



MODERN HISTORY

ATAR course examination 2020

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 make a link between the rate of migration and unemployment levels in the 1920s.
- Contrast: The key difference in message is that Source 1 argues that an increase in 'men' from Bruce's 'Men, money and markets' initiative will lead to more unemployment. Source 2 provides data that shows unemployment rates are not necessarily linked to migration rates, with unemployment increasing most in years with a negative net migration rate.

Elective 2: Russia and the Soviet Union 1914–1945

- Compare: both sources emphasise the idea of targets in the first Five Year Plan and indicate industrial production has reached the target of the Five Year Plan.
- Contrast: The key difference is that Source 1 focuses entirely on the Five Year Plan being a success in both the agricultural and industrial spheres while the statistics in Source 2 indicate that not all industrial targets were met and agricultural production was actually in decline.

Elective 3: China 1935–1989

- Compare: Both sources show rapid economic growth in the initial years after the establishment of Communist China, particularly in the steel industry.
- Contrast: Source 1 indicates that under Socialism the economy will continue to grow and exalts the progress in key industries. The message in Source 2 is that after the initial rapid growth coal and steel production peaked then underwent a decline.

- (b) Evaluate the usefulness of Source 1 and Source 2 regarding the impact of the economic changes represented. (6 marks)

Description	Marks
Discussion of how Source 1 is useful for learning about the impact of the economic changes represented.	1–2
Discussion of how Source 2 is useful for learning about the impact of the economic changes represented.	1–2
Evaluation of the usefulness of the sources including reference to the limitations of the sources.	1–2
Total	6
Markers' notes: Despite the strengths and weaknesses element being removed from the question candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to a discussion of the sources' usefulness regarding the impact of the economic changes represented.	

Elective 1: Australia 1918–1955

- Source 1 is useful in highlighting opposition (in the press) to the 'Men money and markets' scheme at the time it was announced in 1925. It provides evidence of a fear that increased migration of 'men' would lead to increased unemployment.
- Source 2 is useful for providing data on the link between migration and unemployment rates over a ten-year period that encompasses the 'Men, money and markets' initiative and the impact of the Great Depression.
- In evaluating Source 1's usefulness, its reliability can be questioned as it is clearly written from an anti-Bruce perspective, e.g. it describes him as 'Prime Minister – for a little while longer'.
- In evaluating Source 2's usefulness, the data is taken from the ABS which is likely to be a reliable source. The data could be more useful if it were further interrogated; for example how many of the migrants were linked to Bruce's scheme, or the impact of the Great Depression on migration specifically.

Elective 2: Russia and the Soviet Union 1914–1945

- Source 1 is useful in emphasising the importance of the Five Year Plan in Stalin's thinking. Further, the source is also useful in demonstrating Stalin's propaganda techniques, and how the five-year plans were portrayed to the wider population.
- Source 2 is useful in showing that not all areas of the Five Year Plans and collectivisation policies were successful in meeting their targets and that in agriculture there was severe disruption to output.
- In evaluating the usefulness of Source 1 candidates could highlight the clear issues of reliability, with the exclusive focus on successes and the use of loaded language such as describing their many 'victories' in economic production.
- In evaluating Source 2, candidates could point to the data in the source being unreliable as it is derived from Soviet era data with limited opportunity for verification. Candidates could however mention it was produced in a secondary source (school textbook) and as such is likely to be the result of extensive research into the archives and relatively accurate. The data does not go further and provide information for example, on the quality of steel produced.

Question 1(b) (continued)

Elective 3: China 1935–1989

- Source 1 is useful in identifying the goals of the Communist Party and identifies the level of industrialisation prior to 1949. It is also useful as an example of Maoist propaganda and how the Five Year Plans were portrayed to the wider population.
- Source 2 is useful for providing data about the level of production in two key industries linked to modernisation.
- In evaluating Source 1, its reliability can be questioned as it was from a speech by Chairman Mao to the Communist Party; candidates could identify the loaded language used to focus exclusively on the achievements of socialism.
- In evaluating Source 2, candidates could point out that it is official data from the Chinese State Statistical Bureau, with limited opportunity for verification. The data does not provide evidence of the quality of the steel produced or reveal the impact the focus on these industries had on the broader economy.
- Candidates may identify the gap in data between 1952–57 as a potential issue/weakness of the source.

- (c) Explain the historical context of Source 3. 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 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 focus on what is in the source, such as relevant events, people and ideas.	

Elective 1: Australia 1918–1955

- Focus of the source is the sustenance ('susso') projects that were implemented by the states to provide relief during the Great Depression. By 1932, more than 60 000 men, women and children were dependent on sustenance projects.
- Candidates could write about the Great Depression as the cause of the implementation of 'susso' projects such as the one depicted. A broad discussion of the causes of the Great Depression would not suffice for four marks; there has to be some focus on the source itself (the sustenance projects) and/or the political or economic responses to the Great Depression.

Elective 2: Russia and the Soviet Union 1914–1945

- Focus of the source is the beginning of Stalin's policy of collectivisation in 1928–29 and the drive to modernise Soviet agriculture.
- Candidates could write about the reasons for Stalin wanting to collectivise agriculture and the structure of collective farms.
- The initial reaction of peasants to collective farms could also be discussed as well as the impact on agricultural production.

Elective 3: China 1935–1989

- The focus of the source is the backyard furnaces associated with the Great Leap Forward. The Great Leap Forward was the second Five Year Plan between 1958 and 1962, launched by Mao to achieve rapid development of agriculture via collectivisation, and industrialisation. Mao encouraged the development of backyard steel furnaces in every commune.
- Candidates could write about the effect of the focus on backyard furnaces such as melting down other steel items to meet quotas, low quality steel, and the treatment of villagers when they did not meet quotas. They may also reference the failure of the agricultural policies which contributed to the Great Famine.

- (d) Identify and account for the authors' perspectives in Source 3 and Source 4. (5 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.	1–3
Total	5
<p>Markers' notes:</p> <p>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 to identify how the author shows their perspective. <p>The last (fifth) mark can be allocated to either source if the candidate demonstrates a more sophisticated analysis of how the perspective can be accounted for through specific reference to the evidence of that source.</p>	

Elective 1: Australia 1918–1955

- Perspective of Source 3 is sympathetic to the plight of the men working on the sustenance project depicted. The image captures the makeshift accommodation they are living in.
- This perspective could be accounted for by the fact the photographer has himself worked on similar projects.
- Source 4 provides an unsympathetic perspective of the plight of those affected by the Great Depression. For example, the author states the existence of shanty towns in central Sydney was 'unsanitary and unsafe for the general public'.
- This perspective could be accounted for either in terms of a political motive: that individuals should fend for themselves, and not rely on the state to support them, or through place: a concern for the appearance of central Sydney, which they feel is being undermined by homeless people being allowed to sleep on its 'desirable waterfrontage'.

Elective 2: Russia and the Soviet Union 1914–1945

- Perspective of Source 3 is pro-collectivisation and positive towards Soviet agricultural policies at the time, with a focus on changes brought about by these policies.
- As this is an official Soviet photograph, the perspective can be accounted for by the motive of the Party and its officials to emphasise in propagandist terms the new modern and revolutionary direction the USSR was heading in under Stalin and to publicise these new policies at the time they were introduced.
- The Source's perspective is positive towards the role of women on collective farms and on the impact of mechanisation.
- Perspective of Source 4 is critical but largely realistic regarding the impact of Stalin's collectivisation policy and the fate of the people of the Ukraine (and the 'kulaks').
- The author has this perspective as he was able to visit these places at the time of the famine, and therefore witness these hardships. Also, as an ex member of the Communist Party and publishing from Britain long after the events, he was under no requirements to emphasise the positives of Communist party policies and therefore freer to express the negative impacts of collectivisation.

Elective 3: China 1935–1989

- The perspective of Source 3 highlights the impact of Mao's changes on individuals, and the sacrifices they were making for the Great Leap Forward.
- This perspective could be accounted for as foreign photographer (an outsider), albeit one that has been sanctioned to record images of life in Communist China. This could imply they were sympathetic to the ideals of socialism or at least an interest in working class people.
- The perspective of Source 4 is that the famine in China has had an horrific impact in rural China.

Question 1(d) (continued)

- This perspective could be accounted for by the personal loss experienced by the author and articulated in the source. Candidates could mention that the author seeks to explain this difficult part of China's past but is not overly critical of Communism as he continues to live freely in China.
- (e) Evaluate the extent to which the **four** sources give insight into the significance of economic change during your period of study. (6 marks)

Description	Marks
Articulation of the significance of the economic change depicted.	1
Identification of aspects of significant economic change that have been omitted.	1
Evaluation of the extent to which the sources reflect the significant economic changes being depicted in the sources in terms of their impact on the context studied.	1–4
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 economic change within the context studied and 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

- The policy of 'Men, money and markets' and the broader issues of migration and unemployment are covered in Sources 1 and 2. Sources 3 and 4 focus on the impact of the Great Depression.
- These economic changes are of profound significance in terms of their impact on the context studied. The 'Men, money and markets' scheme referred to in Source 1 helped fuel the boom of the 1920s by providing additional loans and seeking out new markets for Australian exports, especially for agricultural products.
- Source 2 demonstrates the impact of the Great Depression on unemployment after 1930.
- Insight into the impact of the changes brought on by the Great Depression is demonstrated in Sources 3 and 4. The state relief programs provided for the destitute are referred to in Source 3 and the societal divisions heightened by the Great Depression are inferred in Source 4.
- Candidates could mention aspects of economic change not reflected in the sources, for example the federal government's response to the Great Depression or alternate economic changes such as post WW II reconstruction which are not covered at all.

Elective 2: Russia and the Soviet Union 1914–1945

- Stalin's economic policies and their effect on both the Soviet economy and people are covered in all the sources. These economic changes are of great significance as they lead to a major change in both the structure of the Soviet economy (focus on heavy industry) and the living conditions of people in the USSR.
- Sources 3 and 4 are significant as they show that tremendous changes were occurring in the countryside due to collectivisation. The mechanisation of agriculture was a first for the USSR and led to an entirely new way of farming. The growing importance of women in the labour force was also significant as it allowed greater output in time in both urban and rural areas.
- The hardship outlined in Source 4 is a very significant impact of changes in the economic structure in rural areas – candidates should refer to the impact of collectivising farms on the living conditions of peasants/kulaks.
- Candidates could mention aspects of economic change not reflected in the sources, for example the impact of the New Economic Policy.

Elective 3: China 1935–1989

- The policy of rapid development of the economy under the first and second Five Year Plans is the focus of Sources 1, 2 and 3.
- The policy had a profound impact on China both in terms of the modernisation but also on the peasant and working classes.
- Sources 1–3 focus on steel production which was designed to modernise China from a backward economy to a modern industrial economy. The figures in Sources 1 and 2 indicate the success of the policy in terms of output. The quality of steel produced during the Great Leap Forward was poor and the economy went backwards.
- Insights into the social impact of the policy can be seen in Sources 3 and 4. Source 3 shows the workers stoking the furnaces, with many workers and peasants not focusing on other aspects of the economy to achieve the quota. Source 4 references the Great Famine which was partially caused by collectivisation which had a significant impact on the people of China.
- Candidates could mention aspects of economic change not directly referred to in the source such as the shift to people's communes in 1958 with peasants working in large teams to meet quotas set by the Party and the procurement of grain that contributed to the Great Famine. Post Maoist economic changes such as those associated with Dengism are also not reflected in the sources.

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)**

Evaluate the proposition that the fear of communism was the most important factor that led to the election of Robert Menzies in 1949.

Markers' notes:

Candidates should make an evaluation of the proposition of the question; that the fear of communism was the key factor in explaining the election of Menzies. Candidates to evaluate the extent the statement is true, so for the highest marks it is expected that they will look at the counter argument to the proposition before making their conclusions.

Evidence to support this statement could include:

- Menzies campaigning on a 'tough on Communism' ticket at the 1949 election and vowing to ban the Communist party if elected (leading to the CPA Dissolution Bill). Menzies was also seen as tough on communism at a time when the Cold War was at its height and China had become communist in 1949. Menzies claimed that Labor had communist sympathisers in its ranks.
- Menzies took advantage of the public's unease at Labor's public enterprise policies such as bank nationalisation, which was criticised as a form of socialism. Labor also had had battles with the 1949 miners' strike, with its communist union leaders. Many in the Labor movement supported the miners and this led to a loss of confidence among many voters.

However, a counter argument could be mounted:

- The fear of communism was less important than a distrust of Labor for the reasons mentioned above. The failure of the CPA dissolution Bill in the years after the election indicates that anti-communist hysteria was not fully formed in Australia at that time.
- Menzies' victory could also be attributed to his work in reforming the Liberal party while in opposition 1941–44 to make it a more united and electable party.

Question 3**(25 marks)**

Assess the impact of the Great Depression on different groups in Australia.

Markers' notes:

The focus of the answer has to be an assessment of the impact of the Great Depression on different groups in Australia, and not its causes. Candidates should point out that not all groups in society were affected equally. Answers could include reference to the following:

- The unemployed were arguably worst hit with many families suffering extreme hardship. Unemployment reached 30 per cent in 1932. Relief for the unemployed varied from state to state, and candidates could discuss being on 'the susso' or searching for work by 'jumping the rattler'. Evictions also increased during this period, and semi-permanent camps for the homeless appeared in many cities.
- The impact of the Great Depression led to increased social conflict epitomised by radicalisation with the Lang Laborites on the left and the New Guard on the right.
- Women were forced not only to make ends meet on more limited means in their role as homemaker but also to act as 'breadwinner' in homes where men had lost their jobs. Women were also seen as vital in keeping families and communities together during this period.
- Aboriginal people arguably were already the most disadvantaged group in society but still suffered from increased unemployment yet were not eligible for dole payments in many states unlike their white counterparts.
- Middle class and wealthier groups were not as severely affected although many small business owners went bankrupt. The rich carried on much as before highlighting the inequity in Australian society at the time.
- The political response should only be discussed with reference to its impact on different groups. Political parties such as the ALP can be considered a group for the purpose of this question.

Question 4**(25 marks)**

Analyse the changes made to Australian foreign policy after 1945.

Markers' notes:

Candidates are required to analyse the changes that took place to Australian foreign policy in the post war period. Their discussion would most likely include mention of:

- The reorientation towards the United States and away from Great Britain that although started by Curtin in WW II, gathered momentum at the outset of the Cold War. Evidence to support this could include Australian involvement in the Korean War 1950–53 and the ANZUS treaty of 1951.
- Candidates could also mention the continuity of ties with Britain, both diplomatically and militarily.
- A more internationalist approach to Australian foreign policy could be identified with the Chifley government's support for decolonisation in South East Asia, especially in Indonesia. The role of Evatt in helping write the charter of the United Nations is further evidence of this stance.
- An increasing recognition of Australia's place in Asia and its need to engage with this continent is increasingly apparent in the period 1945–55. Evidence to support this is Australia's membership of SEATO (1954) and the implementation of the initial stages of the Colombo plan. Australia, however, did not recognise Communist China during this period.
- Other topics candidates could mention are the post-war migration European migration policy changes, the continuance of the White Australia policy and its impact on foreign policy.

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

Evaluate the proposition that the autocratic rule of the Tsar after 1914 was the most important factor in bringing about the February Revolution of 1917.

Markers' notes:

Candidates should address the proposition of the question; that the autocratic rule of the Tsar after 1914 was the key factor in bringing about the February revolution. Candidates to evaluate the extent the statement is true, so for the highest marks it is expected that candidates will look at the counter argument to the proposition before making their conclusions.

- The focus of the answer needs to be on whether the Tsar's autocratic rule was of primary significance in causing the February revolution – this requires candidates to assess the impact of the Tsar's actions and policies against factors not associated with the Tsar.
- Reference should be made to some of the Tsar's actions such as his political repression, decision to take personal command of the armed forces, economic impact of his war policies and allowing his wife and through her, Rasputin to have greater influence over Russia. Candidates must aim to comment on the consequences of these policies/actions and how they weakened autocracy.
- To mount a counter argument, candidates need to discuss the importance of short-term events in causing the February revolution such as the rapid decline in morale in the armed forces and the crucial role they played in tipping the Tsar from power as well the role of Russians who took to the streets following the women's protest in 1917.
- Candidates should comment on the Tsar's loss of traditional support groups and how this was significant in causing his fall from power.
- Candidates should not revert to a 'pre conditions' essay that focuses heavily on events before 1914, although some reference to events before the period started is acceptable if it provides an overview of the situation the Tsar confronted by 1914.

Question 6**(25 marks)**

Assess the impact of Stalin's Cultural Revolution to 1945 on different groups in the Soviet Union.

Markers' notes:

The focus of the answer has to be an assessment on the impact of Stalin's Cultural Revolution to 1945, and could reference a range of groups, including (but not limited to) women, nationalities, youth and ethnic minorities.

- For the purposes of this essay the 'Cultural revolution' encompasses the broad shifts in culture from 1928–45 and not only the period 1928–31 that some historians such as Fitzpatrick identify as a specific cultural revolution attempting to recreate society and to create a 'new Soviet man'. If candidates focus on this period exclusively they are not to be penalised, but the question allows for a broader discussion of cultural impact to 1945.
- For women, Stalin's Cultural Revolution reversed many of the gains made after the revolution especially after the 'Great Retreat' (1934 onwards) when women's traditional role in the family and society was re-emphasised, with divorce and abortion restricted.
- In the early industrialisation period young people were seen as radical agents of change putting party above family. The *Komsomol* (formed 1926), was used as a powerful instrument of propaganda in this process. With the 'Great Retreat' a more traditional role for young people was promoted.
- Stalin continued Lenin's persecution of the church but continued to meet resistance from peasants. During WW II (1941–45) there was a suspension of this campaign for propaganda purposes.
- Stalin himself benefited the most from the Cultural Revolution – the 'cult of personality', which was propagated by it, strengthened his position as leader.
- Candidates could also mention cultural output of Soviet sanctioned art – e.g. Socialist realism. The vision of national identity promoted was at the expense of the nationalities and ethnic minorities within the empire.

Question 7**(25 marks)**

Analyse the methods that enabled the Soviets to secure victory over Nazi Germany in the Second World War.

Markers' notes:

Candidates can discuss the range of methods that led to Soviet victory; however more sophisticated answers should acknowledge that not all methods were successful (especially initially). Candidates must focus on the methods employed by the USSR rather than external factors.

- Overview: The Great Patriotic War began in 1941. Initial rapid advance of German forces, Red Army losses over 2.5 million dead and 3.5 million prisoners in first few months, cities besieged.
- Economic methods: Russian military production increases due to years of collectivisation and factories in Eastern Europe moving eastward. Funding from America, such as Lend-Lease contributes to war economy. Agriculture – rationing, acquisition easier than Civil War period despite hardship. Efficient railway system; attempt to ensure food supplies were maintained.
- Military methods: Generals and strategy: Stalin sharing power with key military personnel, Vasilevsky, Antonov and Zhukov who develop strategies such as double encirclement.
- Propaganda: Stalin's use of propaganda to galvanise the population. Resilience of Russians fighting for their motherland, ideology, role of women and Orthodox Church.
- Other: Beyond implemented methods candidates will most likely note Soviet citizens more prepared for the harsh weather.

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

Evaluate the proposition that the unpopularity of the Guomindang's nationalism was the most important factor in explaining the Communist victory of 1949.

Markers' notes:

Candidates should focus on the proposition of the question; that the unpopularity of the Guomindang's nationalism was the most important factor in explaining the Communist victory of 1949. Candidates to evaluate the extent the statement is true, so for the highest marks it is expected that candidates will look at the counter argument to the proposition before making their conclusions.

Evidence to support this statement could include:

- The Guomindang (GMD) and Chiang viewed the Chinese Communist Party (CCP) as a foreign influence and targeted this first rather than the Japanese threat in actions such as his attack on the Jiangxi Soviet.
- The CCP's experiences in Yan'an enabled Mao to adapt Marxism to Chinese conditions, making it more appealing to the Chinese.
- The GMD's war against the Japanese was hampered by them stockpiling military supplies for use against the Communists. Conscription was unpopular, there was widespread corruption amongst officers and morale in the GMD army was low. In contrast, the CCP had more effective leadership, their success against the Japanese and better vision of the future increased their support.

However, a counter argument could be mounted:

- During the GMD's time in power they never entirely controlled the whole of China due to the warlords, CCP and Japan's control over sections of the country.
- The nationalism of the GMD was popular early in the period and continued with some sections of the community. The First United Front focused on ridding China of imperialist powers and defeating the northern warlords. The GMD did make some progress in modernising China in the 1930s.

Question 9**(25 marks)**

Assess the impact of Mao's Cultural Revolution on different groups in China.

Markers' notes:

The focus of the answer has to be the impact of the Cultural Revolution on different groups and not the causes. Candidates should point out that not all groups in society were affected equally. Answers could include reference to the following:

- The 'Red Guard' comprised mainly of students were mobilised around the countryside, university and schools were closed, education disrupted. In the later phase 5 million Red Guard members were sent to rural areas for re-education. This had a long-term impact on the participants regarding their education and future work.
- Rural peasants were largely not involved directly but suffered from economic chaos caused by the Cultural Revolution.
- Teachers, intellectuals and party officials deemed as political dissidents were targeted with many forced to undergo struggle sessions, humiliated or brutalised. Workers also joined in targeting party officials and those higher in their workplace. Approximately half a million killed and millions tortured. Cleansing of the Red Guard from the organisations and bodies they had infiltrated was equally brutal as the previous actions of the Red Guard. This enhanced the position of the People's Liberation Army.
- Impact on urban dwellers in Shanghai and Beijing who experienced the chaos of demonstrations and strikes in these cities. Rural populations were inundated by groups of Red Guard members.
- Candidates may discuss the impact on the political system but only if they are able to link it back to the political elites and the tension between them (such as the exiling of Deng Xiaoping).

Question 10**(25 marks)**

Analyse the changes made to Chinese foreign policy after the Korean War ended in 1953.

Markers' notes:

- Candidates may acknowledge that China's foreign policy was influenced by the changing relationship between the USSR and the USA. The focus should be how the nature of Chinese foreign policy changed from accepting support from the USSR, to supporting developing nations, to diplomatic relations and economic ties.
- 1953 can be seen as a turning point in Chinese foreign relations with their 'victory' in North Korea though the death of Stalin did also contribute to the changing dynamic with the USSR.
- Khrushchev withdraws all economic aid and Russian technical support in 1960. In 1964 China tests its own nuclear weapons and ends its formal diplomatic ties with the USSR.
- China positions itself as the champion of developing countries in the fight against imperialism. The USA's increased involvement in South-East Asia causes concern for China. Candidates may refer to China's military support in Vietnam.
- Diplomatic measures were advanced from 1969. Chinese – American relations improve under Nixon and Zhou Enlai, candidates may reference ping-pong diplomacy, the PRC being admitted into the United Nations and the US withdrawal from Vietnam.
- Deng Xiaoping visits the USA in 1979 and there are improved relations with the West that continue in the 1980s as China endeavours to modernise.

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 events that led to the focus of the source.	1
Provides specific details of the focus of the source: events/people ideas dates/places.	1–2
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 such as relevant events, people and ideas.	

Elective 1: The changing European world since 1945

- The focus of the source is Nixon's speech to the Soviet people which formed an early part of the détente period of which Nixon's administration was a key part.
- Causes of détente are wide-ranging, from the 'shock' of the Cuban Missile Crisis of 1962, the rise of other powers (multipolarity) and the economic cost of the arms race.
- Candidates could describe some of the achievements of the détente period, such as SALT 1 (1972) and Helsinki 1975 but could also highlight some of its limitations.

Elective 2: Australia's engagement with Asia

- The focus is the Colombo Plan established by the Australian government in 1951.
- Reasons for the Australian government wanting to engage more with countries in Asia following WW II should be discussed, including the desire to contain the spread of communism through economic assistance and education.
- A brief discussion of the core traits of the Colombo Plan should be included.
- The success of the Colombo Plan may also be included.

Elective 3: The struggle for peace in the Middle East

- The focus of the source is the United Nations resolution after the Six Day/Arab-Israeli War in 5–11 June, 1967. The key nations involved were Israel, Egypt, Jordan and Syria. Tensions in the region had been prevalent for many years, especially after the Arab-Israeli War of 1948.
- On 5 June 1967 Israel launched pre-emptive strikes on Egyptian airfields; in addition Israel attacked and seized the Gaza Strip, Sinai Peninsula, West Bank and Golan Heights. Jordan, which had aligned with Egypt, were involved in the fighting.
- Arab casualties (especially the Egyptian forces) were much higher than the Israeli casualties and many civilians were displaced in the occupied territories.

Question 11 (continued)

- (b) Compare and contrast the purposes 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
Markers' notes:	
This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Candidates need to:	
<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. A strong answer will integrate comparisons and contrasts with the discussion of purpose. 	
Three marks are now allocated for effective comparisons or contrasts between the two sources, supported by relevant evidence.	

Elective 1: The changing European world since 1945

- Purpose of Source 1 is to reinforce a message of good will to the Soviet people (or to appear to) and to reinforce the process of détente which was well under way by 1972. It is also to demonstrate the US's commitment to keep the peace and 'defend freedom'.
- Purpose of Source 2 is multiple. On one hand Brezhnev's speech has the purpose of asserting the Soviet commitment to peace and 'eliminating the danger of a new war' to its domestic audience. It is also reaching out to Western policy makers during the period of détente 'those who ultimately set the policy ... will display a reasonable approach to our proposal'. Finally, candidates could pick up on the fact this is a CIA transcript with the purpose of relaying accurately to Western leaders the contents of a Soviet leader's domestic speech.
- A comparison in purpose is they both seek to assert their nation's commitment to peace and arms control. Arguably both are also to promote the process of détente in the 1970s.
- A contrast is that Source 2's purpose is in part to criticise the inaction of the West (to its domestic audience) whereas Source 1's purpose is wholeheartedly about superpower conciliation, which can be explained by its audience being the Soviet people.

Elective 2: Australia's engagement with Asia

- Purpose of Source 1 is to laud the success of the Colombo Plan in terms of bringing the people of Australia and South-East Asia much closer.
- Purpose of Source 2 is to query the wisdom of involvement in the Vietnam War in order to guarantee American protection of Australia in future crises.
- A comparison of Source 1 and Source 2 is to demonstrate that Australia's international relations and policy making in international affairs are being shaped by developments in SE Asia. Both aim to show Australia's growing awareness of the importance of events in that region.
- A contrast in the purpose of Source 1 and Source 2 is that Source 1 celebrates Australian foreign policy as worthwhile and successful whereas Source 2 seeks to criticise Australian foreign policy choices, arguing they will not improve national security in the future.

Elective 3: The struggle for peace in the Middle East

- Purpose of Source 1 is to codify and communicate an international agreement with the aim of achieving peaceful resolution to tensions in the Middle East. Its purpose is to symbolise agreement and a commitment from various parties to recognise the borders established by earlier UN resolutions and address ongoing issues in the region such as refugees, free access to waterways.

- Purpose of Source 2 is to galvanise opposition to this agreement and to articulate Arab opposition to Resolution 242. The speaker believes that the resolution will legitimise Israeli occupation and increase the suffering of Arabs.
- A comparison is that both sources are proposing solutions to end the tensions in the Middle East; both sources also have the purpose of acknowledging the suffering of Arabs (Source 1 refugees and Source 2 'subjected to irrational hatred').
- A contrast: Source 1 purpose is to formalise an agreement on sovereignty whilst Source 2 seeks to undermine this agreement and further aims to apportion the blame to the Israelis (Zionism).

(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
Markers' notes:	
Look for the message of the source. Candidates need to:	
<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 answer. 	

Elective 1: The changing European world since 1945

- The message of Source 3 is that the Intermediate-Range Nuclear Forces Treaty is a positive move in reducing the risk of nuclear war.
- The message is also that Gorbachev and Reagan were working together on this, and that the steps to reduce the nuclear arms race/risk of war are both precarious (as demonstrated by the way they are walking down from the pile of missiles) and the process will take a long time (they are still near the top). There is still work to do.

Elective 2: Australia's engagement with Asia

- The message of Source 3 is that the agreements reached at APEC summits in the 1990s may have seemed to be positive and substantial in nature but were often just 'window dressing'.
- The cartoon aims to highlight that leaders depicted such as John Howard and Bill Clinton were not achieving as much as they may claim and were potentially more interested in the photo opportunity than any substantial policy making.

Elective 3: The struggle for peace in the Middle East

- The message of Source 3 is the two sides involved in the Oslo Accord negotiations face challenges which may threaten the Middle East peace process. The cartoonist mimics the famous image of the handshake between Rabin and Arafat.
- Both Yitzhak Rabin and Yasser Arafat appear to be genuinely reaching out for peace but they are hampered by hardliners within each of their 'nations'. It shows that opinion was divided in both Israel and Palestine about whether an Accord should be signed by the representatives.

Question 11 (continued)

- (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
Markers' notes:	
<p>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

- Elements of contestability of Source 3 include its depiction of Reagan and Gorbachev working equally to reduce the arms race, and the relative importance of the Intermediate Range Nuclear Forces (INF) treaty in reducing the arms race. Both claims could be contested, with the achievements of the INF limited, and Gorbachev arguably kick-starting the move to arms agreements after 1985.
- Outside of the type of source (cartoon) candidates could point to its US provenance in providing a perspective that emphasises the role of Reagan and the significance of the agreement. Overall however, the cartoon provides a relatively balanced viewpoint of this event and is limited in its contestability.
- Elements of contestability of Source 4 include its focus on Gorbachev in unilaterally bringing about the changes both domestically and internationally that took place at the end of the Cold War. These claims can be contested by emphasising the importance of the US in bringing about peace (as shown in Source 3) but also in that the economic plight of the USSR meaning the changes were not as altruistic as he makes out. Candidates could point to the nature of the [acceptance] speech as providing a one-sided perspective, and highlight some of the emotive language used.
- Candidates could point to the historical debate around the reasons for the end of the Cold War when discussing the sources.

Elective 2: Australia's engagement with Asia

- Elements of Source 3 that are contestable include the emphasis on highlighting the ineffectiveness of agreements reached by leaders at APEC. Candidates can contest this by referring to economic agreements and their positive impact on economic cooperation and activity in the region throughout the later part of the period of study.
- Outside of the type of source (cartoon) candidates could point to its Australian provenance in providing a perspective that emphasises the central role of Western leaders and excludes any emphasis on South East Asian leaders.
- Source 4 could be considered contestable as the interviewee, Bob Hawke was a tremendous supporter of APEC and great believer in economic cooperation between Australia and countries in Asia and therefore would consistently reinforce the worth of this organisation.
- Candidates could point out that Hawke could be defending his own legacy as the interview took place in 2007, and that there were many critics of APEC who saw it as ineffectual (as seen in Source 3).

Elective 3: The struggle for peace in the Middle East

- Elements of contestability in Source 3 include its depiction of Rabin and Arafat willingly working together and reigning in the hardliners who are depicted as aggressors. The extent to which Rabin and Arafat had control over the other factions can be contested. As well, there were suspicions at the time that each side were not sincere in their negotiations, possibly evidenced by a number of the more central issues being deferred for future discussion.
- Candidates may reference that Source 3 was constructed by a British cartoonist, with Britain a power that had played a role in events in the Middle East previously. Palestinians and Israelis are likely to contest their depiction as being equally aggressive.
- Elements of contestability in Source 4 include the suggestion from the author that Palestinian violence was not the key reason for the failure of the Oslo Accords, rather the Israelis negotiated in bad faith by deferring key issues such as settlements to future negotiations. The source states the Israelis used the agreement as a cover whilst it pushed on with aggressive imperialism which was contrary to the spirit of the Accord. The claim can be further contested by comparing it to Source 3 that shows that both sides had opponents to the peace, in Palestine Fatah had agreed but not Hamas.
- Candidates may acknowledge that Source 4 is written by an Israeli historian in 2013 and may know that previously he had spoken favourably about the Oslo Accord's ability to bring peace to the region.

- (e) Using your knowledge of the whole period of study, evaluate the importance of the changes in international relations represented in the **four** sources. (7 marks)

Description	Marks
Identification of the changing international relations presented in the four sources.	1
Placement of the changes in international relations depicted 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 changes in international relations 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 changes in international relations 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 changes in international relations 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 changes • refer to elements of continuity and/or change evident in international relations • demonstrate a depth and breadth of knowledge for the whole time period. 	

Elective 1: The changing European world since 1945

- The key elements of international relations presented in the four sources are the détente period of the 1970s and the period from the late 80s that led to the end of the Cold War in Europe. The themes of superpower relations and arms reduction underpin all the sources.
- Candidates could expand on the period of détente and the roles of Nixon/Brezhnev referred to in Sources 1 and 2, and the period leading to the end of the Cold War and the role of Reagan (Source 3) and Gorbachev (Sources 3 and 4). Candidates could also discuss the importance of superpower agreements and attempts to reduce tensions in the region over the period and in particular attempts to reduce nuclear arms.
- Stronger answers will evaluate the relative importance of détente and/or the agreements, reforms and leadership that led to the end of the Cold War in Europe and look at the short and longer term consequences.

Question 11(e) (continued)**Elective 2: Australia's engagement with Asia**

- The four sources focus on Australia's desire to pursue closer cooperation with other nations in order to bring greater economic and political stability to both Australia and Asia.
- Candidates should discuss the relative importance of the policies and initiatives outlined in the four sources – stronger candidates will assess whether the policies and initiatives did provide benefits to Australia politically and economically in the years that followed their implementation.
- Candidates should also discuss whether these policies and initiatives led to closer relations and cooperation between Australia and the nations of Asia.

Elective 3: The struggle for peace in the Middle East

- Key elements of international relations depicted in the four sources relate to the attempts to resolve conflict in the Middle East, namely Resolution 242 and the Oslo Accord.
- Candidates should discuss the relative importance of these agreements in establishing peace in the Middle East.
- Other themes that are significant include the ideas leading to the creation of Israel and tensions between Israel and Palestine such as Zionism and Arab Nationalism.
- Candidates could discuss the reasons for continued conflict within the Middle East, as the failure to address these underpinning themes could be viewed as central to the success or failure of the peace agreements.

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 success of the policy of containment in the region during the period of study.

Markers' notes:

- Candidates would initially need to explain the policy of containment and why it was implemented; i.e. the perception of Soviet expansionism in the immediate post-war period and the threat of communist rule in nations such as Italy and Greece.
- In terms of context, candidates could briefly look at the origins of the policy with Kennan's Long Telegram 1946 and Churchill's Iron Curtain speech of the same year.
- Key components of containment were the Truman Doctrine March 1947 (the support of 'free peoples' against 'armed minorities') and the Marshall Plan (June 1947). Candidates could describe the details of the Marshall Plan and the fact it was rejected by the USSR on behalf of its satellite states.
- For higher marks candidates must evaluate the success of containment. There is a strong argument in favour of containment being a great success; the prevention of communist victory in the Greek civil war, the Berlin blockade and the general prosperity in Western Europe assisted by the Marshall Plan.
- On the other hand, candidates could argue the policy of containment and in particular the Marshall Plan was unnecessarily hostile to the USSR who had no genuine desire to annex Western Europe instead was looking to secure its borders. The 'dollar imperialism' of the Marshall Plan arguably increased tensions, culminating in flashpoints such as the Berlin Wall of 1961.

Question 13**(25 marks)**

Analyse the impact of the collapse of communism after 1989 on either Germany **or** Yugoslavia.

Markers' notes:

Candidates should concentrate the impact on either country after 1989, not the causes of the fall of the Berlin Wall although a brief synopsis is acceptable in setting the scene.

Answers for Germany may include:

- Germany: Candidates may provide some of the following as consequences of German reunification: Economic differences between East and West Germany meaning the East German economy needed huge injections of capital and a 'solidarity tax' to support the unification process.
- Rapid change in the east as the capitalist political, economic and legal systems of the west were transferred in their entirety and the communist systems of the east were dismantled. High unemployment in the east as a consequence of this transition.
- A massive influx of refugees from former eastern European countries prompting the resurgence of some racist, neo-Nazi groups.
- Re-unified Germany led to a new military role in NATO and Germany becoming the dominant economic power in Europe and the EU.

Answers for Yugoslavia may include:

- Candidates are likely to discuss the numerous conflicts that occurred in the former republics after 1989; markers should not expect all conflicts of the period 1991 to 1999 to be discussed.
- Increased nationalism in Yugoslavia led to conflict.
- Key conflicts are likely to be the Croatian/Serbian conflict ending in 1995 and the Serbian involvement in Bosnia-Herzegovina ending after NATO involvement and the Dayton agreement 1995. Candidates may also discuss the war in Kosovo ending in 1999. Up to 100 000 died in this decade of conflict.

- These conflicts led to the break-up of Yugoslavia: By 2000 Yugoslavia had disappeared from the map of Europe to be replaced by a looser union called Serbia and Montenegro.
- The Yugoslav conflicts revealed the limitations of the EU as an organisation capable of responding quickly and effectively to the crises. The UN also struggled to end the conflict and ultimately it was NATO largely under US direction that was able to secure peace.

Question 14**(25 marks)**

Assess Nikita Khrushchev's role in shaping the development of the Cold War in Europe.

Markers' notes:

Candidates should look at the key decisions and policies implemented by Khrushchev and assess their impact on the region. Candidates will need to focus on the consequences of his decisions and policies, how they shaped and impacted on the region, in order to access the higher marks. Some topics candidates could discuss are:

- Khrushchev's Secret speech of 1956 and its impact on the region (Poland, Hungary)
- Khrushchev's policies towards Berlin, the ultimatum of 1958 and ultimately the construction of the Berlin Wall of 1961.
- Khrushchev's role in provoking the Cuban Missile Crisis of 1962 and its impact in raising tensions in Europe, especially in Berlin.
- Candidates could also mention the impact of Khrushchev's rhetoric (for example his outburst at the UN (1960) or the 'we will bury you' comment (1956). Further, Khrushchev's role in escalating tensions during the U2 spy incident of 1960.
- On the other hand, candidates could point to an arguably genuine desire for peace and his need to appease hardliners in his own regime. His policy of 'peaceful coexistence' after 1956 and the impact of the Geneva summit, the creation of the Berlin Wall (rather than a war) and his back down over Cuba which arguably avoided nuclear war.

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

Evaluate the success of the policy of forward defence in the region during the period of study.

Markers' notes:

- Candidates should provide a clear explanation of forward defence and the reasons for it being initiated by the Australian government during the period of study.
- Forward defence was used as a justification for military interventions in Korea, Malaya, Indonesia and most controversially in the Vietnam War.
- Better candidates will focus on whether the policy of forward defence achieved its goal of keeping communism from advancing closer to Australia in the 1960s and 1970s – reference to the fall of South Vietnam, Cambodia and Laos in 1975 can be included.
- Discussion of how Australia's use of forward defence impacted on relations with countries in South-East Asia should also be included and whether this improved security.
- More sophisticated answers may make reference to other policies used from the 1970s and whether these were more successful in improving regional security compared to forward defence.

Question 16

(25 marks)

Analyse the changing nature and ongoing importance of Australia's trade with either China or Japan over the period of study.

Markers' notes:

Candidates should refer to either Japan or China, there are 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 for China may include:

Changing nature

- Pre 1972, candidates could mention China was a large market for Australian exports such as wheat.
- Changes in diplomatic relations, such as the formal recognition of China under Whitlam December 1972 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.

Ongoing importance:

Candidates also need to explain the ongoing importance of Australia's trade with China which could include:

- significance of China as an export market
- role of Chinese investment in Australia
- impact of Chinese migration on the Australian economy.

Answers for Japan may include:

Changing nature

- Beginning of trade relationship between Australia and Japan in the 1950s through the favoured tariff agreement in 1957 which increased Australian exports to Japan, especially raw materials and Robert Menzies visit to Japan to strengthen economic ties, which signalled a major shift in Liberal Party attitudes to Japan.
- 1963 Treaty which stopped Australia restricting Japanese imports with the consequence of a growing number of Japanese consumer goods entering the market.
- Basic Treaty of Friendship in 1976 may be commented on and its impact on trade ties.
- The discussion of types of goods exported to Japan, with a focus on primary goods can be discussed.

Ongoing importance

- Reasons for Japan wanting closer trading ties with Australia can be included.
- Candidates also need to explain the ongoing importance of Australia's trade with Japan, which could include:
 - the growing presence of Japanese consumer goods in Australia and the effect of this on the manufacturing sector and consumer living standards may be discussed.
 - the issue of growing Japanese investment in the Australian economy from the 1970s and its impact on specific sectors of the economy can be discussed.
 - use of statistics on trade will increase the depth of candidate answers.
 - the role of Australia and Japan in APEC can be included.

Question 17**(25 marks)**

Assess Malcolm Fraser's role in shaping Australia's relations with Asia.

Markers' notes:

- Candidates should identify that Malcolm Fraser came to power at a time when the Vietnam War ended and a wave of refugees were fleeing the country to other parts of the world including Australia.
- Candidates should discuss the impact of refugees from Vietnam to Australia by boat on the policies of the Fraser government, and the need for an orderly transfer of refugees from camps in South-East Asia.
- Discussion of the policy implemented by Fraser in terms of accepting refugees from camps should be included and the impact this has on Australia's reputation in South-East Asia.
- Fraser's acceptance of Indonesia's annexation of East Timor can also be mentioned and the stabilising affect it has on Australia's relations with that nation.
- Growing economic ties with Japan and China can also be discussed, including the Australia-Japan treaty of friendship and increasing diplomacy and trade with China under his leadership.
- Stronger candidates may make an assessment of the limitations of Fraser's role by comparing the role of other Prime Ministers of the era such as Gough Whitlam or Bob Hawke, who arguably had a more visible impact on Australia's economic, political and security relationships with Asia.

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

Evaluate the success of Arab nationalism in achieving its goals during the period of study.

Markers' notes:

- Candidates could define Arab nationalism in terms of an ideology that both promotes the idea of Arab nations as well as Arab unity.
- Although evident in the region prior to the creation of Israel, candidates are most likely to see Arab nationalism as a significant force after WW II.
- The Arab League was established in 1945 with six members and their first action was in response to the creation of Israel with the 1948 Arab Israeli War. The humiliating defeat galvanised the movement.
- The most successful era of Arab nationalism is in the late 1950s and 60s, beginning with Nasser, the Suez Crisis and the Baghdad Pact, while ostensibly against British control in the region was also a response to intervention by Western powers. In the 1960s the Arab League instigated the creation of the Palestinian National Council which subsequently created the PLO.
- Arab nationalism can be viewed as having limited success not just militarily (defeat in 1948 and 1967 wars against Israel) but also in maintaining unity. Fractures between Arab nations were exposed through numerous events, such as Sadat's speech to the Knesset in 1977, which indicate that countries chose to negotiate for their own people rather than for Arabs within the region.
- For higher marks candidates need to evaluate the success of Arab nationalism by considering both successes and failures.

Question 19**(25 marks)**

Analyse the reasons for, and consequences of, either the Iranian Revolution (1979) **or** the First Gulf War (1990–91).

Markers' notes:

Answers for Iranian Revolution (1979) may include:

- **Causes:** The Shah of Iran signed a treaty with the USA in 1955 and was seen by the West as an ally. Internal tension (including social and economic divisions and political repression) in Iran led many to see the dependence on the West as being detrimental and this was exacerbated by the rise of Muslim religious scholars who criticised the Shah's regime. When the Shah went to the USA for treatment Ayotollah Khomeini returned from exile and declared an Islamic Revolution with new laws based on the Koran.
- **Consequences:** Candidates are likely to mention the siege of the American embassy and the USA's declaration of Iran as an 'international outlaw'. In contrast, Muslims around the world admired Ayotollah Khomeini for standing up to the West. He began criticising the Iraqi government for being corrupt and encouraging rebellion in Iraq, contributing to the onset of the Iran/Iraq war (1980–88). The events highlighted division in the Muslim world between Sunni rulers in the Gulf states and Shiites. Tension led to conflict in other states, including Kuwait. The Iranian economy was in ruins and the death toll was believed to be one million Iranians and half a million Iraqis.

Answers for The First Gulf War (1990–1991) may include:

- **Causes:** Kuwait and Iraq share a border and Iraq considered Kuwait to be part of their sphere of influence. Both countries are significant oil producers. Iraq heavily in debt due to its protracted war with Iran, one of its key creditors was Kuwait. Saddam Hussein launches a surprise attack on Kuwait and annexes the country.
- **Consequences:** US President George Bush and the 'grand coalition' initiate Operation Desert Storm. Short war, Kuwait liberated but Saddam Hussein allowed to stay in power. PLO suffers loss of funds from Iraq at a time when Israel is suppressing the Intifada thus having detrimental effect on the Palestinian economy. US influence in the region grows; however it could be argued that it is more a result of the collapse of the Soviet Union.

Question 20

(25 marks)

Assess Menachem Begin's role in both working for and opposing peace in the region during the period of study.

Markers' notes:

Candidates should look at the key actions, decisions and policies implemented by Begin and assess their impact on the region. Candidates will need to focus on the consequences of his decisions and policies and assess whether he was working for peace for Israel or for the wider region.

- Begin's early activities include becoming leader of Irgun in 1944 and fighting in the 1948 Arab Israeli War. He signed an agreement with Ben Gurion to assimilate the Irgun into the Israeli Defence Force though the latter was concerned about Irgun's role within the IDF. In 1948 he helped create the right wing Herut political party, frequently opposing the more moderate Ben Gurion.
- After the creation of the Likud party, Begin began to gain more influence and work towards peace. The party was committed to the policies of incorporating the West Bank into Israel and promoting peace. He became Prime Minister in 1977. In 1978 he participated in the Camp David Accords that President Jimmy Carter hoped would achieve a wider peace in the region. However Begin was focused on a more limited treaty with Egypt. Consequently, under their leader, Egypt was the first Arab nation to recognise Israel. This did contribute to a decline in support for Likud in the subsequent election. Despite agreeing to allow self-rule in the West Bank he appointed Ariel Sharon to begin large scale expansion of Jewish settlements.
- The Begin Doctrine of preventative strikes against those powers who might use weapons of mass destruction stems from the 1981 attack on an Iraqi nuclear reactor. The re-elected Likud party annexes the Golan Heights. He authorised the IDF's invasion of Lebanon and was in power when the Sabra and Shatila Massacres occurred. Begin refused to fire Sharon and suffered significant backlash both domestically and internationally. He resigned soon after.

ACKNOWLEDGEMENTS

Question 1(c)

Elective 1

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