



MODERN HISTORY

ATAR course examination 2016

Marking Key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

Section One: Source analysis – Unit 3

25% (25 Marks)

NOTE: When marking a candidate's work in this section:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

Question 1**(25 marks)**

- (a) Compare and contrast the messages of Source 1 and Source 2. (4 marks)

Description	Marks
Reference to the messages in Source 1 and Source 2.	1–2
Points of comparison of the message(s) in Source 1 and Source 2.	1
Points of contrast of the message in Source 1 and Source 2.	1
Total	4
Markers' notes: Look for the message of each of the sources. Evidence should be drawn from the sources to support the message.	

Elective 1: Australia 1918–1955

The message of Source 1 is that despite their relatively small numbers in the electorate, Communists in Australia posed a real threat to Australia's democracy.

The message of Source 2 is that Prime Minister Menzies was 'attempting to 'murder' Australian democracy,' and that he had a record of a number of infamous decisions concerning events both within and outside Australia in previous years.

Both Source 1 and Source 2 focus on the attempt by the Menzies Government in the aftermath of an unfavourable High Court decision to alter the Australian Constitution to enable the abolition of the Communist party and hence weaken the militant forces within Australian industry. In contrast, each case concerns who has the means to pursue undemocratic policies in the name of national security. Source 1 aims to convince voters to support the banning of the ACP. Source 2 conveys the importance of democracy and the legality of the ACP and questions the judgement of Menzies.

Elective 2: Russia and the Soviet Union 1914–1945

Source 1A and Source 1B both outline messages that Bolshevism was not universally popular with the people. There is the use of unsubstantiated rhetoric and promises of land in Source 1A and the use of violence in Source 1B to secure Bolshevik power.

Source 2, a propaganda poster, depicts the success of the Bolsheviks and the Proletarian revolution as a event to be celebrated as everyone is united in achieving and benefiting from it. In comparison to Source 1, it shows the use of propaganda as a method of consolidating power.

Therefore the sources provide alternative messages of the Bolshevik revolution in Russia. Sources 1A and 1B provide a negative view of the Bolshevik methods of gaining and maintaining control, whilst Source 2 illustrates unity, the overthrowing of the monarchy and the celebration of the revolution.

Elective 3: China 1935–1989

Source 1 depicts the Kuomintang (GMD) as the party of Chinese unity, and one that is fulfilling the (nationalist) will of Dr Sun Yat-Sen. It highlights the Communists as the only obstacle towards achieving a united Chinese nation.

Source 2 depicts people celebrating China's national day. The message is that the Chinese Communist Party has not only created peace, unity (and happiness) but, with the positioning of Mao's picture next to that of Sun Yat-Sen, that the CCP and Mao are fulfilling Sun Yat-Sen's (nationalist) will.

Therefore both sources convey the significance of Sun Yat-Sen in securing popular support. The sources provide contrasting messages on which political ideas represent the will of Sun Yat-Sen. Source 1 indicates it is the historical role of the GMD to fulfil his legacy and unite China, whereas Source 2 depicts the CCP as being the party of national unity and the guardians of Sun Yat-Sen's legacy. Further, Source 1 mentions the Communists as obstacles to peace after WW2 whereas there is no mention of a clash of political wills and ideologies in Source 2.

Question 1 (continued)

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of Source 1 and Source 2 regarding the impact of the idea(s) represented. (5 marks)

Description	Marks
Provide example of a strength and weakness of Source 1 regarding the impact of idea(s) represented.	1–2
Provide example of a strength and weakness of Source 2 regarding the impact of idea(s) represented.	1–2
Evaluation of the usefulness of the sources.	1
Total	5
Markers' notes: Higher marks should be awarded to candidates who look at both the strengths and weaknesses of the sources provided in terms of how they discuss the impact of the idea(s) represented.	

Elective 1: Australia 1918–1955

A strength of Source 1 is that it provides a clear example of the Prime Minister's motivations for trying to ban the Australian Communist Party. The weakness of the source is the highly emotive, exaggerated language and the nature of the examples used by Menzies e.g. 'a traitorous minority'.

The strengths of Source 2 are that it identifies specific poor decisions and is a humorous representation of opposition to Menzies and his leadership. The weakness of the source is that it is propaganda and highly exaggerated connections have been made by the cartoonist.

The two sources are useful as an indication of the strength of feeling and tactics used by those supporting and those opposing the suppression of communism in what purports to be a free, democratic society.

Elective 2: Russia and the Soviet Union 1914–1945

A strength of Sources 1A and 1B is that they provide two negative viewpoints on Bolshevism, in terms of it not being popular with everyone in Russia at the time, and that the use of force and terror was being used. The weakness of the sources is that they are from people who would be opposed to the Bolshevik revolution – a Menshevik and a British businessman who would presumably be opposed to a communist revolution, lending some bias to their opinions and observations. Sources 1A and 1B are useful in depicting the impact of the Bolshevik revolution on individuals in society.

A strength of Source 2 is that it is a communication of the ideals of the time, celebrating the Revolution. It is useful in that it demonstrates how the Bolsheviks wanted to move forward – placing the workers alongside the peasants, working together to achieve the goal of communism. In terms of weaknesses of this source, it does not provide information about the impact of Bolshevism in Russia at the time – it merely presents a biased positive image, glorifying the achievements of the proletarian dictatorship.

Both sources are useful in exploring the differing viewpoints about Bolshevism, the Revolution in its infancy, and the impact of Bolshevism on the people of Russia. However, that usefulness is limited by the purpose behind the sources themselves.

Elective 3: China 1935–1989

Source 1 is very useful in learning how the GMD and Chiang Kai Shek claimed legitimacy in post WW2 China at the start of the civil war period that was to have a profound impact on China. Its strength is as a primary source from the leader of the nationalists at a vital time in the struggle for control of China after WW2. It discusses the impact of the Nationalist GMD over the previous thirty years in defeating the war lords and fighting the Japanese. The source is useful as it demonstrates how the GMD were using the legacy of Sun Yat-Sen to strengthen their claims, and how they criticised the Communists with the aim of gaining increased support amongst the Chinese population.

In terms of weaknesses candidates could point out the speech is clearly GMD propaganda and provides a very one-sided perspective. Candidates could also identify some of the emotive language in the speech e.g. 'the communists being a perennial problem'.

Source 2 is useful as an example of CCP propaganda in the post-Civil War period. It shows the positive impact of the communist takeover in unifying the people. Another strength of the source is in depicting how the Communists needed to align Mao as the true heir of Sun Yat-Sen. It is useful for gauging how the communists attempted to sell their message to the Chinese people. In terms of weaknesses the source does not provide any information about the impact of Communism in China – it simply provides a general positive image, glorifying the achievements of the CCP.

Although both sources lack objectivity and seek to promote their respective ideologies, they are useful in learning about how the Nationalists and Communists represented their impact on China and how they justified their claim as the legitimate rulers of China.

Question 1 (continued)

- (c) Explain the historical context of Source 3. (4 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source, dates/events/people/place/ideas.	1–2
Total	4
Markers' notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

Elective 1: Australia 1918–1955

The focus of Source 3 is the depiction of the alleged expansion of communism in Asia. The image reinforces the 'Domino theory' of one nation after another falling to Communist control and the threat to Australia e.g. 'Next course please!'

The year of publication was at a time when the Malay Emergency which began in 1950 was still of concern despite active participation of Australian forces to support the non-Communist Malay government. As it eventuated the so-called Malayan Emergency was eased by the end of 1954. One year earlier the Korean War had ended with an armistice which left the Communists in control of North Korea. The Chinese had established control in Tibet earlier in 1951 and in 1954 Vietnam was partitioned with the Communist backed government in control in the north.

The cartoon was published in the *Catholic News Weekly* in July 1954 in the midst of the major split in the ALP over the issue of how to deal with the alleged communist threat in a period when many trade union officials were members of, or supportive of, aspects of communism that reflected traditional Catholic working class ideals and the breakaway groups that had strong Catholic influence. This was unusual in that the *Catholic News Weekly* was a conservative magazine, and highlights internal division within the Labor movement.

Elective 2: Russia and the Soviet Union 1914–1945

Source 3 conveys a negative perspective about Bolshevik rule and the Civil war that was occurring in Russia, leading to significant starvation of the Russian people. In sharp contrast, the American economy was prosperous.

Before the famine, all sides in the Russian Civil Wars of 1918–21 – the Bolsheviks, the Whites, the Anarchists, the seceding nationalities – had provisioned themselves by 'living off the land': they seized food from those who grew it, gave it to their armies and supporters, and denied it to their enemies. The Bolshevik government requisitioned supplies from the peasantry for little or nothing in exchange. This led peasants not fighting in the civil war to drastically reduce their crop production. According to the official Bolshevik position, the rich peasants (kulaks) withheld their surplus grain in order to preserve their lives; statistics indicate that most of the grain and the other food supplies passed through the black market. The Bolsheviks believed peasants were actively trying to undermine the war effort.

Aid from outside Russia was initially rejected. The American Relief Administration (ARA), which Herbert Hoover formed to address the starvation of WW1, offered assistance to Lenin in 1919, on condition that they have full say over the Russian railway network and hand out food impartially to all. Lenin refused this, dismissing it as interference in Russian internal affairs.

Elective 3: China 1935–1989

The focus of the source is the period of famine in China brought about by the policies of Mao's Great Leap Forward and the collectivisation of the peasantry into communes.

In 1958 Mao Zedong announced the Great Leap Forward, an attempt to rapidly increase agricultural and industrial production. This reform program included the establishment of large agricultural communes containing as many as 75 000 people (as depicted in the cartoon). The communes ran their own collective farms and factories. Each family received a share of the profits and also had a small private plot of land. However, three years of floods and poor harvests severely damaged levels of production. This led to widespread famine as depicted in the cartoon, with many historians putting the number who died of starvation in the period 1958–61 as between 30–40 million people.

Question 1 (continued)

- (d) Identify and account for the authors' perspectives in Sources 3 and 4 regarding the idea represented. (6 marks)

Description	Marks
Articulation of the perspective of Source 3.	1
Articulation of the perspective of Source 4.	1
Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> • motives • bias • time • place • purpose. 	1–4
Total	6
<p>Markers' notes: The last part of the question 'regarding'. Candidates must consider the perspective of the sources in terms of the theme/force of the sources to be analysed.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) • use evidence of the perspective from the source • identify how the author shows the perspective in the source. 	

Elective 1: Australia 1918–1955

Source 3 was published at the time of the Malayan crisis and presents the idea of communism as having already achieved control in countries further north and seen as likely to spread eventually to Australia itself. Thus Source 3 presents a negative perspective of communism as steadily devouring the various regimes in East and South-East Asia and with the geographical spread from areas close to mainland China down to South-East Asia and Malaya as the central focus of concern in 1954. In this sense, Source 3 presents Indonesia, Australia and New Guinea as the most likely future battlegrounds arising from the spread and influence of communism. The cartoon was published in a Catholic newspaper which we would expect to be anti-communist and aims to raise the alarm of Australians through propaganda.

The motive and rationale for Source 4 is quite distinct with the central focus on the referendum designed to allow for the abolition of the Communist Party in Australia. The emphasis is on the fear of a very widely based potential world war conflict between the West and Communists and thus on Menzies' eventually unsuccessful attempt to ban the party. The focus therefore is on the divisive nature of the referendum and the legality of the question in terms of the impact on civil liberties. The extract is a secondary source written with hindsight from the perspective of a lecturer of politics and provides an objective and balanced overview on the process and legality of the referendum.

Elective 2: Russia and the Soviet Union 1914–1945

The perspective of the cartoonist of Source 3 is critical of the Bolsheviks and their revolution leading to civil war in Russia. By showing the American to be tall, well kept and healthy looking as opposed to the Russian Bolshevik worker who is dishevelled and starving, there is a judgement being made that from a US perspective, the Bolshevik revolution was extremely bad for the Russian people. This perspective reflects an ideological bias against communism. The cartoon was published after WW1 during the civil war where the USA helped the 'Whites'. The cartoonist's motives are inevitably biased against the Bolsheviks.

Source 4, written in more recent times, is more reflective of Bolshevism and the issues surrounding the Bolsheviks seizing power. The perspective is that Lenin was genuinely responsive to the changing circumstances, making him a good leader. The perspective is more measured perhaps with time and distance, leading to a more on balanced judgement being made as to if the outcome of Bolshevism in Russia was worth the pains of Civil war and other events.

Elective 3: China 1935–1989

The perspective of Source 3 is highly critical of Mao's policy of the Great Leap Forward and the ideas of crash industrialisation and collectivisation that underpinned this policy.

The perspective of Source 4 is again on balance, critical of Mao's ideas that underpinned the Great Leap Forward, but attempts to place them in a broader historical context, explaining the development of Mao's Chinese form of Communism and mentioning briefly Mao's reaction to its ultimate failure.

The perspective of Source 3 can be accounted for in terms of it being a contemporary (1961) USA cartoon, and could encompass ideological opposition to the ideas underpinning the Great Leap Forward and its disastrous consequences. It could also simply be commenting on a human tragedy in another country that did not have the freedom of press enjoyed in the USA.

The perspective of Source 4 can be accounted for it being written by a (British) historian, writing in 2001, who was attempting to provide a historical and ideological explanation for the implementation of the Great Leap Forward in China. It has a more objective style although is still critical of the impact of Mao's ideas. The source uses 'recent' research of the impacts.

Question 1 (continued)

- (e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of the idea(s) during your period of study. (6 marks)

Description	Marks
Articulation of the ideas depicted.	1–2
Identification of key ideas that have been omitted.	1
Evaluation of the extent to which the sources reflect the significant aspects of the ideas being depicted in the sources in terms of their impact on the context studied.	1–3
Total	6
Markers' notes: The intent is to not have a list of what has been omitted; rather candidates need to focus on what the sources do tell them regarding the ideas within the context studied and why it may have been significant to highlight that, plus what the implication/impact of the idea was on the society being studied. Candidates should include their own knowledge of the course studied to support their point of view as well as the sources provided.	

Elective 1: Australia 1918–1955

The four sources are concerned with the impact and significance of the communism threat internally and externally (and the reaction to it). They focus specifically on the last five years of the period under review – that is after the fall of the Chifley government in 1949, and the associated party political issues derived from the communist issue – as well as on the fundamental constitutional issues raised during the 1951 referendum campaign.

Sources 1, 2 and 4 are essentially concerned with the situation within the Australian community and the broader issue of the impact of the proposed denial to Communists of the basic democratic rights of freedom of association. By contrast, Source 3 provides a stronger focus on the international context in which the idea of communism is being seen in Australia. Its timing deals with events when the Malayan Emergency was being resolved and was illustrative of the external events which were strongly influencing the debate over the issue of communism within Australia.

The sources deal explicitly on the one hand with the situation within Australia itself in terms of the reaction of its own citizens to the idea of the influence of communism and on the other hand the alleged spread of the idea in the areas to the north of Australia and along a trail leading ultimately to Australia. The sources also highlight the division within the society both in terms of the reaction of the communists themselves to the referendum proposal but also within the political parties and divergent view on how the implications of the idea itself should be counteracted. In this regard the issues of the ALP split are dealt within the context of the sources rather than with explicit reference and are not entirely omitted.

Elective 2: Russia and the Soviet Union 1914–1945

The four sources depict the idea of Bolshevism and its implementation towards the beginning part of the time period. The sources provide a variety of perspectives about the Bolshevik seizure of power and the outcomes of that. In terms of significant ideologies, the focus on Bolshevism is significant in terms of change for Russia.

Source 1A and Source 2 focus on the promises being made by the Bolsheviks to the Russian people and contrast that with perhaps a more realistic representation in Source 1B of what occurred once the Bolsheviks seized power. Source 2, as a propaganda poster highlights the seemingly cohesive revolution and Bolshevism being a positive thing – Smychka.

Source 3 and 4 focus on the impact or consequences of Bolshevism on the Russian people – Source 3 in a negative way – highlighting the famine that occurred during the Civil war and Source 4 in a more measured, yet positive way outlining just what Lenin had managed to achieve.

Whilst the four sources do focus in terms of the time line on the early years, the ideology that is represented in the four sources is integral to understating the broader themes and ideology of the entire time period.

Elective 3: China 1935–1989

The four sources depict the battle of ideas for control of China at the start of the period and then some of the consequences of implementation of communism in the form of the disaster of the Great Leap Forward.

Sources 1 and 2 are significant in that they depict the clash of ideas in the post war period; Source 1 focuses on the claims of the nationalists and their leader Chiang Kai Shek, and Source 2 on the triumph of the Communists and their claim to be unifying the Chinese people under the twin banners of Mao and Sun Yat-Sen.

Sources 3 and 4 focus on the impact of Mao's Chinese brand of communism implemented in the Great Leap forward. This policy/idea had profound consequences on China, not least as it resulted in upwards of 30 million deaths in the famine depicted in Source 3.

The sources omit specific aspects of the ideologies of nationalism and communism, focusing more on their respective claims to be uniting China.

Section Two: Essay – Unit 3

25% (25 Marks)

The marking guide below must be used for **Questions 2–10**. Markers notes for each question follow the marking guide. These notes are not exhaustive or prescriptive.

Guide to marking essay responses		Marks
Thesis introductory paragraph		
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.		3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.		2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.		1
No evidence of this criterion.		0
	Sub-total	3
Synthesised narrative		
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.		4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.		3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.		2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.		1
No evidence of this criterion.		0
	Sub-total	4
Argument		
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.		5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.		4
Written with a sense of argument using some appropriate language of history.		3
The response contains a number of generalisations and statements that lack supporting evidence.		2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.		1
No evidence of this criterion.		0
	Sub-total	6
Supporting evidence		
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.		7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.		5–6
Some relevant and accurate evidence is provided.		3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.		2
Very limited evidence is provided or is often irrelevant or inaccurate.		1
No evidence of this criterion.		0
	Sub-total	9
Conclusion		
Draws the essay's argument or point of view together.		3
Summarises the essay's point of view.		2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.		1
Little to no attempt at providing a conclusion.		0
	Sub-total	3
	Overall total	25

Elective 1: Australia 1918–1955**Question 2****(25 marks)**

Evaluate the role and impact of John Curtin as a wartime leader.

Markers' notes:

Answers regarding role may include:

- Curtin led Labor Party Opposition September 1939 – October 1941
- Curtin's role in the War Advisory Council 1940
- Labor Prime Minister – wartime leader October 1941 until his death in July 1945.

Impacts may include:

- the most substantial and lasting consequences of his policy as a wartime leader was to openly seek an alliance with the United States of America
- demanded and achieved the return of numbers of Australian military units from the Middle East to defend Australia
- Curtin himself entered into a close working relationship with General Douglas MacArthur, the Supreme Commander of Allied Forces in the region
- at the same time during 1944 he endeavoured to continue a close connection with Britain
- in domestic affairs Curtin and his government made major changes to the Australian system of government, especially in terms of having the Commonwealth Government take over all income tax and established many of the features of the so-called 'welfare state' including national unemployment benefits, widows pensions and the beginnings of a national health service.

Question 3

(25 marks)

Analyse the political response to the Great Depression in Australia.

Markers' notes:

The central feature of the political response to the Great Depression in Australia was the deep-seated division within and between the political parties on how to deal with the crisis and the resultant major split in the Labor government at the national level.

Answers may include:

- the eventual collapse of the Scullin government, deeply divided on whether or not to approve the so-called 'Premiers' Plan', preceded Labor's failure to regain power at the federal level until 1941
- attempts by the Scullin Government to deal with the depression by credit creation were blocked by a hostile Senate in Parliament and by the Commonwealth Bank Board headed by representatives of the private banks
- at the state level most incumbent governments during the first years of the 1930s also lost power to their opponents as a result of the depression dispute and in many cases remained in opposition at least until WW2
- fundamental to the political response and the resulting controversies was the political debate over whether the debt owing to English bondholders was a direct consequence of Australian aid to the UK during WW1
- this dispute led to the Lang Laborites, precipitating the fall of the Scullin government and subsequently to Lang being dismissed as NSW Premier by the State Governor
- in New South Wales a further political response was the formation of the New Guard
- in Western Australia the political responses included the strong 'yes' vote in the secession referendum, the refusal of the UK government to allow for secession, the defeat of the State non-Labor Mitchell Government supporting secession, and the establishment of the Commonwealth Grants Commission
- politically, governments in Australia in the second half of the 1930s sought with difficulty to revive British migration to Australia with a significantly different political response only made possible by the outbreak of WW2.

Question 4

(25 marks)

Assess the extent of change experienced by women in Australia during the time period.

Markers' notes:

In broad terms during the period the role and status of women both in the work force and politically expanded but reverted to some extent to the more traditional role of women after the end of WW2.

Answers may include:

- with women in Australia having entered the work force significantly during WW1, many retained their employment after 1918 with lower wage levels assisting in this regard – factory and domestic work, school teaching, nursing and clerical occupations were significant areas of female employment
- labour-saving devices began to be more significant with their impact on women working in the home
- the 1920s saw a new set of social values and norms affecting women's lifestyles including fashions, smoking, bathing costumes and the like, with some social division over the acceptance of these developments from conservatives
- Edith Cowan was the first woman elected to an Australian State Parliament in 1921 but these were no women in the Federal Parliament until 1943. The numbers remained very low in the period under review with only four women members elected to the State Parliament by 1955. The first woman cabinet Minister in Australia was in Western Australia in 1947 and federally in 1949
- female employment was of major importance during WW2 both because women were allowed to join the armed services while women found work in factories and farms and took up positions as teachers and nurses, and the formation of the Land Army
- the number of women in the professions such as medicine and law remained relatively low in the period although after the war women did benefit from the broad social improvements made possible by post-war reconstruction.

Elective 2: Russia and the Soviet Union 1914–1945**Question 5****(25 marks)**

Evaluate the role and impact of Joseph Stalin as a wartime leader.

Markers' notes:

The question relates to war time – in this case, specifically WW2.

Answers may include:

- decision to sign the Non-Aggression Pact in 1939 with Germany to gain the necessary time to continue to modernise Russia and build up military capabilities and convincing of eastern European countries to allow Soviet garrisons within their borders, and the mobilisation of the Red Army
- Stalin's policies/approach towards his key personnel in this period i.e. from absolute power e.g. military purges in the 1930s, to power sharing
- Stalin's role in defeat of Germany at the end of WW2
- after the end of the war, Stalin's position in Russia had been elevated by his leadership of the nation in its time of need
- the concept of a changing perspective of Stalin in the international arena, initially as an important ally, then increasing allied suspicions of Stalin's motives and increasing Soviet influence in Eastern Europe e.g. the Tehran Conference in 1943 and the Yalta and Potsdam Conferences in 1945.

Question 6**(25 marks)**

Identify at least one economic initiative implemented in Russia during the time period and analyse its impact on Russian society.

Markers' notes:

Candidates should describe briefly at least one economic initiative and then analyse its political/social/economic impact on Russian society.

Answers may include:

- War Communism
- the New Economic Policy
- the Five Year Plans
- modernisation under Stalin.

Better answers will explain the nature of the reform/s and analyse their impact on society:

- contributing to state control of economy
- forced rural collectivisation
- state created famine
- the modernisation of the Soviet Union.

Question 7**(25 marks)**

Assess the extent of change experienced by the peasantry in Russia during the time period.

Markers' notes:

Candidates should identify and assess the impact of key changes experienced by the class of peasants as a whole over the period.

Answers may include:

- from Tsarism to Stalinism
- impact of war (domestic and international)
- methods used to control the peasants (propaganda, collectivisation, creation of Kulaks and Dekulakisation, repression)
- social and cultural reforms – impact of Bolshevism/Cultural Revolution/social realism.

Candidates should explain the event and how it led to change for the peasantry. Taken as a whole there are a large number of changes, however candidates who mention some continuity such as ongoing totalitarianism, when assessing the extent of change should be rewarded.

Elective 3: China 1935–1989**Question 8****(25 marks)**

Evaluate the role and impact of Mao Zedong as a wartime leader.

Markers' notes:

The question relates to war time – this could encompass the ongoing conflict between the GMD and CCP in 1935 (first phase of the Civil War including the Communist retreat of the Long March), the actions of Mao and the CCP against the Japanese during WW2 from 1937–45, and the second decisive Chinese Civil War 1945–1949.

Candidates could mention all of the above or focus on a particular period or war. For any answer candidates must evaluate the role and impact of Mao.

Answers may include:

- Mao's role in the Long March and his ascent to power within the CCP, and relationships with other leaders
- consolidation of power with the rectification campaign in 1942
- Mao's policies/appeal to people in this period (and the growth of CCP membership)
- Mao's role in the lead up to the second phase of the Civil War after the end of WW2
- PLA successes against the nationalists leading to the victory of Mao and the communists in 1949.

Candidates could, in evaluating Mao's role, mention other key leaders, such as Zhou Enlai, who was instrumental in planning the Long March, and Lin Biao who was a key military leader during the second phase of the Chinese Civil War.

Question 9**(25 marks)**

Identify at least one economic initiative implemented in China during the time period and analyse its impact on Chinese society.

Markers' notes:

Answers may include:

- the Great Leap Forward or the economic reforms and modernisation under Deng Xiaoping
- policies originated from Mao's desire for China to pursue its own path to socialism, slogans 'politics in charge' and 'walking on two legs'
- idea was that collectivising agriculture into huge communes that were responsible for both agricultural and industrial production would allow China to overtake Western powers in a short period of time
- communes were set up along military lines
- the impact on Chinese society was catastrophic
- agricultural production dropped, the backyard furnaces set up in the communes encouraged by Mao as part of the Great Leap Forward produced useless iron
- the failure of agriculture led to famine and the deaths of between 30–40 million people by 1961
- politically there was limited opposition initially due to the strength of Mao's cult of personality, one notable exception was Peng Dehuai (who was sacked)
- as it became clear the initiative wasn't working eventually more in the Politburo managed to persuade Mao to reverse the policies
- Mao's resentment at the failure of his initiative explains his desire to purge the country of anti-revolutionaries in the Cultural Revolution 1966–76.

Better answers will explain the nature of the reforms and look at their impact on society.

Question 10**(25 marks)**

Assess the extent of change experienced by the peasantry in China during the time period.

Markers' notes:

Candidates should identify and assess the extent of change experienced by the class of peasants as a whole over the period.

Answers may include:

- impact of War (Civil War and WW2)
- Mao's version of communism with its focus on the peasantry
- Communist implementation of land reform after 1949 (Agrarian Reform Law 1950)
- collectivisation of Agriculture leading to the Great Leap Forward and three bitter years
- Cultural Revolution
- impact of Deng's economic reforms (four modernisations).

Candidates should explain the event and how it led to change for the peasantry. Taken as a whole there are a large number of changes, however candidates who mention some continuity when assessing the extent of change (such as the fact the peasantry by 1989 remain the largest and poorest section of Chinese society) should be rewarded.

Section Three: Source analysis – Unit 4

25% (25 Marks)

NOTE: When marking a candidate's work in this section:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

Question 11**(25 marks)**

- (a) Explain the historical context of Source 1. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or event that led to the focus of the source.	1
Provides specific details of the focus of the source, events/people/ideas/dates/places.	2
Total	4
Markers' notes:	
This question is concerned with the historical context in which the source is located. The answer must focus on what is in the source, and provide the surrounding 'picture' for that source.	

Elective 1: The changing European world since 1945

The historical context of Source 1 is the first Marshall Aid arriving in Europe in 1948. In the immediate post-WW2 period, Europe remained ravaged by war and thus susceptible to exploitation by an internal and external Communist threat. In a June 5, 1947, speech to the graduating class at Harvard University, Secretary of State George C. Marshall issued a call for a comprehensive program to rebuild Europe. Fanned by the fear of Communist expansion and the rapid deterioration of European economies in the winter of 1946–1947, Congress passed the Economic Cooperation Act in March 1948 and approved funding that would eventually rise to over \$12 billion for the rebuilding of Western Europe. The Marshall Plan generated a resurgence of European industrialisation and brought extensive investment into the region. It was also a stimulant to the US economy by establishing markets for American goods.

Elective 2: Australia's engagement with Asia

The historical context for Source 1 is Australia's involvement in the Vietnam War and the controversy and protests that it produced. The specific focus of the photograph is of an important moment in this period, the visit of US President Lyndon Baines Johnson in October 1966. Johnson was the first incumbent US president to visit Australia at a time when the Holt Government had stepped up Australia's military involvement in the conflict (the battle of Long Tan had happened only weeks before the visit). Candidates could outline the causes for Australia's involvement in Vietnam and key events associated with the conflict and in particular, the response to the war at home (including the growth of the protest movement which is viewed in the photograph). In 1966 there was still a majority in support of Australian involvement although that was to change over the next few years.

Elective 3: The struggle for peace in the Middle East

The historical context is Egypt's project to build the Aswan High Dam. The dam was built as a consequence of the objective of the Egyptian Government following the Egyptian Revolution of 1952, to control the annual flooding of the Nile during late summer. In the mid-1950s both the US and Britain offered to help finance the dam but after a dispute with the US over the supply of weapons, and offers to Nasser from the Soviet Union, the US withdrew its offer of support. Following the Suez War, in 1958 the Soviet Union provided funding for the dam project as well as technicians and heavy machinery. Its historical significance centres in particular on the part played by the dispute with the West over funding of the dam and the consequential decision to nationalise the Suez Canal.

- (b) Compare and contrast the purpose of Source 1 and Source 2. (5 marks)

Description	Marks
Articulation of the purpose of Source 1.	1
Articulation of the purpose of Source 2.	1
Identification of elements of comparison and contrast between the two sources.	1–3
Total	5
<p>Markers' notes: This question focuses on the reasons for the construction of the sources, and what they aim to achieve.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • identify the issue/event/subject of each source • identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) • use evidence from the source to support the response. • explain how the sources compare (are similar) and contrast (are different) in terms of their purpose. <p>A strong answer will integrate comparisons and contrasts with the discussion of purpose.</p>	

Elective 1: The changing European world since 1945

The purpose of Source 1 could be to provide a positive visual demonstration of Marshall Aid in action to commemorate or acknowledge a major economic undertaking post WW2 by the USA in Europe. It provides visual evidence of a political policy.

The purpose of Source 2 is to justify the USA helping western European countries post WW2, whilst alluding to the need for Europe to take the lead in terms of their economic recovery and present the USA as 'supportive friend'. The speech has the added purpose of providing justification or explanation to the American public as to why the USA is committing so much aid to Europe.

The purposes compare in that they are both about the implementation of Marshall Aid post WW2 in Europe by the US. The sources' purpose contrast in that Source 1 celebrates the beginning of Marshall Aid in terms of a concrete outcome of a shipment of sugar, whereas the purpose of Source 2 is a justification of why Marshall Aid is needed in Europe and America's role in the rebuilding of Europe post WW2.

Elective 2: Australia's engagement with Asia

The purpose of Source 1 could be to indicate there was both support and protest over Australia's involvement in Vietnam at the time of LBJ's visit to Australia in October 1966.

The purpose of Source 2 is to justify Australia's engagement in Vietnam in terms of assisting Asia towards a peaceful and stable future. As it is a speech during an election campaign it also has the purpose of explaining Liberal policy and attempting to persuade voters of the merits of the government's actions.

The purposes compare in that they both identify the Vietnam conflict as a significant issue confronting Australia. The Source's purposes contrast in that Source 1 focuses on the protest and conflict surrounding Australia's involvement in Vietnam (and its involvement in the foreign policy objectives of the USA) whereas the purpose of Source 2 is wider reaching; to justify Australia's policy to the public (during the 1966 election) and to mount a vision of Australia's engagement in Asia over the longer term.

Question 11 (continued)**Elective 3: The struggle for peace in the Middle East**

The purpose of Source 1 is to celebrate the achievement of the Aswan High Dam. The photo could be for domestic or international consumption. The purpose of Source 2 is to justify to the people of Egypt and the international community why the Suez company was nationalised, and condemns the response of Britain.

Both sources show Egypt as a strong progressive nation building unity. The sources contrast in that Source 1 is a celebration of Arab nationalism to gain international support and Source 2 is a condemnation of European imperialists.

(c) Explain the message of Source 3. (3 marks)

Description	Marks
Identifies and explains the message of the source.	1–3
Total	3
<p>Markers' notes: Look for the message of the source.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • read all the elements of the source (title/author/date/location) • identify the issue/event/subject • identify the representation or opinion being expressed • provide evidence from the source to support the response. 	

Elective 1: The changing European world since 1945

The message of Source 3 is that there has been a significant shift in the relationship between the USA and Europe over the time period 1954 to 1974. The cartoonist depicts the changing nature of Europe by in the first cell showing Europe as individual countries being dictated to (shaking of Uncle Sam's finger), but in the second cell Europe is depicted as one large body encapsulating Europe working together and being shown to be larger (more significant) than the USA. The second cell also depicts the message that Europe has changed in that in the background is an industrialised country – the message being that they (Europe) have economic might in 1974, as opposed to 1954.

Elective 2: Australia's engagement with Asia

The message of Source 3 is that mainstream Australia reacted fearfully to the arrival of Vietnamese boat people. The cartoonist depicts Aboriginal people looking on at the arrival of a boat of Vietnamese on a beach with some white Australians cowering in the bush, with the caption 'we could be watching history repeat itself'. The message is that some white Australians were feeling something akin to how Aboriginal people felt in 1788; perceiving the Vietnamese arrivals as a threat to their way of life.

Candidates may state that the cartoon predicts another invasion similar to 1788 (history repeating itself) this time at the hands of the Vietnamese. Although this can be rewarded, a key aspect of the cartoon (for full marks) is the response of the white Australians to the boat arrivals.

Elective 3: The struggle for peace in the Middle East

The message of Source 3 is that Nasser instigated the dispute over the control of the Suez Canal and created a commotion in the region. Nasser is portrayed as a bully and the dominant leader within the region. He is shown as gleefully kicking away an oil barrel, indicating that he is not concerned with the international impact of his actions in nationalising the Suez Canal and limiting oil supplies to western nations.

- (d) Identify how and discuss why Source 3 and Source 4 are contestable. (6 marks)

Description	Marks
Identifies the element/s of contestability for Source 3 and Source 4.	1–2
Discusses the reasons for the contestability of Source 3.	1–2
Discusses the reasons for the contestability of Source 4.	1–2
Total	6
<p>Markers' notes: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the type of source provides an incomplete or suggestive picture which can be disputed identify in each source argument/s, biases or perspectives that can be disputed articulate the nature of that dispute by referring to alternative arguments or viewpoints on that aspect. 	

Elective 1: The changing European world since 1945

Source 3 as a cartoon is contestable in that it demonstrates a perspective held by the Dutch/German cartoonist. The interpretation of the USA and the Marshall Plan in the early 1950s shows the USA in a negative light in that Uncle Sam is drawn as overbearing/domineering and 'calling the shots' on how things were going to occur, as opposed to the second cell that depicts that the tide had turned by 1974 and Europe is now dictating to the USA from a point of economic strength. Candidates may state that this is contestable because the opposite viewpoint can be taken – that the USA was only helping a shattered Europe post WW2.

Source 4 is an extract from an official paper written by the European Union (EU) and its intent could be seen as demonstrating to the wider world that the EU is of a significant size in population and economically, and how they need to be seen, and to act as a global player. Whilst factual information is used, the paper has a specific purpose to outline the European Security Strategy in creating 'a better world', thus it can be seen that the excerpt may be trying to demonstrate how significant and important the European Union is as a global player/power.

Candidates may choose to articulate growing bodies of evidence that point to the fracturing of the EU itself and internal tensions that could stop the EU from doing what has been articulated in the security paper of Source 4.

Elective 2: Australia's engagement with Asia

Source 3 as a cartoon is highly contestable. It provides a particular interpretation of the events surrounding the arrival of the Vietnamese boat people, both in the depiction of the response of white Australians and in linking it to the colonisation after 1788. It is a highly suggestive viewpoint that can be contested by those who argue that the response to the arrival of the Vietnamese refugees was largely measured and welcoming, and it in no way can be compared to the fundamental changes that took place in Australia after 1788.

Source 4 is a government funded education fact sheet for schools entitled 'Racism No Way'. It is designed to support government policy of multiculturalism by highlighting the positive impact of (in this case Vietnamese) migration to Australia. The source is mainly objective and factual and therefore is limited in its contestability; however the website has a specific purpose to support multiculturalism and thus may be focused exclusively on the positive aspects of Vietnamese migration.

Alternatively, candidates may articulate a discussion about arguments presented by historians and commentators such as Geoffrey Blainey on the impact of Asian migration to Australia.

Question 11 (continued)**Elective 3: The struggle for peace in the Middle East**

Source 3 is demonstrably contestable given that the causes and responsibility for the limited capacity of western nations to have access to Middle East oil supplies is unilaterally ascribed to President Nasser. Thus it is necessary in the answer for the candidate to assess alternative explanations for any significant restriction of oil supplies to the west as the cartoon is published in Dallas and reflects an anti-Egyptian bias.

Additionally, it can be argued that despite a high degree of Arab support for Nasser during the Suez crisis, and Nasser's own capacity to control traffic down the Suez Canal, it still remains a more open question as to whether there was any clear indication that Arab nations per se would follow his directives in this regard, especially given the highly changeable approaches of Arab nations during the various stages of the Suez crisis and its aftermath.

Source 4 is a more complex source in which the major contestable issue is not so much the conclusion reached that 'Suez marked a pivotal moment in Britain's and imperialist decline as a world power', though this does require further examination, but rather the extent to which this was in fact 'a pivotal moment' in Britain's decline or just another stage along a steady decline in international influence.

- (e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the **four** sources. (7 marks)

Description	Marks
Identification of the themes/ideas/events.	1
Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period.	1–2
Evaluation of the themes/ideas/events in relation to those of the broader historical context.	1–2
Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period.	1–2
Total	7
<p>Markers' notes: This question does not require reiteration of the messages in the sources. Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources and how they relate to the other themes/ideas/events of the whole period.</p> <p>Candidates need to:</p> <ul style="list-style-type: none"> • identify the themes/ideas/events in the sources • evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period • refer to the long and/or short-term effects of the theme/idea/event • refer to elements of continuity and/or change evident in the theme/idea/event • demonstrate a depth and breadth of knowledge for the whole time period. 	

Elective 1: The changing European world since 1945

The key theme, or idea that links all four sources is the development of Europe post WW2 and its international interactions/relations – predominately with the USA as evidenced by Sources 1–3 in particular. The changing nature of that relationship is highlighted by Source 3 and in some part by Source 4 where it is articulated that the EU is now in a position to be a significant global player – and in fact should step up and take their place as a global player.

The themes identified in the sources highlight the international relationships the EU created, rather than how the EU managed to turn that relationship around, from being in need to support and help, to being in a position of offering help on the global stage. Candidates could argue that the processes, milestones and events that occurred to create the EU into what it is at the end of the time period studied, are vitally important and are necessary in understanding the journey Europe has undergone in the latter half of the twentieth century and hence the focus of the sources.

Elective 2: Australia's engagement with Asia

The key theme that links the sources is Australia's involvement with and links to Vietnam. The first two sources are focused on Australia's foreign policy in the 1960s and in particular its involvement in the Vietnam conflict. This had profound implications for Australia socially and politically (candidates could mention the radicalisation of society and the wide ranging domestic changes and reforms that took place during the period), as well as in shaping Australia's relationship with Asia, a theme highlighted in Source 2. The changing relationship with Asia also involved increased Asian immigration, starting with Vietnamese refugees from the conflict depicted in Source 3. The Vietnamese arrivals formed part of the new waves of immigration that coincided with the shift away from the White Australia policy to a policy of multiculturalism, another significant theme contained in the sources.

The sources tightly focus around Vietnam, rather than looking at the relationship between Australia and other major Asian powers such as China and Japan, which are arguably more important relationships than that of Vietnam. Candidates could also argue the theme of burgeoning economic ties with Asia (which is absent) is more important than the themes represented in the sources.

Question 11 (continued)**Elective 3: The struggle for peace in the Middle East**

The sources refer to the changing power and role of the West in the Middle East and its impact.

In essence then, the Suez crisis was a major turning point in terms of external relations within the Middle East most notably with the decline of influence of the UK and the Soviet Union in the region and the consequent significance of the United States, Israel and the Palestine Liberation Organisation (PLO).

In terms of British influence the sources focus also more broadly on events in the Middle East as 'pivotal' moments in Britain's 'decline as a world power' and this was interpreted in the UK as suggesting that 'if Egypt was allowed to get away with it, all the British and other western interests in the Middle East will crumble'.

Viewed more broadly the sources do not deal in detail with the significance of the establishment of the State of Israel and the origins and development of the PLO. They do however provide a focus on the impact of the Suez Crisis and its aftermath on the availability and cost of access by Western powers and others to the abundant oil supplies

Section Four: Essay – Unit 4

25% (25 Marks)

The marking guide below must be used for **Questions 12–20**. Markers notes for each question follow the marking guide. These notes are not exhaustive or prescriptive.

Guide to marking essay responses		Marks
Thesis introductory paragraph		
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.		3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.		2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.		1
No evidence of this criterion.		0
	Sub-total	3
Synthesised narrative		
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.		4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.		3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.		2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.		1
No evidence of this criterion.		0
	Sub-total	4
Argument		
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.		5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.		4
Written with a sense of argument using some appropriate language of history.		3
The response contains a number of generalisations and statements that lack supporting evidence.		2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.		1
No evidence of this criterion.		0
	Sub-total	6
Supporting evidence		
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.		7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.		5–6
Some relevant and accurate evidence is provided.		3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.		2
Very limited evidence is provided or is often irrelevant or inaccurate.		1
No evidence of this criterion.		0
	Sub-total	9
Conclusion		
Draws the essay's argument or point of view together.		3
Summarises the essay's point of view.		2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.		1
Little to no attempt at providing a conclusion.		0
	Sub-total	3
	Overall total	25

Elective 1: The changing European world since 1945**Question 12****(25 marks)**

Assess the importance of formal alliances and treaties in shaping the European region during the time period.

Markers' notes:

Answers may include:

- NATO
- Two plus Four Treaty (re-unification of Germany)
- the EEC
- the Maastricht Treaty
- the EU
- the Eurozone.

For higher marks candidates should explain the reasons for these alliances and treaties, and the significance of the treaty in shaping Europe's broader foreign policy, relationships with the non-European countries and changes to the region itself.

Question 13**(25 marks)**

Analyse the consequences of the collapse of communism after 1989 on the European region.

Markers' notes:

Answers may include:

- a declaration of the end to the Cold War
- fall of the Berlin Wall and subsequent reunification of Germany
- the dissolving of the WARSAW Pact
- the dissolving of the Soviet Union
- the splitting, both peacefully and not so peacefully, of countries such as Yugoslavia and Czechoslovakia
- numerous Eastern Bloc countries joining NATO and the EU leading to stronger social and economic integration across Europe as a whole.

Question 14**(25 marks)**

Evaluate the impact of Khrushchev's leadership on the nature and character of the Cold War in Europe.

Markers' notes:

Candidates may choose to argue that despite expressed intentions to 'peacefully co-exist' with the West, Khrushchev was by in large ineffectual in achieving this aim as he had to adhere to the wishes of his hard line communist colleagues which culminated in the Berlin Wall and the Cuban Missile Crisis.

They may also state that Khrushchev was not necessarily interested in peaceful co-existence, but peaceful competition – as evidenced by the arms and space races and the propaganda war that still raged whilst he was President.

For higher marks candidates could evaluate the significance of the impact of Khrushchev's leadership by placing them in the wider context of the Cold War.

Elective 2: Australia's engagement with Asia**Question 15****(25 marks)**

Assess the importance of formal alliances and treaties in shaping Australia's relationship with Asia during the time period.

Markers' notes:

Candidates should discuss and assess the types of alliances and treaties entered into by Australia in the time period.

Answers may include:

- the Colombo Plan
- ANZUS
- SEATO
- APEC
- ASEAN
- Australia's membership and the role of the UN in the region.

For higher marks candidates should explain the reasons behind Australia becoming part of these alliances and treaties, and the significance of the treaty in shaping Australia's foreign policy, relationship with the (Asian) region and changes to the region itself.

Question 16**(25 marks)**

Analyse the changes to, and the significance of, the economic and trade relationship between Australia and either Japan **or** China during the time period.

Markers' notes:

Candidates should refer to either Japan or China – no additional marks for covering both. For higher marks candidates should examine the economic/trade relationship with the country at the start of the period and then chart important developments in that relationship over the period.

Answers may include the:

- relationship between Australia and China with mention of the changes in diplomatic relations, such as the formal recognition of China under Whitlam December 1972, that were important in developing the trade relationship between the two nations
- economic reforms in the late 1970s/80s in China under Deng Xiaoping that allowed for greater trade opportunities with Australia
- discovery and expansion of Australia's ore deposits from the 1960s onwards which became the most important export to China.

Candidates also need to explain the significance of the economic/trade relationship in terms of how it impacted on Australia and the chosen country. Candidates focusing on China could discuss the:

- significance of China as an export market
- role of Chinese investment in Australia
- impact of Chinese migration on the Australian economy
- importance of Chinese students
- importance of Australian exports and investment in fuelling Chinese economic growth up to 2001
- trade relationship between the two countries having additional significance in terms of regional stability and the move towards regional free trade agreements.

Question 17**(25 marks)**

Evaluate the role of the Whitlam government in changing Australia's relationship with Asia.

Markers' notes:

Answers may include:

- recognition of Communist China (also Vietnam and North Korea)
- dismantling of remnants of White Australia policy and adoption of multiculturalism as government policy
- granting independence to Papua New Guinea (promoting self-determination in the region)
- withdrew remaining troops from Vietnam
- negotiated Nippon-Australia relations agreement
- engagement with UN and signing of multilateral agreements
- relationship with Indonesia and the issue of East Timor.

For higher marks candidates could evaluate the significance of the changes that occurred during the Whitlam period by placing them in the wider context of changes that occurred over the period.

Elective 3: The struggle for peace in the Middle East**Question 18****(25 marks)**

Assess the effectiveness of the formal attempts to settle the conflict between Arabs and Israelis during the time period.

Markers' notes:

Candidates need to note the words 'formal attempts' in the question and ensure that they abide by that. Candidates need to not only discuss the attempts to settle the conflict, but to assess how effective they were.

Answers may include:

- 1947 UN Declaration creating the Jewish and Palestinian States
- establishment of the State of Israel – 1949 and subsequent Arab Israeli War
- cease-fire agreements after the 1973 Yom Kippur War. Peace agreements were signed between Israel and Egypt in 1979
- Oslo Accords
- Camp David Summit.

In the broadest sense it can be contended that during the period under review no lasting long-term solution emerged in the conflict between the Arabs and the Israelis due to the formal attempts being bilateral and trilateral agreements rather than unilateral.

Question 19**(25 marks)**

Analyse the short-term and long-term consequences of the establishment of the State of Israel in 1948.

Markers' notes:

The most immediate short-term consequences of the State of Israel were the Arab-Israeli War 1948–1949 and, a few years later, aspects of the Suez Crisis. The major long-term consequence was the formation of the Palestinian Liberation Organisation and the ongoing violent and non-violent attempts to reach agreement for the establishment of a Palestinian State.

Answers may include:

- the crusade for a separate Palestinian State remained a central feature and long-term consequence of the establishment of Israel
- the course of events was over time increasingly influenced by the ascendancy of the United States which became the only western power with significant influence in the region
- in essence the long-term consequence of the establishment of the State of Israel was the ongoing resistance of Israel, with backing of the United States, to the PLO and Hamas and their drive for the establishment of a Palestinian State and the interrelated consequential disputes with other Middle East powers
- both in the shorter and longer term the influence of the United States was highly significant where by contrast, Britain and the Soviet Union by the 1960s and 1970s ceased to play a significant role.

Question 20**(25 marks)**

Evaluate the impact of Sadat's leadership in both working for and opposing peace in the region.

Markers' notes:

Answers may include:

- Sadat had played a subordinate role in the Nasser regime prior to becoming president after Nasser's death in October 1970
- on succeeding to power at a time when Egypt was suffering from economic problems caused by the Six Day War, and when the Soviet Union was refusing requests for more military support, Sadat purged the government of the ardent Nasserists and encouraged the emergence of an Islamist movement
- with the Israelis refusing to guarantee withdrawal from Sinai and the Gaza strip, Sadat expelled the Soviet military from the country and reformed the army for the confrontation with Israel.

Candidates should discuss the journey of conflict to peace:

- internal in Egypt
- Yom Kippur War
- Camp David Accords
- Arab league and their response
- Sadat's assassination.

The early successes in the war, despite the subsequent Israel success, greatly enhanced Sadat's standing in Egypt itself and his peace policy led to the regaining and reopening of the Suez Canal, agreements with Israel on disengagement of forces and eventually to the Camp David Accords.

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