

**2008 HSC Notes from
the Marking Centre
Modern History**

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2008 HSC NOTES FROM THE MARKING CENTRE

MODERN HISTORY

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern History. It contains comments on responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 Higher School Certificate examination, the marking guidelines and other support documents that have been developed by the Board of Studies to assist in the teaching and learning of Modern History.

General comments

In 2008, 9592 candidates sat the Modern History paper.

Section I – Core study

Question 1

In Question 1(b) weaker responses focused on the effect of tanks generally rather than the effect tanks had on the German infantry.

Question 2

Candidates generally showed good knowledge of new weapons. The strongest responses provided a connection between tactics and new weapons. Weaker responses spoke of tactics and new weapons as separate issues without linking the two. The best responses provided a clear judgement about the impact on the eventual breaking of the stalemate of tactics using new weapons.

Question 3

The best responses engaged with all aspects of the question while at the same time referring to usefulness, reliability and perspective. Weaker responses were particularly limited in their reference to perspective.

Candidates are reminded to consider the information accompanying the sources (eg author and date of publication) in their answers as this may help to establish source perspective and reliability.

Section II – National studies

General comments

Most candidates addressed the question demonstrating knowledge and understanding in considerable depth.

Percentage of candidates attempting options

Germany 1918–1939	68%
Russia/Soviet Union 1917–1941	21%
South Africa 1960–1994	3%
USA 1919–1941	2.5%
China 1927–1949	2.5%
India/Japan/Australia/Indonesia	less than 3%

Question 5 – Option B: China 1927–1949

- (a) Most responses narrated an outline of events and described the role of Mao Zedong in the communist victory. Better responses evaluated the extent of his role in comparison with other factors which led to the victory in 1949. These better responses also covered the full time period, 1927-1949.
- (b) The strongest responses made judgements about how the Northern Expedition affected political stability and national unification. Weaker responses knew little about the Northern Expedition and were reduced to outlining some key features of the period.

Question 6 – Option C: Germany 1918–1939

- (a) Better responses accounted for both the successes and failures of democracy within the Weimar period. Economic, social and political factors were discussed in relation to the impact of the Armistice and Versailles Treaty, the problems with the constitution, the Stresemann era and the impact of the Great Depression on support for democratic ideals. Weaker responses tended to narrate the events of the Weimar period, focusing on the failure of democracy and the rise of Hitler to power, without demonstrating a real grasp of the question.
- (b) Better responses analysed totalitarianism in depth and the extent to which Hitler's Germany was totalitarian. Many argued that there were elements which undermined the notion of a totalitarian state (eg religion, the economy, the structure of government) while acknowledging the changes that did occur in society under Nazism. Weaker responses described the various ways Hitler had control over people's lives through propaganda and terror. Some students focused largely on the treatment of the Jewish population which weakened their response to the question.

Question 10 – Option G: Russia and the Soviet Union 1917–1941

- (a) Better responses showed a very strong grasp of the different leadership conflicts which existed in Russia during the time period. They convincingly discussed the differing visions the leaders had which shaped the history of the Soviet Union. Weaker responses simply presented a descriptive narrative of Lenin, the Civil War, NEP and Stalin's rise to power.
- (b) Better responses clearly discussed and analysed the purpose of Stalin's Five Year Plans and provided details about the plans and their impact (economic, social and political) on Russia. Weaker responses presented detail about the plans and how Stalin was able to modernise Russia.

Question 11 – Option H: South Africa 1960–1994

- (a) Most responses identified key features in the collapse of apartheid but tended to focus on external factors rather than changes in society. Stronger responses linked the external factors with changes in society and showed how these led to the collapse.
- (b) Average responses took a simplistic view that the Bantustans were part of a divide and conquer strategy adopted by the South African government. Better responses took a more sophisticated approach which also looked at the significance of other factors in relation to the Bantustans.

Question 12 – Option I: USA 1919–1941

- (a) Most responses identified the post-World War I period of isolationism and contrasted this with Wilson's international idealism. Most identified some domestic pressures but had difficulty assessing the impact of these on foreign policy or extending discussion past the early 1930s. Better responses dealt with the whole time period and assessed the varied impact of domestic pressures. Weaker responses tended to be more generalised and struggled to deal adequately with the whole period.
- (b) Better responses argued that the Great Depression may have affected social tensions more if had not been for Roosevelt's policies. Weaker responses looked at the social tensions of the 1920s without linking them to the 1930s or showing how these problems were or were not exacerbated by the Great Depression.

Section III – Personalities in the twentieth century

Question 13

General comments

The vast majority of candidates planned their time wisely and wrote more detailed responses to the second part of the question, in proportion to the mark value. Some quality responses went into an analysis of some depth in part (a) when all that was required was a description. There were very few timelines or lists in part (a), with most candidates presenting a prose description. The very best responses gave a balanced answer to both aspects of the question, clearly identifying personal background and a full range of historical contexts.

There were many quite sophisticated responses to part (b), incorporating a clear judgement about the statement and utilising the views of historians to support the argument. All candidates should be reminded that it is essential to respond to the statement if there is one in the question. Better answers integrated such a response into a well-supported discussion.

This year very few candidates answered the two parts of the question as one response. However, it may be worth reminding all candidates that the two parts of the question do require clearly identified separate responses.

The personalities most commonly written about were:

Albert Speer	33%	Mikhail Gorbachev	3.5%
Leni Riefenstahl	22%	Nelson Mandela	3%
Leon Trotsky	17%	J Edgar Hoover	2%
Ho Chi Minh	4%	Yasser Arafat	2%

Specific comments

Albert Speer

- (a) Most responses presented a detailed, structured description of Speer's personal background and historical context. Better responses linked his personal background to the historical context of the time. Weaker responses tended to provide a simple narrative of the major events of Speer's life without looking at the surrounding context.
- (b) Better responses engaged with the statement and established a clear argument which was then sustained throughout the discussion. These arguments presented various perspectives but the common factor was their ability to articulate a view and then support it with a range of historical evidence. Historiography was also used effectively in some of the better responses. In weaker responses, there was a tendency to take a very simplistic view of the statement and equate Speer's winning to his success at Nuremberg. Such responses relied heavily on a narrative of Speer's life, sometimes including a qualifying statement for an introduction or conclusion.

Leni Riefenstahl

- (a) Better responses addressed Leni Riefenstahl's personal life and the historical context, demonstrating both relevant and accurate knowledge of the events of her life and describing the historical background. Average responses tended to focus almost exclusively on her personal background, with minimal or no reference to the historical context. Weaker responses tended to provide a description that lacked any detail.
- (b) Better answers responded to the statement given in the question in relation to Riefenstahl, sometimes incorporating elements of historical debate relevant to the statement. Some responses at the middle level simply provided a chronological account of Riefenstahl's life with a simplistic attempt to relate the statement to the question in the conclusion. Weaker responses appeared to be prepared answers with minimal reference to the question set. Candidates should be reminded that the question required a judgement, supported by a sustained, logical and well-structured argument.

Leon Trotsky

- (a) Better responses addressed both Trotsky's personal life and the historical context, demonstrating relevant and accurate knowledge of the events of his life and the historical background. Average responses tended to focus almost exclusively on his personal background, with minimal or no reference to the historical context. Weaker responses tended to provide a description that lacked any detail.
- (b) Better responses initially defined the term 'winner' and established an argument as to how well Trotsky fitted or did not fit the statement. These responses took a variety of approaches but a common element was the ability to sustain an argument throughout. Historiography often featured in these better responses, with some arguing that it is historians who determine who is viewed as a winner. Many of the mid-range responses, on the other hand, made a simple qualifying statement about Trotsky and then relied heavily on narrative to sustain an argument, often trying to line up each of his achievements on one side or the other. The weakest responses failed to engage with the statement and simply presented narration or description.

Ho Chi Minh

- (a) Better responses related Ho's early years to his personal background of growing up under French colonialism and his travels to France and Russia. They then linked his life to the historical context of the Japanese occupation, the rise of Asian nationalism and communism and Ho's struggle for independence in the light of the Cold War.
- (b) Better responses provided a clear judgement about the statement in relation to Ho Chi Minh. Different judgements were valid provided that they were supported by detailed, accurate and relevant information and presented a well-structured, logical and sustained argument. Poorer responses were either prepared answers that contained only a brief reference to the statement or a narrative of Ho Chi Minh's life.

Mikhail Gorbachev

- (a) Better responses addressed both Gorbachev’s personal background and his historical context, demonstrating relevant and accurate knowledge of the events of his life and the historical background. Average responses tended to focus almost exclusively on his personal background, with minimal or no reference to the historical context. Weaker responses tended to provide a description that lacked any detail.
- (b) Better answers responded to the statement given in the question in relation to Gorbachev, sometimes incorporating elements of historical debate relevant to the statement. On the other hand, some responses at the middle level simply provided a chronological account of Gorbachev’s life with a simplistic attempt to relate to the question in the conclusion. Candidates should be reminded that the question required a judgement, supported by a sustained, logical and well-structured argument.

Nelson Mandela

- (a) Better responses presented a detailed, well-structured description of Mandela’s personal background and linked Mandela’s life to his historical context. Most responses demonstrated good knowledge of Mandela’s personal background and the relevant details of the historical context. Weaker responses tended to provide only a limited outline of Mandela’s life.
- (b) Better responses made a clear judgement about the statement, with most explaining that Mandela was a ‘winner’. These responses effectively integrated issues raised by the statement. However, very few responses referred to the views of historians and the historiography of Mandela. Weaker responses tended to repeat the story of Mandela’s life.

Section IV – International studies in peace and conflict

General comments

The best responses provided sophisticated arguments, backed up with factual detail and occasional relevant historiography. Weaker responses tended to fall into description and narration, often from prepared essays.

Percentage of candidates attempting options

Conflict in Indochina 1954–1979	34%
The Cold War 1945–1991	22%
Conflict in Europe 1935–1945	19%
Conflict in the Pacific 1937–1951	12%
Arab–Israeli Conflict 1948–1996	9%
Anglo-Irish Relations 1968–1998	3%
The United Nations as Peacekeeper 1946–2001	1%

Specific comments

Question 15 – Option B: Conflict in Europe 1935–1945

- (a) Stronger responses analysed the various aspects of the air war and argued the case for its impact on the outcome of the war. Such responses discussed the Battle of Britain, the bombing of Germany and the use of air power in various theatres of the war. However, weaker responses dismissed the air war in a few paragraphs and then proceeded to write a prepared response on the reasons for the defeat of the Axis, often with lengthy sections on the Eastern Front.
- (b) Relatively few responses dealt adequately with the significance of the Nazi-Soviet Pact. These stronger responses placed the pact within the context of the events of 1939 and argued both what the pact did and what it symbolised. However, the majority of the responses struggled to do this and often merely presented a prepared response on the cause of World War II, some going right back to the Treaty of Versailles. These responses dismissed the pact quickly and answered the question with a prepared response.

Question 16 – Option C: Conflict in Indochina 1954–1979

- (a) Better responses showed how US involvement had scuppered the Geneva Conference, sustained the southern regime and kept the conflict going after 1964 when it was almost over. These responses also discussed Nixon's bombing campaigns and US involvement in Cambodia. Weaker responses tended to simply narrate events in Indochina from 1954 to 1979.
- (b) Better responses isolated the various ways in which the war had an impact on civilians and how this assisted communist victory by encouraging dedication and sacrifice for the communist cause. Good responses also related the impact on civilians to the US home front and how this promoted anti-war feeling and weakened US resolve. Weaker responses merely presented a prepared response on the reasons for the US defeat.

Question 17 – Option D: Conflict in the Pacific 1937–1951

- (a) Better responses addressed the question with a detailed, sustained assessment of the impact of both Allied and Japanese strategies during the whole period 1937-1951. These responses dealt with strategies other than just military, such as economic. Due to the breadth of the question, better responses tended to focus on some areas in more depth but still addressed the pre-war and occupation periods to some degree. Weaker responses narrated key events and focused mainly on the war. These responses tended to overlook the pre-war and occupation period.
- (b) Better responses addressed the question with a sophisticated, coherent and sustained evaluation which was supported by accurate detail. The narrow focus of the question on the status of the Emperor and its link to the success of the Allied Occupation allowed for candidates to present a strong argument and support it with detailed and relevant historical information. Weaker responses simply described the status and role of the Emperor in the occupation period and provided some weak links to the question. These responses lacked detail and evaluation.

Question 18 – Option E: Arab–Israeli Conflict 1948–1996

- (a) Stronger responses linked 'attempts at peacemaking' with the idea of 'shaping' the Arab-Israeli conflict. These responses also covered the whole period while pointing out that there

were a few attempts at peacemaking between 1948 and 1978. Mid-range responses made a judgement and attempted to link peacemaking efforts with the consequences and how this shaped the ongoing conflict. Weaker responses narrated events with no attempt at assessment.

- (b) Better responses provided a detailed assessment, dealing with short and long term consequences of *both* invasions, and how they affected the conflict at the international, regional and domestic level in both Israel and Lebanon. Weaker responses did not deal with consequences but rather narrated events or were far too general, indicating a lack of depth in their understanding of the invasions.

Question 19 – Option F: The Cold War 1945–1991

- (a) Better responses addressed the question with a sustained and sophisticated evaluation of how the ideologies of communism and capitalism influenced the Cold War in period 1945-91. They supported their argument with detailed and relevant historical evidence. Some of the best responses assessed several crises in relation to the question. Weaker responses provided a description or narration of the Cold War or particular crises with little evaluation.
- (b) Better responses addressed the question with a sustained and detailed assessment of the consequences of *détente* for the Cold War. These responses supported their argument with accurate and detailed historical evidence and considered both the short and long term consequences. Weaker responses provided a description or narrative of the key events of the period. Sometimes historical knowledge was not relevant to the question asked.

Modern History

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I — World War I 1914–1919			
1 (a)	2	World War I 1914–1919	H3.2
1 (b)	3	World War I 1914–1919	H3.2
2	10	World War I 1914–1919	H1.2, H3.2, H4.2
3	10	World War I 1914–1919	H3.3, H3.4
Section II — National Studies			
4 (a)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
4 (b)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
5 (a)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
5 (b)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
6 (a)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
6 (b)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
7 (a)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
7 (b)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
8 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
8 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
9 (a)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
9 (b)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
10 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
10 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
11 (a)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
11 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
12 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
12 (b)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
Section III — Personalities in the Twentieth Century			
13 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
13 (b)	15	Personalities in the Twentieth Century	H1.2, H2.1, H3.4, H4.1, H4.2
Section IV — International Studies in Peace and Conflict			
14 (a)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
14 (b)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
15 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
15 (b)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
16 (a)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
16 (b)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
17 (a)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
17 (b)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
18 (a)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
18 (b)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
19 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
19 (b)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
20 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2
20 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2



2008 HSC Modern History Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Modern History, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — World War I 1914–1919**Question 1 (a) (i)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Allies	1

Question 1 (a) (ii)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• USA	1

Question 1 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
Any THREE of the following: <ul style="list-style-type: none">• Germans were surprised• could do nothing• felt threatened• left post• moral effect• lowered morale• physical effect• shot by machine gun• shot by light ordnance	3
Any TWO of the above	2
Any ONE of the above	1

Question 2

Outcomes assessed: H1.2, H3.2, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear judgement which demonstrates a breadth of own knowledge combined with specific use of BOTH sources Demonstrates a sophisticated understanding of the impact of tactics and new weapons in attempts to break the stalemate on the Western Front 	9–10
<ul style="list-style-type: none"> Provides a clear judgement with use of BOTH sources and use of own relevant knowledge. May be uneven in the use of sources Demonstrates sound knowledge of the impact of tactics and new weapons in attempts to break the stalemate on the Western Front 	7–8
<ul style="list-style-type: none"> Demonstrates relevant knowledge and makes specific reference to at least ONE source OR uses sources only OR uses own knowledge only Makes generalisations about tactics AND/OR new weapons used to break the stalemate on the Western Front 	5–6
<ul style="list-style-type: none"> Demonstrates limited use of knowledge and or sources relying on simple description or narrative about tactics AND/OR new weapons used to break the stalemate on the Western Front 	3–4
<ul style="list-style-type: none"> ONE or TWO references to tactics or new weapons used on the Western Front 	1–2

Question 3

Outcomes assessed: H3.3, H3.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Makes a clear judgement which demonstrates a thorough understanding of BOTH sources in the context of their usefulness Provides a comprehensive consideration of reliability and clear understanding of perspective in the context of the question 	9–10
<ul style="list-style-type: none"> Makes a clear judgement about the usefulness of BOTH sources to the question but may be uneven in its treatment Provides a detailed consideration of reliability and an understanding of perspective in the context of the question 	7–8
<ul style="list-style-type: none"> Attempts an assessment of the usefulness of BOTH sources to the question, with some reference to perspective and reliability OR <ul style="list-style-type: none"> Provides some consideration and evaluation of the usefulness of ONE source to the question and its perspective and reliability 	5–6
<ul style="list-style-type: none"> Generalises about the usefulness of the source(s) with few links to either reliability or perspective or the question May paraphrase sources 	3–4
<ul style="list-style-type: none"> Some reference to the use of sources generally OR <ul style="list-style-type: none"> Simple description or paraphrase of one or both sources 	1–2

Section II — National Studies

Questions 4, 5, 6, 7, 8, 9, 10, 11, 12

Outcomes assessed: H1.2, H2.1, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Addresses the question asked with a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question• Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features• Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
<ul style="list-style-type: none">• Addresses the question asked with a sound attempt at an argument, which demonstrates a well-developed understanding of the issue(s) raised in the question• Presents a logical and well-structured response drawing on relevant key features• Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	16–20
<ul style="list-style-type: none">• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question• Presents a structured response, with some identification of the key features• Provides adequate relevant and accurate historical information incorporating some historical terms	11–15
<ul style="list-style-type: none">• Presents a narrative or descriptive response, which is largely relevant but may be generalized AND/OR incomplete• Presents a simple response, with some identification of the key features• Provides limited relevant and accurate historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">• Attempts a narrative or description which may be only generally relevant AND/OR seriously incomplete.• May be disjointed AND/OR very brief• Provides very limited historical information	1–5

Answers could include:**Question 4: Australia**

- (a)
- Nature, aims and strategy of Australian foreign policy
 - Cold War
 - Liberal and Labor visions for post-war Australia
- (b)
- Liberal and Labor visions for post-war Australia
 - The Labour party in power; social, political and economic policies
 - Social change under Whitlam
 - Political motivations of Fraser and Whitlam
 - Economic conditions

Question 5: China

- (a)
- Development and impact of Maosim
 - The Long March and its political and social consequences
 - Role and impact of Mao Zedong's leadership
 - Achievements and limitations of Nationalist Government
 - Impact of Japanese invasions and resistance
 - Impact of the Yan'an period.
- (b)
- Political, economic and social issues in China to 1927
 - Leadership of Jiang Jieshi
 - Nature and impact of nationalism

Question 6: Germany

- (a)
- Political success of the German Republic
 - Collapse of the German Republic
 - Inability to withstand the Great Depression
 - Nature and role of nationalism
 - Influence of the German army
 - Nature and impact of Nazism
- (b)
- Nature and impact of Nazism
 - Changes in society
 - Influence of the German Army
 - Nature and role of nationalism
 - Role of propaganda in German Republic

Question 7: India

- (a)
- Nature and impact of nationalism
 - Reasons for the growth and impact of communalism
 - Role of Mohammed Ali Jinnah
 - Growth of the All-India Muslim League
 - Gandhi and nationalism
- (b)
- Impact of the 'Quit India' movement
 - Changing nature of imperialism
 - Changes in British power
 - The Round Table conferences
 - The impact of World War II on Anglo-Indian relations

Question 8: Indonesia

- (a)
- Role of the army during guided democracy
 - Role of Suharto
 - Political, social and economic issues in Indonesia 1959–1998
 - Reasons for and nature of the coup
 - Political, social and economic challenges to the Suharto regime
- (b)
- Nature of the Pancasila
 - Ideology of the New Order
 - Nature and impact of religious and regional issues during the New Order
 - Role of Suharto

Question 9: Japan

- (a)
- Nature and role of nationalism
 - Political, social and economic issues
 - Rise of militarism
 - Changes in society
 - The introduction of liberal democracy
 - Impact of Seiyukai and other political parties
 - Challenges of the genro bureaucracy and army to party politics
 - Political impact of the zaibatsu

(b)

- Japan as an emerging power
- Nature and role of nationalism
- Aims and impact of Japanese foreign policy
- Russo–Japanese War
- Annexation of Korea

Question 10: Russia and the Soviet Union

(a)

- Trotsky/Lenin differing visions
- Consolidation of communist power
- NEP conflict ideologies
- Civil War
- Power struggle Trotsky, Stalin
- Stalinism

(b)

- Collectivisation and industrialisation
- Totalitarianism
- Impact of Stalinism on society, culture and economy
- Impact of the terror on soviet society
- Preparation for war

Question 11: South Africa

(a)

- Resistance to apartheid
- Changes in society
- Reasons for collapse of apartheid

(b)

- Role and impact of state terror and repression
- Nature and impact of *apartheid*
- Resistance to *apartheid*
- Significance of the Sharpeville massacre
- Nature growth and impact of ANC and other anti *apartheid* movements
- Significance of Biko and Black Consciousness Movement

Question 12: USA

(a)

- Nature of domestic pressures
- American foreign policy – extent of isolationism
- Impact of capitalisation, conservatism, consumerism, industrialisation
- Government intervention

(b)

- Social tensions, immigration restrictions, religious fundamentalism, prohibition, crime, racial conflict, anti-communism and anti-unionism
- Effect of Great Depression on above social tensions

Section III — Personalities in the Twentieth Century

Question 13 (a)

Outcomes assessed: H1.1, H4.1, H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a detailed, well-structured description of the personal background and historical context of the personality• Provides relevant and accurate historical information using a range of appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Presents a detailed, structured description of the personal background and historical context of the personality• Provides relevant and accurate historical information using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Presents a description of the personal background and/or historical context of the personality with some relevant detail• Provides adequate and accurate historical information incorporating some historical terms	5–6
<ul style="list-style-type: none">• Presents a limited description of the personal background AND/OR historical context of the personality with simple use of historical information incorporating some historical terms	3–4
<ul style="list-style-type: none">• Presents ONE or TWO relevant facts about the twentieth century personality	1–2

Answers could include:

Narrative, descriptive detail from students' study of personality's personal background and the historical context of the personality

Question 13 (b)*Outcomes assessed: H1.2, H2.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Makes a clear judgement about the statement in relation to the chosen personality, supported by detailed, relevant and accurate historical information• Presents a sustained, logical and well-structured argument which effectively integrates the issues raised in the statement using a range of appropriate terms and concepts	13–15
<ul style="list-style-type: none">• Makes a sound attempt at a judgement about the statement in relation to the chosen personality supported by detailed, relevant and accurate historical information• Presents a structured, logical argument which integrates the issues raised in the statement using appropriate terms and concepts	10–12
<ul style="list-style-type: none">• Addresses the question with a relevant but largely narrative descriptive response supported by adequate and largely accurate historical information• Presents a structured response which refers to the issues raised in the statement (may be implied) incorporating some historical terms	7–9
<ul style="list-style-type: none">• Provides a limited description of historical events related to the chosen personality• Presents a descriptive narration which may refer to the statement incorporating some historical terms	4–6
<ul style="list-style-type: none">• Lists some historical events in the life/period of the chosen personality	1–3

Answers could include:

- Evaluation of significance of the personality
- Interpretation from a number of historians
- Historiography's role in evaluation and significance of the personality

Section IV — International Studies in Peace and Conflict**Question 14, 15, 16, 17, 18, 19, 20***Outcomes assessed: H1.2, H2.1, H4.1, H4.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Addresses the question asked with a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question• Presents a logical, coherent and well-structured response drawing on a clear identification of relevant key features• Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
<ul style="list-style-type: none">• Addresses the question asked with a sound attempt at an argument, which demonstrates a well-developed understanding of the issue(s) raised in the question• Presents a logical and well-structured response drawing on relevant key features• Provides detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	16–20
<ul style="list-style-type: none">• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question• Presents a structured response, with some identification of the key features• Provides adequate relevant and accurate historical information incorporating some historical terms	11–15
<ul style="list-style-type: none">• Presents a narrative or descriptive response, which is largely relevant but may be generalised AND/OR incomplete• Presents a simple response, with some mention of relevant key features• Provides limited relevant historical information incorporating some historical terms	6–10
<ul style="list-style-type: none">• Attempts a narrative or description which may be only generally relevant AND/OR seriously incomplete• May be disjointed AND/OR very brief• Provides very limited historical information	1–5

Answers could include:

Question 14: Anglo-Irish Relations

(a)

- The Maze Prison protests and attempts to achieve political representation
- Widespread dissatisfaction with the cycle and culture of violence
- Popular movements towards peace
- Consequence of 1985 Anglo-Irish Agreement
- Significance of the 1994 paramilitary cease fires
- New approaches to the old problems of Northern Ireland, Tony Blair and Bertie Ahern
- The Good Friday Agreement

(b)

- Changing tactics of the conflicting groups
- Impact of the conflict on the civilian population
- Attempts at peacemaking
- Widespread dissatisfaction with cycle and culture of violence

Question 15: Conflict in Europe

(a)

- Air war and its effects – Battle of Britain and the Blitz, the bombing of Germany
- Reasons for Allied victory
- Significance of other battles

(b)

- The League of Nations – its role
- Abyssinia, Spanish Civil War
- Britain, France and the policy of appeasement
- Significance of Nazi–Soviet Non Agression Pact
- German expansionism

Question 16: Conflict in Indo China

(a)

- Nature and consequences of US involvement
- Nature and role of nationalism
- Nature and role of communism
- Strategies and tactics

(b)

- Impact of war on civilians
- Reasons for Communist victory
- Strategies and tactics

Question 17: Conflict in the Pacific

(a)

- Japanese – Allied strategies
- Aims and consequence of Allied Occupation of Japan
- Reasons for Japanese defeat

(b)

- Aims and consequences of Allied Occupation of Japan
- War Crimes Tribunals, the status of the Emperor
- Reasons for Japanese defeat

Question 18: Arab–Israeli Conflict

(a)

- Attempts at peacemaking
- Terrorism/violence and their impact
- Nature and impact of Israeli occupation
- Changing Palestinian and Israeli responses to the conflict
- International involvement in the conflict

(b)

- Changing Israeli responses to the conflict
- Terrorism/violence and their impact
- International involvement
- Reasons for Israeli invasion of Lebanon
- Significance of the war for Israel

Question 19: The Cold War

(a)

- Changing policies, strategies and responses to the Cold War
- Impact of crises on super power relations
- Arms race and disarmament

(b)

- Super power rivalry
- The arms race
- The space race
- Nature and impact of crises eg Berlin Wall

Question 20: The United Nations as Peacekeeper

(a)

- Changing nature and role of the UN
- Effect of Cold War on UN activities
- Tensions between international and national sovereignty
- Enforcement of UN resolutions
- Origins and goals of UN

(b)

- Changing nature and role of the UN
- Contribution of the UN to disarmament
- Tension between international and national sovereignty
- Debate over role and structure of the UN since end of Cold War
- Role and impact of UN as peacekeeper