

BOARD OF STUDIES
NEW SOUTH WALES

1999 HSC
Modern History
Enhanced Examination Report

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Published by
Board of Studies NSW
GPO Box 5300
Sydney NSW 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9262 6270

Internet: <http://www.boardofstudies.nsw.edu.au>

March 2000

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ISBN 0 7313 4475 8

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1999 Higher School Certificate Modern History Enhanced Examination Report

Introduction

This Enhanced Examination Report seeks to provide teachers and HSC students of Modern History 2/3 Unit (Common), 3 Unit and 2 Unit People and Events with extensive comments about the 1999 Modern History examination and marking operation. The comments and relevant additional details should enable teachers and students to be better informed when preparing for the Higher School Certificate Examination. In particular, they should better understand:

- the manner in which the HSC examination is developed;
- the marking scales used in the examination marking operations;
- the manner in which the papers are marked and the organisation associated with ensuring marking standards;
- what constitutes an excellent response to particular questions compared with 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 Issues in Contention Today in Modern World Studies;
- what candidates should avoid in their answers.

Finally, this report is intended to recognise and acclaim 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 Operation

Selection

Markers are selected according to a set of criteria laid down by the Office of 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 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 in a marking team;
- organise briefing sessions;
- set and maintain standards;
- maintain a close watch on discrepancies and act promptly to resolve them.

A Coordinating Senior Marker manages each category of the examination. There are five categories (Core study World War I, 20th Century Studies, 19th Century studies, Modern World Studies and 3 Unit).

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 to rank each candidate's response to each question or part of a question in accordance with the criteria laid down in the marking 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 of marks available.

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 marking 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 made 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, by a Senior Marker, Category Control scripts to mark within their category. 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 and Reporting

Towards the end of marking, markers are asked to comment upon 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 year's set of questions.

Introduction to the 1999 Papers

This year the three examination papers were much better received than last year. The quality of the questions was fair and well understood, and they reflected the aims of the syllabus. The performance of candidates in the papers was quite sound and indicated that the majority of students are being prepared effectively for examination in this subject.

The following points need to be emphasised:

- Markers and Senior Markers commented very positively on the knowledge and length of answers given by the majority of candidates. There seemed to be an improved understanding of the content requirements of the courses.
- The marking scales used this year, which have been developed following much consultation and discussion, and the quality of the candidates' responses, were clearly comparable across all sections of the papers.
- 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 far too many cases, candidates answering the structured elective questions are still spending too much time on the (a) section.
- Once again, as for last year, markers commented on the quality of many of the 3 Unit scripts, which were outstanding.

The 1999 Examination Committee Operations

Each year the Board appoints an HSC Examination Committee to prepare its Modern History examinations. The 1999 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 1999 but had previous teaching experience at this level.

From mid-November 1998 until February 1999 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:

- they must address the relevant problems and issues, not the content outline in the syllabus;
- language should be straightforward and the questions unambiguous;
- questions should be able to be answered in the time available under examination conditions.

During this same period, the committee also nominated assessors for the papers from the list of practising teachers who indicated their willingness to assess the papers.

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

2 Unit (People and Events)

Introduction

The candidature this year increased to almost 2900 students, reflecting a recovery in numbers since its reclassification as a Category B subject last year. In the top range candidates displayed a comprehensive knowledge and understanding of personalities, events and groups studied. Their ability to analyse and interpret issues indicated that they would have performed very well in the 2 Unit Related paper.

The paper was a fair and equal test for all students. Students had the opportunity to demonstrate their knowledge and a large number of excellent responses were received. Again it was evident that students in some centres attempted areas they had studied as part of the Preliminary course and were unable to provide the necessary detail or complete all parts of the question. A small number of candidates selected wrong combinations of questions, most commonly the same nineteenth and twentieth century study.

Twentieth Century Germany remains the most popular non-compulsory question on the paper. Nineteenth and Twentieth Century USA are the two noticeable growth areas. The decline in the number of candidates attempting Modern World Studies has finally been arrested and has levelled out.

Section I – Core Study – World War 1 (30 marks)

General Comments

Candidates easily understood the written sources. Some confusion was caused by the two photographs in Source A, which some candidates inadvertently called Source A and B.

Part (a) was not a good discriminator as the questions were straightforward and simply required a list. The average for Part (a) was very high.

Part (b) was a good question enabling students to draw from the sources and to link them with their own knowledge. The students' ability to use both their own knowledge and the sources was the main discriminator here. Part (c) gave more direction this year. Students were able to talk about usefulness and reliability of the two sources but were also given the added directions of examining origin and content.

1999 HSC MODERN HISTORY 2/3 UNIT — Question 1B Marking Scale

<p>10 Marks</p>	<p>Level 5</p> <ul style="list-style-type: none"> – Answers which link detailed own knowledge with evidence from at least two sources to provide comprehensive/sophisticated conclusions about the destructive effects of trench warfare on soldiers and the environment at the Western Front. <p><i>This is an answer that is as good as could be expected under examination conditions.</i></p>
<p>7 – 9 Marks</p>	<p>Level 4</p> <ul style="list-style-type: none"> – Answers must refer to the destructive effects on both soldiers and the environment and use own knowledge and reference to TWO or more sources. <p><i>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.</i></p>
<p>4 – 6 Marks</p>	<p>Level 3</p> <ul style="list-style-type: none"> – Answers which refer to two sources and draw some conclusion about the destructive nature of trench warfare. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> – Answers which show relevant knowledge with implied reference to sources. <p><i>To get 6 marks candidates must include own knowledge <u>and</u> reference to two or more sources.</i></p>
<p>1 – 3 Marks</p>	<p>Level 2</p> <ul style="list-style-type: none"> – Uses own knowledge without a reference to the source. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> – Describes the sources but does not mention any own knowledge. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> – Does both the above in a simplistic way. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> – Refers briefly to only one source.
<p>0 Marks</p>	<p>Level 1</p> <ul style="list-style-type: none"> – Totally erroneous and irrelevant.

1999 HSC MODERN HISTORY 2/3 UNIT — Question 1C Marking Scale

5 Marks	Level 4 <ul style="list-style-type: none">– Evidence of a judgement of the degree of reliability and usefulness of each source. Answers must differentiate between the official and personal nature of the sources. Answers must also refer to each author.
3 – 4 Marks	Level 3 <ul style="list-style-type: none">– Answers which discuss reliability, usefulness and origin of both sources. <p><i>Answers which discuss reliability, usefulness and origin of both sources effectively will be awarded 4 marks.</i></p>
1 – 2 Marks	Level 2 <ul style="list-style-type: none">– Answers which refer to one or both sources in a superficial way. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">– Answers which refer to the general reliability OR usefulness of sources without specific references to Sources C or D. <p style="text-align: center;">OR</p> <ul style="list-style-type: none">– Answers which describe sources without any reference to reliability or usefulness or origin.
0 Marks	Level 1 <ul style="list-style-type: none">– Totally erroneous and irrelevant.

Specific Comments

Question 1

(a) Parts (i) – (iv) were answered well by the majority of candidates. Many students still need to learn that when asked to create a list from the sources, simple point form is all that is required to gain full marks. Fifty percent of students wasted valuable time by writing in narrative form.

(i) One mark for any of the following or similar, to a maximum of four marks:

- trenches
- fire step
- duckboards
- bayonet/rifle
- rations
- corpse/death
- fatigue
- cramped conditions
- barbed wire
- mud/fog/rain
- devastated landscape
- helmets.

Many candidates did not list four examples specifically from the source and lost marks by using their own knowledge. For example, the use of hand grenades/gas as a feature of trench warfare, which was not evident in Source A.

(ii) This question was generally answered well. Better candidates used varied examples from the source.

One mark for any of the following or similar, to a maximum of four marks:

- lack of sleep/difficult to sleep
- long hours
- frost/ice
- mud/wet
- cold
- inappropriate clothing
- frostbite.

(iii) The vast majority of students achieved full marks for this question. Again, the need to list is stressed.

For example:

General Rees admired his troops in his attack on the Germans as they:

- advanced in a line
- advanced in admirable order

- were well dressed
- showed discipline
- showed determination
- didn't waver/shirk
- didn't attempt to come back
- didn't break ranks
- were gallant
- continued despite expectation of death.

One mark for any of the above or similar, to a maximum of two marks.

(iv) This question was answered well. Better candidates provided three clear points from the source and did not make generalisations. For example:

- murderous
- incompetent
- callous
- vain.

Lieutenant John Raws' opinion of the senior officers was that they were:

- murderous
- incompetent
- callous
- unfavourable opinion
- didn't like them
- vain

One mark for any of the above or similar, to a maximum of three marks.

(b) Most candidates used two sources adequately. Better candidates used the full range of sources and were thus able to give a broader scope in their responses.

In particular, the balance given to the destructive effect on the environment and soldiers was seldom achieved. Knowledge regarding the environment tended to be limited.

Better students were able to make clear links between the sources and their own knowledge. Poorer students tended to simply paraphrase sources.

Excellent response

Weapons killed many men in quick order. The style of attacking though had not changed. This involved charges on the enemy trenches where little or no gains occurred but huge casualties resulted. This war was seen as one using a 20th century style of defense but a 19th century form of attack. The perfect example of this is the battle of the Somme. On July 1 1916 British forces on the first day out of the Somme battle suffered 60 thousand casualties of which 20 thousand died. The British gained approximately 3 miles or 4.8 kilometres. Source C shows us this type of carnage 'lines advanced in such admirable order melting away under fire'. This was the old techniques of warfare marching in lines as they were taught how to do but 'hardly a man of ours got to the German front line.' This of course shows the new methods of defense, where the use of machine guns (barbed wire) mowed down the enemy attackers.

Comment

This response demonstrates the ability to link effectively the candidate's knowledge with the source. It also shows the broader nature of trench warfare beyond the mere conditions experienced by soldiers in the front line.

Above Average response

No Man's Land was an area totally devastated by the fighting. The grass, trees was totally stripped by the fighting. Barbed wire was used to stop the enemy thus trees were cleared and the wire erected into the soil. Mines were referred to as 'destruction from beneath' thus causing the soil and land to have craters (source (a)). These would fill up with water and the mud in the craters depicted in source A shows how the land and environment would find it hard to recover. Erosion was caused due to the digging of the trenches — thus destructive to environment. Tanks when they came into use later in the war ran across the land, killing soil and of course the natural habitats and eco systems living there.

Comment

While this candidate creates a wide-ranging knowledge of the impact on the environment, the link to the source tends to be less effective.

- (c) Overall, the standard was not high. Focus on content was handled well but many students did not specify origin. Better students distinguished between the official and personal nature of the sources. Many candidates tended to equate reliability with simplistic description of source content. Most students managed to achieve the distinction between reliability and usefulness.

Excellent response

Source C would be useful as an example of what tactics were employed. Although the General would have been biased in presenting his man. It can easily be reported by other sources and reports. A use may also be found in that it is a clean noble account where the actions would not have been so civil. The reliability factor is good but as it is a report to his superiors we must consider what has been omitted and Ree's interpretations.

However it does detail how the men walked into the firing line and how they were cut down. So as a guide as to why so many died it serves admirably.

Considering Source D we are again given an officers views. As a personal letter we can trust what he is saying. However it is very tainted and emotional so not completely reliable as factual. However it does have its uses. As an example 'at the same dreadful spot' shows they keep attacking the same places. This is supported by other sources. Also lieutenant Raws criticizes the high command. He implies they are fools and this would prove useful to the question of why so many died.

Comment

This source displays evidence of a judgment of the degree of reliability and usefulness in each of the sources. It differentiates between the official and personal nature of the sources. It is a comprehensive response to the question.

Section II - Twentieth Century National Studies (40 marks)

General Comments

The number of candidates, proportionately, attempting Twentieth Century Germany declined; however, it still remains the most popular question in this section. 67% of candidates attempted this question. Twentieth Century USA is now the second most popular (16%) with Russia the third choice (13%). Less than 4% of candidates attempted the remaining questions. In descending order of popularity these were China, Australia, India, Japan then Britain.

Specific Comments

Question 2 Australia (20 responses)

- (a) Students understood and could relate the series of clashes between Lang and the Federal Government, centring on the Lang Plan and the issue of repayment of interest from foreign loans. Most students simply described the escalation of this conflict that led to Lang's dismissal. Better candidates explored the political intrigue and pressure which mounted between Lang, the Federal Government and Governor Game and even the role of the New Guard in the process.

Excellent response

The new Commonwealth Federal Government set about breaking the NSW Government in early 1932. The Federal Government ordered that all NSW taxes be paid to the federal treasury. Lang countered by delaying the release of taxation assessments. The Federal Government responded by ordering all trading banks to transfer NSW funds to Federal accounts. Lang then withdrew all NSW funds from the banks and held them in treasury offices. He also sent a circular to all state officials telling them to deposit money in state treasury depots, and to insist on cash payments. The NSW Governor, Sir Philip Game, was under great pressure from the federal Government to dismiss Lang and to restore stability. When Lang refused Governor Game's request to withdraw the circular, he sacked him. 'If my ministers are unable to perform their duties without breaking the law, it is my duty to obtain Ministers who can' Governor Game.

- (b) Many students could not provide sufficient detail to answer the question. The answer was 'because they were at war', or it was part of their plan to attack Australia. Better candidates explained the issues highlighting the strategic and tactical importance of Darwin's location for the Allied war effort, all from the Japanese viewpoint for their control of the South Pacific.

Excellent response

However they were inclined to immobilise any Australian defenses or ability for counter attack. The obvious position of Darwin and its significance as a sight for Allied (Australian, American, and British) counter attack meant it was a prime target. Darwin was also a key site for official planes, en route out or into Australia, as a refueling depot. Its naval capacity and Darwin's position were the major reasons for Japanese air raids. For the Japanese, success had been almost total and control of Darwin, and then Australia would mean that the US had no base from which to fight them to prevent the takeover of New Guinea and other areas. It was a military move which would secure Japanese strength in South East Asia and a point from which to defend its newly open 'acquired' land.

- (c) Most candidates listed what John Curtin did rather than discussing how he organised Australia's defence. Better responses spoke about his aims, linking them to specific aspects of policies he introduced.

Above Average response

Curtin implemented a Manpower Unit to organise the war, he introduced massive rationing for a vast variety of products. Curtin realised the cost of the war could not be covered by normal taxes and so introduced The Uniform Tax Agreement of 1942. This allowed him to have more funds for the war effort. Curtin also made an astounding political move in asking the USA for help and in introducing conscription. He told Australians that Australia 'looks to the US free from pangs or traditional kinship with the United Kingdom'. While this was the only practical option open to him, it was still a brave one which did not go unopposed.

Question 3 Australia (20 responses)

- (a) Overall, this question was well answered. Students were able to provide a time line of Margaret Tucker's life. The better responses highlighted particular events and their significance for Margaret Tucker herself or for groups like the Aboriginal community.

Above Average response

During the 1930's Margaret began her crusade against racial inequality. She emerged as a figure of feminine, Aboriginal and moral stature. She attended a group who traveled to Canberra to discuss Aboriginal welfare and treatment. In 1934 she helped found the Victorian Aboriginal League and in 1939 she aided with publicity and provisions the Mungaculla mission (on the N.S.W. Vic border) protests.

- (b) The majority of students wrote about the New Guard's activities rather than assessing its influence. Better responses spoke about its propaganda machine, its marches, rallies and political meetings, commenting on their effect on local and wider communities. Some responses spoke about events such as Lang's dismissal, discussing the New Guard's involvement within them and using them as evidence of their influence. A few students assessed its aims and the degree to which they were achieved.

Above Average response

The New Guard Propaganda machine was also quite successful, with a weekly magazine and posters their main activities. Rallies were also common occurrences and helped spread their ideas.

The New guard grew rapidly and at its peak its membership rose to over 100,000 members. They had great influence in some country areas where they had large memberships. They proposed solutions to the depressions and supported traditional moral views/values. This made them popular with many groups. In the climax of the Lang fiasco (Feb-May 1932) the New guard had great influence within N.S.W. They were in the News with stunts such as the 'De Groot' sabotage of the Harbour Bridge opening, the plans to kidnap Lang and his ministers all gaining media attention.

However, after Lang's dismissal the New Guard receded into nothing.

- (c) This question was very well answered overall. A number of candidates simply described the activities women performed, but most attempted to discuss the opportunities that opened up and the new roles they began to fulfil. A number of students discussed the long-term nature of the changes that took place with the return of the soldiers and normality.

Above Average response

World War II produced remarkable changes in the treatment of women. They became seen as an ‘untapped source’ of power to further the war effort. Women’s lives were affected as they enlisted in armies, worked as civilians or as voluntary workers.

Armies such as the Women’s Auxiliary Australian Air Force (WAAAF), the Women’s Royal Australian Navy Services (WRANS), the Australian Women’s Army (AWA’s) and the Australian Nursing Services all became avenues for women to have a physical role in the war.

Question 4 Britain

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

Question 5 Britain

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

Question 6 China (45 responses)

- (a) A well-answered question. Candidates showed a good knowledge of the events of Pu Yi’s life from his coronation, through the 1911 revolution, the period of the warlords, his use by the Japanese prior to and during World War II, and his trial and imprisonment afterwards. Better responses provided greater detail on these events and highlighted their significance to him and to China.
- (b) Poorer responses described the events of the 1911 revolution, some even fell into descriptions of its causes. Better answers described the changes or lack of changes it brought and assessed their significance. A number of students described the conflict stemming from the revolution; for example, between Yuan Shin Kai and Sun Yat Sen.

Excellent response

So the results of 1911 weren’t significant. Many believe it didn’t constitute a revolution. As it was instigated by CSS and the Shen Shi and the power remained at the top of the hierarchy. The peasants had little bearing, little involvement in the revolution. It did lead to decentralisation however and this then led to growth of the warlord era after Shi Yai’s death. Thus, because the revolution did not achieve its aims, it caused increasing instability and violence. The result for the peasants was that it gave them hope after the Qing rule as taxes were high, famines were common. The revolution at least gave them a vision.

Excellent response

Neither Yuan nor the Tongmenghui believed that this uprising planned largely by the army would succeed and wanted the power to remain in the hands of the elite (the Shen Shi and military), while Sun wanted the power to go to the masses.

Thus when Yuan was sworn in as President on March 10 1912 the changes the revolution had promised for did not occur. The fact that it was unplanned also created provincial rule and increased fragmentation in China. This led to the period in China known as Warlordism — a terrible period for those who lived through it. There were terrible famines and drought and the warlords collected huge taxes off the peasants (often 40-60%). Thus the social and economic changes that were needed in China did not occur because of the 1911 revolution.

- (c) Most students highlighted the growing power of the peasants, as groups such as the CCP realised the importance of the peasants' support in their own success. The Long March and the war with Japan were highlighted as periods in which peasant influence greatly increased.

Above Average response

During the Long March (1934-1935) peasants greatly aided the CCP. They gave them support, food and shelter and this aid was the reason for success of the Long March.

Again during Sino-Japanese War 1937-45 the peasants support, build munitions and railways, and fighting the invading Japanese was critical.

What the peasants will be remembered most for though is their support for the CCP during Civil War 46-49. Peasants gave the CCP food, shelter, and many joined the political party. They took side against Nationalist (GMD) leading the CCP to ultimate victory.

Question 7 China (45 responses)

- (a) Many students spent too much time explaining the reasons for the Long March and failed to provide detailed information on its main events. The 'initial breakout', the crossing of the Xiang and Yangtse Rivers, the capture of Zunyi and the Zunyi Conference, and the arrival and creation of the communist state in Yenan were the common events discussed.
- (b) This was a good question which evoked a range of responses from students. Many argued Jiang Jieshi achieved little and failed in his main aim of eliminating the CCP. Others argued that he was successful in initially unifying China and defeating the warlords, in inspiring neutralism and bringing 'democracy' to China.

Above Average response

As protege to 'Sun Yat Sen' there were three principles; Nationalism, Democracy, and peoples livelihood that JJ strove to achieve. Nationalism involved getting rid of foreigners. He did manage to have full control of customs and postage, but Shanghai remained an area with large foreign power. He tried to unify the country again. He didn't achieve real unity however and was criticised for his use of bribes. Jiang came to control 9 of the 18 provinces. Democracy was never going to be fulfilled in the mid-30's. He showed a great interest in fascism, and tried to bring in the New Life Movement which had confusing and outdated teachings. To improve the peoples livelihood he worked to improve the economy.

- (c) Candidates highlighted the role of the CCP in taking the war to Japan and used this to explain their success afterwards. Some candidates compared the policies of Jiang Jieshi and the CCP to highlight its role and success.

Above Average response

The Chinese Communist Party (CCP) was enormously influential during the Sino-Japanese war (37-45) through fighting, the use of propaganda and by gaining the support of the peasants in the war. During the war CCP fought 70% of battles and liberated 18 provinces from the Japanese. The CCP led by example using guerrilla tactics to blow up Japanese supply lines thus paralysing transport and munitions. This leading role they undertook attracted both peasants and members Nationalists GMD to them. During the war over 1 million joined the CCP. The CCP spread propaganda to peasants who in hindsight aided CCP with shelter, food and aided in battles.

Question 8 Germany (1910 responses)

- (a) The majority of candidates were able to display reasonable knowledge of the main features of the French occupation of the Ruhr. However, a large number of candidates provided irrelevant detail of the occupation. Average responses were very limited in their description of the occupation and tended to generalise. Many students spent too much time looking at the reasons for the occupation.

Better candidates looked at passive resistance and its results. They also showed a greater understanding of the economic impact of passive resistance.

Some candidates distinguished themselves from the others by describing the German response in terms of sabotage, strikes, Friekorps and the patriotic wave of nationalism that swept through Germany in great detail.

Overall, the most outstanding answers were able to demonstrate cause and effect between the occupation and the experiences of parties involved.

Excellent response

This invasion united German people for their hatred of the French. They refused to sell stamps to the French, refused to send their letters, wouldn't allow telephone communication or give them their telegrams. Railway conductors refused to drive trains for the French, workers from factories and mines went on strike, some acts of sabotage occurred including flooding of mines and factories being burnt down. The French retaliated with deportation, more than 150,000 Germans living in the Ruhr were deported. Some French became violent with the Germans. One hundred and thirty five people died in the 8 month occupation. These people were turned into instant martyrs. Strikers were seen as German heroes. Many Germans joined sabotage groups, who blew up railways where French were working. Leo Schlieger, a World War 1 veteran was tried and hung for being the leader of one of these sabotage groups. He became an instant martyr.

Above Average response

There were also economic consequences such as hyper-inflation. The tax revenue fell and the government was unable to control the inflation as they began producing more bank notes. The production of more bank notes caused prices of milk and bread to rise so that it was very difficult to afford them. Unemployment rose to 25% and workers were paid twice daily. The final result of the French occupation of the Ruhr was the negotiation of the Dawes plan which was agreed to by the German people and gave temporary economic support.

- (b) Students had great difficulty in coming to terms with what information the question required. The wording of the question was confusing because of the use of the word 'events'. Most students were unable to identify any event and merely chronicled the reasons why the Night of the Long Knives occurred. Some students also confused the Night of the Long Knives with Crystal Night.

Better responses were able to give a greater depth of information but were still unable to address the question in terms of events.

Overall, the question did not allow discrimination between candidates.

Above Average response

After Hitler became Chancellor, Rohm and the S.A. became a liability. Facing opposition from President Hindenburg, big business and the army Hitler knew that he had to do something about Rohm and the unruly brown shirts. He was working towards a total dictatorship and needed to remove all forms of opposition to be able to do this.

- (c) Candidates generally answered this question competently and were able to supply a great quantity of information. There was a distinction between candidates who answered the question generally and the better responses which produced more detailed accounts in chronological order.

Most candidates had prepared lengthy answers, expecting a question of this nature.

Above Average response

Hitler quickly rose through the ranks of the Nazi party to become leader. His popularity grew even more when he won seats in parliament. He had decided after the failed Beer Hall putsch to pursue legal means to power. In the 1928 elections the Nazi's had only 12 seats in the Reichstag, but by the 1930 elections this had grown to 107. In 1932, Hitler ran for the Presidency. Though he only got 36% of the vote and was defeated by Hindenburg his popularity was undeniable. By now the Nazi's had 230 seats in the Reichstag. He appealed to many groups in society, businessmen who feared communism, and everyday workers who were going through a depression at the time. His popularity grew and grew and in 1933 he accepted the chancellorship from Hindenburg who had tried for some time to hold him out and who had supported a number of rival candidates, by using his presidential powers.

Question 9 Germany (1910 responses)

- (a) Despite this being a straightforward question (and similar to previous years), there was still a disappointing number of non-attempts. Many students failed to give adequate detail in their responses.

Good responses described both his military and his political life — they covered his early life, activities in World War I (both the Eastern and Western Fronts), his support for the 'Stab in the back' legend (despite recommending the Armistice) and his status as hero. They also looked at his Presidency and his appointment of Hitler as Chancellor.

Excellent responses described in more detail his role as President and the collapse of democracy in Germany. They described his acceptance of the role of President (despite being a monarchist) and the dilemma he had in the appointments of the Chancellors of the 1930s. Better students were also able to discuss Hindenburg's increasing use of article 48 and the influence of his key advisers on his actions. Accurate facts and statistics were also features of excellent responses.

- (b) Most students had a reasonable knowledge of the various Nazi youth groups. While their purpose was understood by most candidates, some had difficulty in explaining why Hitler established the Nazi youth groups. Details of the activities of the German youth groups were given, without sufficient discussion of their purposes.

The good responses were easily identifiable because of their focus on purpose rather than description of the activities. There were very few poor answers as most students were at least able to describe the various activities.

Excellent responses were able to combine descriptions of the activities and the purposes of the groups and mention the aryanisation of German society, indoctrination of the youth with Nazi ideals to ensure the survival of the 1000-year Reich, absolute loyalty to Hitler, the acceptance of gender and racial policies and the ultimate fulfilment of Hitler's desire to go to war.

Excellent response

There were many purposes of the Nazi youth groups. They helped maintain Hitler's position, and would provide Germany with a strong future fighting force. The Nazi youth group activities, revolved around the Nazi desire to mould the minds of the young, and develop healthy Aryan bodies. Political and racial attitudes were also very important.

The German youth were also taught how to respect Hitler almost like a godly figure. Another plan of the youth groups was to teach the youths to be ready to fight for war, they did this by teaching them how to shoot guns and various other sorts of military training ... Hiking and sailing was done so that everybody thought as a group and that anybody thinking as an individual was frowned upon. In these groups people were taught about Nazi ideas about Jews and Germany's master race.

- (c) The question discriminated well between poor and excellent responses due to the detailed nature of the information required.

Poor responses lacked evidence of factual policies, eg the Nuremberg Laws of 1935, and were unable to chronologically sequence major events.

Good responses referred to the boycotts, Nuremberg Laws and Crystal Night.

Excellent responses used this information and other details to show the effect the policies had on the political, social, economic and cultural life of the Jewish community. Excellent responses also showed the worsening of the treatment of the Jews as Hitler strengthened his power in Germany.

Above Average response

At first the treatment of the Jews involved humiliation but as time progressed the treatment worsened and began to escalate. Hitler put boycotts on Jewish businesses and some were seized. After Hitler became Führer, Jews were progressively stopped from attending public schools, parks, swimming pools, holiday resorts and theatres. Hitler brought in the Nuremberg laws — the Reich citizenship act and the blood protection act. These acts stopped Jews from being German citizens and did not permit them to marry or have sexual relations with an Aryan. Other regulations were put in place — all boys had to add 'Israel' to their middle name and girls had to add 'Sarah' to theirs.

The main event that really destroyed and upset the Jews was Kristallnacht or Crystal Night. This occurred on the 9th and 10th of November 1938. On these nights S.S. troops were sent to destroy Jewish businesses. Windows were broken, people were taken away from their homes and placed in concentration camps. Millions of Jews were killed or wounded. Synagogues were burned and in the end the Jews were blamed for the damages and made to pay a fine of 1 billion Reichsmarks in 1939. The Jewish community in the 1930s faced many new policies which at first were just humiliation but later involved violent crimes aimed at getting the Jewish community out of Germany once and for all.

Question 10 India (32 responses)

- (a) Most candidates narrated the social conditions of the ‘untouchables’. Only a small number mentioned that their political role was insignificant and gave explanations. A few candidates mentioned the efforts of Mahatma Gandhi and Dr Ambedkar to change their role.
- (b) Most candidates interpreted the question as ‘What were the steps taken by Mahatma Gandhi in the Indian Nationalist Movement?’. This question required a more analytical approach. Only a small number of candidates satisfactorily explained the changes Gandhi brought to the Indian Nationalist Movement.
- (c) Most candidates outlined the course of the Amritsar Massacre. A few candidates wrote about its impact and how it turned the course of events of the freedom movement.

Question 11 India (32 responses)

- (a) Many candidates outlined the reasons for partition and the events leading to partition. Only a few candidates explored the events and the process of the partition itself.
- (b) Most candidates wrote about Mohammed Ali Jinnah’s support for the establishment of a separate state for Muslims in India. Only a small number of candidates analysed his motives and actions.
- (c) Most candidates used the same information from part (b) to answer this question. They identified Mohammed Ali Jinnah with the Muslim League.

The question was well answered overall.

Question 12 Japan

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

Question 13 Japan

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

Question 14 Russia/Soviet Union (377 responses)

- (a) Better candidates were able to give a balanced description of all events leading up to the overthrow of Nicholas, giving emphasis in the crucial areas. As well as a description, the higher order candidates also provided some analysis of the significance of these events. There were also some outstanding descriptions that included very good detail. Average students were either less detailed in their description of events or spent too much time on less crucial events. Better candidates were able to provide coherent chronological accounts and offered a description of the period from January to March, 1917. Yet others were able to achieve maximum marks with a brief overview of events and a detailed description of the period January to March, 1917.

Above Average response

On the same day workers at the Putilov metalworks plant were also on strike as they could not get a wage increase to fight inflation. Soon 250,000 people were on the streets of Petrograd. Tsar Nicholas II ordered troops of the Peter and Paul garrison to quell the riots ...

Bread rights were common in Petrograd where armed soldiers walked through the streets. Alexandra, Nicholas’ wife, could not control the rioters — Nicholas decided to return to Petrograd but without the support of the army and without support of the Duma, no-one would respect the Tsar. The generals supported the Tsar however, but not the soldiers.

- (b) A great number of candidates described well what happened during Stalin's purges in 1934–38 but gave little analysis of the role of the secret police. However, some candidates were able to look beyond the 1930s, and examined the Cheka and the Red Terror, and the changing role under Stalin especially in purging the party, controlling peasants and in operating the Gulags.

Excellent response

However, the major duties of the secret police during purges in the 1930's was internal security and repression. The NKVD (1934-53), otherwise known as the the People's Commissariat for Internal Affairs, was the largest security organisation in Russian History. It grew to a massive size, incorporating not only security measures but also scientific roles. Maintaining internal security by suppressing opposition was its main duty and NKVD agents, known as 'blue caps' arrested anyone considered to be counter revolutionaries. They were mainly ordinary and innocent citizens but military leaders like Tukachevsky, political opponents such as Zinoviev, Kamenev and Bukharin were also tried. Thus the NKVD's role expanded to the elimination of rivals who threatened Stalin's power.

- (c) Trotsky's contribution to the 1917 revolution was a difficult question for most students. Whereas better candidates covered his revolutionary background, his collaboration with Lenin, his oratory skills and his role in the timing of the revolution, others simply discussed his organisation of the actual takeover.

Many students were unprepared for such a question and simply wrote about his role in the Civil War. Some mentioned his role at Brest Litovsk, but most did not confine themselves to 1917.

Question 15 Russia/Soviet Union (377 responses)

- (a) Candidates had a good general understanding of kulaks and especially how they were treated in the 1930s. The more capable students traced the changes from war and communism to NEP and their liquidation under Stalin. Most students talked about the period of collectivisation but better candidates were able to analyse each period and showed how the lot of the kulaks changed in response to government policy.

Some students looked at Stalin's classification of kulaks in the 1930s and their status as prisoners of the Gulags.

Excellent response

It must be remembered that the definition of a kulak became looser over time. This can be seen through Stalin's policy of collectivisation which was introduced in 1928. Collectivisation involved putting peasants into state or collective farms. On these farms the kulaks would produce the food that would in turn be used as capital for industrialisation. The kulaks strongly opposed collectivisation and a civil war began in the countryside. The OGPU used brutality against the kulaks seizing their land by force. The kulaks replied, gorging their grain, burning their crops and houses, slaughtering their livestock. The OGPU transported over a million families in unheated cattle trucks to Siberia.

- (b) There was either a very broad or quite narrow range of 'policies'. More capable candidates extended themselves beyond collectivisation/industrialisation and the purges into areas such as foreign policy, cult of Stalin, secret police, and Stalin's leadership during World War 2. They were also able to provide analysis of the effects of these policies. A significant number of candidates concentrated on descriptions of single issues.

Above Average response

Collectivisation of agriculture was initially a disaster. Famine hit Russia hard during the 1930s, agricultural output didn't regain the 1928 levels until 1938. However it allowed the government to extract large sums of grain to export. In return Russia gained capital to promote another of Stalin's policies, industrialisation. The 5 year plans called for massive increases in output. It called for coal production to triple, electricity production to increase five times. Industrialisation helped prepare strengthen Russia and was the main reasons Russia was able to withstand the German attack in 1941.

- (c) This question was extremely difficult for most candidates. After dealing with the leadership issue, the fact that Lenin hadn't nominated a successor and their philosophical differences, most candidates had real problems finding relevant information. Students wanted to describe the power struggle, rather than to explain why it happened. The significance of 1923 was lost to almost all candidates.

Question 16 United States of America (450 responses)

- (a) Most students had little trouble in describing the general conditions suffered by the unemployed. Living in shanty towns (Hooverilles), struggling to find work, and emotional stress were the main conditions highlighted. However, the better candidates were able to refer to specific problems encountered by different groups.

Above Average response

It can be said that the conditions of those living in urban areas of America were affected differently to those living in rural areas on farms. Framers were worst hit in the depression and many lost their farms to banks and became unemployed. Many migrated to California for it was believed to be the 'land of milk and honey'. Yet many were disappointed when their was no work for them anywhere.

- (b) The best answers recognised that the Klan's actions were not directed only against Negroes, and they related these actions to the Klan's stated aims of keeping America 'pure' and of working for 'white supremacy'.

Excellent response

The Ku Klux Klan (KKK) were a white supremacist secret society established in 1866. In the 1920's it was revived by a group of white men whose aim was to rid America of foreigners. These included Afro-Americans, Jews and Asians. As the Klan's popularity grew its net widened. Anti-prohibitionists, Catholics among others became its targets. The KKK struck fear into the hearts of many with their white hoods and gowns and they resorted to horrendous acts of violence to achieve either aim of ridding America of all impurities.

- (c) Most students were able to stress how important MacArthur's role was in the war in the Pacific. Good responses contained detail on how this was achieved and some even referred to the role others, eg Nimitz, played in this success.

Above Average response

These two men devised an intricate and clever strategy known as 'island hopping', in the hope of isolating pockets of Japanese troops, and cutting supplies and access. This strategy was the major reason why the allied counter attack was so successful.

Question 17 United States of America (450 responses)

- (a) Most candidates answered this question very well. Good scripts explained what Prohibition was and the reasons for it. The better scripts, however, gave details of its links to crime and the difficulties associated with law enforcement, as the following response shows.

Above Average response

Gangsters controlled distribution and bootleggers often eliminated their opposition. One such gangster, Al ‘Scarface’ Capone killed hundreds of people in his battle to control the liquor trade. This wealth enabled him to rig elections and bribe police thus rendering prohibitionist laws in Chicago, useless.

Above Average response

Although prohibition became an amendment to the constitution, it was found to be extremely difficult to enforce. This was mainly due to the limited number of agents that had to enforce it and few people supported it. In 1920, there were 1500 agents and in 1930 there was still only 3000.

- (b) This question was not answered well by many candidates. Responses were either very brief or limited to a description of the landing itself. Good responses were able to show how important the landing was in terms of the final defeat of Germany. References to its role in relieving pressure on Russia were also found in better answers.

Above Average response

D-Day had surprised the Germans. It opened up a second front and relieved the pressure on the eastern front, that is Russia. D-day weakened the German’s geographical superiority in Europe and ultimately led to their defeat.

- (c) Most candidates were able to describe what Roosevelt did in some detail. References to Roosevelt as a symbol of hope, his fireside chats and his alphabet agencies were common and well made. Better candidates specified how these actions helped people suffering from the effects of the Depression.

Above Average response

He [Roosevelt] started the Works Progress administration which employed many people to build schools, railways and roads. The Federal Emergency Relief Act gave many unemployed people basic economic relief whilst still employing people to do community services.

2 UNIT PEOPLE AND EVENTS: NINETEENTH /TWENTIETH CENTURY NATIONAL STUDIES MARKING SCALE

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

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

Section III – Electives (30 marks)

General Comments

As in the past, students selected a wider range of questions from this elective section. Forty percent of candidates selected Modern World Studies. In declining order of popularity these were Indochina, US – Soviet Relations, then the Arab-Israeli Conflict.

Sixty percent of candidates attempted Nineteenth Century Studies. In declining order of popularity these were: USA, Russia, Japan, Australia, China, Britain, Germany and India.

Specific Comments

PART I – NINETEENTH CENTURY NATIONAL STUDIES

Question 18 Australia (215 responses)

- (a) Many students described in generalised terms some of the problems faced by the squatters. These responses were limited in scope and addressed only the basic problems, such as settling the land. Some students did not refer to the attempts to obstruct the squatters through legislation but still gave comprehensive answers.

Better candidates were able to describe a range of problems experienced by squatters throughout the nineteenth century. These included the squatters' disagreements with the government over the ownership of land, the conflict with Aboriginal people and numerous problems associated with making a living from the land.

Excellent response

The squatters that lived in Australia faced many problems with the extreme conditions. Floods and droughts were a danger to their livestock and crops and their own being. Squatters faced Aboriginals in the sense that they believed that the whites had taken their land. The Aboriginals retaliated by stealing and killing their cattle. Loneliness and isolation was another concern. Sickness when it struck was life threatening and childbirth itself was a major threat to the squatters wife.

- (b) Most students had a general knowledge and understanding of the Myall Creek Massacre and were able to identify the main key results — the trials and the hangings. Better candidates were able to describe accurately and in some detail the main developments that followed and the division it created in Colonial European society.

Above Average response

The Myall Creek massacre was a horrid violent crime. Many people supported the accused men. The hanging of 7 of them, for killing an aboriginal, sent outrage spreading across the colony. The decision divided the city and country areas in their support for aborigines. Unfortunately the massacre didn't stop other outrages from occurring, only now they were done secretly.

- (c) The majority of students showed good general knowledge of how Caroline Chisholm affected the lives of women in Colonial Australia. Better responses evaluated this in more detail.

Excellent response

Initially she housed women in her own home. In 1841 she established the Female Immigrant House, where newly arrived female immigrants could stay until they found work. She was a thorn in the side of Colonial officials and those in England alike with her constant demands for help and for changes. In 1846 she returned to England to educate women on what they would find when they arrived in Australia. In 1849 the Colonisation Loan Society was established to lend financial aid to families to come to Australia. Caroline was instrumental in its development. Caroline became known as the immigrants friend. In one year alone she helped find work for 2000 female immigrants.

Question 19 Britain (111 responses)

- (a) Specifically the question required candidates to deal with methods used by the working class. Most candidates described their living and working conditions. Treatment was given in detail about the subsequent legislation that did bring about improvements but very few connections were made between methods and improvements, directed or originated through the working class.

Better responses placed living and working conditions in the context of causes of discontent, demonstrated the relative powerlessness between skilled and unskilled workers, explained the evolution of methods used and concluded that the most successful means of improving occurred after the empowerment of the working class was achieved through the vote (eg post-1880s).

Above Average response

The working class began to unite. They realised that independently they could not make a difference in improving conditions but together, and with collective bargaining they had a better chance. Skilled working class workers began a new method of trade union which enabled them to improve both their living and working conditions. These new skilled worker trade unions were organised and members had to pay a fee for which they received sick benefits. Organised trade unions such as this one helped to gain awareness for their cause.

- (b) All candidates demonstrated knowledge by placing the Great Exhibition in its historical context and its physical and environmental setting. Most were able to identify such points as the fact that the Great Exhibition highlighted Britain's technical superiority, the international benefits of sharing expertise, Prince Albert and Queen Victoria's involvement and economic trade benefits for Britain.

Better candidates listed economic benefits it generated. Increased employment and improved living conditions, development of transportation and mixing of classes were all highlighted.

Above Average response

The Great Exhibition showed Britain what other nations had developed. It showed British designers new ideas. It provided a major learning curve for British industrialists and showed them better ways to do things. For the British it was also confirmation of their own technology and achievements.

- (c) Common elements in the majority of scripts included raising the positive image of the British monarchy, and longevity of the reign linked to relative stability. Candidates identified three distinct phases in Victoria's reign, pre-marriage, the Albert influence, and her seclusion. Better answers included her role as a model for the nobility and the fact that she was a people's queen.

Above Average response

Queen Victoria influenced her people greatly. She appealed to all classes. The working class admired her hard working attitude and the fact she came from a large family. The middle class admired her morals. Her decency and religious fervor appealed to everyone.

Question 20 China (177 responses)

- (a) Many answers tended to be general in nature, indicating that the boxers were anti-foreigners and anti-Christian and discussing with varying accuracy their change of attitudes to CiXi and the Qing Dynasty. Better responses discussed the background to these attitudes (eg humiliation of defeat, Westerners entering the country, economic hardships, rumours about Christians, natural disasters, Western technology) and showed how they affected their actions.

Above Average response

The main aim of the Boxer Rebellion was to get rid of foreigners, the Chinese Christians and the Chinese who had any links with the Christians. They also hoped to stop the introduction of western technology, to restore the power of the old system of government and Confucianism.

- (b) Average answers gave the main points of the treaties following the two Opium Wars and sometimes a brief conclusion saying that China was humiliated. Poorer responses digressed into an account of the reasons for the wars. Better candidates were able to add a more detailed conclusion listing the various problems facing China as a result of the wars.

Excellent response

As a result of the Opium Wars China was forced into the world of international affairs. They set up a foreign affairs department. There was a constant increase in western business interest in China and a flow of western businessmen into the country. Also there was an increase in Christian missionaries. China was forced to modernise, technologically, and life began to change. China had become part of the Western world.

A result of the treaties was the humiliation felt by the Chinese. The treaties ('unequal treaties') meant the loss of many Chinese traditions. The people felt the Qing Dynasty had failed as they had now lost control of the country. There was an increase in tension between the Chinese and foreigners as a result.

- (c) Most responses stated that CiXi was reluctant to reform because she wanted to maintain her power, that she was also conservative and hated foreigners. Better students were able to expand these points by describing how CiXi had gained power through intrigue and manipulation, and that she opposed reform (100 days and self-strengthening) because she feared that any change to traditional ways would undermine her power.

Excellent response

CiXi was from a Manchu background and strongly believed in upholding China's traditional beliefs and ways. She did not see the practicality of reform and when her nephew Guangxu planned the 100 days reform she crushed it. Guangxu's vision included reforms in education, economy and the army. She rejected this believing that China was the centre of the world and more powerful than anybody. She was also reluctant to reform for fears that she would lose her power as regent and that the government she ran would be overthrown.

Question 21 Germany (56 responses)

- (a) This question was not well answered. Students ignored the focus given and simply recounted the reasons for the war, or described/recounted Bismarck's three wars of unification. Only a small number of students were able to provide details of the war itself.
- (b) Students approached the question from two equally valid directions, due to its open-ended nature. Most dealt with Bismarck's handling of domestic opposition, in particular the Church and the Socialists. Some, however, focused on external opposition and dealt with his foreign policy in this period. A small number of students combined and discussed each. Overall, a well-answered question.

Excellent response

Bismarck handled internal conflicts by suppression. Kulturkampf meaning culture struggle was Bismarck's repression at the Catholic Church. He did this as the Church condemned civil marriage and non-religious education. Bismarck's imposed laws known as the 'May Laws' and these gave the state control over both marriage and education. This plan backfired and instead of Bismarck's domination of the Church there were protests and uprisings throughout Germany. Bismarck abandoned the Kulturkampf in 1879 as he found a new 'enemy of the empire'. Bismarck's new enemy were the socialists.

- (c) Many candidates simply recounted Bismarck's attacks on the Socialists. Better students highlighted the growth of the Socialist movement in the late 19th century, particularly as political parties, and in simple terms discussed their success and impact.

Above Average response

Despite Bismarck's efforts at thwarting their growth and weakening the party by implementing a few changes, German socialism remained a dominant force in the face of adversity, and was what the majority of the populace wanted in Germany. This could be seen by the overwhelming majority vote of 1.5 million votes in 1890, and the continuing socialist state to 1914. German socialism was a much underestimated influential force within Germany.

Question 22 India (22 responses)

- (a) Students demonstrated a good understanding of the issues leading to the mutiny, but did not provide detailed description of the mutiny itself. The jailing of mutinous Indian troops for refusing to use guns provided was highlighted as the flash point, but few could provide an account of events from this point on.

Above Average response

On 9 May 1857 Indian troops assembled on the Meerut parade ground, were stripped of their uniform and jailed. This was the flame that ignited the rebellion.

That evening fellow soldiers freed the prisoners and troops began massacring Europeans. The soldiers then fled to Delhi to Bahaud Shah, calling on him to lead them in rebellion. The British meanwhile called few reinforcements to control the situation.

- (b) Students spoke about Ram Mohan Roy's promotion of individualism, Western ideas, language and religion, to reform Indian culture. Better responses also highlighted his reorganisation of the classes and his desire to reform the role of women in Indian society.

Excellent response

He [Ram Mohan Roy] expressed his view and belief in BRAHMO SAMAS or divine society. He established followers who wanted to except the English language and western ideas. This new knowledge was the step into the future which would give India a better opportunity. He wrote the Precept of Jesus explaining the culture of Christianity. Ram Mohan Roy influenced and changed a lot of Indians views of the western culture. He helped clear the way and established a middle class that wanted reform. He taught them the values of Christianity and modern science.

- (c) Students highlighted the low status of women, their exclusion from aspects of Hindu religion and the cultural rituals such as 'suttee', which made women inferiors and which threatened their physical safety. Better responses highlighted the role of individuals such as Ram Mohan Roy in the campaign to improve women's lives and status.

Excellent response

He taught that there should and could be a highly successful synthesis of traditional Indian values and western values, including a higher regard for women which would be of benefit to India. He opposed idolatry and the strict application of the caste system, after concluding that there was one God common to all religions and supported certain moves by the British such as Benticks abolition of suttee.

As a result of Ram Mohan Roy's influence, India became more westernised and the incidence of suttee and other problematic issues (by western standards anyway) were reduced dramatically.

Question 23 Japan (274 responses)

- (a) Many candidates failed to recognise the significance of the words, 'leading to the restoration' in the question. Instead they focused on events from 1854 onwards, rather than examining problems prior to Perry's arrival. The best candidates demonstrated a thorough understanding of the feudal system, its limitations and the problems arising from it. They linked these issues to the dramatic events following Perry's visit and his demands.

Above Average response

Before the restoration of the Meiji emperor, Japan had undergone 200 years of Tokugawa peace. During this time Japan was visited by outside influences. These visits by Russia and America made Japan look critically upon itself and to look more critically on their Tokugawa leaders. The Shogunate had been weakened by its inability to resist Perry and its own inability to deal with domestic issues. Change was viewed as necessary.

- (b) A high percentage of responses spoke in general terms about the reasons for the changes. Rather than say ‘why’, many students responded with a list of what had taken place. The better responses provided a detailed exploration of the role of the Samurai in the Feudal system, described how the system changed and made the link between the dissatisfaction of the Samurai in their dissolution as a class and their inability to cope with the changes. A good number of students provided detailed specific information on the variety of responses made by the Samurai.

Above Average response

The Samurai lost their position, their status, their income and eventually their dignity. This led to psychological trauma for some samurai. However it must be noted that not all Samurai lost their position. Some went up into the nobility, however this was not common. Most samurai were forced to marry beneath them. Some Samurai even became bandits .

- (c) The overall response to this question provided the most detail of all. Candidates were generally able to relate a wide range of consequences arising from the period of modernisation. Weaker responses were able to give specific details about the process of modernisation but failed to show its consequences. The better answers were able to show clearly both cause and effect and to distinguish a relationship between political, social, economic and military reforms.

Above Average response

The new Meiji government introduced a number of reforms which would destroy the old feudal system but modernise Japan so it could stand alone and become equal with the once feared powers of the west. Changes were brought about in all areas — the economy, industry, and in the legal system.

Question 24 Russia (396 responses)

- (a) Candidates did not address the issue of development of revolutionary groups but merely outlined the different groups in general terms including their aims. Some candidates attempted to show change over time and how one group led to the formation of others. Very few leaders were mentioned. The majority of the responses were superficial.

Above Average response

The development of revolutionary groups in nineteenth century Russia increased at a rapid rate, as the people weren’t happy with the way the country was run. Many revolutionary groups used propaganda to promote their ideas, and many were willing to use violence, terrorism, and even assassination to achieve their aims. The Populist group was probably the most influential in nineteenth century Russia. Their aim was to take land from the nobles. They were mainly composed of intellectual young males who supported democratic reforms.

- (b) This question was largely misunderstood. Students wrote about the edict itself and Alexander II’s subsequent reforms, rather than the reasons for the edict. Knowledge of Russia prior to 1861 was minimal across the candidature and this limited the range of marks.

Above Average response

Alexander became Tsar in 1855 after a major military defeat in the Crimean War. He understood the backward state of Russia and believed that it related to the existence of serfdom. He saw the need for reform and addressed the nobility saying: ‘it is better to abolish serfdom from above rather than wait for it to abolish itself from below’. Between 1856-1861 negotiations and consultations were made on how to proceed.

- (c) Most candidates found this question difficult, as shown by the large number of non-attempts. The question was ambiguous as no date was given. Many looked at causes of the assassination, not consequences. The better answers did look at repression under Alexander III.

Excellent response

After Tsar Alexander II's assassination his successors began a reign of repression. Alexander III ruthlessly hunted down the assassins and had them executed. The Okrana was established to deal with revolutionary forces in Russia. Many of Alexander II's reforms were reversed. The committee set up to review the discontent caused by the emancipation was dissolved. Universities were carefully censored. Education was placed under church control and writers who controlled the government were executed or exiled.

Question 25 United States of America (444 responses)

- (a) Most students misinterpreted the question as a 'causes' question rather than assessing Lincoln's role in the war. The best candidates recognised the parameters of the question and addressed them. The best answers referred to Lincoln as Commander-in-Chief and his appointment of different generals, with Grant's contribution being emphasised. They also referred to the part played by the Emancipation Proclamation in isolating the South from international support.

Excellent response

Abraham Lincoln was President at the outbreak of the Civil war. He was therefore responsible for all decisions and outcomes in the war. However Lincoln was an aggressive leader who wanted to end the war as soon as possible. He ordered the blockade of Southern ports and two days after the war started ordered conscription without Congress's approval. As Commander in chief of the army Lincoln took personal responsibility for appointing and relieving commanding generals, which he did several times till he found one he had confidence in, This was Ulysses S Grant.

- (b) The best responses saw slavery as the main identifying feature of the South and understood slavery's role in the plantation economy. They also appreciated the huge investment in slavery which perpetuated the institution. Good responses referred to the importance of slaves developing new land for cultivation in the 'new' South. Most of the better responses went beyond the economic importance of slavery to discuss the social status slave ownership gave to wealthy Southerners and the time slavery allowed the owners to devote to other pastimes (ie southern hospitality, hunting etc).

Average responses limited themselves to one area, usually the economic contribution of slavery; however, a student who was able to provide a detailed assessment of this area could be placed in a higher range of marks.

Excellent response

The importance of slaves was even greater after the invention of the cotton gin. This now increased the speed of manufacture and larger amounts of cotton were needed. Slavery was not only important because it helped produce its goods, but it also stimulated their economy. The slave trade helped create a lot of revenue in the south. Slaves were often bought and sold many times over. Wealthy traffickers and traders often invested funds into southern industry or even financed political parties. Slaves were also important because they were part of their way of life and culture. Many southerners believed slavery to be a peculiar institution but the right of every American. The slaves were an example of the wealth of the south.

- (c) The best responses to this part were distinguished by supportive detail. Distinctive causes of the Sioux Wars which were mentioned in the better scripts included Red Cloud's opposition to road building, the non-compliance of the military and government with the Fort Laramie Treaty, the discovery of gold in the Black Hills, western expansion and the spread of the railways. Poorer answers spoke in generalisations which could have referred to any of the Indian Wars.

Excellent response

The USA was also concerned with expansion and mining. Gold was discovered in the Black Hills which were sacred to the Sioux. Washington tried to negotiate a way to mine the site. The Sioux refused and so US troops were sent in. Against the technology of the soldiers the Sioux stood little chance. Wider construction, particularly of the Trans Continental and Union Pacific was also prevented by the Sioux. The government was determined to expand and wouldn't let the Sioux stand in their way.

PART J – MODERN WORLD STUDIES

Specific Comments

Question 26 The Arab–Israeli Conflict (298 responses)

- (a) Better candidates were able to discriminate between the three major wars in the period 1948–67. The foundation of the Palestine Liberation Organisation and the activities of Fedayeen prior to 1967 were discussed by the better candidates. Very few students attempted the alternate time period 1979–93.

Excellent response

Relations between Israel and her Arab neighbours were extremely strained during the period 1948–67. From the establishment of Israel in 1948 three wars took place, the War of Independence, the Suez Crisis, and the Six Day War. These wars were not only an expression of tensions which existed but they were also causes of tensions. After the establishment of Israel by the United Nations partition plan, Israel's Arabic neighbours declared war on her, one commander even stating that they would push the Jewish population 'into the sea'.

- (b) The better candidates were able to explain how the issue of the occupied territories influenced Arab policies between 1967 and 1979, particularly in distinguishing between Arab policies as distinct from Palestinian actions. These candidates also analysed the significance of the Camp David accords.

Average students provided generalised answers about terrorism with wide reference to specific events in policies of the period.

Above Average response

The occupied territories were a major source of unrest among Arab nations. Israel occupied a large percentage of Arab land, containing large Arab populations. Included in this were refugees. While the Arab world used the refugee issue to gain world attention and sympathy, they were much more interested, after 1967, in regaining lost territory, then assisting the plight of the 700,000 plus refugees living in border camps.

- (c) The better candidates recognised major events within the time frame and gave an analysis of the chronological period and the influence these events have had in hampering a resolution of the problem of the occupied territories. The average candidates provided only a generalised reference to the problems that the occupied territories caused in the peace process.

Question 27 Conflict in Indochina (513 responses)

- (a) The better candidates were able to discuss both the political and military roles of either the Viet Minh or the Viet Cong during the appropriate time period. They demonstrated an understanding of the intricacies of guerrilla tactics and its ultimate success over conventional warfare. The political power of the peasants was clearly understood by these candidates.

The average candidates discussed only one or two battles (ie Dien Bien Phu) in either time period.

Above Average response

The Viet Minh had 2 main leaders; Ho Chi Minh (an amazing multi-lingual who's passion for patriotism led his people to a communist victory in 1975) who was head of the political wing, and Giap who was in charge of the military wing of the Viet Minh. They did this by concentrating on both a military and political war. Their fighting tactics of guerrilla warfare and surprise tactics of ambushes, combined with the knowledge of the terrain and surroundings led the Viet Cong to victory and to become a very effective fighting group.

- (b) The better candidates clearly understood the military and political aspects of the Communist victories in 1975. They also made reference to the lack of resolve of the forces opposed to Communism.

The average candidates tended to focus on an outline of the second Indochina War with little reference to the reasons for Communist victories in Vietnam and Cambodia.

Excellent response

In Vietnam the communists were able to come to power in 1975 as they fought both a military and political war. They sent cadres to the people and used propaganda to gain the support of the people. The US and South Vietnamese fought a technological war, using bombing and defoliants, it destroyed many peasants' lives and they consequently did not like the US and they therefore gave support to Viet Cong. In Cambodia the communist Khmer Rouge (KR) were able to come to power due to the support of the peasants as well.

Therefore the communist victories in Indochina in 1975 resulted because the US had built a society which was politically, economically and socially dependent on the US. When the US withdrew, they left Vietnam and Cambodia with a government which could not survive without US help.

- (c) Of the options available, most students, and generally the better students, choose to discuss the intent of the war on Vietnam. The better candidates were able to cover not only crucial efforts but also the more complex political and economic results of the war. Better students were also able to refer to specific policies such as Doi Moi and significant developments such as the removal of the 'Trading with the Enemy Act'. Similarly, those students dealing with Cambodia examined the continuing political instability, being able to trace the role of the Khmer Rouge.

The average candidates were only able to discuss environmental outcomes such as defoliation and physical deformities, and social images such as drugs and prostitution.

Above Average response

Their infrastructure, economy, and government system, were in terrible states. Due to the 1976 US trade embargo, Vietnam had been completely shut down in terms of the world market and universal friendships. But it was in 1991 that president Bush made a deal with Vietnam that he would develop a road map to normalisation on three conditions.

Question 28 US-Soviet/CIS Relations (313 responses)

- (a) The best candidates were those able to deal confidently with the key political developments which generated high level tension; for example, the building of the Berlin Wall and the Cuban Missile Crisis, and related these to the personal rivalry between Khrushchev and Kennedy.

Average candidates tended to restrict their comments to one or two events such as the U2 spy plane and the Cuban Missile crisis.

Excellent response

In 1960 the U2 spy plane was shot down over the USSR. This widened the divide that was opening between the two superpowers. Also the USA's foreign policy of 'containment' clashed with the USSR's policy of 'security'. In 1961 relations deteriorated further when Khrushchev allowed the Berlin Wall to be constructed. This came at a time when the USA was increasingly becoming concerned with Cuba and Fidel Castro.

Relations between Kennedy and Khrushchev reached their lowest point with the Cuban Missile Crisis. This was the closest the world has come to a nuclear war. Khrushchev wrote two letters to Kennedy trying to resolve the issue and offering to withdraw the Cuban missiles if the USA withdrew theirs from Turkey. Kennedy was under immense pressure, and didn't want it to appear that he was being bullied.

- (b) Better candidates identified all the main events and were able to link these with changing relations. Better responses dealt with different time phases such as 1962–69 and 1969–72. Average responses could list several events but were unable to demonstrate any links to changing relations between the superpowers.

Poorer responses tended to mention only the events of 1962 and 1972 making little or no attempt to answer the question.

Above Average response

US-Soviet relations changed markedly between particular crises and agreements. After the Cuban Missile Crisis some progress was made. The Cuban crisis drew the USA and the Soviet Union the closest they ever came to nuclear war. To try and solve their problems they organised a telephone link up between the Kremlin and the White House.

In the period between 1962 and 1972 the tension between the USA and USSR, which had climaxed with the Cuban Missile Crisis, eased. The signing of the nuclear partial test ban treaty in 1963 relieved tension as it slowed the arms race. The non-proliferation treaty of 1968 built on this further as it prevented nuclear missiles from being passed from one country to another.

- (c) The best candidates capably traced the changing relations between the USA and the USSR, providing relevant examples, such as the relationship between Yeltsin and Clinton, and international cooperation in crises such as Yugoslavia. These students also understood that some tensions remain, for example, over Kosovo and Chechnya.

Average candidates tended to be more general, concentrating on the relationship between Yeltsin and Clinton, often in a simplistic way.

Excellent response

Since the fall of the Soviet Union in 1991, relations between the USA and USSR have improved. Former Soviet states have gained independence and former soviet satellite states like Bulgaria and Hungary have now joined NATO. Russia itself supported the UN in the Gulf war against its former ally Iraq. Russia and America, who were both engaged in the 'star wars' have now begun to co-operate with each other. The two have joined together in space projects and joined as peace keepers in Bosnia. Even though this suggests improving relations some tensions still exist. Russia's support for Serbia, the Russian condemnation of NATO air strikes during the Kosovo War, and the US condemnation of Russia's Chechen War, highlight that differences still exist.

2 UNIT PEOPLE AND EVENTS: MODERN WORLD STUDY MARKING SCALE

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

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

2/3 Unit (Common)

Section I: Core Study – World War 1 (Compulsory)

General Comments

This question was generally well answered. Students have become more familiar with the different targets for each part of the question and are able to respond satisfactorily. The responses were mostly literate and in many cases of substantial length. Candidates need to be reminded, however, that they risk running out of time for the rest of the paper if they write an unnecessarily long response, which will not necessarily gain greater marks. A significant number of candidates gained full marks without continuing into a second booklet. It is important to be aware that quantity does not necessarily mean quality.

The topic of warfare on the Western Front was appropriate in terms of the problems and issues of the question. Question 1(b) offered almost all students the opportunity to air their knowledge of trench warfare, with the sources offering valuable assistance. However, many students failed to read the question correctly and understood it to require a response to a question asking for all they knew about the Western Front, rather than to address the effect on the soldiers. Students must be cautioned to read the question thoughtfully so that all elements are understood.

The photographs in Source A would have been familiar to many students; however, the lack of clarity in the reproduction of the first part of the source made identification of features of trench warfare difficult for many.

The Sources C and D provided a wealth of discussion on reliability and usefulness. However, some candidates failed to understand the role of the war correspondent in Source C and the Prime Minister in Source D. They also misunderstood the irony of Source C.

Students had difficulty in discussing ‘leadership from both sides’ in Question 1(d), possibly because the required sources referred to Allied generals only! The dated language was not accessible to all students, who therefore misunderstood the content of the sources. However, the better students offered brilliant understanding and excellent argument of the effectiveness of generals.

Despite some of the problems discussed above, the question was accessible and within the capabilities of the majority of the candidates.

Specific Comments

Question 1 (a)

It would appear that, for some candidates, the placing on separate lines of the words ‘Use Source A’ and the directive to list four features, caused these students to disassociate the instruction from the question. Thus they listed *any* four features of warfare rather than those only observable in the source. Students must remember that the target for this question is to locate/comprehend from the sources.

There are still a significant number of students who do not list as directed, but use valuable time to expand their response to half a page or more. This problem is not confined to weaker students, with some more able candidates writing much more than necessary.

An example of a response that received four marks listed FOUR of the following observable features — destroyed landscape, defoliated trees, trenches, poor living conditions, flooding, mud, duckboards, rifle, barbed wire and soldiers.

Question 1 (b)

The wording of the question was very straightforward and, together with the sources, allowed most candidates to write substantial answers. It was pleasing to note that many students addressed the question in terms of both the physical and psychological effects on soldiers.

The stronger candidates were not only able to discuss conditions in the trenches, but also to show how these conditions specifically affected soldiers fighting on the Western Front. In addition, these students reached the target of successfully linking background knowledge and sources to answer the question. Some candidates used specific battles and their particular conditions to support their argument, eg 'The smell of the mud and the psychological impact of dead bodies at the 3rd Battle of Ypres demoralised many soldiers'.

The weaker students displayed a great deal of knowledge about the trenches, but failed to address the point of the question relating to the effect of this on the soldiers. Their responses were prepared answers on trench warfare.

Although students still find it hard to link the sources to their own knowledge successfully, and thereby obtain maximum marks, most students were able to link them and were rewarded accordingly.

The following examples demonstrate various ways in which candidates linked their own knowledge to the sources.

Candidate 1

Excellent response

Duckboards shown in Photograph 2, Source A were built to reduce trench foot, but bad weather, especially during the 3rd Battle of Ypres, flooded these areas causing soldiers not only to suffer from trenchfoot, but also to endure horrific living conditions on a daily basis.

Comment

This is an excellent example of a successful link between Source A (ii) and the candidate's own knowledge to answer the question of the effect of trench warfare on soldiers.

Candidate 2

Excellent response

Soldiers life in the trenches was punctuated by physical and psychological factors which strained the energy and reserves of all those who served. Horrific living conditions as characterized in Source A and the fear and reality of constant bombardment with soldiers being surrounded by their comrades who were left to die in cratered shell holes as recorded by Captain Vaughan in Source B.

Comment

This is an excellent example of adequate background knowledge, which successfully links to Source B the physical and psychological impact on the soldiers of being surrounded by dead bodies caused by bombardment.

Candidate 3

Average response

The poor conditions of the trenches (Photograph 1) and the terrible weather (Photograph 2) made it difficult for the soldiers to move. The trenches were uncomfortable, being infested with rats and other pests.

Comment

Source A provides a link to relevant but limited background knowledge. This response would be in the middle range of marks. It fails to reach the top range because of the nature of the link and the lack of explanation of the effect of trench warfare on soldiers.

Question 1(c)

This was a straightforward question, which was easy for candidates to understand. Better candidates were able to evaluate the reliability and usefulness of Sources C and D effectively, but some weaker candidates were misled by the irony of Source C. Even though Source D is well known to most students the implications of the extended imagery were difficult for some students to address, consequently this made it difficult for them to discuss the issue of reliability successfully.

Students are encouraged to read all information regarding the sources as, for example, some students did not acknowledge the fact that Source C was a private letter from Ashmead-Bartlett, but concentrated on his occupation as a journalist, which made their understanding of the reliability of the source erroneous.

Discerning candidates were able to evaluate both sources effectively by recognising that each, while having reliable aspects, displayed motives which could bring their reliability into question. Similarly, while being useful in discussing reasons for the great loss of life, these candidates were able to recognise that the limited information cast doubt on the absolute usefulness of these sources. These students were also able to recognise the interrelation and commonality between the two sources, which enhanced their evaluation.

Weaker candidates still make simplistic generalisations about type, content, motive and audience, with only limited evaluation of reliability and usefulness. Some students failed to recognise that the historian's purpose was to understand the reasons for the large number of deaths and casualties, but rather concentrated their discussion on the tactics of the generals. Candidates should realise that such misinterpretation alters the relevance of their argument.

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

Candidate 1

Source D is a primary source because it is part of Lloyd George's memoirs. It is useful to the historian as its motive was to present the author's views on the responsibility of the British generals for the war casualties, which it does by suggesting that the generals were not able to adapt to fighting under modern conditions. It would be reliable in that Lloyd George was in a position to know all the tactics and battle plans of the generals. However, the motive of Lloyd George's memoirs is to persuade the British public that the generals were to blame for the great loss of life and to exonerate himself. Therefore there should be some question about its absolute reliability.

Candidate 2

Both Source C and D implicate the generals for the large number of casualties on the Western Front and thus provides the historian with an opinion which is a useful starting point. The source's collaborative nature provides a degree of reliability to the author's opinion. However the highly emotive nature of Source C blaming the General at a time when the British army had suffered its worst casualty figures ever (Somme, July 1916 and Passchendaele June 1917) plus the possibility that Lloyd George in Source D may have been seeking to shift the blame away from himself are reasons for the historian to question the degree to which these sources are reliable for studying the reason for the large number of deaths and casualties on the Western Front.

Comment

This is an example of an opening paragraph of a discussion of usefulness and reliability that clearly identifies the interrelationships of the two sources and places the sources in a context which can then be expanded upon by the student.

Candidate 3

Source C is a private letter by a British war correspondent to his editor. This is a letter between two colleagues, which suggests accuracy and reliability because the correspondent would have no reason to lie, because this is not for the public. As for its usefulness, this is slightly compromised in that the writer holds the Generals responsible without consideration for contributing factors, like strategies.

Comment

This candidate has offered some discussion of reliability and usefulness with reference to author and motive. However, it is not an effective evaluation of the reliability and usefulness of the Source with clear reference to the historian's study of the reasons for the large number of deaths and casualties.

Question 1(d)

This question was easily accessible to all candidates in that the majority of students had some knowledge of leadership and understood the concept of stalemate. However, the breadth of the question caused students some problems and many failed to address the whole period of the war. Others tried to discuss the whole period but found it hard to reconcile the breaking of the stalemate in 1918 with 'ineffective' leadership, even though the question required evaluation of leadership.

The fact that Sources C and D were both British sources resulted in many responses ignoring the issue of 'both sides' and confining their discussion to Allied leaders. Most students interpreted leadership to mean generalship, and almost all the candidates referred to Haig.

Some excellent responses did include a discussion of the leadership of both Allied and Central powers and a few expanded the concept of leadership to encompass the role of David Lloyd George and the Kaiser. It was pleasing to see that students who assessed leadership well used Monash as an example of an effective leader.

Good responses were able to argue with relevant background knowledge about the problems of the military leaders. Some excellent examples were cited, such as von Moltke in 1914, Falkenhayn at Verdun, and Haig in the Somme–Paschendaele period. These students also offered good explanation and discussion of the specific tactics of these generals and the reasons for the failure of these tactics.

Weaker candidates did not address the entire period of the war, concentrating on generalisations about Haig, the Somme and 'soldiers going over the top', with little relevant knowledge to substantiate their discussion. Many candidates continue to paraphrase the sources, and there is still a great tendency to give a narrative account of events without any real analysis of the question.

Candidate 1

Excellent response

Ineffective leadership was a major factor in the failure to break the stalemate of the Western Front, as implied by Ashmead-Bartlett in Source C where he refers to the generals as 'men of the most indifferent intellect.' This was clearly evident in Haig's tactics of the 3rd Battle of Ypres, where he

ignored the horrendous conditions and stubbornly sent them to their deaths with little or no hope of territorial gain.

Comment

This is an excellent example of a response, which demonstrates relevant own knowledge combined with specific source use to support an argument. This script continues to develop the relevant argument supported by the sources.

Candidate 2

Excellent response

The reason for the stalemate lay in the strength of the trenches that protected soldiers from artillery fire and which were equipped with lethal machine guns, pillboxes and protected by barbed wire. Conventional methods could not succeed against tank warfare. This opinion is reinforced by the British Prime Minister, Lloyd George, who states that the leadership of the war had much to unlearn with their knowledge of previous wars being useless lumber.

Comment

This is an excellent response, which demonstrates both a breadth of relevant knowledge, and very effective use of Source D. This response places the argument first, then follows with evidence from the source.

Candidate 3

Average response

Ineffective leadership had a massive affect on the failure to break the stalemate on the Western Front. As proposed by both Source C and D the generals were out of touch with the new form of warfare, and conditions that faced the soldiers. Many of the generals were using archaic forms of warfare which proved totally ineffective with the introduction of machine guns.

Comment

This script combines limited source use with relevant own knowledge to develop a limited argument. The fact that the candidate fails to develop breadth of relevant knowledge or use of sources causes the script to be placed in the middle range.

Section II: Twentieth Century National Studies

General Comments

It remains a given of the Twentieth Century National Studies that Germany is by far the most popular option. This doubtless reflects the interest that the period obviously commands with secondary students and the past investment in resources. The option attracted 65% of the total candidature of this section of the paper. It was followed by the Russia/Soviet Union Questions that attracted 22%, an increase of 1%. Of the popular options, the USA was clearly third with 9%, another 1% increase. China attracted less than 4%, Australia 6% and the remaining options fewer still. Both teachers and students might consider these figures when considering their choice of topics.

The quality of information and technique displayed by the candidates in the top third of the range is excellent. There is clear evidence of good preparation and clear understanding of the Problems and Issues. At the other end of the range is an obvious tendency to simply 'prepare' sections of the chronological outline and take little notice of the questions asked. The issue of historiography remains a difficult one. The better responses that use historiography do so to illustrate particular lines of thought or to express an idea with an especially apt aphorism. Simply quoting the names of historians does not add to an argument and may frequently detract from it!

PART A: AUSTRALIA

General Comments

Candidates need to focus on the question asked on the examination paper. They need to be thoroughly prepared. Many essays were superficial, lacked detailed analysis and were poorly constructed.

Question 2 (7 responses)

The time frame was a discriminating factor. Events had to be analysed from 1901 to 1920. Candidates had to explain the development of Federal politics in detail. Historiography also needed to be included for an excellent answer.

Question 3 (31 responses)

Many candidates understood the question, but once again narrated events in Australian Federal and State politics between 1930 and 1939. Such superficial Stage 5 answers were awarded few marks. The key words in this question were 'in what ways', and 'affect'. Students need to revise their notes constantly in terms of the Problems and Issues of the topic — **not** content.

Question 4 (13 responses)

These responses suffered from a lack of detailed argument. The 1938 Day of Mourning could be investigated as excellent revision for this type of question. More thorough reading was required.

Question 5 (21 responses)

This question was totally ignored. Candidates need to learn thoroughly how Australia's position in the British Empire was important in terms of economic ties and how defence of the country changed our loyalty to Britain.

PART B: BRITAIN

General Comments

This section of the paper attracted only eight candidates. In most cases these were attempts to write on areas in which candidates had little expertise. The standard of scripts was therefore quite low.

PART C: CHINA

General Comments

This section was very well done, with candidates addressing the relevant Problems and Issues. Candidates had a good knowledge of the period. All questions were of an even standard, although Question 12 was handled better than the others.

Question 10 (111 responses)

Candidates used a variety of approaches in answering this question. Very few chose to discuss details of the 1911 Revolution and instead chose to survey the period, some as far as 1949. Although there was strong evidence of lack of stability and unity in China, weaker students were not able to link this back to the 1911 Revolution. Good candidates emphasised the role of Yuan Shi Kai in preventing the consolidation of the Republic and initiating the Warlord Era.

Excellent response

Another aspect we must consider in attempting to explain the failure of the 1911 Revolution to bring a stable and united Republican Government in China is the nature of the revolutionary parties themselves. In 1911, both the Tongmenghui and the Guomindang were extremely small parties with very low membership numbers. They were weak and had no clear directives as to what they were aiming to achieve. Their ideology was confused and often contradictory — however they were united in their cause in assisting the overthrow of the Qings, as Sheridan (China in Disintegration) puts it ‘the orientation was strongly anti-Manchu’, implying that the thin thread that held all the factionalised revolutionaries was their united desire to rid China of the ‘Alien Rule’. (Hsu)

We can see through this how the Revolutionaries were united for the common cause of overthrowing the Dynasty however underneath the surface they were incredibly weak and factionalised. After 1911 they had no clear political ideology to follow and they could not gain enough influence and power, hence the lack of a stable government in China after the 1911 Revolution.

Question 11 (54 responses)

This question was generally well handled, although it was the least popular question. Answers dealt with both the GMD and CCP. Better candidates chose to discuss the May 4th Movement as the inspiration for both nationalist and revolutionary ideas.

Question 12 (146 responses)

This was the second most popular question in this section and was done extremely well. Nationalist ideologies were discussed in detail, and examples given; however, weaker candidates talked only in terms of the Three People’s Principles. Better candidates tended to structure their responses around the record of Chiang Kai-shek in relation to the Three People’s Principles.

Question 13 (206 responses)

This question was by far the most popular question in this section, although weaker candidates had prepared answers to last year’s question. Some candidates, rather than talking about the importance of peasant support to the CCP, chose to concentrate on what the CCP did for the peasants. Better

candidates went to 1949 and discussed the Civil War. Weaker candidates concentrated only on the period 1935–1937 (The Long March, Yenan and the Second United Front.) Few candidates recognised the shift from guerilla warfare tactics to traditional army tactics to defeat the GMD.

PART D: GERMANY

General Comments

This was the most popular 20th Century study, with 65% of the total candidature. There was a full range of candidates, with the best responses showing detailed knowledge and understanding of the problems and issues. Each question offered candidates good opportunity to argue and analyse. Question 16 may have challenged some candidates into a more descriptive response than the other three questions.

Question 14 (2925 responses)

This was a popular question that elicited a wide range of responses. The question required candidates to make the link between military defeat and consequent politics in the period 1918–1924. Most candidates were able to describe unstable conditions in Germany at this time, providing a good range of knowledge. Stronger candidates linked the resentment over the military defeat as ongoing and used evidence effectively to support this view. Weaker candidates made little reference to military defeat and often provided an essay based solely on instability.

Above Average response

Military defeat had a large impact on German politics in the period from 1918–1924. The loss of pride, the harsh terms of the Versailles lead to the weakening of people's acceptance of democracy. The army was able to retain its position of power, and a national policy of evading the terms of Versailles emerged. There was much turmoil, politically, because of the military defeat of Germany.

Comment

This example shows reference to the major issues while providing the link to defeat in the introduction.

Question 15 (2659 responses)

This was a popular question, which basically had two parts: what did the Nazis do to make themselves the dominant political force in Germany by 1933 and how did the weaknesses/problems of the Weimar Republic help bring this about? Candidates needed to look at both sides to get into the 'A' range; however, the treatment of the topics did not need to be equal. The dates presented a problem for some candidates. There was a tendency to use material from 1918–24 and 1934. While 1934 was outside the range of the question, candidates could briefly refer to 1918–24 to help explain the failure of Weimar.

Above Average response

The failure of the government to make fundamental changes to the economy, industry, army and society led to the maintenance of power by the conservative elites. Their hostility to the government was vented by such right wing organisations as the Nazi Party.

The failure of the forces of the left to realise the real threat to their power came from the right meant a major anti-Nazi front was not established. As well, harsh treatment of the Saxony and Thuringia uprising left the KPD and the SPD in a constant disunion. When they should have united they did not and consequently in 1932 their votes fell from 13 million to 3 million. Williamson points out that 'opposition was formidable but divided'. The inability of the far left to deal effectively with the workers led to 25% of the Nazi vote coming from this traditionally leftist area.

Comment

This extract shows good development of argument.

Above Average response

The fundamental weaknesses of the Weimar Republic and the lack of support it maintained throughout its existence led to support for extremist groups. Underestimation of the Nazi movement and the dynamic nature of the movement itself — including Hitler — was a major factor in the Nazis becoming the dominant political force in Germany by 1933.

Comment

This is an example of an effective conclusion.

Question 16 (2961 responses)

This was a very popular question. Most students were able to describe the changes that occurred in Germany as a result of the Nazi government in the period 1933–39. Common aspects of society mentioned have been women, families, education, youth, censorship and propaganda, churches, political institutions, Jews, economy and labour, fear and violence. The more able candidates have discussed and analysed the methods by which this reshaping was done and even the degree to which the Nazis reshaped society. Thus they analysed the process of *Gleichaltung*, the use of ideology, the use of terror and propaganda, and the role of Hitler as *Führer*.

Above Average response

The Nazis relied heavily on mass consensus to reconstruct the place and nature of the German family in Nazi society. Propaganda was a means of translating support for the regime into significant changes. The Nazi propaganda campaign, ‘*kinder, kurche, kirche*’ (children, church, kitchen) adopted by the Nazi women’s organisation, as well as benefits to those who conformed to Nazi ideals of the German family, made change possible. The Nazis offered awards such as 25% reduction in mortgage payments for every child beyond four in a family. Similarly having six children eliminated income tax payments. These initiatives undoubtedly encouraged the mutually advantageous reformation of German society.

Similarly, the role of youth in society was also redefined to increase Nazi power and atomise Germany. The Hitler Jugend Law in 1936 was a means of entrenching the role of the Hitler Youth in society. A further law in 1939 made the Hitler youth absolutely compulsory and reduced any youth evasion of the organisation. A system of refined terror also assisted the process, by enabling the Nazi regime to punish any opponents of these new controls. For instance, the Eidelweiss Pirates and Swing Youth were increasingly punished and sent to concentration camps such as Dachau, for refusing to conform to this new societal mould. Therefore benefits and incentives, propaganda, and confined terror made the Nazi changes to the German family possible.

Comment

This extract from an essay provides an example of concise and effective analysis of the issue of ‘reshaping.’

Question 17 (825 responses)

This was the least popular question. As in previous years, many candidates had too little knowledge of the actual war to offer more than very general comments. However, this year there were many candidates who had studied the war in some depth. The question provided them with a good opportunity to demonstrate both knowledge and analysis. Average to above average responses were able to provide a catalogue of Hitler’s strategic errors. The best responses were able to link these strategic errors to ‘unrealistic aims’ or aspects of Nazi ideology. Some of these responses were most impressive.

Above Average response

Germany's failure in World War II cannot be accounted for simply by Hitler's war strategy and unrealistic aims but rather a myriad of factors including inadequate planning, insufficient production, 'reckless overconfidence' (AJ Levine) and poor intelligence regarding the enemy. However, it is undoubtable that Hitler's war strategy and unrealistic aims had an extensive adverse effect on Germany's war potential and possibility of success.

Comment

This introduction comes from an essay where the candidate considers Hitler's strategic errors, unrealistic aims and other factors.

Above Average response

Hitler had the unrealistic aim of gaining Lebensraum, living space, for German people in Eastern Europe. This was linked with Nazi racial theory, which said that the people of Eastern Europe were a lesser species that could be forced to make way for the superior Aryan race. These wild ideas were an obsession that obviously interfered with Hitler's strategic thinking. It led him to order an attack on the USSR when it was not in Germany's interest — Britain was still undefeated and Hitler's armies had gotten bogged down in North Africa. Nevertheless, because of Hitler's obsession, he attacked the USSR, thus overreaching and trapping Germany in a two front war. Once the initial blitzkrieg against the USSR was unsuccessful, Germany's defeat did become inevitable.

Comment

This paragraph links aims/ideology with strategic error.

PART E: INDIA

General Comments

Generally responses to this study were of a high standard, mostly in the B range with a few As and Cs — the most consistent for years. Select and effective use was made of recent historiography (although Percival Spear was still referred to occasionally). Candidates were very well informed. There was an excellent understanding and analysis of Problems and Issues, especially in Questions 18 and 19.

Question 18 (9 responses)

This showed considerable improvement on previous years' questions on the 'varieties of nationalism' Problems and Issues. There was more appreciation of the fact that the concept of Nationalism involved more than the moderate/extremist divide.

Question 19 (19 responses)

Candidates improved on previous attempts to answer on Gandhi by a chronological survey of the great man's campaigns — better answers showed clear understanding of qualitative differences between Gandhi's nationalism and that prevailing before 1919.

Questions 20 and 21 (21 combined responses)

Responses did not focus on the significance of the time period indicated in the questions. Too many answers in Question 20 focused on the Partition of Bengal agitation of 1905. Too many in Question 21 dealt only with British attitudes and policies.

PART F: JAPAN

Question 22 (17 responses)

Although this was a broad ranging question covering nineteen years, many students responded well to the opportunity to discuss tradition and change. This allowed better candidates to discuss both the liberal democratic forces of the early twentieth century and the conservative militarist reaction. This question in particular revealed a number of students who lacked the depth of knowledge to support their fluency.

Question 23 (9 responses)

This was another accessible question to which there were few good answers. Better responses were able to discuss both Japan's nationalism and expansionism plus the US reaction right up to the end of the period.

Question 24 (14 responses)

This was another question which was very open, but where many answers lacked depth. Better answers dealt very well with the supremacy of the militarists and their success in expanding Japanese power.

Question 25 (20 responses)

Again a question which required a depth of knowledge and the ability to deal with the complex aims of the militarist leadership of Japan. A discussion of motives often slipped into a narrative of the war. Few answers coped well with this question.

PART G: RUSSIA/SOVIET UNION

General Comments

This was the second most popular 20th Century National study, with 28% of the candidature attempting it. While there was a range of responses, many of the Russian scripts were of a very high standard. All questions lent themselves to analysis and many candidates were able to respond in a way that demonstrated both detailed knowledge and sound understanding of Problems and Issues.

Question 26 (953 responses)

This was a reasonably popular question, which was well handled by most candidates. The failure of the Duma, limited land reform by Stolypin and the impact of World War I were the main areas of knowledge used. Better candidates linked the events and judged the extent to which they were responsible for the collapse of the Tsarist system.

Excellent response

The middle classes and the liberal parties were predominantly concerned with the provision of a Duma in an attempt to siphon the Tsar's absolute power and to have their opinion heard in the running of the country. The failure of the Tsar to concede his autocratic rule was one of the short term consequences that was to later prove responsible for his downfall.

Comment

This example shows excellent linkage of the failure of the Duma to the collapse of the Tsarist system.

Question 27 (1224 responses)

This question was the most popular on Russia/USSR and was generally well answered. Most candidates had a good grasp of details concerning the failure of the Provisional Government in 1917. More able candidates were able to look at the problems of the Provisional Government that led to failure as well as the ability of Lenin and the Bolsheviks to undermine the Provisional Government and bring about its fall in November.

Above Average response

The failure of the Provisional Government in 1917 resulted from a culmination of factors including the war, the army and peasant and worker discontent but ultimately it was their failure to address the concerns that already existed in March that led to their downfall. The Provisional Government did little to address the concerns of the people and ultimately undermined their power through their inept leadership. It was their failure to deal with concerns and Lenin's subsequent ability to address and target them that led to the November Revolution.

Comment

This extract shows a good introduction.

Above Average response

The Petrograd Soviet, established on the 12 March, also contributed to the downfall of the Provisional Government as its widespread popularity led to a system of dual power. As Prince Lvov himself commented, the government had 'authority without power' while the Soviets had 'power without authority'. Soviet popularity grew significantly over the course of 1917, and this shift of public support is what contributed to the downfall of Kerensky in November.

The strength and persistence of Lenin and the Bolsheviks was also a significant factor in the November revolution. As commented by historian Berdyaev, all other powers in Russia during this tumultuous year were too moderate or disorganised to gain and consolidate power, meaning the Bolsheviks were the only tightly organised, highly centralised revolutionary group with the single aim of gaining power. Lenin was the driving force behind the Bolsheviks because, as argued by Richard Pipes, he conceived the party in his own image and kept it on the course he had charted.

Comment

This extract illustrates a good understanding of the question and effective development of argument.

Question 28 (646 responses)

This was the third most popular question on 20th Century Russia/Soviet Union. Most candidates showed a good knowledge of the change in policies in the Soviet Union in the period 1920–34. Thus they quite ably described Lenin's War Communism and NEP, and Stalin's Socialism in One Country, Collectivisation and Industrialisation. Generally students were more comfortable describing changes to the economy rather than changes to the State. Some students found it difficult to balance their coverage of the broad time period and focused mainly on Stalin's policies.

The more able students were able to analyse the aim and impact of these policy changes in terms of strengthening the economy and the State. Better candidates often engaged in a discussion of how these leaders tried to grapple with the problem of implementing ideology and often concluded that ideology was compromised to create a stronger Soviet State.

Above Average response

There are several factors that are indicative of the Soviet leaders changing their policies to strengthen the Soviet State and the Soviet economy between 1920 and 1934. Under Lenin, the implementation of the NEP in 1921 helped the Bolsheviks retain power after the Civil War, as did the attacks on factionalism and party deviationists. The changing nature of the Bolshevik party further consolidated their hold on the state. Under Stalin, his elimination of opponents strengthened the Soviet State and the introduction of the purges and the industrialisation and collectivisation furthered this control in relation to both Soviet State and Soviet economy.

Comment

This extract illustrates an effective introduction to the question.

Above Average response

In 1920, the Soviet Union was under a system of War Communism. Although, it had enabled the Communists to mobilise resources for the war effort, it had caused a great deal of damage to Soviet economy and society. Industrial production had fallen to 13% of 1913 levels and the harvests were only half of what they had been in 1913. The starving proletariat had fled to the countryside; the population of Petrograd had fallen from 2.5 million to 600,000. Historians are divided as to the aim of War Communism. Fervent anti-Bolshevik Richard Pipes states that it was the Communist method of achieving a socialist state as quickly as possible. This fits in with its centralised economy. Marxist historian Christopher Hill claims that it was in response to ‘temporary desperate necessities’. The name ‘war communism’ suggests that it was only meant to be used during the Civil War. Nonetheless when the loyal Kronstadt naval base rebelled, Lenin decided that it was time for a change in policy in order to rebuild both the economy and the basis of support.

Comment

This extract illustrates an effective discussion of a number of issues.

Question 29 (347 responses)

As expected, a question on ‘the war’ attracted the smallest number of candidates. This year, however, the focus was not so much on the war years as on Stalin’s policies prior to the war. Those students who focused largely on the war years struggled to gain more than average marks. The best candidates were able to discuss Stalin’s economic and foreign policies, the purges and leadership style and to evaluate these in terms of preparation for the war. It was valid, of course, to use some aspects of the war itself as evidence in this evaluation.

Above Average response

The purges of the 1930’s saw leadership of the Russian army decimated, leaving untrained officers in command. The purges also caused massive disruption to the industrialisation program, halting production and creating a decline in industry. Stalin’s preoccupation with destroying potential enemies, finding a source of blame for collectivisation’s failure and, as Christian states, ‘paranoia’, put war preparations on hold.

Comment

This paragraph provides an example of a student over-viewing the negative aspects of Stalin’s preparation.

PART H: UNITED STATES OF AMERICA

General Comments

It was the general impression of the experienced markers in this section of the paper that the amount and quality of the content in the responses had improved this year. This may be the result of greater availability of US material via sources such as the internet and, on a less positive note, it may be the fact that a number of the questions were phrased in such a way as to invite lengthy descriptive essays. Indeed, some concern was expressed that in a number of these questions there was little chance for able students to show that they could construct an argument.

Question 30 (402 responses)

This was the second most popular of the USA questions. It is clear that many candidates were seeking a more general question that would allow them to range more widely over the various issues raised in the 1920s section of the course. As it was, the concentration on popular culture, allied to the 'In what ways' format left many candidates listing the changes that took place in the 1920s. The best answers correctly defined 'popular culture' and addressed the concept of the twenties as being 'new and different'.

Less able candidates did not clearly define 'popular culture' and addressed issues outside the confines of this notion. For example, they discussed isolationism and industrialisation without being able to link these concepts to 'popular culture'. They also failed to consider how things had changed from the previous decade and tended to confine themselves to a list of so-called 'new' aspects of the twenties.

Above Average response

The industrial boom period of the 1920s brought many new and different changes to the lifestyle and attitudes of the American people. The lives of Americans were clearly altered due to the invention of the car and the radio. With the introduction of movies and sport as big business the American popular culture was clearly different. Modern values also arose during the 1920's, which caused many tensions within society. However such attitudes and actions towards these modern values can be clearly seen as new and different.

Comment

This introduction gives a clear indication of what popular culture is, addresses the issue of 'new and different' and goes some way towards analysing the 1920s as a separate decade in US history.

Above Average response

What made the popular culture of the twenties new and different was that it displayed a very different picture of society. This is borne out by the social facts of the day. Perpetuated by the media it preached mass consumerism, mass idolatry and dangerous antipathy, which, at the end of the decade were to bring American society to its knees. What made the popular culture of the twenties new and different was that it spurred on by the inventions of new technology and manufactured goods it led to very different and confused moral standards in contrast to the solid conservatism of the previous decade.

Comment

This conclusion shows the contrasting nature of the decade and through analysis brings out key problems beneath the façade of US prosperity, factors which were to create instability in the next decade.

Question 31 (252 responses)

This was the second-least popular response of the USA questions. It was generally the most poorly answered question, perhaps because the question, in itself, lacked direction and was too general and wide ranging.

Less able and average responses tended to make vague general references to economic and social change without providing concrete evidence, eg 'After the outbreak of the Depression everyone experienced poverty as unemployment was very widespread'. Few candidates were able to produce a balanced answer, that dealt effectively with both economic and social changes. The better answers compared the unregulated 'bull' market of the Republican administration and the resulting economic and social implications with the regulated economic system created by Roosevelt.

Above Average response

The Great Depression was a time of immense suffering but it was also important in bringing about economic and social changes. It convinced the government of the need for state intervention and reform, allowing Roosevelt to implement new deals and laws.

As a result of the Great Depression, the GNP fell from \$104 billion in 1929 to \$55.6 billion in 1933. Similarly GNP per capita fell from \$871 in 1929 to \$447 in 1933. These figures reflect the economic changes that resulted from the Great Depression. These economic changes inevitably affected the lives and social well-being of the people.

Comment

These introductory paragraphs show how better candidates can introduce factual evidence to support their argument.

Question 32 (492 responses)

This was the most popular question. Most candidates who had extensive knowledge of Roosevelt's policies handled it very well. This is because the question lent itself to a recounting of the New Deal.

The wording of the question and the use of 'Explain' made it difficult to discriminate between the range of candidates. Those in the 'A' range were able to show how the New Deal acts led to relief, reform and recovery. Less able candidates relied too heavily on a description of the alphabet agencies.

Excellent response

On the 4th March 1933, Franklin Roosevelt was inaugurated as the President of the USA. Roosevelt became president as the United States was in the depths of an economic depression never before witnessed. He believed 'the only thing we have to fear is fear itself'. The New Deal had three objectives; relief, recovery and reform. Historians such as Clements would argue that 'the New Deal is a series of measures to deal with specific crisis with little overall plan'. Roosevelt used government intervention in the economy as a means of obtaining relief, recovery and reform of the Depression.

Comment

An 'A' range answer would begin with a similar introduction to this extract.

Question 33 (125 responses)

This was clearly the least popular of the US questions, which was a pity as it was the question in this section of the paper that allowed the able and well-prepared candidates to show their ability to construct an argument. It is quite clear that many teachers do not get to the wartime period in this course. The result was that the responses for this question fell into two distinct groups: some quite outstanding scripts of well-prepared candidates and the scripts of those who had used the question as a last resort. There was little in between. The successful responses showed a clear understanding of the issues that arose out of the war and influenced Truman's decision.

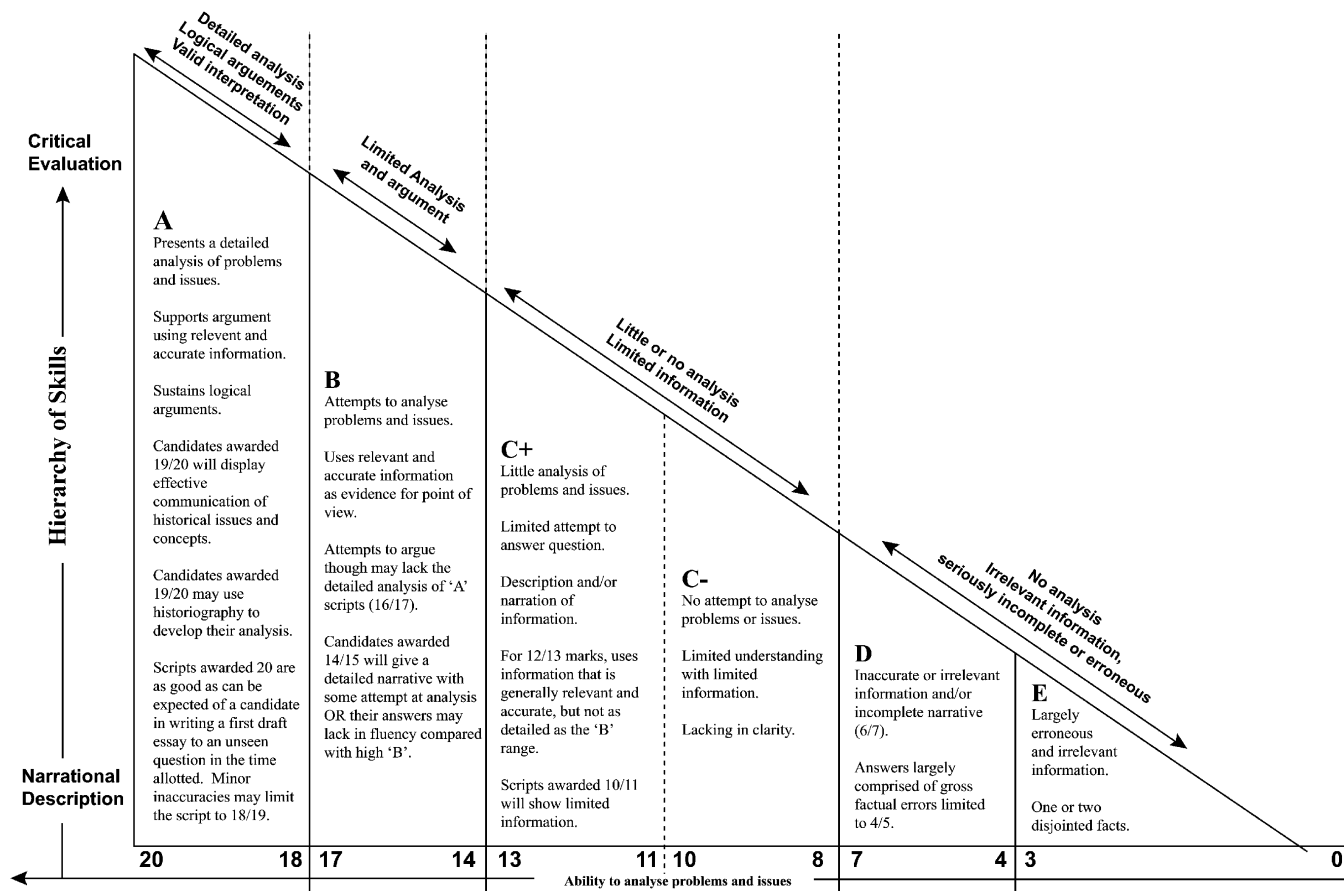
Excellent response

As WWII progressed, two major factors influenced the decision of America to drop the A-bomb. Firstly, the nature of Japanese warfare as illustrated in the Pacific war at battles like Iwo Jima where Japanese soldiers showed their readiness to fight to the death and enhanced the American notion that Japan would not surrender without vast bloodshed or nuclear action. Secondly however, as Alperovitz argues, the dropping of the bomb was not merely to bring about Japanese defeat, but used for its political effects in curbing the spread of Communism after what were seen as the Soviet excesses in Eastern Europe. Thus it was both tactical and strategic developments that acted as catalysts in the decision to drop the A-bomb.

Comment

This is an illustration of the kind of analysis that saw candidates in the 'A' range.

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Section III: Electives

PART I – NINETEENTH CENTURY STUDIES (EUROPE)

General Comments

In Section III, Russia was once again, by far, the most popular study; Japan and China attracted a similar number of candidates. Numbers doing Britain and Germany increased slightly this year. It was pleasing to note that very few candidates failed to complete the three parts of the question. There is a continuing problem, however, with candidates answering part (a) in far too much detail; candidates need to confine themselves to responses of between half and three quarters of a page for this section.

Question 34 Britain (94 responses)

The three parts of the question were straightforward and the dates gave candidates clear guidelines; this enabled a clear discrimination across all marking ranges.

Question 35 Britain (216 responses)

Although this was the more popular question on Britain, the responses were not as detailed and accurate. The emphasis on social and economic change tended to elicit general responses from many candidates who failed to make the connection between economic, social and political forces. They therefore failed to use detailed and appropriate evidence to substantiate their views.

Question 36 Germany (137 responses)

Top candidates handled this question quite well but weaker candidates were unable to provide accurate and detailed responses. In part (c), for example, many candidates merely chronicled the unification of Germany by substituting Bismarck for Prussia. They failed to provide adequate analysis of Prussia's role in the period up to 1871.

Question 37 Germany (40 responses)

For the most part, this section was poorly answered; only the few better candidates were able to provide appropriate evidence for the divisions within Wilhelmine society by 1914.

Question 38 Russia (645 responses)

This was the most popular question in Section III.

- (a) This part was generally well answered by most candidates. Some strong candidates tended to write too much and ignored the 'briefly' part of the question. Weaker students tended to devote too much attention to chronologies of earlier Tsars to Alexander II.

Excellent response

Alexander II issued the 'Emancipation Edict' on March 1861. It called for the abolishment of serfdom forever. While it took two years for it to come into effect, it removed the arbitrary control of landlords giving ex-serfs legal rights and a political voice. The government bought the land from landlords that were worked on by the serfs and gave it to the serfs, which they had to pay for in the form of redemption payments for 49 years. The commune (mir) held title to this land to which the serfs belonged. Thus, in reality, control of serfs was transferred from landlords to the government.

While serfs now had their legal freedom (access to courts, free to sue and be sued, marry anyone he/she wishes) they were still bound economically by the redemption payments.

Neither the landlords nor the serfs were wholly satisfied by the terms of the emancipation. Landlords had lost their most valuable assets and serfs no longer had the protection of landlords and they now had to pay for land they had always believed to be theirs.

Comment

This is an example of a detailed, succinct response, which gained full marks.

- (b) Many students had difficulty with this question. Most were able to list some of the revolutionary movements but generally gave scant treatment of their differing ideologies and the methods they used to challenge Tsarist autocracy. Weaker students tended to ignore the terms of the question and gave a prepared narration of the Tsars of the 19th century.
- (c) Far too many students interpreted this question as ‘Account for the failure of the 1905 Revolution’ after confusing it with the episode of Bloody Sunday. As a result, this question discriminated well between candidates. Those who got no further than Bloody Sunday and Father Gapon usually did not go into the reasons why the Revolution failed, did not discuss the split in the revolutionary ranks between the radicals and the moderates, and did not take the October Manifesto, the consequent Fundamental Laws and the Duma, and the work of Stolypin into account. Above average and excellent responses could explain how the various reform/revolutionary movements were split by Nicholas’ actions.

Above Average response

The 1905 Revolution posed as Taylor states ‘the most united opposition in Romanov history’ and was in effect, the closest the opposing movements came to bringing the government down. However it failed as a result of Tsar Nicholas’ responses and the repressive reform of Stolypin between 1906 and 1914.

Reform sharply followed by repression proved to dismantle revolutionary forces and ignite the increasing gulf of classes. Nicholas initiated this with the introduction of the October Manifesto issued on the advice of Witte. This promised civil liberties and a state Duma based on a secret ballot and universal suffrage. The effect of this was to split the revolutionary forces; Marxists split into Mensheviks and Bolsheviks; Kadets while not entirely happy wishing for a constituent assembly, were prepared to accept the Manifesto as a starter to reforms; Liberals believed the Manifesto to be a satisfactory end to revolution and also split into Octoberists who were willing to work with the government. Nicholas introduced the fundamental law enabling him to dismiss the Duma at his own free will. He dismissed the first and second Dumas in shock of their pressing reforms and then re-elected the Duma, which were made up of predominantly Octoberists who were rubber stamps for the government. Further, the state Duma was only in 43 of the 70 provinces. As such, the effect was to retain government autocracy and suppress liberal attitudes.

The Stolypin era of 1906 to 1914 was based on his strategy to take the Duma more seriously, reform the peasants and suppress by force the remaining dissenters.

Known as ‘Stolypin’s Necktie’ dissenters were hung for minor offences and acts against the Tsar. Between June 1906 and the end of the year over 900 dissenters were sacrificed.

The peasants were reformed by allowing them private ownership of the land and nobles were given further representation in the Duma but still encompassed its limited powers. However, this kept many for the time, content and unwilling to strike up further revolt.

The 1905 Revolution was unable to bring down the Tsarist government because of the repressive measures it followed up with. Stolypin further enhanced this method with a policy of rule and divide which split up the previously united revolutionary forces proving them once again to be not as hard a task.

Comment

This is an example of an above average response.

Question 39 Russia (410 responses)

- (a) This part was generally well handled with a variety of responses and facts, which gained full marks.

Excellent response

The Russian Empire prior to 1860 was fixed in time. There was no way to distinguish between yesterday and today, life was an unchanging now. Russia was the last bastion of feudal, patriarchal society. At the precise moment when nearly all of Europe was abandoning feudal hierarchy, the Russians were battling to preserve it.

Russia was a 96/2/2 society. The Tsar, the autocratic ruler was supported by his aristocratic land holding nobles, who comprised just 2% of the entire population. The other 2% represented clergy. The remaining bulk, about 38 million of them were peasants, either privately owned, tied to the land, or state peasants owned by the Tsar.

Russia was the traditional hierarchical society; people held together for the common purposes of religion, in a social order which offered no social mobility. The economy was predominantly agricultural, with peasants cultivating the land for the landlords. The peasants lived in abject poverty, though all aid or any rate in a country that wasn't industrialised. It was only in a small minority of cases that peasants were treated abhorrently by landlords, contrary to popular mythology.

Russia before 1860, was feudalistic and patriarchal. The social structure was rigid, with no chance for social mobility. The Tsar it was believed derived his autocracy from God. Orthodoxy, Autocracy and Nationality were the creed by which people lived. A useless and meaningless creed, believed by no one important, like most ideology it is used to justify things that are morally questioning. Orthodoxy held people together through the common, omnipotent purpose of religion; Autocracy the unqualified preponderance of the Tsar; Nationality, the belief in the supremacy of Slavic culture. It was a creed that would fall apart as soon as industrial society, based on rights not privileges, destroyed the foundation upon which Russia for so long lived.

Comment

This excellent and very detailed response included much of the information which could be drawn on to answer this question.

Excellent response

Before 1860 the political system of the Tsars was an orthodox, autocratic, archaic system. Successive rulers were able to make decisions without consulting a cabinet, and their power was given on the basis of a 'mandate from heaven'. The Orthodox Church advocated the belief that each Tsar had god's authority to rule absolutely. Rule was handed down through the generations and the church often encouraged support for the Tsars as government revenue provided their only funds. The Tsars increased their revenue by directly mobilising the labour of the up to 90% peasant population under a feudal system based on agriculture. The nobility who could greatly influence political discussions drew their wealth from this oppressive system.

Comment

This response, although not as detailed, also contained adequate and relevant information to gain full marks.

PART I – NINETEENTH CENTURY STUDIES (ASIA/USA)

Question 40 China (123 responses)

- (a) This part generally elicited responses of a very high standard, where candidates were able to explain the progression of the examination from the local to the national level.

Excellent response

The civil service examination system was devised as a method of selecting government officials and the scholar gentry class by the means of exams of Confucian classics.

In theory, every Chinese had a chance of being accepted into the civil service, by means of hard work. However, devotion to studying required a large amount of time and money and often the participants in the exams were the sons of civil servants; the common peasant could not afford to participate.

The exam required the learning and memorising of Confucian classics and reproducing these in a highly structured 8-page essay. Often the candidates with the greatest memorising ability and stamina succeeded. The candidates competed at district, provincial and national level, with the highest exam being in the presence of the emperor. The exams were conducted every three years.

The purpose of the exams was to select efficient civil servants and government workers, who had the entire knowledge of Confucian classics. However, this method backfired and created very sturdy theoretical geniuses but with little practical experience.

- (b) While better candidates handled this question well, less able candidates tended merely to describe the Self-Strengthening Movement and were not able to place it in its wider context. The most able asserted that because Ci Xi identified the movement, any improvements in technology were indirectly attributed to the effectiveness of the Confucian political institution and thus preserved it.
- (c) This part attracted less incisive responses, with answers often being merely narrative with little analysis of the contribution of forces, people and events.

Question 41 China (433 responses)

- (a) This part was very efficiently dealt with but many candidates omitted reference to the tribute system.

Excellent response

Morales notes that China's attitude to foreigners was characterised by an 'attitude of cultural superiority', and this attitude was manifest in her treatment of her vassal states and her 'cultural pretensions' as President Adams (U.S.) put it.

The Chinese referred to foreigners as 'barbarians' and regarded their nation as the centre of civilisation and culture. Every three years the Chinese were paid homage or tribute by their vassal states, who performed the submissive kow tow before the Chinese Emperor. Cowie notes that owing to this notion of cultural superiority the Chinese could not imagine they needed to learn anything from the West.

This attitude is manifest in the Qusgang Emperors' reply to McCartney's mission of 1796: 'we have no need of your manufacture...enjoy our hospitality, do not attempt to reform it.' However, when the Chinese could not force foreigners into submission, they sinicised them, gradually absorbing them into their empire. (Morales)

Comment

This is an example of a succinct response.

- (b) Many students were unable to explain fully the Problems and Issues behind this question; Western imperialism presented no problems but candidates were unable to recognise that the basis of Qing authority rested on the Confucian tradition.
- (c) Part (c) tended to lapse into a chronological narrative of the period 1860–1911, instead of analysing the reasons for the Chinese change in attitude. It is also evident that many students were unable to draw on evidence to substantiate their answers.

Question 42 Japan (407 responses)

Overall, this question was very well answered but some candidates were not fully able to explore the origins of the variety of anti-shogun forces in Japan and ways in which Western intrusion provided a catalyst for change.

- (c) Able candidates in part (c) were able to analyse the extent of modernisation in the social and political system; weaker candidates tended to catalogue the full spectrum of changes with little or no analysis or discrimination.

Above Average response

With the arrival of the foreigners in 1853 and their insistence on reform, Japan had little choice but to concede. The Sonno-Joi movement had succeeded in displacing the Shogun and reinstating the emperor as political leader; but the new Japanese government realised that reforms were needed to keep abreast of the Westerners. The reformist social and political systems, however, were superficial, barely changing at all the plight of the peasantry.

A constitution was drawn up in the 1860's which was ostensibly democratic. It advocated an assembly drawn from a wide convocation of people; but later referred to 'subjects'. This was the true attitude of Meiji Japan — little was to actually change. A new system of government was sought after, and found in the Prussian model. A 'diet' was constructed with a House of Representatives and a Cabinet. The members of the diet were taken from those samurai who had participated in the Sonno-Joi movement, and some members of the merchant class. The Cabinet was constructed largely of ex-daimyo.

The advisers to the emperor, and the holders of actual power, were the Genro, elder statesmen whose main interest was to establish an oligarchy. Judicial reform was introduced whereby the 'collective responsibility' was abolished, and the headmen of villages became judges. They were able to pass sentence on individuals.

However, the social system was largely unchanged. The daimyo had been relieved of the burden of the samurai, and gave up their land in return for financial re-imburement. The samurai's stipends were now to be paid by the government; however they avoided the responsibility by exchanging the stipends for government shares. Thus the samurai were even more disadvantaged. A national army was introduced, and the samurai's right to wear two swords was abolished. Consequently the samurai class felt great disillusionment with the new government.

The diet was ineffectual when the cabinet introduced a new budget. The House of Representatives could reject it in favour of the previous years'. This was overcome by bribery, but Japan's political integrity was already compromised.

Japan's social and political systems changed to some extent after the Meiji Restoration, but the changes were widely superficial. The samurai class was further disadvantaged; the peasant class remained virtually unchanged. Though the political system was ostensibly a democracy, power lay, not in the hands of the people, but with the Genro. The House of Representatives and Cabinet were largely ineffectual. Thus the changes to Japanese society and politics were not sweeping, but superficial.

Comment

This is an above average script which is able to provide some analysis of the degree of change in Meiji Japan by 1890.

Question 43 Japan (163 responses)

This question was not handled as well as Question 42. The candidates experienced little difficulty with part (a). In part (b) weaker candidates tended to catalogue the changes after 1868 with little analysis of the reasons behind them. Again in part (c) weaker candidates wrote a timeline of Japan's expansion between 1894 and 1912.

Question 44 India (7 responses)

Question 45 India (11 responses)

Very few candidates attempted these questions. There was a wide range of responses.

Question 46 Australia (49 responses)

- (a) This part was handled well by better candidates but less able students failed to address some significant factors and limited their answers to the gold rushes.
- (b) Too many candidates attributed urbanisation to the gold rushes alone.
- (c) While there were some good responses weaker candidates were not able to analyse the variety of factors involved.

Question 47 Australia (60 responses)

Overall this question elicited a higher standard of responses than Question 46, and was handled well by a majority of candidates.

Better candidates were able to provide a variety of evidence (including statistics) on the effect of the pastoral industry on Aboriginal people. Weaker candidates answered in very general and stereotypical terms.

Many candidates failed to analyse the long-term and short-term significance of the disputes between the squatters and shearers in the 1880s and 1890s but there were some good responses.

Above Average response

The disputes between squatters and shearers in the 1880's and the 1890's played a significant role in the trade union movement and the moves towards Federation, in conjunction with the development of the Labor Party, and the formation of the Pastoralist's Association.

The inability of the trade unions to achieve any great change during the 1880's and 1890's disputes lead to trade unionism reform. They had had such notable achievements as the introduction of the '8 hour day' in the colonies, but little progress was made in other areas. During the Great Strikes of the 1890's, which occurred during the depression, the full incompetence of the unions was realised. The fact was, that in this time of economic crisis, labour was cheap and employers would give their employees no concessions which would worsen their own financial situations. Thus, trade unionism could see its internal problems and noted that effective reform of working conditions could not be

attained without some form of political influence. It was at this time that the squatters and pastoralists had an enormous influence over Australian politics. This provided the catalyst for change, which in turn led to the formation of the Labor Party.

Formed under the 'Tree of Knowledge' in Barcaldine, QLD, by shearer's during a strike, it was the Labor Party that finally represented the interests of the Australian workers in the political arena. The numerous disputes between the shearers and the squatters, two decades old by Federation, led to the formation of the Labor Party, because of the inability of the trade unions to influence political policy during this period. The disputes also meant the squatters wanted a voice themselves, and the Pastoralist's Association was formed almost as a Union for employers ...

PART J – MODERN WORLD STUDIES

General Comments

This year saw a slight increase in the number of students attempting the Modern World Studies. Conflict in Indo-china remained the most popular with 52% of candidates, while 23% attempted the Arab–Israeli conflict and 25% US – CIS Relations.

Candidates on the whole were well prepared, but a continuing concern is that the vast majority are writing over lengthy responses to Part (a) in all questions except 55. In quite a number of instances candidates wrote such lengthy responses to part (a) that they left themselves short of time to answer parts (b) and (c). A brief and concise description in no more than three quarters of a page is sufficient to gain maximum marks in part (a).

Some candidates are not attempting to answer (b) and (c), though this number is now very small. When answering (b) and (c) in all questions it is vital for students to identify the words and phrases which direct them to the analysis aspect of the question: 'to what extent', 'reversed the results of', 'threatened world peace', and then to spend some time writing about their interpretation of these issues. Too many students are still either ignoring, or only dealing perfunctorily with the analysis aspects of parts (b) and (c).

Question 50 The Arab–Israeli Conflict (746 responses)

- (a) Despite the clear wording of the question, too many students spent time describing the actual war, instead of concentrating on the results.

Excellent response

The main results of the Six Day War of 1947 were the massive gains of the Israelis. Israel gained east Jerusalem and the West Bank from Jordan. From Egypt the Sinai Peninsula and the Gaza Strip were taken and the Golan Heights were taken from Syria. Israel tripled its size from these gains. Egypt now had an enemy force opposite the Suez Canal and so the canal was closed down and constant bombing occurred on each side. Fewer raids occurred into Israel and there was a six-year rest from conflict. These were the main results of the Six Day War.

Comment

An excellent example of a concise answer.

- (b) Many answers tended to be too descriptive. To score high marks candidates had to consider the extent to which the Camp David agreement, both in its provisions and their subsequent implementation, reversed the results of the Six-Day War. Too many students seemed unaware that parts of the accords were not implemented at the time.

Excellent response

The terms of the Camp David agreement were broken up into two parts. There was the Egyptian-Israeli treaty and also the Framework for Peace. The treaty between Israel and Egypt contained the following terms. Peace between Israel and Egypt, the withdrawal of Israeli settlements from the Sinai, Israel to use the Suez canal and the Sinai to be handed back over three years. The Framework for Peace in the Middle East had the following terms. Israel to make peace with all Arabs, Israel to withdraw from Gaza and the West Bank, a Palestinian government to be elected for five years to control these areas and after five years Jordan, Egypt, Israel and the Palestinians would decide how the West Bank and Gaza should be ruled. These were the terms of the Camp David Agreement but because the Framework for Peace was not acted upon the results of the Six-Day War were only partially overturned. The Egypt Israel Treaty reversed Egypt's loss of the Six-Day War as the Sinai was returned to them. Although Gaza was not returned to Egypt it was to be handed to the Palestinians. This did not occur and Israel kept the Gaza Strip. The same occurred with the West Bank. Although Jordan controlled the area before the war this area was to be handed to the Palestinians. This also did not occur and Israel kept the West Bank. As the West Bank and the Gaza Strip were not given back to the Arabs then the Camp David Agreement did not go far at all in reversing the result of the war. Jordan did not regain anything and the Palestinians gained nothing. The Israelis also kept East Jerusalem. The other gain of the Israelis, the Golan Heights, was not mentioned in the Camp David Agreement and was also retained by Israel. All these facts show that the Camp David Agreement of 1979 did little to reverse the results of 1967. Egypt's losses were returned and the canal again open for her, but for Jordan, Syria and the Palestinians 1979 did nothing. All Israeli gains of the war were kept, excepting the Sinai peninsula and so Camp David reversed only a small portion of the results of 1967.

Comment

An example of an excellent answer.

- (c) This was on the whole well answered, though there was evidence of prepared answers where students simply retold all they knew about Arab–Israeli relations over the last decade. Although this was a straightforward question, it did require students to demonstrate knowledge of political and religious divisions in Israeli society and their impact on the peace process.

Question 51 The Arab–Israeli Conflict (196 responses)

- (a) This question was on the whole competently answered, though, as with other part (a) questions, many students wrote too much.
- (b) Too many students retold the events of the 1970s and 1980s without dealing with either policies of, or divisions among, the Arab states. Many students seemed unaware there were divisions among Arab states. Students need to understand and be able to use terms such as 'policies', and be able to differentiate between events and the 'policies' they were linked to.
- (c) Students demonstrated a broad understanding of the issue of Palestinian dissatisfaction with the Oslo Accords, but needed to back it up with detailed information about recent events (particularly in Israeli politics). They needed to also provide some explanation of how this situation came about and analysis of the reasons for it.

Question 52 Conflict in Indochina (648 responses)

- (a) Very capable students recognised that the Viet Minh had a number of roles: political, military, social and economic. Most candidates focused on the Viet Minh's nationalistic efforts against the French, culminating in the Battle of Dien Bien Phu.

Excellent response

The role of the Viet Minh was to attempt to free Vietnam from French colonisation between 1945-54.

This involved physical warfare — General Vo Nguyen Giap — and ideological warfare, which involved political agitation and education among the people — led troops. The Viet Minh were instrumental in the conflict, which led to the eventual defeat of the French at the Battle of Dien Bien Phu in 1954. This defeat was the result of the successful guerrilla and ideological war campaign which, when combined, led to the concept of total war which the French were unable to withstand.

Comment

An example of an excellent part (a) response.

- (b) The word 'consequences' was the key discriminator in this question. Candidates wrote adequate responses outlining the terms/decisions made at the conference, eg temporary partition at Vietnam's 17th parallel, nationwide elections by 1956. The better candidates dealt with the implications and ramifications of these accords; for example, direct US involvement in South Vietnam, refugees, comparisons of the governments of Ho Chi Minh and Ngo Din Diem.

Excellent response

The 1954 Geneva Accords had several consequences which would dramatically affect Indo-China up to 1960. The main consequence of the Geneva Accords was that there would be an election to unify Vietnam in 1956. Also the country would be split in two at the 17th parallel with a demilitarised zone on either side.

At the conference Ho Chi Minh's allies, the USSR and China (at the time) feared US nuclear involvement and so allowed the elections to take place in two years. However the United States was present only as 'observers' and refused to ratify the agreement. Also China wanted to see a weakened Vietnam which was the main reason for it agreeing to the elections in 1956.

The US did not ratify the agreement because they feared a communist victory would stop at nothing to see Vietnam controlled by the Communists. As a result the US sent in covert operatives from the OSS to gather intelligence and train the ARVN troops. Also the US propped up the South regime, the CIA financed corrupt governments such as Diem's which featured corruption and nepotism. The United States also sent in military advisers, which numbered 17,600 in the period up to 1960. The United States also set up air bases in South Vietnam along with training tribesmen as operatives in guerrilla warfare.

The North Vietnamese also began preparing for war. After the elections did not occur in 1956 the VC mobilised and increased its guerrilla activities. Aid was received from the Soviet Union and China. The VC also began to infiltrate the ARVN and South's government and would supply information to a vast VC intelligence network.

Ultimately the US made a commitment to change from supporting the French in Indo-China to escalating the war and increasing US involvement to contain the spread of Communism.

Comment

An excellent example of a part (b) script.

- (c) Comprehensive responses came from candidates who recognised that ‘armed conflict’ applied to Vietnamese/Khmer Rouge confrontations in the late 1980s as well as FUNCINPEC/CPP clashes in the 90s. The best students dealt with changes in the Hun Sen/Ranariddh political relationship over the last six years and its influence on the 1998 election.

Excellent response

Armed conflict has continued in Cambodia over the past decade due to the power vacuum created with the Vietnamese withdrawal and the subsequent struggle for power between political rivals. With the Vietnamese withdrawal from Cambodia in 1989, Hun Sen and his Cambodian People’s Part have struggled for power with the royalist FUNCINPEC Party. A lack of a clear political result or ruling group has led to continued armed conflict throughout Cambodia.

Up to the UN sponsored elections in 1993 the royalist FUNCINPEC Party had combined with the then stronger Khmer Rouge. These traditional enemies formed an alliance in order to oppose Hun Sen’s CPP who were installed in power by the departed Vietnamese. Armed conflict up to 1993 between the Khmer Rouge and the CPP was common as each group jockeyed to gain political power.

With the 1993 elections there was a lack of a clear majority. This was the basis for conflict for several years. The Khmer Rouge did not participate in the elections and have been largely marginalised as a result. However the FUNCINPEC Party gained a slight advantage in the election and a coalition had to be formed between the CPP and FUNCINPEC parties in order to take government. Hun Sen was installed as Prime Minister 2 and Ranariddh as Prime Minister number 1. This coalition was doomed to fail, as both Prime Ministers would continue to compete for political power. Armed extremist supporters would also be the people who carried out the armed conflict.

In 1995 the Prime Minister Ranariddh was deposed in a coup. Hun Sen gained power and did not allow Ranariddh to enter the country on his return from China. This was on the alleged basis that FUNCINPEC were importing weapons to use against the CPP. The coup almost caused a civil war in Cambodia as Ranariddh still had a lot of supporter’s back in Cambodia.

Under international pressure Hun Sen was forced to allow elections in 1998. After exiling Ranariddh and using the tools of his power to submit the Cambodian people to propaganda against Ranariddh, Hun Sen gained more seats than Ranariddh in the 1998 elections. This was just below the amount needed to take control and so basically no government existed in Cambodia for several months. Finally in 1999 a parliament was formed with Hun Sen as Prime Minister and Ranariddh out of the political light with his appointment as president of parliament.

The political tensions within Cambodia have led to the armed conflict over the past decade. However, whilst the armed conflict has continued, Cambodia’s economy has struggled to recover from the effects of the previous wars. With foreign aid and investment needed to improve the domestic situation, the Cambodian government has made an effort to appear stable to the outside world. Asia Pacific radio reported on 2/3/99 on the creation of an upper house parliament to further the democratic process. Also it was reported in June 99 in the *Sydney Morning Herald* that Nuon Paet an ex-Khmer Rouge figure was sentenced to life imprisonment for the murder of David Wison and companions. The attempt to appear politically stable by the Cambodian government is to try to invite new investment to Vietnam. However, whilst the two parties of Hun Sen and Ranariddh continue to struggle for power, the situation in Cambodia could again easily turn into political and armed conflict.

Comment

An example of an excellent response.

Question 53 Conflict in Indochina (1472 responses)

- (a) This question was competently answered with most students being able to describe the patterns of warfare displayed by both sides. These basically focused on three areas: (a) American/Australian attempts to seek out and destroy communist infrastructures in South Vietnam, which often involved a high technology approach; (b) NVA/Vietcong reliance on a sustained total war approach employing guerrilla tactics, political indoctrination and psychological warfare; (c) Khmer Rouge/Royal Cambodian Army clashes prompted by a US coup, which installed Lon Nol and ousted Sihanouk. Most responses were too long.
- (b) The best responses demonstrated the basic inability of the American military to achieve its goals in Vietnam by 1969, despite major achievements in the Tet offensive one year earlier. They pointed out how US domestic politics, declining troop morale, enormous military costs, inappropriate military strategies and a progressive decline in homefront support eroded American commitment to the war. They saw how this, when coupled with Hanoi's relentless campaign to exploit any US setback and convert it into a Communist psychological victory, profoundly affected domestic US and also international opinion. The very best students also noted how the growing climate of détente between the USA and the USSR in the early 1970s gave the US government both a motive and a mechanism to extricate itself from what had become an unwinnable war.
- (c) Excellent responses came from candidates who compared the changing roles of Australia and the USA in both Vietnam and Cambodia. (A very small number of students wrote about Laos.) They explained that while the Australian role has focused on improving relationships and supporting reconstruction and the development of political and social stability in Indochina, the American role before 1994 was vindictive. They mentioned Australian ministerial efforts (Hayden, Evans) plus financial and military aid via UNTAC and how this paved the way for a positive Australian role in the 1993 Cambodian elections. By way of contrast, they showed how America's attitude towards Vietnam prior to 1994 was vindictive, exemplified by its 'punish Hanoi' grip on the IMF. After this was relaxed and the trade embargoes were lifted following the change in American policy, Vietnam was able to assume a new role in the world. Students had to explain how in recent years American policy has aligned with Australian policy, and to describe how Australia's financial, professional and charitable efforts continue as Cambodia struggles to correct enormous domestic difficulties within an atmosphere of relative political peace. They needed to show how Australia has gone a long way towards achieving its goals in Indochina, and had played a much larger role in the region's reconstruction than the USA.

Question 54 US–CIS Relations (937 responses)

Question 54 was by far the most popular question of the two, with 937 responses.

- (a) Most students were well prepared and wrote down everything they knew about the period in detail. Some even wrote longer answers for part (a) than for parts (b) and (c), which was entirely inappropriate. It cannot be stressed too much that answers to part (a) need to be concise and to keep within the specified time frame.

Excellent response

The major areas of conflict between the US and the USSR between 1948 and 1950 were Europe, Germany and Berlin. After World War II the US had occupied much of West Germany and Russia, East Germany. Tension built over Berlin leading to the Berlin blockade in 1947 and the Berlin airlift in the same year. Tension built as well as a result of Communist intervention in Greece and Turkey, which led to the Truman Doctrine. The paranoia of Communism, spread by

America, led to the policy of containment and the rebuilding of Europe under the Marshall Plan. The Comintern, an organisation to help spread Communist revolutions around the world, was set up and in 1949 the North Atlantic Treaty Organisation was set up. In 1950 the Korean War began which was to prove tense for the clash between socialist and capitalist.

Comment

An example of an excellent part (a) script.

- (b) Most students were able to give details about Cold War crises, but did not address the issue of ‘threatened world peace’. They did not discuss their understanding of ‘threatened world peace’ or the extent to, and the ways in which, a particular crisis, or the crises collectively, ‘threatened world peace’.

Candidates had to address these conceptual elements of the question seriously and not just mention them in passing to get in the top mark range.

Excellent response

Several crises eventuated between 1950 and 1962 that threatened world peace, though to varying degrees, and indeed evidently much in relation to the US’s position in the regional conflicts that arose. The Korean War of 1950–53 threatened world peace to an extent more extreme than it should have. The Hungarian uprising of 1956 did not provoke any response from the US and thus did not threaten world peace. The Suez Crisis of 1956 provoked restraint from both powers and thus did not threaten peace. In the same way the erection of the Berlin Wall in 1962 did not initiate conflict. In contrast, the Cuban Missile Crisis of 1962 is widely regarded as the most threatening conflict to world peace in the history of superpower engagement.

Comment

An example of an excellent script.

- (c) This section was competently answered on the whole, with most students having ample information. However, too many students simply recounted all they knew without considering the issue of ‘change’, the key to a successful answer. Answers in the top range needed to demonstrate a sense of historical perspective. They needed to be able to account for, and analyse, the extent to which US–CIS relations have both improved and deteriorated over the period, and identify the factors that brought these changes about.

Question 55 US–CIS Relations (87 responses)

There were very few responses to this question, although those who had prepared this area thoroughly were able to answer the question well. There were a number of excellent answers.

- (a) Candidates who were well prepared wrote concise and relevant answers. Others wrote long and irrelevant answers.
- (b) Good responses to this question were able to outline the provisions of SALT I and II, in the context of détente, and to discuss the extent to which the upper limits placed on nuclear weapons increases were adhered to. They were also able to demonstrate their understanding of how a deteriorating climate in US–Soviet relations in the late 70s and early 80s led to a renewed arms race.
- (c) The top-range answers had to go beyond a shopping list of improvements, and demonstrate their understanding of how both arms limitations and reductions were linked together and also linked to the broader issues in US–CIS relations. They had to describe and analyse patterns of change over time, and identify recent areas of setback after initial improvements earlier in the period.

1999 HSC STRUCTURED ESSAY MARKING SCALE

This marking scale is used for both the Nineteenth Century National Studies and Modern World Studies (MWS).

1999 Higher School Certificate 2 Unit Structured Essay Marking Scale						
	Question A	4	3	2	1	0
Description	A question requiring description, or definition.	Information relevant and accurate.	Information generally relevant but description limited.	Information inadequate but not entirely irrelevant.	Information irrelevant but not entirely erroneous.	Information irrelevant or erroneous.
Relevance	Question B	8	7-6	5-4	3-2	1-0
	A question involving examination of such aspects as cause/effect of the interrelationship of events and requiring description/narration and some analysis of either the problems and issues in a broader context or the developments (MWS).	Narrative: detailed, accurate, relevant and informed and demonstrates an understanding of either the problem/issues or the developments in the broader context of the period. Understands clearly, and analyses the concepts of, cause and effect.	Narrative generally accurate and relevant. Understands either the problem/issue 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. Relevant prepared answers receive no more than 5.	Narrative largely irrelevant and displays a limited understanding of either the problem/issue or the developments. Contains factual errors and lacks conciseness and clarity.	One or two disjointed facts with no understanding of either the problem/issue or the developments. Scripts awarded 0 are irrelevant or erroneous.
Analysis	Question C	8	7-6	5-4	3-2	1-0
	A question requiring students to think critically, make judgements and use evidence to substantiate a point of view about aspects such as the importance or significance of forces, people or events. In Section III, (MWS) candidates must demonstrate revised understanding of the issue in contention today in an historical perspective.	Critically analyses either the problem/issue 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/issues 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 is 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. Scripts awarded 0 are irrelevant or erroneous.

3 Unit (Additional)

General Comments

This year's candidature was down slightly on that of the previous year; however, the standard of the responses across the options remained high.

International Relations Between The Wars was the most popular of the options and was attempted by about 56.4% of the candidature. Revolutions was the next most popular with 36.3%. Australia and World War II was attempted by about 5.8%, with Asia Since World War II on 1.5%.

Although the standard remained high, several problems were apparent:

- Historiography is rather patchy. Many candidates only name drop and often incorrectly attributed quotations. This name-dropping is distracting and usually adds nothing to the value of the response.
- Teachers need to ensure that candidates are familiar with the published marking scale. This will ensure that they are aware of the rewards to be gained by good analysis and, conversely, how narrative attracts substantially fewer marks.
- Candidates often fail to understand the significance of a solid introduction that addresses the issues involved in the question rather than simply rewriting the question.
- Time scales are important. Some candidates penalise themselves by dedicating substantial parts of their essays to areas outside the time frame provided for the question.
- Length is not critical in essays. An essay that is short but clearly addresses the issues will always score more than a long-winded narrative.

Section I: International Relations Between The Wars

Question 1

(a) (745 responses)

This was the most popular question on the paper. It did, however, involve the analysis of several issues — internationalism, collective security and disarmament — and their relationship to the Treaty of Versailles. This time scale, 1919 to 1933, was also quite lengthy and this led many students into a general narrative of the period. The A range candidates were able to make the link between the Treaty as a basis for the failure of internationalism, collective security, and disarmament.

Excellent response

The Treaty of Versailles was ineffective as a basis for internationalism, collective security and disarmament. The Treaty was an attempt at a compromise between what were in reality irreconcilable and broadly differing attitudes and self-interests of the peacemakers. The failure of the Treaty to address the problem of German power in 1919 was to cause lasting conflict and undermined the international system and disarmament. The Treaty was unable to embark on a defined line of policy towards Germany, and through this ambiguity came a Treaty that was in Marks' words 'too soft to restrain, and too harsh to be accepted.' The revisionist strategies of Germany against the Treaty throughout the period 1919 to 1933 and the inability of the peace makers to overcome their differences, proved that the Treaty of Versailles failed as a basis for internationalism, collective security and disarmament.

Comment

An example of an excellent introduction.

(b) (14 responses)

This question was done by only a handful of candidates. It was a very difficult question given the time allowed.

Question 2 (293 responses)

This question was quite popular, although not as popular as Question 1(a) or Question 3. The standard of responses was acceptable but was dependent upon the candidates' understanding of 'ideology'. As 'Fascist Ideologies of Expansion' is an important Problem and Issue, it was expected that candidates would have handled the issue better. While the more able candidates analysed thoroughly the role of ideology in the development of aggressive foreign policies, the majority of candidates simply narrated developments leading up to and including the foreign policies in action. While Germany was the example most often referred to, Italy and Japan both attracted an even share of attention.

Above Average response

Domestic ideologies indeed, to a considerable degree, provided the impetus for expansionist foreign policy in Germany and Italy. In Germany after the rise of Hitler to power, foreign policy became increasingly influenced by the aggressive ambitions entailed in Nationalist Socialist Ideology. Nazism's desire of 'lebensraum' and the creation of a 'Grossdeutsches Reich' were instrumental in directing Hitler's foreign policy. In Italy, under Mussolini, ideology was also significant. Mussolini had an implausible desire for the creation of a Roman Empire, which greatly influenced Italian foreign policy. However other factors were also preponderant in German and Italian expansionism. German aggression, for instance, was encouraged by the strain of Anglo-French policies and by diplomatic successes in the Nazi-Soviet Pact. Economic concerns were also influential. Italian expansionism was also encouraged by the failure of collective security and the belief that aggression would be tolerated by the Western powers.

Comment

An example of an opening paragraph of a more able candidate.

Question 3 (492 responses)

This was a popular question. The better candidates adopted one of two approaches. The first approach looked negatively at the League of Nations from Day 1 and then looked at Manchuria and Abyssinia as the final blows to the League's credibility. These answers included:

- lack of universality of membership
- problems with the covenant
- failure to cope with disarmament
- failure with minor collective security issues in the 1920s
- failure to present a solution to the Great Depression.

The other approach took a more positive view of the 1920s and the successes of the League (Aaland Islands) and then looked at the failures in Manchuria and Abyssinia. In the Manchurian incident the candidates stressed the lack of action via Lord Lytton and the Eurocentric nature of the League. For Abyssinia, students stressed the failure of sanctions and the way deals were done outside the League (eg Hoare-Laval Plan).

The weaker candidates did not know much about the Problems and Issues relevant to this question or much about the problems of the League in general. These candidates did not understand what was meant by the word ‘credibility’ and generally gave a very limited narrative on Manchuria and Abyssinia.

Above Average response

The League of Nations aimed to be the fruition of Wilson’s concept of internationalism; an organisation that provided a system of collective security through which peace could be maintained. However this was to prove unsuccessful, and the League was to fail as an organisation, losing its international credibility. Whilst the crises of the 1930’s, Manchuria in 1931 and Abyssinia in 1935 exposed the extent to which the League was flawed and ‘irrevocably destroyed’ (Overy) its credibility, in fact this credibility had been damaged as early as the 1920’s. This was due to the contradictions and flaws present in the very structure of the League as an organisation. Hence, whilst Manchuria and Abyssinia were the greatest disasters for the League, they only served to destroy an organisation which had ‘lacked teeth’ (Carr) from its formation in 1919.

Comment

An extract from a more able candidate.

Question 4 (220 responses)

This was a challenging question because it required knowledge of appeasement in both Europe and Asia. Students needed to focus on the abandonment of appeasement, rather than the reasons for, or course of, appeasement. The time focus then was specifically 1938–1942. There was some ambiguity in the question because of the large number of countries mentioned. It is obvious that the focus of the answer would be British/French appeasement in Europe, and US appeasement (or foreign policy) in Asia. An A range answer, however, did not necessarily require equal consideration of both areas.

The best responses to this question were ones where candidates took the time to plan and structure their essay. Narrative responses failed to address the problems and issues and therefore could not get out of the B range.

This question really allowed the best students to show their understanding of issues and their knowledge of historiography. Weaker candidates failed to develop an argument or use relevant historiography.

Above Average response

Appeasement as a foreign policy was merely a means to an end. The internal situation of Britain, France and America prevented them from taking any other course of action. War with Germany and Japan was always on the Allied agenda and appeasement gave the Allies time with which to build up their armaments and strengthen their economies. The Allies chose to abandon these appeasement policies through their conflicts with Germany in 1939 and Japan in 1941 because appeasement had served its purpose. Domestic conditions were now right for war.

Comment

A clear introduction is necessary to establish issue and time parameters.

Above Average response

Thus in Overy’s opinion Britain and France were not forced to go to war in 1939 in the name of morality and honour but rather because domestic conditions were right. Peden adds that rearmament had made war inevitable.

Comment

Historians can be used to show an argument. This response used Overy and Peden both to advance and support its argument.

Section II: Australia Since World War II

Question 5 (101 responses, about 80% on 5(a))

This was the most popular question in this section, and candidates were well prepared. On 5(a) those who fell below A often did so because they wrote about the Chifley government's achievements rather than explained its fall.

On 5(b), candidates were vague on 'stability and security' and had trouble linking these with specific Menzies policies.

Question 6 (33 responses)

Candidates often had trouble being specific and accurate about effects on society. They need to go beyond generalisations about 'enriching society' or 'increased tolerance' or 'improved food'.

Question 7 (31 responses)

Candidates generally understood 'moral victories' far better than they came to terms with 'changing position in society'. They also tended to concentrate far more on what governments and courts did than on what Aborigines themselves did.

Question 8 (14 responses)

The most difficult question, but one that was done very well by candidates who knew the economic concerns since 1975 (eg globalisation) and their connection with the different foreign policies of specific governments.

Section III: Asia Since World War II

Question 9

(a) China (18 responses)

Responses to this question were of an exceptionally high quality, which reflects very favourably on the candidates. Every response was well argued and supported by evidence in considerable detail. Candidates understood the complexities of Mao's motives behind his policy changes, both political and social. The responses were so good that the most common mark given was twenty out of twenty.

(b) China (4 responses)

Question 10 Japan (14 responses)

This question was very well answered. Without exception, candidates had a very sound grasp of SCAP policies during the Occupation and US policies in general up to the end of the Korean War. It was an ability to assess the continuing impact into the 1960s which distinguished the best responses of a very good candidature. Most responses debated the question effectively, arguing that domestic factors were as significant as US policy.

Question 11 India (2 responses)

No report.

Question 12 General (7 responses)

There were only seven responses to this question, most of which were excellent, and most of which were on Japan. As the question demanded, responses showed a good grasp of both social and economic trends. All candidates effectively brought their analyses up to the present, even discussing the simultaneous legalisation of the contraceptive pill and Viagra in 1998 as evidence of continuing social mores.

Section IV: Revolutions

Question 13 (488 responses)

This was the most popular question in this section and many candidates were able to deal with it quite well. As it dealt with the origins and outbreak of revolutions, many candidates focused simply on causes of revolution. The better answers addressed the question by discussing whether a social and/or political crisis was a necessary cause of revolution. Some candidates also tried to link the two in some way by arguing, for example, that the social crisis (eg famine or war losses) created a political crisis of confidence in the ruling regime.

Above Average response

Thus, crisis within the government led to poor leadership and foolish decisions which caused people to suffer. However, as Trotsky states, poor conditions are not the only factor which will spark a revolutionary uprising, otherwise the peasantry would be in continual revolt. It was a combination of these social and political crises which led to the downfall in living standards after a time of moving forward. Kamenka believes this is a prime cause of revolt — when the people expect things to improve, and they sharply drop.

Comment

This extract reveals some of the arguments.

Question 14 (298 responses)

This answer tended to divide into two types depending upon the countries being investigated. In the case of China and Cuba a common response was to disagree with the statement to some degree and emphasise the importance of leaders' gaining mass support before they could seize power. In the case of France and Russia the arguments were more contentious. The Bolshevik seizure of power needed relatively little support at first, but they had to shape policies to keep the masses onside in order to hold onto power.

Above Average response

As Wright observes by the fall of the Jacobins many of the most vehement supporters of the regime were tired and wished to fight no more. In the reign of terror period many leaders such as Hebert and Danton had been executed thus the people lost the momentum of leadership necessary to any group of followers.

Through the Directory period and the Napoleonic era the influence of the people virtually fell to nothing. The counter-revolutionaries had been silenced and the army had gained the more influential power. Once the threat of overthrow had passed and the extremes of revolution exorcised the people could no longer be the force they had once been.

Comment

This extract gives a good overview of the question as related to France.

Question 15

(a) (146 responses)

Although it was only the third most popular question, this was the best answered aside from Question 13. If candidates understood the nature of counter-revolution, then they could usually offer quite good arguments on how revolutionaries changed tactics to meet the threat of counter-revolution.

Above Average response

Revolutionary techniques changed the course of revolution in both France and Russia in response to counter-revolution. This occurred because of a split in ideology, the role of terror in response to internal and external threats, and the role of propaganda in both legitimising the terror and spreading the ideas and ideology of the leaders.

Comment

Good summary of arguments.

(b) (58 responses)

This was clearly the least popular question. Although most candidates were comfortable in identifying foreign intervention in all four countries, the issue of then changing the patterns of revolution caused problems. Most simply associated intervention with changing events, eg the Japanese defeat of the Nationalists, but the better candidates did see the way patterns changed — Cuba under Castro and the greater Soviet influences was usually handled quite well.

Question 16 (132 responses)

This question was reasonably well handled although in the past candidates have often had problems discussing the complexities of consolidation of a revolution. The focus upon dictatorships probably assisted candidates in that they had concrete points of reference, in particular, historical figures and their achievements. The better candidates could then discuss the effects of such dictatorships on the consolidation process, while weaker responses simply discussed the achievements of individuals.