generally laudatory, with little or no comment on how effective they proved in 'solving the problems Roosevelt faced on taking office in 1933'.

By contrast, better responses realised that 'state intervention' as practiced by the Roosevelt administration was not always a panacea and indeed, created a few problems of its own: FDR's New Deal did, obviously, deal with the problems – social, emotional and economic — that existed

in 1933, as well as creating some of it's own — an enlarged national debt and civil service to name a few. In no way was the New Deal perfect, very experimental in nature it created inefficiencies when left it open to criticism, but it did do the job at the time. World War Two was to completely heal the scars, but Roosevelt was the man at the time and his approach, open-mindedness and policies paid off in the long run.

*Question 33 (120 Responses)*

This was the least popular of the USA questions. The war question frequently reflects the fact that not all schools completely cover this aspect of the topic area. The pattern of responses also reflected the polarisation of candidates attempting the question. The best answers were quite outstanding, with detailed and sophisticated knowledge of US contributions ranging from military to industrial, tactical and political. At the other end of the spectrum were simplistic, short answers that seemed to have been composed from distant memories of popular TV programmes and the 7–10 syllabus. There was also little in between. Candidates seem to have either prepared for this question well or resorted to it when nothing else appealed. The kind of detailed knowledge needed, and the way it could be used is effectively shown in the following extract from an above average response.

America's Industrial contribution was crucial, indeed according to Ambrose and Brinkly, 'Between October 1941 and July 1944, lend-lease supplies worth \$4,250,000,000 went from America to the Soviet Union'. Indeed, Stalin's comment that the allied powers couldn't have won without the industry of America, is illustrative of the role they played industrially. The importance of this to all three fronts, western Europe, eastern Europe and the Pacific, is elucidated by the comment of Ambrose and Brinkley that 'By 1945, America had reached a level of production that was scarcely believable ... The US provided 45% of the world's munitions, and almost 50% of all the world's goods. 2/3 of all ships afloat were American Built'.



### **SECTION III : ELECTIVE STUDIES**

#### **General Comments**

There was an increase of about eight percent of candidates away from Modern World Studies to Nineteenth Century National Studies.

Once again, candidates often provided too much detail for part (a), failing to use the mark scale as a guide.

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.

It is pleasing to see more candidates attempting to integrate historiography into their responses.

#### **1998 Structured Essay Marking Scale**

The marking scale is used for both the Nineteenth Century National Studies and Modern World Studies.

## HSC 2 Unit Structured Essay Mark Scale 1998

	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>	8	7–6	5–4	3–2	1–0
A question involving examination of such aspects as cause/effect of the interrelationship of events and requiring description/narration and some analysis of either the problems and issues in a broader context or the developments (MWS).	Narrative detailed, accurate, relevant and informed and demonstrates an understanding of either the problem/issue or the developments in the broader context of the period. Understands clearly and analyses the concepts of cause and effect.	Narrative generally accurate and relevant. Understands either the problem/issue or the developments but is limited in its ability to place it in the broader context of the period. Attempts some analysis of the nature of cause and effect.	Narrative relevant. Understanding of either the problem/issue or the developments limited. No analysis of either the problem/issue or the developments. <i>Relevant prepared answers receive no more than 5.</i>	Narrative largely irrelevant and displays a limited understanding of either the problem/issue or the developments. Contains factual errors and lacks conciseness and clarity.	One or two disjointed facts with no understanding of either problem/issue or the developments. <i>Scripts awarded 0 are irrelevant or erroneous.</i>
<b>QUESTION C</b>	8	7–6	5–4	3–2	1–0
A question requiring students to think critically, make judgements and use evidence to substantiate a point of view about aspects such as the importance or significance of forces, people or events. In Section III (MWS), candidates must demonstrate revised understanding of the issue in contention today in an historical perspective.	Critically analyses either the problem/issue or the issue in contention today. Evaluates the contribution of forces, people and events. Uses appropriate evidence to substantiate judgements.	Attempts critical analysis of either the problems/issue or 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 or the issue in contention today very limited. No use of information as evidence. Major factual errors.	One or two disjointed facts with no understanding of either the problem/issue or the issue in contention today. <i>Scripts awarded 0 are irrelevant or erroneous.</i>

Description

Relevance

Analysis

## **PART I — NINETEENTH CENTURY STUDIES (EUROPE)**

### **General Comments**

In European Studies, Russia again was by far the most popular study. Britain was slightly more popular than Germany.

It was pleasing to see that many more students wrote appropriately detailed responses to part (a) of about half to three quarters of a page, but teachers still need to stress the need for a succinct response to this part. Unfortunately, there was also an increase in the number of candidates who did not complete the three parts of the question.

### **Question 34. BRITAIN (79 Responses)**

The three parts were straightforward questions which allowed the full range of candidates to demonstrate their knowledge and skills in this area. The questions were in line with the syllabus and discriminated across all mark ranges.

The following sample part (b) is a good example of a top response. It is a detailed accurate and relevant response indicating a clear understanding of the problems and issues.

In part (c) middle range candidates tended to catalogue legislation to 1914 rather than critically evaluating the extent to which Britain was a democracy by 1914. Some made no mention of the extension of the franchise to women.

#### *Sample part (b):*

Between 1830 and 1848 there were various changes to the British political system. From 1830 political dissatisfaction as a result of the political stagnancy and locked reform to the outdated Parliamentary system was evident. The new urban classes in the middle and working class were clamouring for political empowerment to accompany the extensive social and economic changes Britain had already undergone. The French revolution in the eighteenth century had encouraged the masses to believe in the importance of 'the nation' and popular sovereignty. Thus, the wealthy and influential middle class applied the political pressure they were now capable of exerting due to economic considerations while the working masses demonstrated actively for political reform. The Whigs realised force could not be used indefinitely to suppress the masses and thus reformed to prevent revolution. The Lords originally rejected the 1832 Reform Act, but the violent and revolutionary reaction of the masses encouraged the King to threaten their dominance and thus the Lords capitulated. The Great Reform Act was limited in that while it changed constitutional representation, it extended the franchise to sectors of the middle classes only, excluding the working classes. Due to this denial of working class aspirations, the proletariat turned to the trade union movement, but government and employer repression caused the collapse of Owens Grand Nation Consolidated Trades Union. This outcome caused the working classes to turn to political action through the Chartist movement to improve their position. Chartist petitions and demonstrations from 1838 to 1848 culminating in the petition of 1848 which caused the collapse of Chartism had little effect on the government and Chartism ultimately failed. This outcome is in contrast to parallel political agitation of the middle classes through the Anti-Corn Law League who achieved success in their endeavours to promote free trade and the Corn Laws were repealed in 1846. Thus power transferred to the middle classes who became a powerful political force in Britain.

### **Question 35. BRITAIN (131 Responses)**

- (a) Many students have great difficulty with questions on social history; there is a tendency for students to over-generalise and over simplify instead of presenting detailed and accurate knowledge. Better candidates were able to distinguish between living conditions of the different classes. Poorer candidates tended to outline the horrors of the Industrial Revolution, eg rats, open sewers.

The following is an example of a relevant and accurate response:

The living conditions in Britain up to 1830 were extreme. In the country the large landholders paid the poor tenant farmers a small amount of money to live in semi-adequate conditions.

In the cities however, rapid urbanisation as a part of rural-urban migratory patterns was creating problems. In the slum areas of the cities there was inadequate infrastructure, such as water and sewage facilities, to adequately cater for the rising population. The cities had three major areas. The slum areas in the city centre where the poor lived in attached houses close to the industrial machines, the ring outside this where the middle class lived in attached houses, the facilities and conditions however were a great deal better and the artisan ring on the outskirts of the cities where the wealthy industrialists lived in semi-detached and detached homes.

Rapid urbanisation, which occurred due to enclosure of farms and tenant farming created problems in cities. Rural-urban migration and water and air pollution from industry created many problems for the living conditions in Britain.

- (b) Many students had difficulty exploring the full time span of this question.
- (c) Only the most able candidates were able to explain how the liberals actually negated their political influence by promoting social welfare.

#### **Question 36. GERMANY (76 Responses)**

There has been a significant decline in the number of candidates studying Nineteenth Century Germany. The sophistication needed to comprehend and analyse the associated problems and issues disadvantages weaker students who tend to lapse into general narration.

- (a) Candidates were able to describe some of the features of German liberalism but many omitted the constitutional aspects of their demands. Many weaker candidates were able to narrate in great detail the attacks on liberalisation but failed to address the demands of the questions.
- (b) Candidates were better able to discuss the earlier period but did not address the later events to 1871.
- (c) Most candidates discussed Bismarck after 1871 in very general terms. Few, however, developed their responses to 1914.

#### **Question 37. GERMANY (79 Responses)**

- (a) This was poorly answered because candidates were unsure of the meaning of 'social groups'.
- (b) and (c) tended to be handled very well by the more able candidates, whereas poorer candidates found difficulty in analysing cause and effect or using appropriate evidence of, for example, actual political repression in Germany to 1914.

#### **Question 38. RUSSIA (550 Responses)**

- (a) Most students were able to list briefly the 'reforms' of Alexander II. A high proportion were able to elaborate on the 'Emancipation Edict'. A fair percentage, although mentioning Judicial, Military, Zemstra and other minor reforms, made little or no attempt to discuss the reform in detail.

- (b) Most students did not specifically relate Alexander's reforms to the maintenance of autocratic power. The connection was not clear. Generally, candidates mentioned the reforms and then proceeded to give a chronology of how succeeding tsars maintained autocracy. This connection was missing from most answers. The better responses argued that the reforms essentially purchased the tsarist regime another 50 odd years by relieving social tension in the immediate future. They averted revolution. Students who argued this line demonstrated how the reforms achieved this through giving the lower orders a false sense of having received some significant social and economic benefit.
- (c) More analysis was required in this question. Most students were able to relate the historical events after 1905 concerning Nicholas II and his veiled attempts at reform, but did not discuss the 'extent' to which the tsarist regime recovered its autocracy. Description of factual content was generally solid, but analysis was lacking in this vital area.

### **Question 39. RUSSIA (424 Responses)**

- (a) Most candidates were able to describe the Russian social system before 1860 very well and tended to score reasonably well. This is a good example of a brief description of the Russian social system:

The Russian social system prior to emancipation was based on a rigid class system. Over 90% of the population were peasants, who were totally controlled by those who owned them. These serfs were either state serfs or private serfs and all were forced to work the land for their landowners or the state. Both groups were constantly repressed and were at the mercy of those who owned them and were often subject to appalling living conditions and brutal punishment. The nobility were a much smaller, but powerful group in Russia. Although they represented only 4% of the population they exerted a great deal of power and control over their serfs. However, the Tsar retained total autocratic power and every person under him was ultimately answerable to him only. The autocracy remained the highest earthbound rulers in Russia for centuries and controlled, mainly through oppression, the enormous population that lay beneath them.

- (b) The majority of candidates were not well prepared in the economic aspects of Russia's industrial development. They understood one or two salient points, but decidedly lacked sufficient knowledge concerning the progression of policies and people involved in Russia's attempts at industrialisation. The better responses tied industrialisation in with the efforts of Alexander II at modernisation through 'reforms'. The significance of the development of railways, foreign loans, tariffs, and of Witte and Bunge were prominent. Most candidates, however, responded in a very general manner. Much greater depth of knowledge was required to answer this question.
- (c) Candidates knew more about the connection between economic change and resultant discontent by 1905. There was solid knowledge of the 1905 Revolution and its short term causes. More knowledge on long term causes is required. A glaring omission by most students was their lack of discussion on the rise of 'revolutionary groups'. This undermined candidate attempts to gauge the 'extent' of discontent before 1905 and this was a requirement of the question.

The following extract is a good example of a part (c) responses where evidence has been used to explain how economic change caused unrest by 1905:

Economic change resulted in discontent by 1905 as most of the Tsar's reforms were concessions made to temporarily quell discontent. The greatest economic reform before 1905 was to be the most liberating yet caused the greatest amount of problems. Emancipation in 1861 left no class sector content. Landlords had to sell half of their land to

the serfs reducing their power and increasing their debt as up to half of the serfs owned by landlords in 1860 were mortgaged anyway. The once secure and unquestionable faith of the elites was questioned with Alexander II's move for emancipation as both their economic and political power had been reduced. The historian Abramson claims that the elites dissatisfaction in the Tsar and his reforms caused a great amount of liberal supporters turned to the more radical groups that had emerged in the 1870s to find answers to their questions.

The most effected group were the serfs in relation to their emancipation. The plots of land provided were often of very poor quality not responding to agricultural developments. Due to economic growth health conditions rose causing a great growth in population in rural areas, corresponding with their smaller plots of land this overpopulation had disastrous results such as famine and bad harvest due to over-sowing. Famine was matched by their largest restriction, the reparation payments. Peasant debt rose 210% from 1854 to 1894 as they struggled to meet their payments. This dissatisfaction culminated with riots all over the countryside which were harshly responded to and crushed by the army and Okhrana.

On the other end of the scale were the newly developed working and educated classes that grew in response to industrialisation and economic change. The development of cities and education created a powerful middle class that strongly desired political representation. Much of these people were influenced by the political groups of the time such as People's Will and the Marxists who fought for representation and power. Another class created by economic change were the working class that lived in the industrial centres. They had terrible working conditions, low wages and no health or insurance facilities. In response to their discontent soviets and unions were created such as the very powerful St Petersburg Soviet that encouraged strikes amongst the workers so that they may be heard by the government.

The economic change and reforms that were implemented before 1905 were ones that involved the needs of the government and did not fix the problems of its people. The revolution of 1905 was a direct response to such discontent experienced by the people as shown in their political assassinations, strikes and riots.

## **NINETEENTH CENTURY STUDIES (ASIA)**

### **General Comments**

For the most part, the questions on China and Japan were very well answered. China was the most popular of the Asian studies. There were no responses to the questions on India.

### **Question 40. CHINA (209 Responses)**

- (a) Generally answered well but poorer candidates did not link the Confucian idea of the structure of society and rebellion.
- (b) Many candidates continue to state that the Daibing Rebellion was suppressed solely by Western intervention, ignoring the role of regional armies.
- (c) Weaker candidates credited the west with maintaining the Qings and thus held the West responsible for resisting rebellion.

The sample part (a) is an example of the concise form of response required by the question to gain full marks:

In traditional Chinese society, rebellion was interpreted through their confucian system of status a responsibility within society. In that essence a rebellion was seen in two ways.

If a rebellion was strong and succeeded in its toppling of the previous dynasty, it was the dynasty who was wrong in ruling, and had lost its 'mandate from heaven', making them no longer fit to rule, with the rebels now seen as having the new 'mandate from heaven'.



If a rebellion was crushed however, it was seen as evil, disrupting the confucius system and bringing disorder and disharmony into their kingdom and their lives.

Rebellions were therefore the common way in which a new dynasty would arise, and topple the previous one.

#### **Question 41. CHINA (367 Responses)**

It was pleasing to see so many candidates who were thoroughly prepared, very aware of the nature of the period and able to use historiography effectively.

- (a) This was very well done. Most students gave excellent responses on the structure of society but tended to give too much detail, taking into account the mark value of the question.

The following sample part (a) is an excellent example of appropriate detail to be awarded full marks:

Chinese society was split into four main groups, or social classes. At the bottom was the merchants, traders and soldiers of China. All placed lowly on the social ladder due to their lack of place under the conservative confucian system. Above these was the class of artisans, craftsmen who often worked in huge pre-industrialisation factories. Above them rested the class of peasant farmers, well-respected under the code of confucianism as they were recognised as being the suppliers of societies food and therefore wellbeing. Above the farmers was the class that Ky Hsu rated as 'the most important in Chinese society– the gentry'. The scholarly gentry owed their position to their passing confucian based exams, and worked between the Qing dynasties officials and the masses. The Qing themselves were too small to be considered anything more than the 'ruling class'. Having conquered China in 1644, they had simply established themselves over the traditional Chinese social and bureaucratic structure.

- (b) This part elicited some excellent responses. Many students discussed the inter-relationship of all the reform movements examining the effectiveness and results of each. Knowledge of the period was evident from most responses.
- (c) Many candidates erroneously equated the Daibing and Boxer Rebellions with the nineteenth century reform movements. Better candidates went beyond the reform movements to explain the reasons for the collapse of the dynasty. Poorer candidates presented prepared answers on general reasons for collapse.

#### **Question 42. JAPAN (133 Responses)**

- (a) This part attracted some excellent responses but a significant number of candidates found the concept of Han difficult and obscure.
- (b) While candidates had no difficulty identifying the Western Clans, many had trouble tracing the emergence of the Western Clans as a dominant force and identifying the political, economic and social reasons for this. There was a tendency to narrate events of 1853–1868 and only incidentally mention the Western Clans. The following is an example of an above average script. While the candidate attempts some analysis of the internal and external causes of the rise of the Western Clans, it lacks the detailed and accurate knowledge of the period needed for the award of higher marks.

There are a number of reasons why the Western Clans emerged as the dominant force in Japan by 1860, due to a number of internal and external factors. Under Bakumatsu, there were many criticisms of the present governing body, the Bakufu. The Bakufu was resented by all the classes. The peasants were discontent due to high taxes, poor social status and poverty. The merchant class was discontent due to their low social status. The Samurai and former Samurai were discontent due to their loss of status, and declining role in Japan and

the Daimijo were discontent due to the hostage system and alternate attendance scheme. Because of this internal discontent in Japan, there was a clear dislike of the Bakufu, which served well for the Western clans, the Tosa, Satsuma, Choshu and Hizen, who opposed them.

When Perry entered Edo Bay in April 1853, this led to the 'percipitation of the internal discontent to rise up and revolt'(R.Stony). What this quote suggests is that Western clans were angry at the Bakufu due to the foreign intervention. When the shogunate was unable to block the foreign intervention, the western clans were angry and this added to the internal discontent. They believed that the shogunate was weak and not an effective leader. This was exemplified when the Shogunate actually asked for the Daimijo's advice on how to handle the crisis. 'This unprecedented action served to highlight the irresolution and weakness ... of the shogunate' (G.Greenwood). Furthermore, Shinto and national learning had revealed that the Emperor was in fact the real ruler of Japan and not the Shogunate. The Western clans believed that the shogunate should therefore not be allowed to rule the country.

Therefore, the internal discontent of the various classes, meant that the western clans had support in the overthrow of the Bakufu. Their power was increased as connections with the wealthy merchants, meant that they also had the financial backing to support an overthrow.

Foreign penetration, allowed this internal discontent to surface, as it served to exacerbate the growing decline in support of the Bukufu. The Western clans (Choshu and Satsuma) began the sonno joi movement in 1862 because of external discontent.

The 'Sonno-Joi' movement, 'restore the emperor, rever the barbarians', meant that there was now a strong unified opposition to the foreigners and the Bakufu government that was unable to do anything to get rid of them.

The 'Sonno-joi' movement, advocated for the removal of the foreigners and in 1866, made the Emperor agree to it that the Bakufu must remove foreign influence. When they failed to do so, the western clans 'took matters into their own hands' (C.Condon). They fired upon the foreigners bases and ships, only to be defeated. Although the western class were unable to 'expel the barbarians' as the various classes advocated for, they were able to show that they could provide better leadership than the idle Bakufu could. Thus, the western clans were able to emerge as the dominant force in Japan due to internal, and external factors that they were able to take advantage of and also due to poor government on the shogunates part.

- (c) Insufficient material was included on the early oligarchic political system and its development to 1889; for example, constitutional movement; genro; five ranks of nobility; political parties; 1885 cabinet; Privy Council then constitution. Most candidates leapt from the Charter Oath to the Constitution.

#### **Question 43. JAPAN (371 Responses)**

- (a) This part was handled very well, revealing accurate and relevant knowledge of the traditional class structure.
- (b) Many candidates failed to address the full time frame of the question. The period 1868 to 1890 tended to attract generalisations and over-simplification; very few candidates realised that abolition of feudalism did not dismantle the stratified society but merely replaced one structure with another. Only the abolition of the samurai class was discussed in any detail.
- (c) This part was generally poorly done because many candidates failed to understand that 'Western imperialist models in its foreign policy' was not a synonym for 'what did Japan borrow from the West?'. Too many candidates failed to include any reference to foreign policy.

#### **Questions 44–45. INDIA**

There were no responses to these questions.



## **NINETEENTH CENTURY STUDIES (AUSTRALIA/USA)**

### **General Comments**

There were few high quality responses to the questions on Australia. Many candidates tended to narrate in a very general fashion. There has been a marked increase in the numbers attempting USA.

### **Question 46. AUSTRALIA (107 Responses)**

- (a) Candidates found it difficult to discuss many of the varied aspects of the Australian pastoral industry other than sheep. Responses tended to be narrow in their scope.
- (b) Many candidates tended to see this as a question on the nature of the gold rushes instead of economic results. Too many candidates included irrelevant information on aspects such as the Chinese and their treatment.
- (c) Many candidates limited their answers to gold and immigration as the only significant factors in the movement for federations. Some candidates found the concept of Federation difficult.

### **Question 47. AUSTRALIA (23 Responses)**

The question demanded detailed knowledge and tended to attract more able candidates. Candidates presented specific historical facts, events and historiography.

All three parts of the question were handled well, allowing students to display knowledge of the period and critical analysis of the Australian Problems and Issues.

### **Question 48. USA (236 Responses)**

- (a) Candidates had difficulty selecting relevant, accurate and specific information to use to answer this part. As a consequence, many answers tended to be too vague and too general.
- (b) Although there were some excellent responses, weak candidates tended to be too general and failed to provide adequate historical evidence to explain the effect of westward expansion on Native Americans. They were more able to give a sociological explanation than an historical one.
- (c) In general, this part was poorly answered. Again a lack of specific historical knowledge was evident. The building of railroads and the discovery of gold were often the only economic developments mentioned.

### **Question 49. USA (368 Responses)**

- (a) This part was very well done by candidates, providing specific and accurate differences in the economics of the north and the south.
- (b) Better candidates were able to deal with the 'To what extent' of the question. Poorer candidates tended to merely catalogue the causes of the Civil War and only incidentally deal with the concept of state rights.
- (c) This part was generally very well done; better responses contained very detailed information, historiography and critical analysis. The following example of a (c) was

placed in the higher mark range because of its detailed knowledge on the effects on different groups of the American people.

The period of Reconstruction after the Civil War is generally considered among historians to have been a failure. Although it allowed a brief period in which a window of opportunity was presented to freedmen, its ultimate failure proved for blacks, as Hill argues, disastrous, and for the American nation as a whole, a tragedy. The lack of any means through which to become independent left many blacks in situations just as binding as had slavery. However, the added problem of this situation was the greatest problem to arise from the Civil War, what Hill describes as a 'special problem', a view supported by Parish; the problem of race. Hill argues that slavery had demoralised many southern whites into despising manual labour, seeing it as a task reserved for the blacks, the 'peculiar institution' had allowed these whites to view themselves as better than the blacks simply because they were not slaves, thus upon its abolition whites found themselves in the predicament of how to live equally with blacks – a task which for many proved impossible. The brief period in which black men held positions of office although at the time (and even now) appeared in immense transformation of the USA it was brief and really allowed no real advancement in civil rights. The land shortage posed the greatest problem to freedmen and the actions of politicians such as Andrew Johnson proved only to escalate this difficulty. As many freedmen found their only form of survival to be on plantations the formation of company farms became commonplace. However, this institution posed an immense problem to the freedmen as their white landlords' decision to pay them in orders rather than money left them in a vicious cycle out of which they could not escape. Thus, the division and hatred between races was fed and increased. Apart from all the political and economic problems presented by Reconstruction (many at which were prominent in its failure). Foner argues that none of these would have been decisive reasons for failure without the added element of campaigns of violence. The establishment of such groups as the Klu Klux Klan served only to further insight racial division and hatred, having only an extremely negative effect on Reconstruction and the American people. Therefore, taking into account the solutions (such as the Black codes and Sherman's Field order 15) presented, and the failure of such solutions clearly evident through the prominence of violence, it can be concluded that reconstruction had a very negative effect on the American people after the Civil War, and the growth of the nation as a whole.

## **PART J — MODERN WORLD STUDIES**

### **General Comments**

This year saw a 8% shift of candidates away from Modern World Studies to Nineteenth-Century National Studies. Conflict in Indochina was the most popular with 50% of candidates, and 25% attempted the Arab-Israeli Conflict and US-Soviet/CIS Conflicts.

Overall, the standard was very pleasing with candidates showing a depth of understanding of the issues in contention today. The main area of concern was the lengthy responses to part (a). Generally, half a page to three quarters of a page will enable candidates to score maximum marks. There were fewer non-attempts to part (c) than in previous years.

### **Question 50. THE ARAB-ISRAELI CONFLICT (681 Responses)**

- (a) While candidates provided sufficient historical detail, many found it difficult to address the needs of the question which required students to focus on the period 1939–1948.
- (b) Overall, candidates were able to outline the involvement of both the USA and the USSR in the conflict; however, less able candidates found it difficult to provide a reasonable amount of information about the USSR. The following is an example of an excellent part (b) response:

The involvement of the world superpowers, the USA and the USSR had significant effect in the Middle East conflict in the 1960s and 1970s. To the US and the USSR, the Middle East reflected another aspect of the cold war that had been raging since the early 1950s. However, their involvement in the conflict altered in the mid-late 1970s as peace became a more important agenda.

The Cold War had a significant effect on the Middle East conflict. The US and USSR were always wary of the threat the other posed, and their involvement in the Middle East conflict reflected this. As far back as the 1950s, the Cold War had become involved with the conflict in the Middle East through Egyptian President Nasser's dealings with the Soviet Union on arms through Czechoslovakia, funding and security. The USA had been Israel's greatest supporter for a long time and supported the establishment of Israel with funding and arms. In some ways, the Russian involvement with the Arab nations can be seen as a reaction to the American support of Israel.

The Six-Day War of 1967 and the Yom Kippur War of 1973 are good examples of how the involvement of the USA and the Soviet Union affected the conflict in the Middle East.

The Israelis, backed by US arms support and funding scored a decisive and significant victory over the Arabs in the 1967 Six-Day War. The Arabs were seriously damaged by the heaviness of their defeat and turned to the USSR for rearmament. It seemed apparent that any sort of success in the Middle East conflict relied on the support of a superpower nation. The US had been a long-time supporter of Israel, and so the Arabs turned to the other superpower, the Soviet Union for support. In some ways, the Soviet rearmament of the Arabs was a strategic move against the US. Arab nationalists such as Nasser made no secret of their alliance with the Soviet Union whose involvement in the conflict was, to them, an important factor in the Cold War.

In 1973, Egyptian President Sadat was willing to negotiate on the return of the Sinai Peninsula which Israel had captured during the 1967 war. Realising he needed support, Sadat initially turned to the USA, who were too pre-occupied with their involvement in Vietnam to assist. Sadat then turned to his close ally Syria, a country with very close ties with the USSR. The Soviets had been a significant supporter of Syria diplomatically, economically and militaristically for some time. With Syria, Egypt planned an attack on Israel on the Jewish holy day of Yom Kippur. The subsequent Arab attack was largely supported by Russian weapons and the Israeli defense on similar US support.

The division between the Middle East nations reflected the conflict of the Cold War. The active support of the Soviets seemed to have some effect on the US involvement in the Middle East. As far back as 1956, the US had been hesitant in getting involved in a foreign conflict with further threatened their security against the Soviets. The USA was quick to demand a ceasefire in 1973, possibly fearing direct involvement with the Soviet Union.

Following the 1973 war, the involvement of the superpowers in the conflict in the Middle East altered significantly. Although still an important supporter of the Arab nations, the Soviet Union became less involved in the conflict, and American involvement turned towards peace.

In the mid 1970s, US Secretary of State Henry Kissinger undertook, what became known as 'shuttle diplomacy', travelling between Israeli and Arab leaders in seeking some sort of peace agreement. Sadat announced a desire to arrange some sort of peace in 1977 and met with Israeli Prime Minister Begin for discussions. When these discussions came to nothing, US President Carter invited the two leaders to his holiday retreat at Camp David for more discussions. Carter was elected in 1976 with a firm policy of achieving some sort of peace arrangement in the Middle East in his first term. The Camp David negotiations reflect the American involvement in the Middle East in the last 1970s. Always a strong supporter of Israel, the US were now an important factor in the quest for peace, which is shown by Kissinger's shuttle diplomacy and Carter's involvement.

The world superpowers, the United States and the Soviet Union's involvement in the conflict in the Middle East was significant in the 1960s and 1970s, their involvement having a notable effect on the conflict at the time. Initially, their involvement reflected the Cold War, but following the 1973 War, Russian involvement declined and the American involvement turned to peace.

- (c) More able candidates handled this question competently; however, some candidates neglected to address the 'To what extent' aspect of the question. The following extract is an effective example of a candidates opening paragraph to this part of the question:

The peace process in the Middle East is a delicate process that has been impaired lately by a series of events and influences. It is true that terrorism is a major issue impairing peace in the region, but other issues such as the structure of Benjamin Netanyahu's liberal government, provocative Israeli action and the pro-Israeli nature of the US involvement also must be considered in an assessment of the issue of the peace process.

**Question 51. THE ARAB-ISRAELI CONFLICT (365 Responses)**

- (a) Overall, candidates had a clear understanding of the terms of the Camp David Agreement.
- (b) The more able candidates addressed the issue of how important the disputed territories were in maintaining conflict between the Israelis and Arabs.
- (c) Candidates handled this part of the question particularly well considering the narrow time frame. The increased tension under the Netanyahu government generally required more attention from candidates. However, some candidates found it difficult to provide an historical perspective. The following is an example of an excellent part (c):

In 1995 Israeli prime minister Yitzhak Rabin was assassinated by a Jewish extremist Yigal Amir who objected to Rabins 'land for peace' method of negotiation with the Palestinian Arabs. His successor Shimon Peres attempted to continue the work Rabin had done in his conquest for peace but was met with increasing opposition due to the nature of the Israeli public opinion as a result of extremist acts of terrorism against Israel by Arabs.

In 1996 Shimon Peres and the labour party were narrowly defeated by Benjamin Netanyahu and the liberal party. The vote was 50.5% to liberal and 49.5% to Labour and yet a real end to the hopes of Rabin and peace was inevitable.

Benjamin Netanyahu as a member of the liberal party is a conservative right-wing politician who relies on the support of extremist religious fanatics to stay in power. Netanyahu made promises to maintain Israel's security which is why he gained power in 1996.

In order to achieve security Netanyahu stopped all negotiations with the Palestinians and opposed the Oslo Accords. Such a move was done because of Palestinian terrorist attacks which had bombed Israel, thus removing the element of security.

Netanyahu despises Arafat and the Palestinian Liberation Organisation (PLO). Thus tensions were bound to increase when the Liberal party won the election and Netanyahu became Prime Minister.

Netanyahus personal hatred for Arafat is a result of the fact that Arafats PLO was responsible for killing his brother Jonothan in 1970 during a plane hijacking. As a result Netanyahu despises Arafat and has gone to great lengths to embarrass Arafat and even landed his helicopter which moves him from the West Bank to the Gaza Strip.

Netanyahu has opposed the Oslo Accords by accelerating Israeli settlements in the occupied territories and has publicly made the fact known he will not negotiate on Jerusalem and regards the West Bank as part of Israel.

Netanyahu finally agreed to meet with Arafat in the continuation of the Oslo Accords saga and just recently on the 25th October 1998 signed an agreement, the Wye Plantation Accords with Arafat at the White House.

The accord calls for a 13% withdrawal from the West Bank and the end of building settlements in the area. The accord also calls for investigations into PLO security and the releasing of Israelis from Palestinian jails and vice versa.

However Netanyahu has already once delayed a meeting with his cabinet which would have approved the accord and thus shows the unlikelihood peace will eventuate.

Netanyahu's main concern is security of Israelis and the maintenance of his power in government.

However Netanyahu needs the support of right wing extremists and religious fanatics to stay in power which makes a peace settlement which will be lasting unlikely.

Netanyahu's government is extreme. Netanyahu has personal problems with Arafat – thus the tension between the two groups since the liberal party came into power. Netanyahu doesn't want peace, he needs US financial aid, thus he must appear to make progress.

### **Question 52. CONFLICT IN INDOCHINA (1701 Responses)**

- (a) The more able candidates focussed on the French attempts to maintain control of Indochina. A number of candidates, however, attempted to answer this part by describing the role of the Vietminh and guerilla warfare, with particular emphasis on Dien Bien Phu. Overall, candidates displayed a sound understanding of the period.

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

Following Japanese surrender at the end of WWII in 1945, the French – aided by the US – began to attempt to reassert control in Indo-China. The southern areas of Cochin China and Annam were quickly overrun – the lowlands were ideal for French forces. Bao Dai was installed as a French puppet ruler in the south and war was waged against the Viet Minh in the north. Under Leclerc, the French armies were largely inactive between 1948 and 1950, enabling the Viet Minh to expand. In 1951, de Lattre's fort system repelled 3 of Viet Minh General Giap's offensive. Following de Lattre's death in late 1951, Henri Navarre took over. He sought a set piece battle to bring to the Geneva Conference, set for 1954. Dien Bieu Phu was chosen and fortified but Navarre underestimated Giap's ability to move troops and artillery, ultimately leading to the Vietnamese capture of Dien Bieu Phu just one day prior to the Geneva Conference, in May 1954. At the Conference, France lost all control of Vietnam.

- (b) Generally, candidates handled this part in a competent manner. The question required both military commitment and ideology, and students demonstrated a wide knowledge of the contribution made by the relevant USA presidents.
- (c) Candidates largely focussed on the enemies of Vietnam such as USA and Australia, becoming more 'open' in their relation with Vietnam rather than Vietnam becoming more open as required by the question. Despite this, candidates provided extensive historical detail and analysis. The following is an example of an excellent part (c) response:

In the past decade, Vietnam has become increasingly open towards its former enemies, Australia and the USA. This is seen in governmental reform, increased foreign investment, immigration and cooperation on a number of issues. Tensions still exist, but these are being resolved.

The Vietnamese unconditional withdrawal from Cambodia in 1989 paved the way for renewed relations and an easing of tensions between Vietnam and the US and Australia. The government's reforms by way of 1986's 'Doi Moi' made Vietnam a popular investment site. Australia allowed investment there in 1991, with companies such as Telstra leading the way. BHP is currently mining oil and gas off the coast of Vietnam and has a further two exploration rigs. This acceptance of foreign investment emphasises the increased openness of Vietnam.

However, Vietnam still does not have 'Most Favoured Nation' status with the US, despite the lifting of the last trade sanctions in July 1998. A bilateral trade agreement must be signed. However, the openness of Hanoi to Washington has increased markedly since 1989 – relations were normalised in 1995 and cooperation between the two nations on the issues of immigration and the recovery of US MIAs has been an important factor.



Currently, some 1,500 US soldiers are listed MIA – a number of recovery teams, US and Vietnamese, are working to find them. Since 1975, some 88,000 ‘Amerasians’ have emigrated to the US, along with 480,000 immigrants. Hanoi’s recent concessions (1994) to legalise immigration are also signs of openness.

Vietnam is currently a popular tourist destination for both American and Australian holidayers. Until recently, the only tourism was from the USSR. Occasionally, Westerners are still greeted with the cry ‘Hey Russian!’ but the people are growing used to Western tourists these days.

Tensions still remain and the Vietnamese Politburo is not yet ready to embrace its former enemies with open arms. Some publications, such as the ‘Wall Street Journal’, suggest that Vietnam’s concessions and reforms with regards to human rights are purely a propaganda stunt. Vietnam has grievances too, some 70,000 claim to have been harmed by defoliants yet they have not received a single cent compensation despite \$US150 million pay out to US veterans.

Progress has been made since 1989. On September 21 of this year, 1998, 5,000 ‘prisoners of conscience’ (Amnesty International) were released from Vietnam’s goals. Vietnam is by no means fully open to its former enemies although it has, in many ways, been more amenable to reconciliation than the US.

### **Question 53. CONFLICT IN INDOCHINA (401 Responses)**

- (a) Candidates found it difficult to cover both the nominated countries, Laos and Cambodia. Generally, candidates provided excellent information about Cambodia in the period from 1960 to 1975.
- (b) Better candidates described Pol Pot’s policies and outlined the results of these results. Less able candidates simply described any information about Pol Pot. This is an excellent part (b) response:

The policies of the Pol Pot regime from 1975 to 1979 had devastating effects on Cambodia. With the introduction of year zero, came the evacuation of all cities and the forced resettlement in the country with manual agriculture. All foreign technology, medicine and innovations were abolished and strictly forbidden as they were ‘impure and evil’. Therefore, production levels dropped and it was all rice farmed by manual labour, technology, machines and insecticides were forbidden. Country-wide starvation resulted from the famine, and thousands died.

Medicines such as antibiotics were also forbidden and diseases eg: malaria raged through the communities and were incurable by traditional Cambodian medicines.

The back-breaking, intensive labour killed many and under the Khmer Rouge rule, 25% of Cambodia’s population perished in the ‘killing fields’. However, Cambodia did manage to slowly increase rice productivity and gain self-efficiency.

The Khmer Rouge policies insisted that all contact with the outside world ceased and Cambodia shut her doors to all other countries. This resulted in an enormous downsizing in the economy. Lon Nol currency and all markets were abolished, as they would not be needed in the ‘new’ society, and this left the economy in an appalling, backward, poverty-stricken state.

All intellectuals, once the Khmer Rouge came to power, were executed. This left the country without skilled and intelligent members of society. Doctors, teachers, political and government officials were all wiped out.

Traditional family units and rituals also were wiped out, as loyalty could only be given to the country as a whole, not to individuals or families. The bases of society were completely destroyed, families separated and the entire Cambodian structure reassembled.

The Khmer Rouge Policies also resulted, indirectly, to the Vietnamese invasion in 1978, which had a severe, long-lasting impact on Cambodia. The Vietnamese were provoked by

continual attacks by the Khmer Rouge and their retaliation caused deep-rooted disruption and war for the next decade.

The Khmer Rouge policies were damaging to the entire Cambodian population and countryside, and set back the development by several decades. The main result was a weak, backward, poverty-stricken, divided country.

- (c) This question allowed candidates opportunities to show their knowledge of the ongoing conflict in Cambodia. Better candidates handled the question particularly well. Less able candidates tended to describe what happened rather than explain why.

**Question 54. US-SOVIET/CIS RELATIONS IN THE NUCLEAR AGE (469 Responses)**

- (a) This part of the question was handled well by the majority of candidates. One area of concern, however, was the unnecessary length of responses that a number of candidates provided. This is an excellent example of a part (a) response:

1945 was the year of the great alliance between Roosevelt, Stalin and Churchill, with the Americans in position of the Atom bomb, used against the Japanese. Soon, by 1949, the Soviets also had this bomb. As relations soured, a desire for 'parity' took over the foreign policy of the Soviets, while the US continued to strive for greater superiority. The hydrogen bomb, the neutron bomb and even more sophisticated nuclear weapons were developed. More money was spent as relations worsened, after crises such as Korea, Hungary and Suez in the 1950s. A bi-polar world became a multipolar world. The conflicting pacts of NATO and Havan continued the arms race as a means of security, following the policy of detente. Subsequent leaders increased spending, the 'hiccup' of Sputnik inspired the US for technological advancements and innovations. ICBMs became the major issue of 1962, as the US was threatened from Cuba, the USSR from Turkey. The arms race developed, as relations worsened. The two went hand in hand over these 17 years. It was not until Cuba that new ideas would have to be sought out.

- (b) Candidates responses indicated a good understanding of Détente but not all candidates focussed adequately on the reasons for its development. The following is an excellent part (b) response:

Détente was adopted in the 1970 as the arms race had simply come too far. With the advent of theories such as 'mutually assured destruction' and 'second strike capability' the two world powers wanted to find a solution to their problem through diplomacy. The crisis of Cuba was never again to be repeated. A climate of change had arisen and both sides wanted to consider alternatives. The heavy burden of the arms race and aggressive foreign policy had taken its toll – and the idea of an ease in relations was a very welcome one.

The Cuban missile crisis brought the US to DEFCON 4. The instability and potential nuclear disaster cost Khrushchev all his respect, his career and position. It was the 'most important crisis of the cold war'. The fact that, as Dean Rusk puts it 'we're eyeball to eyeball, and I think the other guy just blinked' was indeed the situation of world affairs, it is little wonder that both sides wanted to find change. This most welcome change has to be found in the policy of Détente in the 1970s.

Historian Walter L Feber suggest that Cuba saw a 'change in foreign policy'. Quite simply such aggressive behaviour could never again be entertained. An atmosphere of change had arisen. Khrushchev's idea of 'peaceful coexistence' was considered with open eyes. The 1963 partial test ban treaty was signed, in 1968 the nuclear no proliferation treaty. It was only another four years until SALT I was to be signed after that. An ease was desired, and came in the form of Détente.

The two sides desired the Kissinger/Nixon and Brezhnev friendship so much as both sides could help each other so much. Originally, American desires for Détente grew out of a pressing need to exit Vietnam with grace. The Nixon Doctrine and consequent Vietnamisation had failed. The North would not agree to an armistice. Thus, the Americans

sought Soviet help in order to persuade the North Vietnamese communist ally. It was done. Vietnam was over, and the Americans could strengthen themselves up once more, both economically and in the eyes of world opinion.

On the other hand, Soviet desires for Détente grew out of more complex issues. Detent was a means of asserting their own 'parity' with the US which they worked so hard to achieve. Détente was a safeguard against a possible Sino-American Alliance against the Soviets. Fears had arisen when China had been awarded 'most favoured nation' status. Détente was a way to ensure support in an even change climate of fear and suspicion. Brezhnev went so far as to say 'the cold war is over' for, him, with recognition of parity, it was.

As the bi polar would become multipolar, Détente was more necessary. In 1973 the agreement on the prevention of nuclear war was signed. Other agreements would follow – 1975 Helsinki, 1979 SALT II. Détente was not exactly a total ease. Nixon said it was 'not the end of danger' instead it was a means to ease the trouble. Literally, Détente is 'relaxation' and this is what it offered.

Détente grew out of needs to reestablish stability in a changing world climate. The uncontrolled arms race development during the 40's and 50's was halted in 1962 by Cuba. A new approach was needed, an ease was desired. Better relations could only benefit both sides. These are the reasons for détente in the 1970's.

- (c) Better candidates discussed the areas of instability and assessed the 'to what extent' nature of the improved relations between the USA and USSR/CIS. A good range of historical information was evident. Weaker students simply provided a narrative of the events of the last decade.

#### **Question 55. US-SOVIET/CIS RELATIONS IN THE NUCLEAR AGE (610 Responses)**

- (a) While candidates provided sufficient historical detail many found it difficult to address the needs of the question; that is, the time frame (which was unspecified) c.1940s to c.1960s. This is an example of an excellent part (a) answer:

The policy of containment, was the primary ideology which supported US foreign policy throughout the 1950s and 1960s. Primarily, it involved the need to 'contain' the spread of communism, through massive retaliation and brinkmanship. The policy found its basic roots through the conflict in ideology between communism and capitalism with both sides, eager to spread their system and retard the spread of the other. The most obvious, expression of this policy came through Eisenhower and Kennedy, who's stance in Korea, Indo-China, Formosa Straits and Cuba all are representative of this foreign policy stance. The impact of this policy was group tension between the US and USSR throughout the period creating the basis for the cold war conflict.

- (b) A number of good responses were able to identify the demands of the question and challenge the concept of 'winning' the Cold War. Overall, candidates wrote extensively and demonstrated a good breadth of knowledge and understanding of the period.
- (c) More able candidates focussed on the resolution of conflicts in the specified period. In addition, these candidates critically analysed the relationship between the USA and Russia and agreed that this had basically improved. This is an example of an excellent part (c) response:

Relations between the USA and USSR have been clearly eased over the last decade, however as Cummins points out 'the roots of the century long conflict remain 'and there is a clear volatility between relations'. While, the US is trying desperately to sustain relations with the Soviet Union, to maintain capitalism, there still exists a basic conflict between these two superpowers which finds expression in the uncertainty that still exists in relations.

With the collapse of communism in 1991, and the creation of the Commonwealth Independent States, Bush expressed the sentiments of the US that remains relevant to date.



In welcoming the creation of a free, independent and democratic Russia, Bush outlined the clear desire to sustain stability within the Soviet Union to reinforce the presence of capitalism. This desire translated directly into the return of the 'the most favoured nation' trading status to Russia and their acceptance into the IMF. The US also engaged in a 'shock treatment' of the Soviet Union including a \$6.6 billion portion of the total 24 billion dollars donated by the IMF. This was matched by in 1995 their unlimited extension of the Non-Proliferation Treaty and the crucial Short Treatises. As a result of these agreements, a 25 percent reduction of US and 35 percent reduction of Soviet arms are to occur, while the second agreement aims to eliminate all first strike capacity. The purpose of these treaties combined with the futile, yet symbolic developments in 1994, aim to create an image of thawing relations between the US and USSR in order to stabilise the situation within Russia both politically and economically. By pouring excessive economic support into Russia through both the IMF and private investment, totalling around 7.8 billion dollars from 1991 to 1996 the US aims to make itself 'indispensable to Russia's future and build permanent ties' (Cummins).

The situation is, however, not completely resolved and despite America's extensive efforts the failing economy and basic ideological conflict between these two countries, is still prevalent in foreign affairs. Currently, Yeltsin in Russia remains the 'tool by which the US can sustain capitalism within Russia', however the uncertainty about his health and credibility under the superpresidential system is of crucial importance. The result of this combined with the massive economic and social problems within Russia, has resulted in the rise of the Nationalist Communist movement known as the 'Red Guard' which is clearly threatening the security of relations. As Fitzgerald points out 'any political repression would mean economic isolation and could well see the reinitiation of the cold war'. The uncertainty has been extended into the US attempts at 'engagement' and 'enlargement', with the proposed expansion of NATO directly opposed by Yeltsin. The disagreement over this action, combined with the hesitation of the communist controlled Duma to pass the START 4 agreement, is creating uncertainty which may clearly threaten the degree of cooperation between the US and USSR.

While America may be able to pet the Soviet Union with offers of inclusion into the G-7 program, to counter the expansion of NATO, basic conflict is still underlying all political interaction between these two countries. As represented by the developments in Kosovo, and the uncertainty of the health of Yeltsin relinquishing the majority of his powers to Primakov there remains a high volatility in relations clearly signifying that the roots of this conflict remain. To a large extent, however, relations between the USA and USSR have eased and while conflict still exists in differing forms of expression, it is by no means the degree of tension that was so prevalent and threatening during the Cold War.

## 3 UNIT (ADDITIONAL)

### General Comments

This year's candidature was down slightly on the previous year, however, the standard of the responses across all options was higher.

International Relations Between the Wars was the most popular of the options and was attempted by about 55 percent of the candidature. Revolutions was the next most popular with 39 percent. Australia Since World War II remained on 5 percent but Asia Since World War II has slipped to less than 1 percent.

Although the standard appeared higher than in previous years, several problems were apparent:

1. Historiography is still a cause of concern. Effective use of historiography certainly enhances the better responses. Unfortunately many only name drop and fail to authorise the argument being used by the specific historian.
2. Too many candidates adopt a very limited narrative approach. Analysis is essential if candidates are to be placed in the higher mark range.
3. It should be emphasised that the questions are set along the lines of the problems and issues listed in the syllabus. It is essential that candidates understand this and see how several problems and issues may be contained in the one question.

## SECTION 1: INTERNATIONAL RELATIONS BETWEEN THE WARS

### Question 1 (824 Responses)

This was the most popular question on the paper and was handled in several ways. Some limited their answer to the 1920s, seeing the question as an 'unsolved problem of World War I' question. Others saw it as a 'causes of world war II' question. Either approach could be rewarded with full marks.

Many candidates set their essays up with introductions whose clarity made it evident to the examiner of the time they were taking. An example of this is seen in the following response:

The terms of the Versailles Treaty ensured that it would not provide a framework for lasting peace. The severe punishment of Germany, failed to recognise their international importance and foresee the possible consequences. The Paris Peace Conference also highlighted the differences between Britain and France that continued into the next decade and beyond. As a result, the task of maintaining a lasting peace proved difficult.

Weaker candidates tended to respond to the question by giving a narration of the terms of the Treaty of Versailles without linking these provisions in any way to the question.

### Question 2 (669 Responses)

- (a) The second most popular question on the paper. This question highlighted the problem and issue 'experiments in disarmament and collective security'. Thus, candidates were required to look both at disarmament and the building of international trust. Weaker candidates were only able to write about one or the other. The stronger candidates had sound knowledge of the efforts made towards disarmament and were able to analyse the various pacts and treaties of the 1920s, as is shown by the following extract:

The Locarno Treaty of 1925 was heralded as the high point of international relations by all diplomats. Yet it epitomised the fundamental lie of the 1920s: the willingness of all to pay 'lip service' to the ideals of internationalism yet carefully avoid any commitment to guarantee these ideals – as Thomson writes 'the implications of Locarno were sinister as well as reassuring'. Similarly, the Kellogg-Briand Pact of 1928 which rejected 'the use of war as an instrument of foreign policy' was analogous to the inherent structural weaknesses in the League: without any enforcement or punitive clauses, it was essentially meaningless. Thus, the diplomatic moves in the 1920s to build international trust were relatively transparent.

- (b) This question was not as popular as part (a). Although linked to the general issue of appeasement some candidates were unable to link appeasement, Munich and the ensuing year together. There were many narrative answers on appeasement that often commenced in the 1920s. The better responses tended to focus in on the period from Munich to Poland as shown in this introduction:

The Munich agreement of September 1938 effectively proved to be a failure in its efforts to maintain the peace. Ultimately, the eventual outbreak of war in the following year demonstrated the shortcomings of Munich – accentuated by the later actions of both Germany and the former Allies. The 'lasting peace' which had been promised eventually failed to consider the changing internal circumstances of nations, in addition to the aggressive threat posed by Hitler.

### Question 3 (237 Responses)

This question was a very challenging one — especially given the time available. Candidates took both sides of this argument, often dismissing the hypocrisy of Britain and France and then giving a catalogue of reasons as to why the League 'had little authority'. Those who agreed with the statement were able to point specifically to the hypocrisy of Britain and France, as shown by the following extract:

Britain still had many colonial interests in the area – Singapore, Shanghai, Hong Kong and Malaysia to name a few, and it knew that it did not have the capability to defend them in the event of a serious Japanese attack (as was indeed shown to be the case in the second world war). Thus it did not want to aggravate Japan by condemning it too strongly, especially now that Japan was questioning Britain's own legitimacy in Shanghai. This is the ultimate example of where imperialism itself made the condemnation of imperialism impossible. While the League could appear to condemn imperialism by the vague policy of 'non-recognition', it could not seriously condemn it with military force because it would mean endangering Britain's own colonial interests.

The less candidates had trouble deconstructing the question and seemed troubled by its length. Most candidates had good information on Japan or Italy and were able to link the information, with varying degrees of success, to the question.

### Question 4 (77 Responses)

This question attracted few candidates. The better candidates seemed to be able to link the domestic and international policies of Roosevelt quite clearly and argue cogently as the differing reactions to Germany and Japan. Less able students offered narrative responses which contained much irrelevant material.

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

### **Question 5 (76 Responses)**

Candidates were very well prepared for this question and it was the most popular in this section. Most candidates were able to very cogently argue Menzies' political acumen and sense of opportunism. Strongly featured were the Petrov affair and the Labor split. Better candidates were able to focus on consumerism, anti-communist feeling, Eurocentrism, foreign policy, especially relations with the USA, ANZUS and SEATO. All answers were relevant.

### **Question 6 (11 Responses)**

Many answers were able to describe several social changes. The beginnings of a Youth Culture and its subsequent impact on society were ignored. 'Women' were discussed as an issue by weaker candidates. Good analytical answers dealt with economic developments.

### **Question 7 (63 Responses)**

The second most popular question. Most students were able to display a sound knowledge of Whitlam's administration, from 1972 to November 1975. Commonly candidates equated successes with specific changes such as ending conscription, Medibank, university fees and relations with China, the USA and PNG.

Better responses were able to focus on Whitlam's ability to change the essence of society and to capture the mood of the people. Topics such as arts funding, land rights and equal rights for women were discussed well. Failings were handled less well, concentrating on the Loans Affair and Whitlam's inability to control his Ministry or to respond to popular concern over change. Some candidates argued that Whitlam's lack of control of the Senate and the Dismissal were failings.

The following extract is an effective concluding paragraph:

It is certainly true to say that the Whitlam Government has many achievements and failings. However, it appears obvious that his achievements outnumbered and outlived his failings during his short time in office. These achievements included the introduction of Medicare, women's rights, education and Aboriginal Rights. Yet, Whitlam's only failing was his determination and passion to create a fairer Australia, which is somehow ironic to his downfall. From 1972 until 1975, Gough Whitlam and his Labor Government had many achievements and failings, however his achievements outlived and outnumbered the failings of this time period.

### **Question 8 (34 Responses)**

- (a) There were some good attempts to answer this difficult and wide-ranging question. Better candidates displayed a good depth of knowledge of both immigration and foreign policy in the correct contexts.
- (b) There were very few responses to this question.

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

#### **Question 9 – CHINA (11 Responses)**

- (a) While the number of candidates attempting this question was very low, most of those who did it illustrated an advanced conceptual understanding and appreciation of historiography. Candidates largely presented a sophisticated analysis of the effects of the Cultural Revolution on the different elements of society. They were able to effectively deal with the term ‘intrude’ and covered a range of ‘people’, not simply looking at peasants.
- (b) There were only two responses to this question.

#### **Question 10 – JAPAN (8 Responses)**

The candidates who attempted the question were largely able to respond very effectively. Most provided exceptionally detailed knowledge and were able to focus on key terms such as ‘innovation’.

#### **Question 11 – INDIA (0 Responses)**

#### **Question 12 – GENERAL (6 Responses)**

There were a number of excellent responses to this question. Some challenged the concept that Japan was ‘democratic’ and that it was still largely ruled by élites, that there was political corruption, a desire to please America and a fear of Communism.

### **SECTION IV: REVOLUTIONS**

#### **Question 13 (495 Responses)**

This was the most popular question in this section and generally was well handled. It was a question involving a discussion of both revolutionary leadership and the importance of ideas and ideology. The better responses were able to distinguish between ideology and ideas and to show why these may have been, or not have been, important to particular revolutionary leaders. The following script illustrates these distinctions:

I disagree to some extent that leaders with ideas and an ideology are necessary for the outbreak of revolution. To make such sweeping generalisation overlooks the conditions and individual characteristics of a country prior to revolution. To analyse this statement properly, we must first define ideology. Ideology is a set of beliefs or dogma. Ideas are not necessarily the same thing as ideology. Ideas are more the baser aim and underlying motivation for the outbreak of revolution. Leaders are the people who channel and focus the revolutionary spirit of the people and organise the revolution. In Castro’s Cuban revolution, leaders and ideas were vital in the outbreak of revolution but ideology was not. Whereas in China with Mao’s communist revolution, leadership was vital as well as ideology and ideas.

Less able candidates generally wrote about ideology or the actions of individuals (Lenin, Castro) without fully addressing the question.

#### **Question 14 (189 Responses)**

This was the least popular question in this section although it lent itself to a variety of arguments from different periods of revolution.

The better responses were able to identify how various aspects of war, or the threat of war, influenced revolutionary patterns. Although many answers dealt with obvious examples such as France in the 1770s and the Russian Civil War, some scripts revealed quite sophisticated levels of analysis. In Cuba, the Bay of Pigs and then the Cuban Missile Crisis were cited as examples which help to solidify Castro's revolutionary role by appeals to nationalism and anti-US feelings.

### **Question 15 (372 Responses)**

- (a) This question lent itself to two types of responses. The better answers looked at the question and explained why revolutionaries in Russia and France used terror. These explanations included the need to strike at the credibility of the existing regime, as a tactic for a new revolutionary regime, to exert its authority, as a way for one group or person to increase their power and as terror assuming a life of its own. The weaker responses tended towards description and simply recounted events in Russia and France; for example, the use of executions and the role of secret police.
- (b) Like 15 (a) this question also had two types of responses. The better answers were those explaining why guerilla warfare was an important revolutionary tactic in China and Cuba, while the ordinary answers simply explained what guerilla activities took place. Many of the answers saw the importance of guerilla tactics when revolutionaries were not as strong as their opponents and how they could operate effectively in rural areas. The following extract from an excellent script reveals some of these arguments:

Guerilla warfare can also serve as an effective medium for propaganda and terror in furthering the revolutionaries' aims. Castro skillfully exploited the uncertainty surrounding his July 26 movement, in order to spread propaganda to ensure popular support and to discredit the Batista regime. In this respect the notorious 'Time' article of 1958, featuring a heroic and likeable, and definitely alive, Castro and his men in hiding in the Sierra Maestra, severely humiliated and discredited the Batista regime who had announced him dead. Mao pronounced the 'Long March' of 1933 to 34, a retreat of the Red Army, a 'manifesto, an agitation corps, and a seeding machine', to spread the propaganda of the Communist Party throughout eleven rural provinces of China. Both the guerilla armies of Castro and Mao acted as a tool of terror to demoralise and break the spirit of resistance in their enemy. Both Batista's Army and Jiang's Nationalist Army suffered severely from defections and desertions in the period of conflict leading up to revolution. Thus guerilla warfare is an extremely important revolutionary tactic due to the sheer versatility of its role, an effective medium of both propaganda and terror at the revolutionary leader's disposal.

### **Question 16 (224 Responses)**

This question provided considerable scope for candidates to argue for or against the statement. In both Cuba and China, for example, candidates could point to immediate and rapid improvements for most people after revolutionary governments took power in 1959 and 1949 respectively. But further government mistakes and external pressures also led to uneven results in the longer term. In both France and Russia improvements were more contentious depending upon the periods discussed and the groups being considered. Again weaker responses assumed either changes were for the better or worse without any real analysis.



## **2 UNIT PEOPLE AND EVENTS**

### **General Comments**

This was the first year Modern History, People and Events has counted as a Category B subject. It was disappointing to see the decline in students (approximately 700) attempting it, which was associated with this change. Despite the fall in candidature there was not a fall in quality and as in the past students at the top end would have performed very well in the 2 Unit Related paper and a number of excellent responses were received.

The paper was seen as a fair and an equal test for all students. All students had an opportunity to demonstrate what they had learned and enabled better candidates to show their ability. As in the past a large number of students chose the wrong combination of questions. These were not groups of students but individuals who attempted questions which they had not studied in class or had done as a Preliminary study.

Twentieth Century Germany remains the most common, non compulsory question on the paper. In the elective studies there was again a slight decrease in the number of candidates attempting Modern World Studies, and Nineteenth Century USA is now the second most popular question in this section.

### **SECTION I: CORE STUDY – WORLD WAR I (COMPULSORY)**

#### **General Comments**

The sources were easily understood by candidates. Students generally do much better in part (a) of the comprehension question. This year this part had a higher value (12 marks) than in the past and consequently students did better overall as a result. Some students still have trouble analysing sources but this question is a good discriminator for better students.

A small number of students are still not adequately allocating time to question value and are spending unnecessary time on questions worth 1 or 2 marks and writing too little on questions worth 10 marks.

<b>QUESTION 1 Part (a)</b>
(i) 1918 (1 Mark) (ii) 1916 (1 Mark) (iii) 1 Mark for any of the following Trench foot, frost-bite, trench-fever, sores, lice, running noses/ eyes (from gasing), shell shock (or listed its side effects) (iv) Brotherhood / Comradary etc (1 Mark) (v) 1 Mark for each of two of the following <ul style="list-style-type: none"><li>• Red Cross succoured the sick and wounded</li><li>• Repatriation Committees care for those who returned</li><li>• Comfort Funds have looked after men in the trenches</li></ul> (vi) 3 Marks (see scale below)
<b>Level 1 (0 Marks)</b> Totally erroneous and irrelevant.
<b>Level 2 (1 Mark)</b> Establishing a link without identification of sources, eg 'women help men'. OR Describing one or two sources without a link.
<b>Level 3 (2 Marks)</b> Clearly identify both sources and one link, eg Red Cross giving to sick and wounded is only one link
<b>Level 4 (3 Marks)</b> Clearly identify both sources with one or more links well developed To gain 3 marks the response will be more sophisticated and / or descriptive

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

**Core Mark Scale 1998**

**QUESTION 1 Part (b)**

Use your own knowledge and at least three sources to explain the differences between Australia's men's and women's experiences during the war

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

**Level 1 ( 1–3 Marks)**

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

OR

Answers which simply describe sources but do not mention any own knowledge.

OR

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

*To get more than 3 marks candidates must have drawn a basic conclusion about the differences between man's and women's experiences.*

**Level 2 ( 4–6 Marks)**

Answers which refer to two or more sources and draw some conclusion about men's and women's experiences

*To get 6 marks candidates must include some own knowledge and refernece to at least 3 sources*

**Level 3 ( 7–9 Marks)**

More meaningful refernce to 3–4 sources and use of more relevant own knowledge.

At least 3 sources must be used to provide evidence to explain the difference between Australian men's and women's experiences during the war.

*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.*

**Level 4 ( 10 Marks)**

Answers which link detailed own knowledge with evidenec from at least 3 sources to provide comprehensive / sophisticated conclusions about men's and women's roles in the war.

**QUESTION 1 Part (c)**

Use your own knowledge and at least three sources to explain the differences between Australia's men's and women's experiences during the war.

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

**Level 1 (1–2 Marks)**

Answers which refer to one or both sources in a superficial and / or generalised way.

OR

Answers which refer to the general liability OR usefulness of sources without specific references to Sources B or C.

OR

Answers which describe sources without any reference to reliability or usefulness.

**Level 2 (3–4 Marks)**

Answers which discuss reliability or usefulness of both sources.

OR

Answers which discuss reliability and usefulness of both sources but not well.

Answers which discuss reliability and usefulness in both sources effectively will be awarded 4 marks.

**Level 3 (5 Marks)**

Evidence of a judgement of the degree of reliability and usefulness of each source.

## Question 1

### *Part (a), (i)–(v)*

Part (a) (i)–(v) was generally answered very well by the candidates. The sources enabled the majority to give clear responses. The following sample script shows how full marks can be obtained by using lists, key words and summary points:

- (a) (i) 1918
- (ii) 1916
- (iii) (a) trench feet
- (b) trench fever
- (c) frost bite
- (d) lice
- (iv) Brotherhood
- (v) (a) The care for those who return (Women's Repatriation Committee)
- (b) The Comfort Fund looks after the men in the trenches.

### *Part (vi)*

Most candidates referred to Sources C and D. Better candidates were able to develop successful links between the two sources. This is evident in the following script:

Source D is a photograph of Red Cross workers giving aid to wounded soldiers. The workers are women, playing a helpful role in the Australian war effort. It supports Source C's description of the work of the Red Cross and the women who performed it.

### *Part (b)*

Most candidates were able to use three sources adequately, although very few used the full range of sources (particularly, Source A's use was often erroneous).

The greatest problem with this section was a lack of students' own knowledge and their use of it to enhance what was already in the sources.

Some students still failed to identify the sources and made only implicit reference to them.

Only better candidates could discuss the role of women outside what was already evident in the sources. Some candidates seemed confused concerning the role of women in the work force within Australia.

Candidates were often unprepared or unaware of the role of men outside of the war front.

## Excellent Responses

Excellent responses integrated their own knowledge with evidence from at least three sources to provide comprehensive conclusions about men's and women's roles in the war. The following response demonstrates the candidate's ability to make a valid link between the sources content and relevant own knowledge.

Source C and Source D provide information regarding the experiences of women at the home front. Source C is a pro-conscription piece of propaganda written for the Sun-Herald 1916. At this point

the battle of the Somme ended and the army needed more men counting on the women to vote 'yes' for conscription.

### **Average Responses**

These candidates were able to use the sources adequately, but were only able to use a minimal amount of their own knowledge. Often candidates were unable to integrate this knowledge with the sources. There was often an imbalance in the treatment of either men's and women's experiences in the war. Sources may have been considered in a generalised fashion.

While Source B describes how men went through hell, they still had brotherhood that was always remembered. The men got a birdseye view of the war since they were actually there. While the women stayed home and helped where they could.

### **Below Average Responses**

These candidates usually only considered a limited number of sources if any at all. When sources were considered they were often dealt with in a trite way, retelling the content of the source. Candidates were awarded below average marks if they failed to use or make reference to the sources, despite having some relevant own knowledge. These scripts were often very brief.

The difference between Australian men's and women's experiences during the war were that men lost friends and experienced the horrors of war, examples of this were trench feet. Many had sores that would not heal. All men had head lice. They had to put up with all these conditions while trying to fight in war and survive. The experience that these men had was different to women in that. Women did not feel pain as much as men, however women did see the bodies and witnessed all of the horror of war. The women worked together to look after these men who fought in the trenches.

### **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 (eg Source C is a primary source and is therefore reliable). Better candidates are able to distinguish between the reliability and usefulness of the sources and discuss the significance of the origin and content.

The following is an extract from an above average response to this question:

Source C on the other hand is a useful account as it provides an insight into the type of propaganda at the time. It is not reliable though because it is a propaganda article and gives a bias view at how the situation is. Although it is not an accurate source, it is still useful for a historian who only wants an Australian view of wartime experiences.



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

### **General Comments**

The number of candidates attempting Twentieth Century Germany continues to climb, rising from 71 percent in 1997 to 78 percent in 1998. Russia remains the second most popular choice but was only attempted by 11 percent of students (18 percent attempted it in 1997). The USA is third with 6 percent. Less than 5 percent of candidates attempted the remaining questions. In descending order of popularity these were China, Australia, India, Japan then Britain. The number of candidates attempting these less popular options is so small that individual school numbers each year have a great bearing on this rank.

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

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

**NOTE:** Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.

### Question 2 (24 Responses)

- (a) Most students focussed on events involving the New Guard; for example, the Berrima jail plot, the bashing of Jock Garden, and the disruption of the Sydney Harbour Bridge opening, rather than discussing its activities and using these events as evidence of them. Better students linked the aims of the organisation to these activities and examined them in some detail.
- (b) Most students provided a biography or chronology of events of Margaret Tucker's life. Better students attempted to discuss the contribution she made to Australian society, particularly focussing on the Aboriginal community.

Margaret Tucker worked hard to have the rights of Aboriginal people raised and to bring them and the white community toward reconciliation. In the 1950's and 60's she founded the United Council for Aboriginal and Torres Strait Islander Women. She was even invited, in 1957 to attend, as aboriginal delegate the Moral Rearmament Training Centre in America.

- (c) A well answered question. Students understood and could relate the series of clashes between Lang and the Federal Government, initially beginning with Lang's refusal to pay interest on debts to Britain and culminating in his challenge to the Federal Government's economic control.

### Question 3 (24 Responses)

- (a) Most candidates spoke about the role of women in very general terms, without providing specific examples of their work / responsibilities. A small number of students highlighted their changing role as the war raged on and evaluated their contributions.
- (b) Answers were very general and did not provide detailed, specific information. Most students spoke about the passing of the National Security Act, the introduction of conscription and the change in the direction of Australia's foreign policy, and the fact that Australia began to look to the USA rather than Britain.
- (c) This part was not well handled. Many answers simply said 'because we were at war with Japan'. Better answers listed a range of reasons/motives, for example, the strategic importance of Darwin; as a show of force; to distract Australia's attention from their attack on New Guinea; because it was the natural extension of its expansion in the Pacific.

### Question 4

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

### Question 5

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

### Question 6 (25 Responses)

- (a) The question was very clearly worded and was not open to misinterpretation. Most candidates started their response with events around 1925 and continued to the Nationalists departure from the mainland. The question was only a satisfactory discriminator as it allowed students to virtually give a timeline of events from Jiang Jieshi's life, rather than select a few events and explain their significance.

- (b) A very difficult question that few candidates adequately answered. Candidates tended to discuss Pu Yi's power throughout his life until 1945, rather than just the Manghuguo years. Most candidates described him as a puppet of the Japanese, few described his desire to be emperor and only the very best explained how the Japanese used him as a figurehead for their rule.
- (c) This section often elicited better responses than part (b). Many candidates were clear on the chain of events and the resultant political situation.

### **Question 7 (25 Responses)**

- (a) All candidates started the question from 1920, and none referred to the May Fourth Movement. Many candidates wrote too much about the Long March, in comparison to other events in CCP history.
- (b) Most candidates were able to give details of the Long March, while the better candidates concentrated on why the March was significant. Most candidates also recognised that the March saved the Communists from capture by the Nationalists and exposed the peasants to the philosophy, theory and practice of the CCP, thus gaining crucial peasant support. The better candidates also mentioned that the Long March taught the Communists useful guerilla tactics that proved to be essential when fighting the Japanese and the later civil war.
- (c) Most students referred to the large number of peasants willing to fight the Japanese, but few referred to any skills they brought with them, eg local knowledge, ability to spy, cope with hardship etc.

### **Question 8 (2150 Responses)**

- (a) The majority of candidates were able to display a reasonable knowledge of the main experiences suffered by the Jewish community during the 1930s. However, many went beyond the 1930s and into the 'final solution'.

Average responses mentioned a range of abuses (eg Crystal Night, Nuremburg Laws, Sarah/Israel name changes) suffered by the Jewish community, but lacked a sense of chronology or detail.

Better candidates showed that there was a gradual escalation from 'petty apartheid' and 'random attacks' to the systematic and legislated persecution of an entire community.

Legal measures against Jews were at first petty, humiliating and degrading to the Jewish community. Such measures included ... But as the popularity of the Nazi party grew, the legislation against Jews grew harsher.

Some candidates also gave an indication of the ideology behind the abuse of the Jewish community, even pointing out their role as scapegoats for politicians such as Hitler.

Anti-Jewish feeling further increased as Hitler used them as scapegoats for everything that went wrong in Germany, such as the loss of the war, the depression and Germany's hyper-inflation. People were taught that the Jews were the root of all evil, that they had to be stopped and that the Aryan race was superior.

A few students went into such depth that they acknowledged the fact that anti-Semitism was not something that was created by Hitler, but used by him. They also pointed out that many felt it would pass and so stayed in Germany, while many others fled.

- (b) Students had some difficulty coming to terms with a balanced response, considering the 'changing role' aspect of the question. Better answers explained Hindenburg's role in WWI, military dictatorship with Ludendorff in 1916 and his part in the surrender and signing of the armistice.

By 1916, Hindenburg had been promoted to Field Marshal and by the end of that year the Kaiser was doing as Hindenburg told. As war progressed and the stalemate continued Hindenburg was looked to, to deliver victory ...

Hindenburg made unpopular decisions but the unpopularity never rubbed off on him. It was Hindenburg who said 'sign the armistice' but the democratic politicians of the time received the blame ... By the time of his second retirement, Hindenburg was a national hero, a symbol of the old, undefeated glorious Germany.

Better responses were then able to discuss Hindenburg's changing role from military hero to politician and his election as President of the Weimar Republic in 1925. Some students were able to discuss his ability to uphold the democratic constitution in spite of his monarchist leanings.

As president, Hindenburg disagreed with the democratic policies on which it was based but accepted it ... He disliked the government, he was still loyal to the old Germany, but he was willing to make the government work. The army, since Hindenburg was President, also became more tolerant of the government.

Very few candidates were able to comment on his presidency between 1925–1929. Those that did were able to link his signing of the Young Plan (despite his personal disapproval) to illustrate his support of the democratic constitution and Weimar Republic.

In 1925 Ebert died. Hindenburg became President. Hindenburg supported chancellors such as Marx and Stressemann who aimed at reconciliation with France. He supported the signing of the Young Plan which settled German reparations and brought about the dismissal of the army's commander in chief.

Most candidates were able to discuss Hindenburg's age and his growing reliance on his key advisers and his dismissal of numerous chancellors in his pursuit of solutions to Germany's economic problems in the early 1930s. Very good responses were able to discuss Hindenburg holding out against Hitler in an attempt to maintain the democracy, despite the fact that his overuse of Article 48 actually eroded democratic government with the introduction of rule by Presidential decree.

Finally, students were able to mention his role in restraining the excesses of Hitler 1933–1934 despite his age and his ultimatum to Hitler to deal with the SA prior to his death.

- (c) Candidates generally answered this question competently. Most candidates mentioned 'passive resistance' and hyperinflation in identifying the shorter term results of the occupation. Better candidates were able to discuss the continuing effects of passive resistance and hyperinflation by identifying the longer-term political effects, eg the Munich Putsch, the introduction of the Rentenmark and the Dawes Plan. The most skilled candidates presented information logically, demonstrating cause and effect with detailed content.

Germany ceased reparation payments and chancellor Cuno called for passive resistance of those in the Ruhr. Germany's inflation escalated into hyperinflation. This caused a 25% unemployment rate, the German mark was now worthless and those living off fixed incomes and life savings suffered the most because their hard earned money was now worthless.

Strikes were common and acts of sabotage and violent attacks by groups such as the Freikorps became common.

In the longer run the results of the Ruhr occupation would be the Dawes Plan in 1924 which gave the promise of loans to Germany and lowered the reparations payment. This arrangement brought great relief to Germany and led to a period of prosperity.

Weaker responses tended to concentrate on the events leading to the occupation without sufficient reference to the results. They also lacked sufficient content to establish a connection between events and results.

### Question 9 (2150 Responses)

- (a) Despite this being a very straightforward question, many students were unable to provide the necessary detail to answer the question.

Good responses covered the whole period and focussed on the important events: early life, war experience and subsequent disillusionment with the signing of the Treaty of Versailles, joining the Nazi Party, the Beer Hall Putsch, gaol experience and writing of *Mein Kampf*, consolidation and rise of the Nazi Party (1924–29) and eventual appointment as Chancellor.

Excellent responses were able to have a logical connection between such things as the electoral success of the Nazi Party due to the economic depression and Hitler's appointment as Chancellor. Weaker students spent far too much time on detailing his early life, missing important events and consequently finishing with a too generalised statement about his appointment as Chancellor. A weakness in many responses was a failure to examine the period 1924 to 1929 and to go beyond his appointment as Chancellor in 1933.

On Hitler's release Germany was enjoying a period of political, democratic and economic stability. The Dawes plan of 1924 ensured Germany foreign loans. This period was difficult for Hitler. During this time he aimed to build up the Nazi Party.

When he got out of jail he reorganised the party. He re-established and strengthened his personal bodyguard, to reinforce his personal control of the party and set up the Hitler youth groups. When the depression hit he was able to manipulate the situation. He blamed the Weimar Republic, Jews, and Communists and added that if he had power an atrocity like this would never effect Germany. As a consequence his support grew from 12 seats in 1928 to 107 in 1930. This jumped to 230 by 1932. Hitler was now in charge of the most powerful party in Germany. With the help of Von Papen, Hitler was finally appointed Chancellor of Germany on January 30th 1933.

- (b) Most students had a reasonable knowledge of the various Nazi youth groups. This included how youths were organised by age as well as the various activities of both boys and girls. However, many candidates found the question challenging. They did not understand that the word 'response' required them to consider the reactions of German youth to being recruited and organised rather than simply detailing activities.

A large number of candidates acknowledged that most of the youth responded positively, even enthusiastically, to the groups and their activities:

The youth of Germany responded well to these Nazi youth groups as many thousands and thousands enrolled. They believed in the Nazi way, and enrolled to do their bit for the future of Germany.

The better candidates acknowledged that though membership of the groups was compulsory by 1936, 20% never joined:



By the late 1930's over 80% of the youth had enrolled. However, there were still 2.5 million not enrolled. These children believed that the Nazi youth groups were not for them and consequently opposed them.

The best responses detailed the rebellious activities of such groups and explained why they existed:

The Edelweiss Pirates roamed in gangs attacking and provoking fights with the various bands of Nazi youth groups. Another group opposed to the conformity of the youth movement was the White Rose.

- (c) Most candidates could give adequate descriptions of event leading up to and on the 'Night of the Long Knives'. Poorer students limited themselves to this point. Better students understood the leadership of Rhom, the composition of the SA, Hindenburg (and even big business), antagonism to the group, the threat to Hitler's power, and the raised status of the SS as a result of their participation of the purge. Some candidates could supply accurate information on the proceedings immediately prior to and following 30 June, 1934.

Better students could demonstrate the connection between the SA and Hitler's changed perception of its usefulness. They stated that the SA was an impediment to Hitler gaining control of the army and detrimental to big business interests. They also made the point that President Hindenburg pressured Hitler to dissolve the SA. They stated that the factor which caused Hitler to act against the SA was its threat of a second revolution.

The 'night of the Long Knives' changed the Nazi Party in a number of ways. It consolidated Hitler's power and made the Nazi Party the total ruler of Germany. The Night of the Long Knives removed any threats or opposition to Hitler eg. Rohm, Strasser & Catholic leaders. It gained Hitler, Hindenburg's support. This changed the Nazi Party approach because without Hindenburg's, Hitler wouldn't be able to implement his policies and achieve his long term goals.

### Question 10 (23 Responses)

Quality and depth of responses showed a remarkable improvement over last year, in spite of the fact that (a) and (c) require an analytical approach.

- (a) Most candidates satisfactorily described the Amritsar Massacre. Better candidates outlined the political background on the eve of the massacre as well as the impact of the massacre on the freedom struggle. As in previous years most candidates mentioned these people as Hindus. Only two candidates mentioned them as Sikhs.
- (b) Most candidates interpreted the question as 'how was Mahatma Ghandi so important?' The question warrants a most sophisticated answer. A few students successfully used the characteristics of Gandhi as unique or special in the struggle for independence.
- (c) Most candidates attempted to narrate the social conditions of 'untouchables'. A few students responded brilliantly by linking the social reforms to the overall political advancement.

### Question 11 (23 Responses)

- (a) Most students narrated the main events in Jinnah's life. A few students analysed the turn of events and ideologies of Jinnah. Two candidates attempted to evaluate Jinnah in a negative way. Most candidates discussed the main events in his life chronologically.

- (b) Generally this question was not answered in detail. Most candidates mentioned the Hindu-Moslem conflicts and differences. Better candidates described the different ideologies of Congress and the Moslem League. Candidates should mention the historical conflicts between the Moslems and Hindus as well as the failure of the British (Indian Government) attempt to bring agreement between the Congress and the Moslem League.
- (c) This was not a popular question. Most candidates mentioned the activities of the Moslem League. Only better candidates linked those activities as part of India's struggle for independence.

### **Question 12**

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

### **Question 13**

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

### **Question 14 (300 Responses)**

- (a) The better candidates examined the question in its broader context. These students showed analysis, and they were able to highlight how events contributed to the fall of Tsar Nicholas II. Average students did not show a knowledge of the link between cause and effect, which would have improved their basic description of Tsar Nicholas II. Students were inconsistent in the way in which they defined the time period of the fall. Better candidates went beyond the narrow focus of 1917.

The many problems the Tsar faced in 1914 were temporarily forgotten when WW1 broke out. Russia experienced a burst of patriotism but this didn't last long when they met with military defeat. The Tsar soon lost any support he had through political and personal failure, economic conditions and military defeat. The decline in the Tsar's authority began back in 1904 with Russia's military defeat at the hands of the Japanese. In 1905 things got worse with the Bloody Sunday massacre. Strikes and threatened revolution forced the Tsar to form a Duma to give the people a say in government. The living standards of the people too were going downhill and demands for land reforms were a common cry from the peasants.

A number of descriptions failed to go on to adequately describe the circumstances which brought the Tsar's downfall. Answers which adequately described the long term causes of the Tsar's fall often did not treat the events of March 1917 with the same detail.

- (b) The candidates who simply listed the various names given to the secret police were limited in the marks they received. The average candidate did not differentiate between Lenin's and Stalin's use of the secret police in describing their role. Better students did.

Under Lenin the secret police was used to consolidate the power of the Bolsheviks and keep them in supreme control. It protected the party. Stalin used the secret police to control the party, to maintain his personal control.

- (c) Candidates showed a general ability to respond in adequate length to this question; however, weaker responses told Trotsky's life story and failed to address the question of how important Trotsky was to the Bolshevik revolution. A significant number of candidates dealt with Trotsky's ongoing involvement with the Revolution, including the Civil War and his subsequent exile.

Trotsky was a loyal member of the communist party. Trotsky was important in orchestrating the take over at key points in Petrograd during the Bolshevik revolution including the central telephone exchange, railways and post offices. Trotsky was a brilliant strategist and a compelling speaker.

### Question 15 (300 Responses)

- (a) Candidates showed a good understanding of Stalin's life and rise to power. However, the better candidates were able to distinguish the difference between gaining leadership and forcing control. The question asked candidates to concentrate on the major events of the 1920s and the stronger responses did this.

By 1918 Stalin was given the position at Commission for nationalists. In 1922, Stalin was promoted to General Secretary, which was considered a tedious, and sanitary job by most but it allowed Stalin the opportunity to elect and replace members of the party. Stalin went on to stack the party with supporters which was an important move in his steps to power.

- (b) Weaker responses tended to state that all of Russian society was affected by the Purges. The better candidates were able to nominate and assess specific groups within Russian society. A significant number of candidates dealt only with how the Purges affected the Kulaks.

The specific groups that were ostracised and discriminated against during the Purges of 1936-38 (believed to have begun with Kirov's assassination in 1934) were the Kulaks, religious sector, homosexuals, those accused of being Trotskyites, competitors for leadership and people in the wrong place at the wrong time. The main affect of the Purges was to strike fear into the hearts of most Russians. Citizens were either always watching their backs or always on the lookout for 'enemies' of the state.

- (c) Candidates demonstrated sound knowledge of the situation the Kulaks found themselves in under Stalin. A number unnecessarily devoted a considerable portion of their response to describing Kulaks life under the New Economic Policy. Better responses actually addressed the question of why did Stalin want to eliminate the Kulaks and discussed his need for industrialisation, an industrial work force, agricultural reform and greater control of the Soviet Union.

Stalin planned to collectivise the peasants into 'Kolkhoz' ie collective and/or State farms, so that they could benefit from the use of modern technology in farming and also the larger plots of land. This would increase productivity and create the capital needed to start industrialising.

### Question 16 (183 Responses)

- (a) Generally candidates failed to address the question of the 'role' of the Klu Klux Klan. Most students merely described the activities and appearance of the Klu Klux Klan, resulting in a simple narrative-type answer.

The better answers included aspects such as the political, economic and social role of the Klu Klux Klan, mentioning points such as White Anglo-Saxon Protestants (WASP) and the values of the old South, patriotism and mentioned specific events and personalities.

The Klu Klux Klan played an influential role in American society as they used fear, intimidation and violence to try and enforce the kind of America it wanted. The Klan also managed to gain political power, as many men in law enforcement were Klan members. The Klan's role was its aim in enforcing white, Anglo Saxon, Protestant values and beliefs. Anyone who did not conform to this description became targeted. Many people, such as judges, police and juries were threatened by the Klan and intimidated, although a majority

of them sympathised with the Klan's ideals which is how the Klu Klux Klan gained such a large following.

- (b) The question leant itself to a general dissertation of the conditions during the Depression in America. The better answers distinguished between the conditions of the rural poor and those of the urban poor. These answers also included discussion of 'black' unemployment and the 'bonus' army.

The black community suffered the most as they were normally the last to be hired, first to be fired. They had very little chance of getting work. For the farmers their once thriving 15 billion dollar industry, shrank to 5 billion. This was as early as the mid 20's. By the depression they were already suffering. Many had to sell up and move to look for work. Many ended up in Hoovervilles.

- (c) This question was well answered. Most candidates recognised the link between prohibition and the consequential increase in crime. The best students wrote of gangsters and speak easies and judicial corruption as well as the institutionalisation of corruption. The better students also recognised that the general populace did not support prohibition.

### Question 17 (183 Responses)

- (a) The majority of students had a good knowledge of the importance of Roosevelt's policies in the 1930s and how they led the USA to recovery. Generally students dealt with the Depression and Roosevelt's subsequent policies within the New Deal very well. The best answers went further and substantiated Roosevelt's achievements in leading the USA in the period where they moved from being isolationist to being the protector and defender of democracy.

Under Roosevelt the USA introduced 'cash and carry', providing Britain and France with much needed war supplies to fight the war, at a cost. When financial problems overtook Britain, Roosevelt then introduced the lend - lease scheme. This allowed the allies to borrow equipment. Roosevelt also participated in a series of conferences with the other war-time leaders. One of these was the Teheran Conference in 1943. Another, the Yalta Conference was held in 1945. These conferences helped the allies plan war strategies as well as post war initiatives.

- (b) Many students struggled with this question. Most students were able to detail the major events in the Pacific War and Macarthur's role in this; however, few students could actually link them in a concrete way to his importance. Many students had prepared responses that limited their ability to critically analyse his importance. The best students focussed on his importance, not just what he did.
- (c) Most students were able to outline the actual events of 'D Day' well. Few mentioned the planning prior to 'D Day' adequately. The best students were able to judge the events of 'D Day' and the USA's contribution to it. Very few students were able to weigh up the relative importance of contributions made by other allied powers.

US involvement in D-Day was vital to its success. The US plan was to link the beach heads of Utah and Omaha beaches at the estuary. The US contributed nearly 80,000 men. The US also contributed most of the military equipment, including artillery and tanks. The landings at Utah, at 6.30 am were a total success. twenty three thousand men were landed with few casualties. The landings at Omaha did not go as well. The pre bombings were not successful. Equipment bogged down on the beach. The soldiers became pinned down below the steep cliffs. Despite these obstacles they achieved their objective by the end of the day. By midnight on the 6th June the two beach heads had been linked. This strategy was vital to the success of the entire operation.

### **SECTION III: ELECTIVE STUDIES**

#### **General Comments**

Unlike the Twentieth Century studies there is a wide range of questions attempted in the elective section. The decline in recent years in Modern World Studies stabilised somewhat this year. The number of candidates attempting Modern World Studies dropped to 40 percent (1997 — 44 percent, 1996 — 58 percent). Indochina (17 percent) remains the most popular single question; however, Nineteenth Century USA now ranks second (14 percent). No students attempted Nineteenth Century India. In descending order the popularity of questions was:

- Indochina
- Nineteenth Century USA
- Nineteenth Century Russia
- Arab Israeli
- US Soviet Relations
- China
- Australia
- Japan
- Britain
- Germany.

## 2 Unit People and Events Modern World Studies Mark Scale 1997

Category A		Category B		Category C	
8-7-6		5-4-3		2-1	
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 and 7 may contain minor errors or may be less detailed.</i>		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>		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>	
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 and 7 may contain minor errors of fact and irrelevance.</i>		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>		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>	
4		3-2		1	
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>		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>		Part (c) One or two disjointed facts with little relevance.	

**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.



**Question 18 (236 Responses)**

- (a) Most students were able to describe the work of early squatters. Nevertheless, many misunderstood the meaning of the term 'role' and therefore had difficulty describing the various aspects of the role played by squatters in Australian colonial life. Better candidates were able to describe the squatters' relationship with the Aborigines and their growing political, social and economic influence on the colony.

Gipps was merely addressing British law and acting upon it in a way that it should have been. Hence when the public saw the second trial of seven (of the twelve), they were scared. Gipps felt that the hanging of the seven men was necessary in order to not only make a stand for British government, church groups and humanitarians, but it also made a stand against the extremely vocal and wealthy squatters. These men thought that it was okay to kill aborigines purely because they weren't white. This was an extremely important example for the settlers.

- (b) Students had a thorough knowledge and understanding of the massacre and the trials that followed, but had difficulty explaining their impact. Better answers discussed the event and its effect on colonial European society, the Aborigines and government policy.

Gipps was also faced with enormous pressure from British Church and humanitarian groups. However Gipps was also in demand for a retrial, under his own feelings of justice and fairness for the sake of the dead aborigines. It is with these pressures and justice feelings that Gipps was persistent in pressing for a retrial which had a large impact on society - which meant that the law was impartial and would be upheld.

After the trial a wave of anti-aboriginal feeling swept the country. People were outraged with the fact that killing an aborigine was even considered a crime, let alone a capital one. There was an increase in violence and hatred towards aborigines and a subsequent increase in violence and retaliatory murders delivered by the aborigines also, particularly in the Myall Creek area.

- (c) The majority of students showed good general knowledge of Caroline Chisolm's achievements. However, many wrote a descriptive response and failed to evaluate her influence on colonial society. Better answers were able to discuss her influence and used her achievements to support their answers.

Caroline Chisolm was effectively able to influence colonial society through her numerous immigration schemes, her Female Emigrants Home and of course, the establishment of the Family Colonisation Loan Society in 1848. She was able to influence the society by writing letters to newspapers and prominent citizens. She continually hounded the government to help her and to allow new ideas to be followed through.

**Question 19 (107 Responses)**

- (a) Many students simply provided a chronological outline of Queen Victoria's life. Most could provide a number of reasons why she was important. Better students provided specific examples, eg European connections, role model, Albert's influence, her relationship with specific Prime Ministers and her influence on them.

Queen Victoria was seen to epitomise and set the standard for the society she ruled over. Her influence was extensive among her subjects, family and parliamentary ministers. Queen Victoria set moralistic standards among the British and brought attention, with the help of Albert, to the plight of the less fortunate.

- (b) Students had difficulty defining the phrase 'in what ways'. Some described methods that were used to improve conditions, others contrasted before and after. Better students classified the changes into economic, social and political and provided specific information about them, eg the acts that were passed.

Living and working conditions were dramatically improved during the nineteenth century. There was opposition surprisingly to change initially because the wealthy knew they would have to pay for them but after a serious outbreak of cholera, the demand for change and improvements grew.

- (c) This question was handled better than parts (a) and (b) and was often longer although worth less marks. Few students wandered off the topic, describing the Exhibition. Students wrote about national and international results and classes of society as well as economic successes. Better answers discussed a range of these.

The Great Exhibition of 1851 served to highlight how industrially advanced Britain was in comparison to other countries ... The Great Exhibition was socially, financially and politically an astounding success ... The Great Exhibition contracted the gap between the rich and the poor and heightened awareness of different eschelons in society.

### Question 20 (288 Responses)

- (a) Most candidates were able to relate several events related to the outbreak of the Opium Wars, such as Lin destroying the opium or the Arrow Incident.

In 1839 the emperor appointed Lin Zexu as the Imperial Commissioner of China which gave him power to destroy stocks of opium and control of the Chinese navy. When foreigners arrived with the stocks of opium Lin demanded they be handed over and made the traders sign bonds. These bonds stated that the foreigners would now be under China's legal jurisdiction. Elliot handed over the opium but refused to sign the bond. Lin publicly burnt 20,000 chests of opium.

Better candidates were able to narrate the immediate events leading to the war such as Elliot going to Hong Kong and the fight involving HMS Volage. Most candidates dealt with events leading up to both wars although not enough emphasis was placed on the second war being a follow on from the first war and the Treaty of Nanking. Better candidates were able to discuss the underlying concepts of different values held by Britain and China especially in relation to trade.

- (b) A number of candidates discussed Ci Xi's attitude to the West and reform without mentioning any change. Others discussed change but failed to support their view with any significant reference to the events of the period, eg 100 days Reform and the Boxer Rebellion and how they illustrated Ci Xi's attitudes and / or caused them to change. An example of a very good response:

Ci Xi influenced the self strengthening movement by placing head reformers in provincial posts where their influence could be controlled and limited. She also balanced reformers with conservatives. Ci Xi's influence led to the failure of the self strengthening movement. Ci Xi was so anti – reform that when Emperor Guangxu issued reform edicts in the One Hundred Days Reform, she organised a coup and had him imprisoned and the lead reformers executed. Ci Xi had these attitudes to the west because she wanted to maintain her power. In the period from 1901-1908, Ci Xi changed her attitude however. She became pro-western. This was after the failure of the Boxer Rebellion. Ci Xi realised that in order to maintain her power China must modernise and Reform.

- (c) Poorer candidates gave only a short response indicating that China was defeated again, while the better candidates were able to quote the provisions of the Boxer protocol, describe the late Qing Reforms and connect the Boxer Rebellion to the eventual collapse of Qing and the imperial system.

The main results of the Boxer Rebellion in 1900 were the signing of the Boxer Protocol, the implementation of the US Open Door Policy and the late Qing Reforms. The terms of the Protocol were that the guilty participants had to be punished, China had to pay an indemnity

of 67 million pounds, the Chinese government had to formally apologise for the Rebellion and forts protecting Beijing had to be destroyed. The large indemnity restricted China's economic growth.

The US implemented an Open Door policy which gave all nations access to the Chinese markets. Although not many used it. After the defeat of the Boxers CiXi implemented the Late Qing Reforms as she realised China must modernise and reform in order for her to retain power.

### Question 21 (40 Responses)

- (a) The question was well understood by the majority of the candidates. Most were able to narrate Prussia's three wars of conquest and make some valid conclusion about their impact concerning increased power.

Better candidates were able to link Bismarck's restructuring of the Prussian military and industry to his plan for Prussian dominance amongst the German states.

- (b) This question was generally poorly answered. Candidates often did not recognise the link between Germany's rapid industrialisation and the growth of the social movement. A lack of knowledge concerning socialist parties and leaders was also very evident. Better candidates were able to plot the growth of socialism through the success of the SPD up to and including 1914. This question tended to discriminate more so than parts (a) and (c).
- (c) A very straightforward question that allowed the majority of candidates to achieve at least an average response. Better candidates were able to see more than merely German unification as the major result of the war. For example, knowledge of territorial gains; indemnities, revanchism etc.

### Question 22

No students attempted this question.

### Question 23 (170 Responses)

- (a) Most candidates were able to describe the features of the Meiji Restoration. The better students grouped these features into social, economic and political changes and gave accurate and detailed information in each of these areas.

They wanted to change Japan completely by bringing the values of the West into Japan and to keep the relations with the western countries in terms of trade and export, but also developing an army and an economy strong enough to resist any foreign attack or takeover attempt. As a result, Japan over this period of change, known as the Meiji Restoration, completely Westernised bringing significant changes in the areas of education, economic, political, social, and military and foreign policy.

The Meiji Restoration was a political move that ended the Tokugawa Shogunate rule (or as the Japanese would refer to it -the Bahufu). There was growing discontent among the people of Japanese society, especially as the Sumarai, who made up 6% of the population, had lost their original role due to the period of peace. Furthermore, disenchantment was rife due to economic problems, and the Japanese society, who was well aware of western ideas before the arrival of Commodore Perry in 1853, had become politically and socially ready for a change in politics (seen through sonno-joi - revere the emperor, expel the barbarian).

- (b) Candidates had a good understanding of the role of the Samurai in traditional Japanese society and the changes that occurred during the Meiji restoration. Above average

candidates were able to write in detail on the reasons for the change in status of the Samurai, giving examples of the impact of those changes.

The Meiji restoration had in store many changes that meant that the status of the (1871-76) Samurai lessened in importance as many of their privileges were taken away. The emperor Meiji delivered the charter oath in Kyoto in 1868. His aims were to abolish feudalism, to modernise the government, to industrialise. He learnt as much as possible from the western powers.

The greatest change in the samurai class began after the fall of the Tokugawa and the reinstatement of the rule of the emperor. The Samurai expected to be rewarded for their loyalty and obedience to the emperor. They were shocked to see the dramatic changes he introduced which led to the end of feudalism on which their privileged position was based.

- (c) The changes in Meiji Japan were well understood by most students. Better candidates distinguished between the influence of the emperor and his advisers showing the emperor as a figurehead.

He had a regent to rule on his behalf since he was only 14 years of age. He was the figurehead, (the emperor Meiji), and did not have complete power. A group of Samurai leaders really had the power and ruled on his behalf. These Samurai leaders were the main influence in the modernisation of Japan as a nation.

#### Question 24 (380 Responses)

- (a) Too many candidates merely wrote a description of Alexander's reforms, particularly Emancipation, without adequately linking these to Alexander's assassination. Better scripts were able to link dissatisfaction with Alexander's reform to the growth of revolutionary groups and activities. The best candidates were able to point out that Alexander responded to revolutionary groups by returning to a conservative, repressive approach to his rule. The culmination being Alexander's assassination. Below is an extract from a higher order script which sums up what the better candidates produced.

After a failed attempt on Alexander II's life in 1865 by Karakzzov, & several other attempts on his life the Tsar reformer became more and more reactionary, and spent less time in public. Any reforms he had introduced were incomplete, and remained that way because of his new reactionary ways. Revolutionary groups spawned from the discontent of the people. They had been promised reforms but things in fact became worse. Because there was no forum or outlet to voice their displeasure the people had to use unrealistic methods, like terrorism to be heard.

- (b) Candidates tended to handle this part better than (a). Many candidates repeated large amounts of information that they had used in part (a). Poorer scripts merely gave a description of emancipation as it affected the peasants without reference to the nobility. These scripts were very limited in scope.

Average scripts concentrated a majority of their response on the peasants with at least some attention given to the effects on the nobility and showed greater depth of knowledge than the poorer scripts.

The best scripts gave a more comprehensive analysis with more detailed reference to both the peasants and nobility.

The peasants got to buy four fifths of the land they previously farmed under the old system. And the land was usually the worst land the nobles had 'the beggars allotment'. After emancipation over half the peasants didn't have enough to feed their families and get by, and they had lost the benefits of serfdom, like the use of common pastures and woodlands. The nobles were worse off too. They had to give up one third of their land, and most weren't properly paid for it by the Government. They lost a source of labor and no longer received

dues. Their lifestyle didn't easily adapt, and many found themselves in deep financial trouble soon after emancipation.

- (c) This section was generally handled fairly poorly. A large number of candidates gave detailed accounts of the various revolutionary groups but failed to deal with the issue of how the Tsarist governments dealt with them.

Many responses were superficial and lacked depth of understanding.

Average candidates were able to identify the use of persecution, imprisonment and exile of dissidents to places like Siberia.

Better scripts went on to refer to the secret police, the 'Okarana', in specific detail and then support this with examples. These candidates pointed out that the Tsarist regime became more reactionary and that Alexander developed into a despot. The extract below was typical of the better candidate:

Many revolutionaries were exiled from Russia. Bakurik, Herzen, Nechayev all carried out great amounts of revolutionary activities from outside Russia, exile was not the best answer. Revolutionaries like Lenin were exiled to Siberia, as well as revolutionary authors like Sdenitzhyn. The Okarana, the Tsars secret police were very effective against the revolutionary groups. They often went undercover, infiltrating the Revolutionary groups and sabotaging them from inside. The Okarana also closed down or destroyed printing presses used to produce Revolutionary & anti Tsarist propaganda.

### Question 25 (390 Responses)

- (a) Most candidates could describe living and working conditions of the agricultural / plantation slaves. Some could briefly discuss the living and working conditions of the domestic slaves. A minority could mention the economic importance of slavery and the various systems.

They had to depend on them as industrialisation could not occur and social structures enabled them to feel superior. The slave system varied in its condition for slaves as there was plantation slaves (chain gangs and chores) and house slaves.

Average responses tended to generalise about working and living conditions and 'tales of woe'.

Slaves were treated as inferior beings, they were made to work very long hours in the fields, and women were faced with cooking and cleaning for the plantation owners families and sometimes being faced with rape.

- (b) Better responses were able to give supportive details to demonstrate how westward expansion contributed to the conflict of the Sioux Wars.

In the process of solving the 'Indian problem' the Government made many treaties with the Indians, beginning with the 'One big Reservation' Policy of 1832. This policy placed all the Indians into a concentrated area dividing Indian and free settlement and thus initially slowed the problem of Indian attacks.

Students were also able to name and date specific treaties and demonstrate how these were broken, which led to conflict. Average responses gave generalised descriptions of treaties with no specific detail and limited linkage to the question.

The American Government tried to compensate the Indians by numerous contracts and treaties.

- (c) Better responses were able to focus on the role of Lincoln as the leader of the Republican Party and that party's policies. They referred to his intention not to abolish slavery but to



oppose its extension. They were also able to link the economic rivalry between the North and South as contributing to the Civil War and how Lincoln was misinterpreted as being an abolitionist.

The South believed that Republicans were a sectional party and would set out to destroy their 'peculiar institution'. They felt they represented the North interests. They felt that if slavery was contained that the North would earn a majority and legislate against them destroying their way of life. So the South succeeded to form the Confederate States of America.

Average responses gave generalised details of Lincoln's career prior to the Civil War with limited analysis of the question.

The most important thing to Lincoln was to keep the Union of the United States together, even if it meant keeping slavery in the southern states. For Lincoln to get into Government was a great threat for southerners as they knew that he could abolish slavery. As the southern states knew this they decided to break off from the Union forming the confederate states.

### Question 26

- (a) Better candidates were able to discriminate between the four main disputes and were able to link the events as being disputes and to show how they contributed to Arab/Israeli relations in the time frame 1948–73. They were also able to demonstrate an awareness of the emergence of the Fedayeen resistance movement with emphasis on Arab nationalism.

Israel and its Arab neighbours lived with conflict between 1948 and 1973. When Israel was established in May 1948, just after Britain left Palestine, the Arabs reacted angrily to this violation and attacked Israel. This, the first war lasted more than a year, but Israel won – gaining 21% more land than the UN partition plan had granted it. This gave them 80 percent of old Palestine.

After the war the Fedayeen was set up. It was made up of Palestinians in refugee camps and aimed to win back the land lost in the 1948-49 war. Attacks and reprisals increased dramatically as did the casualties.

The Fedayeen attacks played a large part in Israelis intervention in the 1956 Suez crisis.

Average responses provided an outline of two or three events between 1948–73. The failed to cover and show an understanding of the entire period.

- (b) Better candidates were able to show extensive knowledge of the personalities and place their action within the military and political changes in the context of the 1980s.

Following the Intifada, Yasser Arafat announced that he recognised and accepted UN Resolution 181, indirectly therefore accepting and agreeing to the existence of Israel. The Intifada was a surprise it was not planned by the PLO. It was a spontaneous expression of dissatisfaction. Arafat realised that even the PLO needed to review its outlook on the problems they faced. His acceptance of the resolution was received well by some but caught most by surprise. Arafat realised that they had already tried everything to win Palestine back unsuccessfully. Israel still existed and was stronger. He was therefore going to get the land back by making peace and this changed the Arab – Israeli relation for the better. Progress though has been slow.

Average students provided generalised answers with little reference to specific events and focussing on the overall period.

- (c) Better candidates recognised crucial events within the timeframe, eg the Oslo Accord (1993), and gave an articulate analysis of the chronological period and the influence which these events had upon Arab/Israeli relations.



Tensions between the Palestinians and Israelis have changed both for the better and for the worse. Israel and Palestine signed the first Israel-Arab agreement in Oslo in 1993. This agreement allowed for Israel to give back the Gaza Strip and Jericho, for the Palestinians to set up their own interim Self Governing Body and to have their own police force look after the Gaza & Jericho. This agreement signed between Arafat and Rabin (Israeli leader) was a turning point.

Average candidates provided a general outline of some events with little analysis of the change in tensions during the period.

### Question 27

- (a) Better candidates analysed political, economic and military events in Indochina and demonstrated a clear understanding of the significance of 'turning points' such as Vietnamisation, Tonkin Gulf, Tet Offensive in Vietnam and the significance of French colonial rule and the battle at Dien Bien Phu.

During the time period of 1945-1954, France became heavily involved in the situation in existence in the care of Indo-China in many ways. France was involved not only politically in Indo-China during this time but also militarily and economically.

The talks themselves lasted for approx. 1 month with several decisions reached. Vietnam was to be divided along the 17th parallel, with Ho heading the North and Niem the south.

- (b) Better candidates were able to demonstrate the impact of American withdrawal in terms of economic, political and military effects and the impact that these had on either Vietnam or Cambodia and were able to support their arguments with specific details.

For Vietnam the results of the 3rd Indo-China war of 1970-79 were massive. Economic stress was prominent. Vietnam had not recovered from the war against the French, now economic sanctions from the west was the price of their victory against the Americans. Added to this was the new political tensions which grew in the area. China now saw Vietnam as a threat. There were a number of border disputes between China and Vietnam. Vietnam's agriculture was in turmoil. Agriculture was made worse because of the chemical Agent Orange that had destroyed vegetation and causing topsoil erosion. This was the main source of income for peasants.

- (c) Better candidates linked events to important characters or dates and were able to describe changing conditions in the country and to use statistics to support their analysis of that country's recovery.

Cambodia has attempted to recover from the Khmer Rouge and the Vietnamese occupation by holding new elections and attempting to make a democratic system of Government. In 1989 Cambodia was left in charge of Hun Sen, and had a badly damaged economy, and was also in desperate need of aid.

The Australian Foreign Affairs minister, Gareth Evans, proposed new elections be held in 1991. This was approved by the UN in 1993 and the elections were held.

### Question 28

- (a) Better candidates identified main events and were able to link these with the changing tensions during this period. Also, discussion of personalities helped to place the events in their political context.

The tensions between the USA and the Soviet Union from 1945 to 1962 were the Potsdam Conference, the Atomic bomb, Iron Curtain Speech, Truman Doctrine, Marshall Plan, Berlin Blockade, Bay of Pigs, Cuban Missile Crisis, U-2 Spy Crisis. In 1945 the big three super powers met at Potsdam Germany for the talks on the divisions of Germany, the war was over with Germany but the Japanese were still fighting.

After the war both powers had different aims. The US had plans to stop the spread of Communism, which was done by the 'Truman Doctrine'. The US also had a multi-million dollar aid package to Western Europe called the Marshall Plan. This was to help rebuild Western Europe. The Soviet aim was to create a buffer zone between Russia and Western Europe which would ensure Soviet Security.

Average responses could list events but demonstrated no linkage to the reasons why they created tension between the USA and the CIS.

At the end of the war Germany was divided into four sections. The East was for the USSR and the West was divided into three zones. One each for Britain, U.S. and French. Berlin was divided the same way.

In 1948 and 1949, Stalin, who had control over the East, cut off all land access to Berlin from the West. This was the first major area that could cause conflict since WWII. The U.S. decided to airlift Supplies into Berlin. This went on for nine months. In the end Stalin caved in. In 1949 NATO was formed as Stalin continued to create his buffer zone of Eastern European countries to stop invading Western countries from coming through.

- (b) Better responses dealt with different time phases such as 1963–69, 1969–72 and 1972–79 and could link these dates to the degree of change in USA–CIS relations. Better candidates were able to display their knowledge of the concepts 'brinkmanship' and 'détente' and how various treaties related to these concepts.

After the Cuban Missile Crisis, Kennedy whose personal rating had skyrocketed, introduced a hotline between Washington and Moscow. The world had come within a push of the button of nuclear destruction. Kennedy consequently sought an end to the arms race and the beginnings of limitation on them. In 1963 he promoted the Partial test ban treaty. No nuclear explosion above ground nor outer space were allowed after 1967.

Average responses gave general comments about events throughout the entire timeframe of 1963–81.

- (c) Better responses linked Yeltsin with specific events and could interpret and explain his influence on USA–CIS relations, providing knowledge to support their responses. Average responses made generalised comments which lacked specific detail and dealt with the more popular media scandals in the USA–CIS relations.

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