



# Western Australian Certificate of Education Examination, 2013

## **Question/Answer Booklet**

Number of additional

answer booklets used

(if applicable):

MODERN HISTORY Stage 3		Please p	place yo	our stu	udent id	dentificat	ion labe	l in this	box
Student Number: In	figures								
In	words								
Time allowed for this par Reading time before commencing Working time for paper:	y work:	ten min three h							

#### To be provided by the candidate

To be provided by the supervisor

This Question/Answer Booklet

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener,

correction fluid/tape, eraser, ruler, highlighters

Materials required/recommended for this paper

Special items: nil

**Document Booklet** 

#### Important note to candidates

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

## Structure of this paper

Section	Number of questions available	Number of questions to be answered	Suggested working time (minutes)	Marks available	Percentage of exam
Section One: Document study–Unit 3A	1	1	45	25	25
Section Two: Essay–Unit 3A	3	1	45	25	25
Section Three: Document study–Unit 3B	1	1	45	25	25
Section Four: Essay–Unit 3B Ideas that shaped the Russian Revolution and Ideas that shaped the Chinese Revolution	3	1	45	25	25
Essay–Unit 3B Ideas that shaped the Cold War in Europe and Ideas that shaped conflict in the Middle-East	3				
Instructions to cand	dates			Total	100

- 1. The rules for the conduct of Western Australian external examinations are detailed in the Year 12 Information Handbook 2013. Sitting this examination implies that you agree to abide by these rules.
- 2. Answer the questions according to the following instructions.

Section One: There are three sets of documents, one for each time period of study for

Australia. You must refer to **one** of these sets of documents. Each source

is numbered for easy reference.

Section Two: Answer **one** question only in Section Two.

Section Three: There are four sets of documents, one for each of the prescribed

contexts. You must refer to one of these sets of documents. Each source

is numbered for easy reference.

Section Four: There are six questions organised in two sets of three questions. Answer

one question only in Section Four.

In all Sections, you **must** indicate your context in one of the boxes provided. Do **not** leave these boxes blank.

- 3. You must be careful to confine your responses to the specific question asked and to follow any instructions that are specific to a particular question.
- 4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
  - Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
  - Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number.
     Fill in the number of the question that you are continuing to answer at the top of the page.
- The Document Booklet is **not** handed in with your Question/Answer Booklet.

#### Section One: Document Study – Unit 3A

25% (25 Marks)

This section has **one (1)** question made up of **five (5)** parts. Answer **all** parts. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.

- Planning: If you use the spare pages for planning, indicate this clearly at the top of the page.
- Continuing an answer: If you need to use the space to continue an answer, indicate in the
  original answer space where the answer is continued, i.e. give the page number. Fill in the
  number of the question that you are continuing to answer at the top of the page.

Indicate below the document set from the **Document Booklet** you will use to respond to this question.

Set 1: Australia 1880–1929

Set 2: Australia 1920–1959

	Set 2:	Australia 1920–1959		
	Set 3:	Australia 1950–1999		
Sugge	ested work	king time: 45 minutes.		
Quest	tion 1			(25 marks)
(a)	Explain t	the historical context of <b>Sou</b>	rce 1.	(4 marks)

MOD	ERN HISTORY	4	STAGE 3
Ques	ction 1 (continued)		
(b)	Compare and contrast the	e messages in <b>Source 2</b> and <b>Source 3</b> .	(4 marks)

ic	Evaluate the usefulness of <b>Source 4</b> and <b>Source 5</b> as representations of Austradentity.	ilian (5 marks)
_		
_		
_		
_		
_		
_		
_		
_		
_		
_		
_		
_		
_		

MODE	ERN HISTORY	6	STAGE 3
(d)	Identify and discuss the identity.	authors' perspectives in <b>Source 6</b> ar	nd <b>Source 7</b> on Australian (6 marks)


**End of Section One** 

Section Two: Essay – Unit 3A 25% (25 Marks)

This section has **three (3)** questions. You must answer **one (1)** question.

Pages are included from page 16 of this booklet for planning and writing your answer.

- Planning: If you use the pages for planning, indicate this clearly at the top of the page.
- Answering the question: In the pages provided indicate clearly the question number you are answering.

Indicate below the historical context you will use to respond to this question.

Australia 1880–1929 □

Australia 1920–1959 □

Australia 1950–1999 □

Suggested working time: 45 minutes.

Question 2 (25 marks)

Evaluate the cohesive and/or divisive impact on Australia of **two** significant political leaders.

Question 3 (25 marks)

Assess the extent to which women had a role in promoting social and political change within the time period studied.

Question 4 (25 marks)

With reference to the appropriate leader listed below, discuss the significance of leadership on international relations:

1880–1929 Hughes 1920–1959 Curtin 1950–1999 Menzies.

**End of Section Two** 

Section Three: Document Study - Unit 3B

25% (25 Marks)

This section has **one (1)** question made up of **four (4)** parts. Answer **all** parts. Write your answers in the spaces provided.

Spare pages are included at the end of this booklet. They can be used as additional space if required to continue an answer. If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Fill in the number of the question that you are continuing to answer at the top of the page.

Indicate below the document set from the **Document Booklet** you will use to respond to this question.

Set 4:	Ideas that shaped the Russian Revolution	Ш	
Set 5:	Ideas that shaped the Chinese Revolution		
Set 6:	Ideas that shaped the Cold War in Europe		
Set 7:	Ideas that shaped conflict in the Middle-East		
Suggested worki	ng time: 45 minutes.		

Ques	stion 5 (25	5 marks)
(a)	Explain the historical context of <b>Source 1</b> and <b>Source 2</b> – that is, the relevant expeople and ideas depicted or represented in the sources.	vents, (6 marks)

(b)

Compare and contrast the messages conveyed in <b>Source 1</b> and <b>Source 2</b> .	(6 marks)

## Question 5 (continued)

Examine the issues involved in interpreting the historical evid <b>Source 2</b> . Your answer may include discussion of purpose, n	notive, place and time. (6 m

Using your knowledge of the whole period of study, evaluate the i and/or events represented in the two sources.	(7 r

Section Four: Essay – Unit 3B

25% (25 Marks)

This section has **six (6)** questions organised in two sets of **three** questions. You must answer **one (1)** question. Write your answer in the pages provided.

Pages are included from page 16 of this booklet for planning and writing your answer.

- Planning: If you use the pages for planning, indicate this clearly at the top of the page.
- Answering the question: In the pages provided indicate clearly the question number you are answering.

Indicate below the historical context you will use to respond to this question.

Sugge	ested working time: 45 minutes.	
	Ideas that shaped conflict in the Middle-East	
	Ideas that shaped the Cold War in Europe	
	Ideas that shaped the Chinese Revolution	
	Ideas that shaped the Russian Revolution	

Questions 6–8 are for candidates who have studied **Ideas that shaped the Russian Revolution or Ideas that shaped the Chinese Revolution**.

Question 6 (25 marks)

Assess the impact and influence of the appropriate leader listed below within the society studied:

- Russia Stalin
- China Mao.

Question 7 (25 marks)

Debate the proposition:

'Domestic policy rather than international relations has been a significant factor for maintaining revolution.'

Question 8 (25 marks)

Discuss the evolution, spread and impact of a significant idea in the context of a revolution.

Questions 9–11 are for candidates who have studied **Ideas that shaped the Cold War in Europe or Ideas that shaped conflict in the Middle-East**.

Question 9 (25 marks)

Assess the impact and influence of the appropriate leader listed below on the region studied:

- Cold War Europe Reagan
- Middle-East Nasser.

Question 10 (25 marks)

Debate the proposition:

'Great power rivalry rather than ideology accounts for the divisiveness in the region.'

Question 11 (25 marks)

Evaluate to what extent the nature of the political conflict was different by the end of the period.

**End of questions** 

Question number:		

Question number:	

Question number:		

Question number:	

Question number:		

Question number:	

Question number:		

Question number:		

Question number:		

Question number:	

Question number:

Question number:		

Question number:			

Question number:	

Question number:		

Question number:

Question number:		

Question number:		

Additional working space	

Additional working space	

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that it is not changed and that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.
Copying or communication for any other purpose can be done only within the terms of the <i>Copyright Act 1968</i> or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the <i>Copyright Act 1968</i> or with permission of the copyright owners.
Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the <u>Creative Commons Attribution-NonCommercial 3.0 Australia licence</u> .
Published by the School Curriculum and Standards Authority of Western Australia 27 Walters Drive

OSBORNE PARK WA 6017