



MODERN HISTORY

ATAR course examination 2019

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
<p>Markers’ notes: Evidence should be drawn from the sources to support the message. Candidates may choose to structure their response according to the grid above. Candidates may choose to incorporate the identification of message within their compare and contrast.</p>	

Elective 1: Australia 1918–1955

- Compare: Both sources are commenting on the leadership of Jack Lang as New South Wales Premier in the 1920s. Both sources acknowledge the importance of Lang’s role and his impact on the financial system (depicted as banks in Source 1).
- Contrast: In Source 1, Lang is depicted as a heroic ‘lone fighter’ standing up to the banks, whereas in Source 2, his influence is seen to be entirely negative (‘the name of Australia has been badly tarnished’). While the dismissal is depicted positively in Source 2 (‘people of Australia breathed freely again’) it is shown as a stab in the back in Source 1. Source 2 states the positive role of Lyons in rectifying the wrongs of the Lang government, which is absent from Source 1.

Elective 2: Russia and the Soviet Union 1914–1945

- Compare: Both sources refer to Lenin removing the bourgeois such as the clergy, nobles and emperors (monarchy) from Russian society i.e. ‘sweeping the earth clean’ in Source 1 and in Source 2, the memorandum ordering the extermination of the clergy.
- Contrast: Source 1 is a more positive message concerned with Lenin cleaning up the world whereas Source 2 is largely negative concerning Lenin’s annihilation of aspects of society, specifically the clergy.

Elective 3: China 1935–1989

- Compare: Both sources indicate that Mao was popular with the people i.e. the crowds in Source 1 holding his Red Book and in Source 2 that he ‘commanded admiration’ and ‘respect’. Both sources reference his appeal with young people; in Source 1, the young people holding the Red Book and in Source 2, he ‘urged Chinese, especially the young’.
- Contrast: Source 1 represents Mao as being among the people both physically and with his Little Red Book, which contrasts with ‘never speaking or circulating widely’ in Source 2.

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of Source 1 and Source 2 regarding the impact of the leader/s represented. (6 marks)

Description	Marks
Provide example of a strength and weakness of Source 1 regarding the impact of the leader(s) represented.	1–2
Provide example of a strength and weakness of Source 2 regarding the impact of the leader(s) represented.	1–2
Evaluation of the usefulness of the sources.	1–2
Total	6
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 leader(s) represented.	

Elective 1: Australia 1918–1955

- Strength of Source 1 is that it provides contemporary view from a NSW publication of Lang's dismissal; moderately useful for learning about how the event and Lang's leadership was perceived at the time.
- Weakness of Source 1 could be in the exaggerated symbolism of the cartoon (Sir Phillip Game with the knife, the weaker opposition politicians prostrate on the canvas) but also that it is published in the *Labor Daily* so will most likely be producing a very one-sided pro-Lang perspective on Lang's leadership and the events leading up to his dismissal.
- Similarly, a strength of Source 2 is that it is a contemporary political speech that is very useful for learning how Lyons looked to attack Lang and justify his own record in the run-up to the 1934 Federal election.
- Weakness of Source 2 is that, as an election speech, it is clearly one-sided and makes huge claims as to the effectiveness of Lyon's leadership and his government 'one of the Lyon's most spectacular economic recoveries the world has known'.

Elective 2: Russia and the Soviet Union 1914–1945

- Source 1's strength is that it is a Bolshevik propaganda poster demonstrating the aims of Lenin and the Bolshevik party and specifically Lenin's role in ridding the world of the Bourgeois.
- However a weakness of Source 1 is that it gives little indication as to how these aims would be achieved, it is greatly biased toward Lenin as a leader 'cleaning up the world' and it is limited in showing the actual impact of Lenin.
- Source 2's strength is that it gives a more overarching view of Lenin's leadership skills- focusing on both the positive and negative.
- Source 2's weakness is that it is fairly vague when examining Lenin's impacts in leading Russia.
- Source 2 is more useful than Source 1; however it's only a moderately useful source as it does not give indications of the overall impact of Lenin's leadership on the Russian people.

Elective 3: China 1935–1989

- Source 1's strength is that it shows the significance of Mao to the CCP, the need to emphasise the person rather than just his thoughts (Little Red Book in the image).
- Source 1's weakness is that it does not really show the impact of Mao or leadership, rather it is an idealised view created as propaganda.
- Source 1 is important for understanding how Mao was central within China, and how far his reputation had been revived since the Great Leap Forward.
- Source 2's strength is that it acknowledges that there was more to Mao than the official version and that outside of China, Mao was acknowledged as transforming China.
- Source 2's weakness is that it is a summative piece that does not provide much information on the impact of Mao on China.
- Source 2 is more useful for understanding the leadership of Mao overall, but Source 1 is important for understanding how he was central within China, and how far his reputation had been revived since the Great Leap Forward.

Question 1 (continued)

- (c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 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
Total	3
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

- Focus of the source is the appointment of Curtin as Prime Minister in October 1941.
- At the outbreak of WW II, Robert Menzies headed a minority UAP government. Menzies' position became increasingly weaker due to conflict with his coalition partners, the Country Party. Menzies resigned in August and his place was taken by Country Party leader Arthur Fadden, but when he lost the support of two independents, John Curtin, leader of the ALP was appointed Prime Minister.
- Candidates could mention Curtin's wartime achievements (conscription, alliance with US) but the focus of the source is his appointment, so for full marks, there needs to be some reference to his replacement of Menzies/Fadden during the war.

Elective 2: Russia and the Soviet Union 1914–1945

- Focus of the source refers to Stalin's reign of terror over Russia—specifically in reference to the purges. Candidates may also refer to the earlier policy of dekulakisation.
- After Stalin emerged victorious in 1928 from the power struggle after Lenin's death, he immediately began to remove those he saw as opposition or threats.
- Removal of people in the Communist Party, armed forces and other areas of soviet society. It is believed approximately 750 000 people were killed during this period. Removal of notable Bolsheviks such as Kamenev, Bukharin, Trotsky, Rykov and Zinoviev. Thirty thousand Red army members executed, including 81 of the 103 Generals.

Elective 3: China 1935–1989

- Focus of Source 3 is the response to student protests at Tiananmen Square in 1989.
- The broader context is the challenges to the CCP leadership, including Deng Xiaoping arising from the reforms to the Chinese economy in the 1980s and the desire for sections of the community to extend reforms to the political system, such as democracy, freedom of speech and the press. A number of students began a hunger strike and protests spread throughout China. In response, Premier Li Peng declared martial law and troops and tanks killed thousands of student protestors.

- (d) Identify and account for the authors' perspectives in Source 3 and Source 4. (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: motives, bias, time, place, purpose.	1–4
Total	6
<p>Markers' notes: Candidates must consider the perspective of the sources in terms of the theme/force of the sources to be analysed. 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's perspective provides a positive and optimistic outlook on Curtin's appointment to the role of Prime Minister. The source is clearly supportive of the change of government that has recently taken place.
- Source 3 analysis: The cartoon was published in *The Bulletin* which remained a highly influential publication at this point, and was also (at this stage) pro-Labor and supportive of the war effort. *The Bulletin* had been critical of the way Menzies was handling the war. The motive and purpose of the source could well be to galvanise support for this political change.
- Source 4 provides a revisionist perspective of Curtin's leadership and looks to explain his weaknesses due to his commitment to the ALP. It also demonstrates some of the strengths of Menzies as a leader in comparison.
- Source 4 analysis: Hasluck was a Liberal MP, was Governor-General at the time of writing this text and therefore his motive and purpose could be to provide a more critical appraisal of the ALP leader. His links to Menzies (as his biographer) may also explain the positive perspective of Menzies hinted at in the source.

Elective 2: Russia and the Soviet Union 1914–1945

- Perspective of Source 3 is that Stalin's leadership was synonymous with terror and widespread murder. 'The pyramids' of Russia are skulls indicating Stalin's rampage was so prevalent that it was unable to be disguised/hidden.
- Source 3 analysis: the purpose is to present to the world the horrific killing campaigns occurring in Russia during the period. The motive is to portray Stalin as nothing more than a murderer—it is highly biased as it is produced by Russian exiles living in France.
- Perspective of Source 4 is to rationalise the purges and show trials as necessary in order to build Lenin's socialist society.
- Source 4 analysis: The purpose is to demonstrate to the public that the purges were needed. The motive is to represent members of the communist party who were removed as a threat to socialism.

Elective 3: China 1935–1989

- Source 3's perspective is that Deng bears responsibility for the Tiananmen Square Massacre.
- Source 3 analysis: Cartoonist is from Singapore, which has a more liberal government than China. The purpose is to show that the leadership of Deng and the CCP had betrayed the student protestors 'patriotic, democratic candidates', leaders still using language from the Cultural Revolution 'counter-revolutionaries'. Candidates may know of Morgan Chua, who was interested in how China was progressing and had travelled to China previously.
- Source 4's perspective is that the CCP can be strengthened by including a diverse leadership, even those who may have disagreed with the leadership in the past.
- Source 4 analysis: Deng's motive is two-fold: to encourage others to join with him to criticise the Gang of Four, and to explain why he and other members of the CCP have been rehabilitated despite being ousted from their positions during the Cultural Revolution.

Question 1 (continued)

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

Description	Marks
Articulation of the significance of leadership depicted.	1–2
Identification of aspects of significance of leadership that have been omitted.	1
Evaluation of the extent to which the sources reflect the significant aspects of leaderships 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 significance of leadership within the context studied and why it may have been significant to highlight that, plus what the implication/impact of the significance was on the society being studied. Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view.	

Elective 1: Australia 1918–1955

- Leadership of Lang and Lyons (and the conflict between the two) is depicted in both Sources 1 and 2. The leadership of Curtin is discussed in Sources 3 and 4. Both periods of leadership were highly significant.
- Candidates could mention that Sources 1 and 2 provide insight into highly controversial elements of Lang's time as Premier of NSW, his stand against the banks and its impact on NSW and Australia more generally. The significant role of Sir Phillip Game in dismissing him is also covered in Source 1 and the response of the Lyons government (and Lyon's appraisal of Lang's legacy) is covered in Source 2. Candidates should comment on the extent to which the sources provide insight into these aspects of leadership.
- Candidates could evaluate the importance of Curtin's leadership during WW II and the limited extent to which these sources provide insight into his leadership. Source 3 provides insight into the political changes that took place in Australia during WW II, with the replacement of Fadden by the ALP's Curtin. Source 4 provides a more general insight into Curtin's leadership, and provides insight into the wearying impact of being a war leader (and possibly Curtin's failings as a leader who took matters too personally).
- Candidates may reference other significant leaders such as Hughes, Scullin, Bruce and Page.

Elective 2: Russia and the Soviet Union 1914–1945

- The leadership of both Lenin and Stalin in Russia is highly significant when examining the period—all four sources show the manner of leadership and the use of violence and terror.
- The sources do not give insight into either leader's later period and specifically do not focus on their economic leadership.
- Source 1 (poster) and Source 4 (speech) show the use of propaganda as rationalisation for the use of terror and violence in order to achieve the Bolshevik states that the respective leaders envisioned.
- Sources 2 and 3 however focus on the negative side of the terror states created by both Lenin and Stalin.
- Collectively the four sources demonstrate an insight into the use of terror as a form of control but are lacking in demonstrating an overarching view of leadership, for example Lenin being willing to introduce NEP or Stalin's introduction of the Five Year Plans.

Elective 3: China 1935–1989

- The sources refer to a number of communist leaders of the CCP between 1968 and 1989 and provide some insight into the style of leadership and the impact of leaders on society.
- Sources 1, 2 and 4 refer to Mao who was a significant figure throughout the time period. Sources 1 and 2 reference his central importance in developing communism for the Chinese context as articulated in the Little Red Book. Many of his ideas were developed in the years prior to the CCP victory. Mao developed simple slogans to communicate his ideas to the large peasant class. The Cultural Revolution referred to in Source 1 is linked to Mao's desire to regain pre-eminence. Source 4 references Mao's desire for unity by joining with those who opposed him, but it could be argued that the Cultural Revolution shows Mao's unwillingness to allow alternative leadership in China.
- Source 3 refers to the repression of opposition by Chinese leaders, specifically the Tiananmen Square Massacre. This was also a common trait in previous time periods with struggle sessions, re-education during the Great Leap Forward and Cultural Revolution. Deng himself was a target during the Cultural Revolution.
- Source 4 also suggests the leaders were not faultless and that the CCP leadership was open to criticism. This is reflected in campaigns such as the 100 Flowers Campaign but many who criticised the leadership, even those within the CCP, were punished for doing so. This source also hints at tensions among leaders.
- Sources 1, 2 and 4 give insight into the idea of the cult of leadership, again specifically with Mao, but in Source 4 this was extended to those connected to him – the Gang of Four.
- The sources omit the role of leadership during the period prior to the ascension of the CCP.

Section Two: Essay–Unit 3

25% (25 Marks)

Marking key for Questions 2–10.

Description	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
Subtotal	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
Subtotal	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
Subtotal	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
Subtotal	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
Subtotal	3
Total	25

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

Analyse the reasons for the adjustment of national priorities during the 1920s in Australia.

Markers' notes:

- Candidates have to discuss key changes in 'national priorities' and then provide analysis of the reasons behind these changes.
- Candidates could discuss many topics that constitute 'national priorities', but most likely will focus on policies that stem from national priorities such as the Soldier Settlement Schemes and the Men Money Market policies of the 1920s. Key features of these are not provided here but should be present in a strong answer.
- The main reason for the implementation of the Soldier Settlement Scheme was the special responsibility felt by the government to the soldiers that served in WW1. Further the desire to open up land and develop rural industry to promote economic growth was another important factor.
- The main reasons for the focus on 'Men' in the 1920s was to increase the workforce. Australia's population of 5.5 million in 1920 was deemed too small for sustained economic growth. The reasons for the focus on migration from Britain was due to its colonial legacy and the desire to keep Australia white.
- The reasons for 'Money' was to stimulate economic growth through overseas loans with not enough domestic capital being available for the focus on major infrastructure projects (roads, railways, irrigation schemes) and the construction of Canberra. Candidates could tie this to another national priority of the 1920s: urbanisation.
- The reasons for the focus on 'Markets' was primarily to sell the additional produce that would result in the drive to industrialisation. The loans needed to be repaid and the new migrants employed. A key feature of this period was the subsidies paid to primary producers to protect them against falling global prices.
- Other national priorities candidates could cover include: industrialisation, urbanisation, focus on consumer goods, increased independence for women, health and improved sanitation.
- Higher marks should be awarded to candidates who focus on/analyse the reasons behind the adjustment of national priorities.

Question 3**(25 marks)**

Evaluate the impact on Aboriginal and Torres Strait Islander Peoples, of changing policies over the period.

Markers' notes:

Stronger answers will discuss changing policies toward Aboriginal and Torres Strait Islander (ATSI) people over the period and address the extent to which these changes made an impact on them. Some of the policies that could be mentioned are:

- policies in the 1920s, exclusion of ATSI people from Soldier Settlement Scheme, also denied war service benefits.
- the continuation and expansion of the role of Protection boards in producing what is now known as the Stolen Generation. Protection board policed policies such as denying aboriginal people access to relief work and the dole.
- Aboriginal soldiers in WW II still subject to discrimination, although on the home-front, minor policy changes, such as child payments were made available to some Aboriginal people in 1941, and pensions extended to some Aboriginal people in 1942.
- 1949 Citizenship Act gives ATSI people the vote if they are enrolled for state elections or served in the armed forces.
- impact on ATSI could include separation from the wider community, economic exploitation, social deprivation and the emergence of ATSI activism such as the Day of Mourning.
- candidates would be entirely justified in arguing the impact of these changing policies on Aboriginal people were mostly detrimental, and did not provide much improvement of their plight. Candidates could argue the period saw limited change in policies toward ATSI people.

Question 4**(25 marks)**

Assess the factors that led to the split in the ALP in 1955.

Markers' notes:

- Stronger answers need to both explain the nature and key features of the ALP split and assess the reasons behind it. In the power struggle at the end of the period, thousands of Catholics resigned and were expelled from the ALP, including state and federal MPs. The Australian Labor Party (Anti-Communist) was set up in 1955, later to become the DLP (1957).
- Candidates could look at the role of the Cold War and the fear of communism underpinning this period in Australian politics, and this topic being central to the material reasons behind the split.
- Candidates could discuss the attempted banning of the Communist Party by Menzies in 1950/51, including the role of Evatt representing the Waterside Workers Federation in the High Court, allowing Menzies to claim the ALP was influenced by communists. Further Evatt's role in defeating the government in the divisive referendum of 1951 led to him being attacked as a 'communist sympathiser'.
- Candidates could also mention the Petrov affair and Royal Commission when Evatt was leader, again linking the ALP to communism (with unsubstantiated claims) that influenced Menzies victory in the 1954 federal election.
- The role of Catholicism could also be mentioned. Divisions emerged in the ALP from the mid 1940s with virulent anti-communists criticising leadership. Important role of Catholic Social Studies Movement in this process led by B.A. Santamaria.

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

Analyse the reasons for the Bolshevik victory in the Civil War.

Markers' notes:

- Candidates need to examine the reasons that allowed for Bolshevik victory in the Civil War and then analyse how these aspects/events led to a victory.
- Reasons can be looked at from two different perspectives—one being the strengths of the Bolsheviks and the other the weaknesses of the opposing armies (specifically the Whites)
- Strengths of the Bolsheviks include: the leadership of Trotsky, use of War Communism, enthusiasm of Bolshevik soldiers, use of terror and violence to control army, control of Petrograd, Moscow and railways, disciplined army of 300 000 and internal lines of communication.
- Weaknesses of the Whites include: lack of strong supply chains, lack of belief in cause, disunited in cause, appalling reputation of treatment of indigenous peoples of areas invaded, allies withdrew support for whites after armistice.
- Stronger responses could consider elements from both perspectives.

Question 6**(25 marks)**

Evaluate the impact of the Five Year Plans on Russian society.

Markers' notes:

- Stronger answers will examine the impact of the Five Year Plans on the people/groups in society due to the economic changes that occurred.
- Candidates may examine workers, peasants and/or women in their evaluation.
- It is legitimate to talk about collectivisation within the context of the Five Year Plans. Stronger candidates would explain the link.
- Workers showed enthusiasm at first.
- The impact was positive for those with skills—advancement and opportunity in training.
- Wage differentials and exceeding targets led to higher living standards for some.
- The majority of workers resented the Five Year Plans; living standards didn't improve and laws in 1929 meant punishment for those considered lazy or taking days off.
- Women entered the workforce in droves (an estimated 10 million).
- Women were generally paid less and found advancement difficult: they were not literate and had less involvement in political and technical education.
- Peasants came to cities as a result of being forced off land due to collectivisation.
- Unskilled and unused to factory process, many labourers moved regularly in search of a better deal.
- Standard of living was low and peasants amounted to almost 50% of the labour force during the first Five Year Plan.
- Many projects saw forced labour being used e.g. 300 000 workers on the Baltic-White Sea Canal.
- Evaluation: Five Year Plans had a mainly negative effect on Russian society.

Question 7

(25 marks)

Assess the factors that led to Stalin's ascent to power by 1929.

Markers' notes:

- Stronger answers will look at both Stalin's actions in gaining power and acknowledge how other individuals/groups, for example, members of the triumvirate did not use their power base to the best advantage.
- Candidates could look at Stalin's long rise to power, from his initial roles in the party to the eventual power struggle that led to victory over others.
- Stalin was well-placed in the party; Party secretary, positions in Orgburo and Secretariat and he used this to his advantage i.e. positions allowed him to influence selection of delegates to Central Committee.
- Lenin's secret testament was not read out in Central Committee.
- Trotsky—not attending Lenin's funeral and his reputation in the party worked against him.
- Zinoviev, Kamenev and Stalin formed triumvirate and attacked Trotsky.
- Socialism in one country allowed Stalin to gain support of the right.
- 1925—Zinoviev, Kamenev attacked Stalin and joined with Trotsky, accused of factionalism and all expelled from the party in 1927.
- 1928—Stalin moved against the right by attacking the NEP, supported by left and successfully removed Bukharin, Rykov and Tomsky.
- Stalin was conciliatory and took ideas from both the left and the right in order to gain support.
- Emerged victorious in 1929.

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

Analyse the reasons for the Chinese Communist Party's victory over the Guomindang by 1949.

Markers' notes:

This is potentially a vast topic if candidates choose to start with tensions that existed prior to the First United Front.

- Candidates may acknowledge that ideological differences between communists and GMD made conflict inevitable but the two parties were able to form the Second United Front to expel the Japanese.
- Disgruntlement with how the GMD governed during the Sino-Japanese War, high taxes, conscription, corruption alienated the GMD's supporters and peasants.
- During the Sino-Japanese War, the CCP gained a reputation for fighting the Japanese, in contrast the GMD.
- Yan'an Soviet provides excellent training for CCP and Red Army.
- At the start of the Civil War, GMD has a larger military, Red Army uses guerrilla warfare effectively, positive reputation of Red Army contributes to the swell in their numbers.
- Effective leadership of CCP contrasts to GMD leadership.
- Red Army soldiers put their ideology into practice in liberated areas gaining them a reputation of having a better vision of the future.

Question 9**(25 marks)**

Evaluate the impact of the Great Leap Forward on Chinese society.

Markers' notes:

- Stronger responses will consider the impact of the Great Leap Forward on people/groups.
- Aim to rapidly transform agrarian into socialist economy – industrialisation and collectivisation 1958–1962 (Second Five Year Plan).
- Forced collectivisation leads to initial successes.
- Social reform – footbinding banned, women allowed to divorce, urban population increases, creation of communes, wages and money replaced by work points.
- Economic – backyard furnaces in communes have negative impact in quality, initial increase in production of iron, grain still exported despite shortfall, food rationing.
- Political – dissenters in party purged by Lin Biao, struggle session for those labelled counter-revolutionaries, local cadres hand out punishments to those who fall behind with production, fear of the punishment for failing quotas led to distorted data on agricultural production.
- Diversion from agriculture to industry leads to shortfall of workers to harvest, contributing to massive death toll 18–55 million including Great Chinese Famine.
- Evaluation – GLF ended by CPC due to negative impacts – Lushan party conference, Mao marginalised but the full extent of the failure not released publicly, rise of Moderates, Deng Xiaoping and Liu Shaoqi who reverse the economic policy of Mao, reducing the size of communes. Longer term the marginalisation of Mao leads to the Cultural Revolution which has more significant impacts on Chinese society.

Question 10**(25 marks)**

Assess the factors that led to the emergence of Deng Xiaoping as paramount leader in China by 1978.

Markers' notes:

Candidates could identify that Deng Xiaoping's emergence was a long process; he was active in the CCP for decades, but his career suffered from political setbacks. Candidates may discuss events from the earlier years but need to provide examples from within the 1970s.

- Reputation and respect gained due to his participation in the Long March, war against Japanese and civil war against the GMD. Becomes Deputy Premier and Secretary General in 1950s overseas Anti-Rightist Campaigns.
- Economic credentials – pragmatic approach to improving the economy. Introduces reforms to rectify failure of Great Leap Forward which gain popularity for Deng Xiaoping and worked closely with Zhou Enlai on the Four Modernisations: 'it doesn't matter if the cat is black or white, if it catches mice it is a good cat'.
- Despite being targeted by Mao during the Cultural Revolution and later the Gang of Four, he returns to influence.
- Designated successor when Zhou fell ill, targeted by Gang of Four after Zhou's death.
- Politically, Deng Xiaoping is able to out-manoeuvre Hua Guofeng, who was hand-picked by Mao but unpopular with the CCP. Deng had the support of members of the CCP who had influence in the southern and eastern regions of China i.e. General Xu, Marshall Ye.
- Third Plenum denounces the Cultural Revolution and Deng Xiaoping is able to sideline some of his opponents who had supported it and the Gang of Four.
- Deng Xiaoping acknowledges Mao's mistakes to enable the CCP to introduce reforms such as removing class struggle and introducing economic reform, communes dismantled, China opened to foreign trade – improved relations with other powers.

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. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that led to the focus of the source.	1
Provides specific details of the focus of the source: events/people ideas dates/places.	1
Total	3
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

- Focus of Source 1 is the Soviet expansion into Eastern and Central Europe in the early post war period.
- Candidates could mention the salami tactics that helped impose Soviet governments in Poland, East Germany, Hungary, Romania, Bulgaria and notably Czechoslovakia by February 1948, given the date of this cartoon (March 1948).
- Candidates could mention this constituted the Eastern side of Churchill’s ‘Iron Curtain’ and that this was also the time of the introduction of the Marshall Plan (Marshall is depicted in the Source) which provided aid to countries who were willing to accept ‘free trade’ conditions laid down by the USA; conditions Molotov famously described as ‘dollar imperialism’.

Elective 2: Australia’s engagement with Asia

- The focus of Source 1 is the Cold War and Australia’s fear of the Domino Theory in relation to countries in Asia becoming communist. The Menzies government had developed a policy of Forward Defence.
- Specific context of Source 1 is the 1966 Federal election which was the first federal election after Robert Menzies retired as leader of the Liberal Party. Harold Holt was elected in a landslide result.
- Australia had begun its involvement in the Vietnam War in 1962 with military advisors and increased its commitment in 1965. In 1966, prior to the election, the Liberal federal government had announced that men conscripted into national service would be sent to fight in the Vietnam War.

Elective 3: The struggle for peace in the Middle East

- Focus of Source 1 is the United Nation’s partition plan for Palestine (essentially the creation of Israel) in the 1940s.
- The broader context is the response of the world to the Holocaust and the ending of the British Mandate of Palestine.
- The Jewish Agency accepted the resolution despite dissatisfaction over issues of emigration and territorial limitations.
- The plan was not accepted by Palestinian Arabs and Arab states as they claimed it violated provisions of the UN charter granting the right of people to decide their own destiny and that they would oppose any scheme that proposed the segregation, dissection or partition of their own country.

Question 11 (continued)

- (b) Compare and contrast the purpose of Source 1 and Source 2. (6 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.	1–4
Total	6
<p>Markers' notes: This question focuses on the reasons for the construction of the sources, and what they aim to achieve. 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. • 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

- Purpose of Source 1 is to critique Soviet expansion in Europe, in particular the suppression of freedom or liberty. It could also be to encourage awareness (and fear) of the Soviet actions in Eastern Europe.
- Purpose of Source 2 is to attack US foreign policy intentions. As an official telegram from a Soviet Embassy, its purpose is to undermine US efforts to shape the post-world policy by indicating that they have ulterior motives. It also has the purpose of justifying Soviet policy and (as an overseas ambassador) of promoting the official Soviet foreign policy line.
- Compare: Both sources seek to explain the motivations for superpower policy in the early post war period, and to critique the ideology of the opposing superpower.
- Contrast: Source 1's purpose is to attack the Soviet takeover of Eastern Europe by depicting it as a 'liberation from freedom.' In contrast, Source 2 seeks to promote Soviet relations with 'neighbouring countries' whilst attacking US foreign policy as being obstructive to the 'process of democratisation'.
- Contrast: Source 1's purpose is to highlight increased Soviet control of satellite countries. Purpose of Source 2 is to highlight alleged US attempts to block Soviet influence from 'neighbouring' countries.

Elective 2: Australia's engagement with Asia

- Purpose of Source 1 is to encourage people to vote for the Liberal Party.
- Purpose of Source 2 is to denounce the policy of the Coalition government.
- Compare: The purpose of both sources is to highlight to the public the policies of the major political parties regarding the Vietnam War and conflict in Asia.
- Compare: Both sources aim to justify the foreign policy of the major political parties.
- Contrast: Source 1's purpose is to convince people to vote for the Liberal Party and support Australia's involvement in the Vietnam War. Source 2's purpose is to outline the moral objection of the ALP to Australia's involvement in the Vietnam War.
- Contrast: Source 1's purpose is to spread the idea that the Vietnam War is part of a wider threat to Australia from the expansion of Communism. Source 2's purpose is to oppose the sending of Australian forces to Vietnam as the ALP does not believe it is Australia's place to intervene in what is essentially a civil war.
- Candidates may offer a combination of the contrasts.

Elective 3: The struggle for peace in the Middle East

- Purpose of Source 1 is to demonstrate the difference of reactions to the partition plan-resolution 181 (II) of the Palestinian Arabs and the Jewish people.
- Purpose of Source 2 is to present the State of Israel to the world.
- Compare: both sources have the purpose of presenting the State of Israel positively, reflecting on the Jewish reaction and behaviour in regards to the establishment of the State of Israel.
- Compare: both sources also have the purpose of suggesting the Palestinian Arabs have reacted negatively to the plan.
- Contrast: The purpose of Source 1 is to present the reactions of the two groups in regards to the Partition Plan itself, whilst Source 2's purpose is to present the Jewish reaction to the creation of the State of Israel to the world.
- Contrast: Source 1's purpose is portraying only the negative reactions of the Palestinian Arabs whilst Source 2's purpose is presenting Palestinian Arabs violently attacking areas of Israel.

Question 11 (continued)

- (c) Identify and explain the message/s of Source 3. (3 marks)

Description	Marks
Identifies the message/s of the source.	1
Explains the message/s of the source.	1–2
Total	3
<p>Markers' notes: Look for the message of the source. Candidates need to:</p> <ul style="list-style-type: none"> • read all the elements of the source (title/author/date/location) • identify the message • explain the representation or opinion being expressed and provide evidence from the source to support the response. 	

Elective 1: The changing European world since 1945

- The message is that there are growing demands for liberty appearing within the Eastern European countries under the control of the Soviet Union, such as Czechoslovakia and Poland, and the Soviets are acting to remove liberty and freedom from the peoples of Eastern Europe.
- This is demonstrated by the Soviet Premier Kosygin removing the 'liberty weeds' that have emerged from the concrete pavers that represent the Eastern bloc.

Elective 2: Australia's engagement with Asia

- Source 3 criticises the present and former governments for not speaking out about the murder of five journalists (two of whom were Australian) in Balibo prior to the Indonesian invasion of East Timor.
- The cartoon sends a message that these journalists should be considered victims of war as they were executed by Indonesian soldiers. The cartoon could also be seen as suggesting the foreign minister of East Timor was mocking Australia.

Elective 3: The struggle for peace in the Middle East

- The message is that the Israeli government (led by Begin and Sharon) were implicit in the massacres of Sabra and Shatila allowing the Christian Militia in Lebanon entrance to the Palestinian refugee camps.
- This is demonstrated by Begin holding open the gate for the militia and declaring to Sharon (in his tank) to 'let them in'.
- The cartoon is commenting on the Israeli's role in the massacres – allowing armed 'thugs' (as presented) into a refugee camp and reportedly not policing their behaviour whilst inside.

- (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. 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 is contestable in that it provides a highly critical view of Soviet intervention in Eastern Europe with the Soviets removing the 'weeds' of Liberty that had emerged during 1968 (the Prague Spring). It is from a British publication so is highly likely to espouse a Western view of events. A Soviet justification for intervention in Eastern Europe can be seen in the Brezhnev Doctrine published later that year.
- Source 4 is contestable in that it is Dubcek's memoir and is highly likely to provide a positive justification for his actions at this time. The extract points to his forthright response to Moscow 'we needed to be left alone to put our house in order'. Many historians have criticised Dubcek's actions (and failure to compromise) during the Prague Spring as politically naïve and forcing the USSR/Warsaw Pact to act.

Elective 2: Australia's engagement with Asia

- Source 3 is contestable in regards to whether successive Australian governments ignored the actions of the Indonesian government in East Timor to protect our relations with Indonesia. It is disputed whether the Australian government at the time was aware of the planned invasion as the Australian embassy in Jakarta had been given advance notice and could have prevented the death of the journalists.
- Source 4 is contestable in regards to its representation of the foreign policy of consecutive Australian governments toward Indonesia compared to that of the Howard government. The author, a former ALP foreign minister, claims that previous governments worked with Indonesia to bring about positive outcomes for the region whilst claiming Prime Minister Howard's attitude to Indonesia was naïve and antagonistic.
- The two sources show contrasting portrayals of the actions in relation to East Timor of successive Australian governments. They are also contestable in referencing how much Australia's foreign policy reflected Australian values.

Elective 3: The struggle for peace in the Middle East

- Source 3 is contestable in that it is suggesting the Israeli government knew that the massacres would occur and yet still allowed the Christian Militia to enter the refugee camps. The worldwide reaction to the massacres were ones of disgust and revulsion. This cartoon appeared in a US newspaper and would therefore likely support the US perspective. The Israeli ambassador was called to the State department and instructed to ensure the pullback of Israeli forces from Lebanon. The Israeli perspective would be the opposite: terrorists were hiding in the camps and the Christian Militia were removing them from the camps. The Israeli Defence Forces (IDF) played no role, may even present the argument that they were there to protect the people of the camp.

Question 11 (continued)

- Source 4 is contestable as it again displays only one perspective, that of a man who was a young boy at the time of the massacres. It suggests the massacres were another example of Israel committing crimes against Palestinians and not being held accountable for their behaviour by the international community. This is a highly biased perspective as it is from someone who lived through the massacre and does not in any way present the Israeli perspective, either for the massacres or for the settlements on Palestinian land.

- (e) Using your knowledge of the whole period of study, evaluate the importance of the changing political circumstances represented in the **four** sources. (7 marks)

Description	Marks
Identification of the changing political circumstances presented in the four sources.	1
Placement of the changing political circumstances within the broader historical context of the time. Candidates should be able to demonstrate a breadth and depth of knowledge of the time period.	1–4
Evaluation of the changing political circumstances in relation to themes/ideas/events of the broader historical context.	1–2
Total	7
<p>Markers' notes: Markers' notes: This question does not require reiteration of the messages in the sources. Evaluate the importance of the changing political circumstances represented in relation to how they are represented in the sources and how they relate to the other themes/ideas/events of the whole period. Candidates need to:</p> <ul style="list-style-type: none"> • identify the changing political circumstances present 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 idea of political forces • refer to elements of continuity and/or change evident in the political forces • demonstrate a depth and breadth of knowledge for the whole time period. 	

Elective 1: The changing European world since 1945

- Candidates could see the changing political circumstances in Europe linked to the forces of capitalism and communism evident in the four sources: Sources 1 and 2 provide different viewpoints on the expansion/containment of superpower rivalry period which characterised the Cold War at the start of the period. Better answers may identify the desire for liberty and democracy which runs through all the sources but is particularly prominent in Sources 3 and 4, which focus on the Prague Spring and the progressive forces that attempted to reform communism in Eastern Europe (socialism with a human face).
- The themes of freedom (and the suppression of it) as well as the clash of ideologies are extremely important in the context of the period of study. They explain the emergence of fear and tension at the start of the period, and the ultimate collapse of the Soviet system that was unable to reform or grant additional freedoms to the peoples of the Eastern bloc.
- Candidates can mention other key themes such as economic competition, the suppression of human rights and the lack of economic freedoms in the Eastern bloc as additional political 'circumstances' that help explain both the rise in tensions at the start of the period and the collapse of the Eastern bloc at the end of it.

Elective 2: Australia's engagement with Asia

- The sources refer to the changing political circumstances within the region and the response of Australian political parties as well as the impact of Australia's engagement with Asia on the differing policies of the major political parties to Australia engagement with Asia, whether it was primarily to protect Australia or to form good relations that benefitted our neighbours.
- In the 1950s and 60s, the Liberal Party officially focused on the idea of 'Forward Defence' to protect Australia from the possibility of communist invasion in a region undergoing decolonisation. Candidates may refer to examples of Australia's involvement in the Malayan Emergency, the Korean War and the Vietnam War.
- The ALP's alternative representation of these conflict as forms of nationalism in response to decolonisation were less appealing to the Australian public in the early time period.
- Candidates may note that whilst the tradition is to see the Whitlam government as a turning point in embracing better relations with Asia, the Menzies and Holt governments did increase the level of trade and other relations with Asian countries. Reference may be made to Fraser's acceptance of refugees from Vietnam and the Hawke/Keating governments' acknowledgment of Australia being part of the Asia region.
- In regards to Indonesia, the sources suggest successive Australian governments prior to John Howard followed a similar tact.

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

- All four sources present the idea of changing political circumstances throughout the period. Sources 1 and 2 present the establishment of the Jewish State of Israel and Sources 3 and 4 examine the use of Israeli Government power in Lebanon during the civil war. Sources 3 and 4 are very negatively angled toward the role played by the Israeli Government in the Sabra and Shatila massacres and Source 4 delves into illegal Israeli settlements in areas of Palestinian territory.
- The idea of changing political circumstances in regards to the establishment of Israel is highly significant and important as it can be argued the establishment of Israel led to many of the issues studied in the course as a whole (Sources 1 and 2). The other idea presented in regards to misuse of government power by Israel is also important to the context of the course, examining terroristic motivations in order to achieve goals is highly significant.
- Candidates could also mention however, the wars fought in regards to Israel and Palestine and the other conflicts that occurred and the outcomes of these, for example, the Iranian Revolution that was significant in terms of changing political circumstances, as well as the changing nature of political reactions to events and disagreements (Palestinian change from terrorist organisation of PLO to a move to more peaceful negotiations).

Section Four: Essay–Unit 4

25% (25 Marks)

Marking key for Questions 12–20.

Description	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
Subtotal	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
Subtotal	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
Subtotal	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
Subtotal	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
Subtotal	3
Total	25

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

Evaluate the extent to which the goals of the 'European Union', developed after World War II, have been achieved over the period of study.

Markers' notes:

- Stronger answers would outline goals of 'European Union'. They can refer to 'founders' of European project such as Monnet and Schuman. Basic goals were to avoid further conflict between European countries and promote greater co-operation and prosperity. Further goals were to create shared institutions and a removal of the internal barriers to trade and movement.
- Achievements include:
 - the formation of the European Coal and Steel Community in 1950 with the focus on economic co-operation between former enemies.
 - the Treaty of Rome creating the European Economic Community. 1987 Single European Act to establish a single market.
 - 1993 Maastricht Treaty (foundation of European Union and movement beyond purely economic functions).
 - Treaty of Amsterdam (1999) started process of transferring powers from national governments to European governments.
- For the highest marks, candidates would need to make a judgement on the extent to which the European Union had achieved the goals of peace, prosperity and co-operation by the end of the period, and justify their argument with relevant evidence.

Question 13**(25 marks)**

Assess the impact of the Marshall Plan on the early development of the Cold War in Europe.

Markers' notes:

- Candidates would need to explain the background to and details of Marshall Plan (ERP). This could include the situation in Europe at the end of WW II, economic weakness of major industrial powers, fear of communist takeover in Italy and France on the back of Soviet expansionism into Europe.
- ERP implemented from 1948 to 1951 distributing about \$17b to Western European nations. Stalin did not allow countries of the Eastern bloc to join in.
- Better answers will make an assessment of the impact of the Marshall Plan on the early development of the Cold War in Europe. Many historians argue for its significance in stabilising the Western bloc, halting the spread of communism in the West and eventually producing economic prosperity which was a key reason in explaining the collapse of the Eastern bloc by 1989.
- Candidates could argue the Marshall Plan led to increased tensions in Europe – the 'dollar imperialism' led to flashpoints such as the Berlin Blockade, the ensuing formation of NATO and the Warsaw Pact and to the definitive division of Europe.

Question 14

(25 marks)

Debate the proposition that détente marked a significant turning point in Cold War relations in Europe.

Markers' notes:

Candidates need to define détente and discuss some of its key features/achievements.

Features of détente include:

There is no set date for détente; many historians chart its emergence to the aftermath of the Cuban Missile Crisis with the setting up of the hotline and the signing of the Limited Nuclear Test Ban treaty (1963). Candidates should discuss some of the details of SALT 1 (1972), Helsinki Accords (1975) and SALT II (1979). Candidates could also mention improved trade relations and cultural and technological exchange during the period, Ostpolitik, which was an important process in normalising relations between West Germany and the Eastern Bloc.

Arguments for:

- Candidates could point to the de-escalation of tensions around the Berlin Wall. Further détente and Ostpolitik allowed for the normalisation of relations between West Germany and East Germany and Poland.
- It can be argued that the lessening of the bipolarity of the Cold War during détente in Europe helped reduce tensions in the long term.
- Many historians argue that the Helsinki Accords were instrumental in empowering dissent within the Eastern bloc (criticising communist human rights records) and as such were an important factor in the developing popular movements that were to eventually bring down the regimes of the Warsaw Pact.

Arguments against

- Candidates could point to the fact that many historians have criticised détente as achieving very little in material arms reduction, or in allowing the Soviets to 'catch-up', or being a cynical short term breathing space whilst both superpowers dealt with pressing economic and foreign relations issues (Vietnam, for example).
- Candidates could point to the invasion of Afghanistan and the escalation of tensions around the 'Second Cold War period' as evidence that détente was a breathing space, not a turning point.

Note: Stronger responses to this question require candidates to address both sides of the argument. The evidence does not need to be balanced.

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

Evaluate the extent to which formal alliances and forums contributed to regional security over the period of study.

Markers' notes:

- It is not expected that candidates will cover all the formal alliances and forums, rather the focus is on evaluating their contribution to regional security.
- Colombo Plan (1950 -) – assistance for developing countries, fostered bi-lateral relations, seen by some nations as imperialism rather than encouraging national self-sufficiency; difficult to determine effectiveness.
- ANZUS (1951 -) – only involves three countries, born out of desire by Australia and New Zealand for greater security from a Japanese revival. Involvement of ANZUS countries in the Malayan Emergency and Vietnam War, has mixed success.
- SEATO (1955–1977) – created to deal with the threat of communism, mostly countries outside SE Asia, military training exercises but limited effectiveness in military campaigns within the region, disbanded.
- APEC (1989 -) – designed to promote regional cooperation and encourage free trade, creates a mechanism for discussing issues within the region via the unilateral APEC Leaders' Summit.
- ASEAN (1961 -) – initially a response to fear of the spread of communism, five original members (Thailand, Singapore, Indonesia, Malaysia, the Philippines) contributes to the development of APEC which includes a wider range of countries with vested interest in the region. ASEAN Regional Forum (ARF) created in 1994 to include additional nations.
- Any formalised international action that Australia participated in, such as INTERFET, could be included.
- Stronger candidates may argue that bilateral agreements were more effective in achieving security than unilateral relations. Regional security can be viewed as being achieved through economic agreements more so than military agreements.

Question 16**(25 marks)**

Assess the impact of World War II on Australia and its engagement with Asia.

Markers' notes:

- Fall of Singapore (1941) marks a turning point for Australia, forces a rethink of strategy; shift to looking to America over Britain for security under Curtin. Menzies returns focus back to Britain but does not negate ties with America.
- Threat of Japanese invasion contributes to ongoing fear after the war and contributes to the formation of ANZUS and influences our relationship with Japan after the war.
- Belief in Forward Defence and being proactive in the Asian region.
- Australian forces in Asia develop some close relationships (PNG) but also create future issues such as Japanese war brides coming to Australia.
- Decolonisation offered the biggest challenge to Asia and, by extension, Australia. British, Dutch and French colonies desire independence but the means by which each colony achieves this varies.
- The push for independence does see the blending of decolonisation, nationalism and communism in some parts of the region such as Indo China. ALP views many of the conflicts in the area as being civil wars rather than examples of the domino theory.
- Candidates may refer to Dr Evatt's role in the newly formed UN as part of a desire for a new world order.

Question 17

(25 marks)

Debate the proposition that the abandonment of the White Australia Policy (1973) marked a significant turning point in regional relationships.

Markers' notes:

Candidates should define the White Australia Policy (WAP) and its key features.

Arguments for:

- WAP caused tension through restriction on migration but also the deportation of Asians who had been repatriated to Australia during WW II. Japanese war brides initially refused entry.
- Tensions over Australians residing in Asia whilst the WAP restricts migration from the region to Australia.
- acceptance of refugees from Vietnam (Fraser) and other parts of Asia.
- family reunion program, skilled and business migration.
- improved reputation enables Australia to more legitimately be a spokesperson for humanitarianism in the region i.e. East Timor, Chinese students after Tiananmen Square.

Arguments against:

- Australia had already begun to dismantle the WAP under Menzies and Holt i.e. Japanese war brides (1952), abolition of Dictation Test (1958), 'distinguished and highly qualified category' of migrants (1966) thus 1973 not a significant turning point.
- Limited change visible during Whitlam's time, only 1000 migrants.
- Australia was engaging with Asia economically and politically under Menzies and Holt.
- Australian attitudes toward migration is variable, introduction of off shore detention under Keating, scaling back of the family reunion program under Hawke, rhetoric of Hanson put tension on relations with Asian neighbours. This could be viewed as a reversal in our migration policy and relations with Asia.

Note: Stronger responses to this question require candidates to address both sides of the argument. The evidence does not need to be balanced.

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

Evaluate the extent to which the United States constructively contributed to the peace process in the region over the period of study.

Markers' notes:

Candidates would examine both the USA's role in the Middle East in aiding and hindering the peace process

- USA recognised Israel immediately.
- After the Six Day War, the USA's continued support of Israel and the territory they had captured led to increasing tensions in the region with the US refusing to force Israel's hand in regards to captured territory.
- Candidates are likely to focus on the USA's involvement in peace negotiations between Israel and Palestine.
- Kissinger engaged in Shuttle diplomacy—treaties of disengagement led to some peace between Egypt and Israel.
- September 1978 Camp David agreements: a framework for peace with Palestine and Egypt, Carter played a significant role.
- 1979 Treaty of Washington – Sadat and Begin signed strong move for peace.
- Oslo agreement 1993 seen as break through, Israel Jordan peace treaty 1994, again USA plays a role.
- In regards to wider region of the Middle East, the involvement of the USA could be seen as part of the broader response to preventing the USSR from gaining influence during the Cold War and their concerns over oil production and supply.
- USA's involvement in Gulf War could be explored.

Question 19**(25 marks)**

Assess the impact of the Six Day War (1967) on the Arab Israeli conflict.

Markers' notes:

Candidates should provide brief discussion of Six Day War before focusing on impact specifically related to Arab Israeli conflict.

- Israel secured a brilliant military victory (Arabs 15 000 men to Israel's 1000).
- Israeli's had a smaller army but Arab air forces were destroyed and the weapons from Soviet Union, while modern, did not compete with latest technology from US.
- Israel saw it as a fight for survival of nation, thus highly motivated.
- Arabs felt increasing hostility and placed the blame on Britain and US as countries who helped Israel.
- Arab states banded together and still refused to recognise Israel.
- Israelis argued about occupied territories but were in agreement about the building of Jewish settlement on occupied Palestinian lands. This is a long lasting consequence and still a topic of contention today.
- Israelis protected borders with occupying land in Syria, Jordan and Egypt but this led to further conflict in the region.

Question 20

(25 marks)

Debate the proposition that the Iranian Revolution marked a significant turning point in the relations in the Middle East.

Markers' notes:

Candidates should briefly describe when and why the Iranian Revolution occurred.

Arguments for:

- Religious revival felt in all parts of the Muslim world with the most dramatic impact felt in Iran.
- Revolution shook US-Iranian relations – exposed the weakness of Washington DC's Middle Eastern policy being predicated on stable pro-Western regime in Tehran.
- Iranians seized Israel's embassy in Tehran and gave it to PLO; new regime invited Arafat to Iran – led to further polarisation.
- Hostage situation led to US imposing sanctions on Iran: stopped buying oil, froze more than 11 billion in assets in US banks.
- Took measures in other countries and UN, NATO and World Court – hostages not released.
- Iraq feared Iran's call for Islamic revolution might affect restless Shia majority; Hussein set out to destroy new Iranian regime.
- Iraq's invasion of Iran in September, 1980, led to Iran releasing hostages in return for frozen assets (8 billion) and US promise not to meddle in internal affairs.
- Syria didn't support Iraq, but most Arab states did, leading to further fractures in relationships.
- Iran denounced Iraq's Ba'th regime and encouraged Shia uprising.
- Iran credits itself with the creation of Hezbollah – opened up a second front against Israeli ambitions.

Arguments against:

- Even post revolution still saw Iran's regional and ethnic forces battling against central government in times of crisis.
- Through 80s/90s Islamic political parties popped up in almost all Muslim countries aiming to Islamise societies through instruments of states yet almost all (bar Iran) were unsuccessful.
- Islamist insurgents rose in Saudi Arabia ('79), Egypt ('81) and Syria ('82). None had sustained power.

Note: Stronger responses to this question require candidates to address both sides of the argument. The evidence does not need to be balanced.

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 *Copyright Act 1968* 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 *Copyright Act 1968* 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 Creative Commons [Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

*Published by the School Curriculum and Standards Authority of Western Australia
303 Sevenoaks Street
CANNINGTON WA 6107*