



MODERN HISTORY

ATAR course examination 2022

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 acknowledge the challenges and difficulties facing the Australian economy, with Hughes in S1 referring to a 'long period of reconstruction' and the table in S2 demonstrating the fall in agricultural output and rise in unemployment in the years after WWI.
- Contrast. Source 1 talks for the need for unity yet S2 the increase in industrial unrest contrasts this. S1 has a belief that Australia will become a 'mighty nation' and this is not borne out in the short term by the figures in S2. The rise in unemployment in S2 may also be contrasted with Hughes statement that we need to 'provide employment for our young men'.

Elective 2: Russia and the Soviet Union 1914–1945

- Compare: Both sources focus on changes to agricultural production in Russia. Lenin focuses on the 'devastation' upon the country and the need to put the economy 'on its feet'. The agricultural statistics confirm the weakness in the economy when comparing 1914 or 1916 figures with the large dips experienced in 1922. Lenin also predicts increased yield from the peasants, and this is borne out to some extent in Source 2 by 1925, with significantly improved agricultural production from 1922.
- Contrast: In S1 Lenin asserts how the tax (New Economic Policy) will revive the 'devastated' countryside and put the economy 'on its feet'. However, S2 indicates that not all agricultural production has been restored with grain yields and livestock holdings still lagging.

Elective 3: China 1935–1989

- Compare: Both sources focus on economic growth during Deng's leadership, both refer to changing wealth of people in rural areas, being 'allowed to get rich' in S1 and the reduction of the poverty rate and growth in national prosperity in S2.
- Contrast: S1 is focused primarily on the agricultural sector and indicates that the improvement will come from the Chinese people themselves i.e. working harder, whilst S2 also refers to the influx of foreign investment loans that enabled China to fund development of industry.

- (b) How useful to a historian are Source 1 and Source 2 as evidence of economic change in the nation depicted? (6 marks)

Description	Marks
Discussion of how Source 1 is useful as evidence of economic change in the nation studied.	1–2
Discussion of how Source 2 is useful as evidence of economic change in the nation studied.	1–2
Evaluation of the usefulness of the sources including reference to the limitations of the sources.	1–2
Total	6
<p>Markers' notes:</p> <p>The new frame of 'useful to a historian' doesn't alter how candidates should approach the question, it is intended to support candidates' thinking and to focus their response. Candidates also do not have to refer to historians specifically in their answers to access full marks in any section. Candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to economic change in the nation studied.</p>	

Elective 1: Australia 1918–1955

- S1 is useful to a historian as evidence of Hughes's acknowledgement of the challenges facing the economy and the fact Australia must enter a period of reconstruction. It is also useful to note his focus on unity as important in recovery. As an election speech it is also useful in gauging how Hughes aimed to paint a positive picture around the economy and the prospect of future prosperity.
- S2 is very useful as it provides a wide range of data on economic change in the period, including rate of industrial disputes, GDP and agricultural output and the unemployment rate.
- In evaluating S1's usefulness candidates could consider the nature of the speech (prior to a general election) as looking to defend and promote the government's economic record and the fact it primarily looks forward rather than reflecting on economic change that has taken place.
- S2's usefulness is limited by the lack of context for the data, for example more information is needed on the nature of the industrial disputes (e.g. their duration, how many involved etc).

Elective 2: Russia and the Soviet Union 1914–1945

- S1 is useful to a historian in showing the shift in economic policy with Lenin introducing 'The Tax in Kind' as part of his New Economic Policy (NEP). Not only does the speech help historians understand the logistics of the policy but also offers an insight into how Lenin justified the necessity of changing economic policies to the wider public.
- S2 is useful as it includes data showing changes in Russia's output in agriculture both in land and livestock. The inclusion of sown area data allows a historian to determine if NEP was successful with land cultivated by peasants almost returning to pre-war levels.
- In evaluating the usefulness of S1 candidates could highlight issues of reliability of a propaganda speech specifically given to justify and promote the change to NEP and Lenin's bias referring to the devastation brought by 'Tsarist war' and the 'capitalists' invasion'.
- In evaluating S2, candidates could point to the data in the source being unreliable as it is derived from the Soviet era with limited opportunity for verification. A historian would be limited in their analysis of the data with only three years of figures included. Candidates could however mention the figures appeared in a published secondary source (school textbook) and as such is likely to be the result of extensive research and editorial checking.

Question 1 (continued)**Elective 3: China 1935–1989**

- S1 is useful to a historian in showing the shift in economic policy introduced by Deng Xiaoping as he announces it to key departments responsible for the economy. It is also useful as it acknowledges issues in previous economic policies.
- S2 is useful as it includes data showing some key indicators of economic change over a 20-year period. The data from the World Bank is particularly useful as it is an outside agency.
- In evaluating S1 candidates could highlight issues of reliability. Deng's speech is politically motivated and aimed at justifying the change to allow some people to get 'rich' before others as in the interest of national prosperity while still stating it is socialism with Chinese characteristics.
- In evaluating S2 candidates should acknowledge that the data from the Chinese Government may not be reliable, especially the data regarding poverty (external sources suggest the rate of rural poverty was much higher). It is unclear what the criterion for poverty is.

- (c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the sources. (4 marks)

Description	Marks
Identify the focus of the source.	1
Provides specific details of the focus of the source: events/people ideas dates/places.	1–3
Total	4
<p>Markers' notes: This question is concerned with the historical context in which the source is located. For full marks candidates must focus on explaining the context of what is depicted the source and not a more generic discussion of related historical events.</p>	

Elective 1: Australia 1918–1955

- Focus of the source is the introduction of the first Uniform income tax scheme introduced by John Curtin in May 1942 where the federal government took over responsibility for income tax.
- Candidates could discuss the impact of WWII as a driver for this initiative and the impact in revolutionising the role played by the Commonwealth government.
- Candidates should mention the opposition of the state premiers to the Uniform income tax initiative which led to a landmark High Court decision that confirmed the legality of Curtin's economic initiative.

Elective 2: Russia and the Soviet Union 1914–1945

- Focus of the source is Stalin's first Five Year Plan, 1928–32 and how economic growth was possible without capitalism.
- Candidates could write about reasons for Stalin's desire to accelerate USSR's industry to be comparable to the rest of the world and the key features of the first Five Year Plan.
- Reference to the importance of collectivisation to fund and support industrial growth could also be discussed as well as the impact on workers and managers.

Elective 3: China 1935–1989

- The focus of the source is Deng's Open-Door Policy which led to the creation of Special Economic Zones (SEZ) that accepted foreign investment and allowed free market policies to facilitate greater economic growth in China.
- Initially four SEZ were established in southern China, this was further extended in the 1980s to include coastal regions and Shanghai was added.
- Reference to the importance of SEZ to the overall growth in the economy could be discussed and candidate may identify that Shanghai was previously a treaty port open to western powers prior to communist rule.

Question 1 (continued)

- (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.	1–2
Analysis is of higher order.	1
Total	5

Elective 1: Australia 1918–1955

- Perspective of S1 is pro Curtin, showing him overcoming opposition to achieve his goal (uniform taxation) despite opposition for state premiers.
- Candidates could also legitimately identify the perspective being that the implementation of the uniform tax was a precarious process.
- This perspective could be accounted for by the author supporting the policy of increasing federal involvement in taxation, and wanting to persuade the audience that this was both a positive move for Australia and that Curtin's efforts in achieving this reform were noteworthy. The publication, *The Bulletin*, could also be identified as being supportive of the Commonwealth's policies as was most of the press during the period of World War II.
- Perspective of S2 is critical of Chifley's bank nationalisation policy, describing it as contemptuous (amongst other things).
- This perspective is accounted for by the political leanings (motive) of the newspaper (*Sydney Morning Herald*) at that time which opposed the nationalisation policies of the ALP describing them as a 'dictatorship' which indicates they were supportive of the more liberal policies advocated by Menzies and the Liberal Party and the views of the business community.

Elective 2: Russia and the Soviet Union 1914–1945

- Perspective of S3 is pro-industrialisation, positive towards Soviet economic policies, with a focus on changes not only being successful but eliminating the negatives of capitalism.
- As this is an official Soviet poster, the perspective can be accounted for by the motive of the Party using propaganda to promote their first Five Year Plan and growth of industry and agriculture. Produced during the First Plan the poster has the motive to both celebrate success and motivate the population. It also focuses on their economic enemies, the businessmen and capitalists who have been crushed.
- S4's perspective is critical of the human impact of the Five-Year Plan, subjecting workers to slavery and regulation.
- The author has this perspective as he was an outsider, but able to visit USSR during the first Five Year Plan and witness the human impacts of the economic changes. Although supportive of the Russian Revolution he is able to analyse and write freely upon his observations when completing his book in America, free from censorship.

Elective 3: China 1935–1989

- The perspective of S3 is that opening China to foreign investors is a welcome move and will lead to a modernity and the development.
- This is a propaganda poster, designed to promote the new initiative and show the benefits to the people of China.
- The perspective of S4 is that celebrating Deng's reforms overlook the negative impacts they had on Chinese people and society. It is written from the perspective of an economist looking at the impact of Deng's reforms.

- The purpose of S4 is to provide a more balanced assessment of Deng for an informed European audience, particularly in light of the praise for Deng from Chinese and foreign leaders after his death in 1997.

Question 1 (continued)

- (e) Evaluate the extent to which the **four** sources provide insight into economic change experienced by the nation over the period of study. (6 marks)

Description	Marks
Identification of the areas/topics shown in the sources that provide insight into the economic change in the nation studied over the period of study.	1–2
Evaluation of the extent of insight provided into the economic change in the nation studied over the period of study.	1–3
Identification of elements of economic change omitted.	1
Total	6
<p>Markers' notes: Please note the slightly different question frame, with candidates not required to provide insight into the impact of the given theme, the focus is more straightforwardly insight into economic change that took place over the period of study. Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions will not suffice for higher marks.</p>	

Elective 1: Australia 1918–1955

- The need for recovery after WWI and increasing Industrial unrest after WWI are shown in S1 and S2. The Commonwealth's move to control income tax through the Uniform tax initiative in 1942 is covered in S3 and Chifley's doomed attempt to nationalise the banks in 1947 is covered in S4. An overarching theme candidates could pick up is the government's role in the economy.
- Candidates could argue the sources provide effective insight into the state of the economy in the post war period, (S1 and S2) which led to the need for national reconstruction in the 1920s. The Uniform Tax Case of 1942 (S3) is extremely significant in expanding the power of the federal government and changing Australian politics. Some of the 'push back' to expanding Commonwealth power is indicated in S4 with Chifley's attempt to nationalise the banks being criticised by the press and leading ultimately to the defeat of the ALP government at the 1949 election.
- Economic change omitted from the sources includes the Great Depression and the 'Men Money Markets' scheme of the 1920s.

Elective 2: Russia and the Soviet Union 1914–1945

- Lenin's New Economic Policy (NEP) and Stalin's First Five Year Plan and their impact on the Soviet economy and Russian people are covered in the sources. S1 and S2 show the large changes occurring in agriculture. The change in policy to NEP from the unpopular War Communism, and the reintroduction of capitalism enabled the Soviet economy to recover from the devastating Civil War. The recovery is demonstrated to an extent in S2. The freedom of trade given to peasants and consequential wealth would make them enemies of many hard-line Communists and targets of Stalin's dekulakisation in future years.
- S3 and S4 show Stalin's economic changes, beginning with the First Five Year Plan and collectivisation; along with his obsession of the dismissal of capitalism. Source 4 focuses on the significance of these changes upon workers' rights and spirits, showing the human cost of economic success. The Five-Year Plans revolutionised both the Soviet economy and wider society.
- Candidates could mention aspects of economic changes not reflected in the sources, for example Lenin's State Capitalism and War Communism along with Lend Lease program during the Great Patriotic War.

Elective 3: China 1935–1989

- Deng's economic reforms and their impact on aspects of the population and economy are shown in all the sources. S1 and S3 refer to the aims of the economic reforms, whilst S2 and S4 are effective in discussing a wide range of impacts of the reforms including the impact on the wealth of the rural population, the growth of both the agricultural and industrial sectors since 1978. S2 provides a broadly positive message about these impacts, whereas S4 focuses more on the failings of Deng's policies.
- S1 also refers to previous economic policies, particularly unrealistic goals of Mao's Great Leap Forward. Candidates may identify that Deng is referring to aspects such as Backyard furnaces in his reference to not just focusing on the quantity.
- Candidates could mention aspects of economic change not reflected in the sources, such as Collectivisation, state owned industries. The impact of the Great Leap Forward is largely ignored such as famine, similarly smaller scale policies as the Four Pest Campaign are not referenced.

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
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
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
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.	8–10
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–7
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
Subtotal	10
Conclusion	
Effectively draws the essay's argument or point of view together.	2
Summarises the essay's point of view.	1
Subtotal	2
Total	25

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

'The experience of World War II on the home front significantly changed Australian society.'

To what extent do you agree with this statement?

Markers' notes:

- Candidates will need to respond evaluatively to the proposition, to achieve full marks, it is expected that candidates will look at the 'counter argument' to the statement before making their conclusions.
- Context: It would be appropriate for candidates to discuss the key elements of change that occurred in Australia during WWII, including the expansion of the role of government, austerity and rationing, the attacks on the mainland, internment, the increased role of women in industry and agriculture and the impact of US servicemen in Australia. Candidates who discuss the events of WWII in the theatres of war (Europe or Asia) should not be rewarded unless it is made relevant to the experience on the homefront.
- Candidates could argue in favour of the proposition by emphasising the expanded role of government (e.g. uniform taxation 1942) that persisted after WWII. They could also argue that although women were encouraged to leave jobs after the end of the war (and many did) the legacy of empowerment that the war created led to progress in terms of equal pay and women's rights more generally in the post war period. Further, candidates could point out that the Australian mainland was attacked for the first time in the nation's history, and fear of attack led to changes to immigration policy and alliances in the post war period. The ALP's 'light on the hill' policies expanding the welfare state etc were also a consequence of the experience of WWII.
- Candidates arguing for the limited accuracy of the statement could refer to the fact that Australia was largely materially unaffected by the war, outside of Austerity measures and rationing that did not persist long after the war, nor did the censorship imposed during it. The attacks on Darwin and Broome were not substantial in the context of WWII. They could also point out that many of the jobs for women disappeared after the war, and that there was no significant social change that came out of the war, with the plight of Aboriginal people remaining parlous.

Question 3**(25 marks)**

Analyse the causes and consequences of adjustments to national priorities that took place in the 1920s.

Markers' notes:

- Candidates could discuss several topics that constitute 'national priorities', including industrialisation, urbanisation, a new focus on consumer goods, increased independence for women, health and improved sanitation, but most likely will focus on initiatives such as the Soldier Settlement scheme and the 'Men Money Markets' scheme. To achieve higher marks candidates need to look at the reasons behind the national priority (causes) and the results/consequences of a given initiative. For example:
- Men Money Markets: causes include the need to increase the workforce ('Men') as Australia's population of 5.5 million in 1920 was deemed too small for sustained economic growth. The colonial legacy and Britain's policy priorities in the 1920s and white Australia policy. The cause of the focus on '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. 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.
- Consequences: The 'Men Money Markets' scheme was far more costly and less successful than envisaged by the Bruce government. In terms of 'Men' there was some success in encouraging 282 000 British migrants to come by 1922, but the exclusivity of the migration reinforced white Australia. The scheme had limited impact in terms of improving living standards or incomes in the 1920s, with unemployment remaining significant throughout the decade. National debt and especially state debt increased significantly as a result. In terms of 'Markets' no new export markets found, and Britain did not give Australia the preferential treatment expected.
- Soldier Settlement Scheme. The main reason for its implementation was the special responsibility felt by the government to the soldiers that served in WWI. Further the desire to open up land, exploit Australia's untapped resources and develop rural industry to promote economic growth was another important factor.
- Consequences: This policy initiative and consequences were extremely mixed. Fifty million pounds was spent on the scheme, but many plots provided were unfertile, combined with poor preparation and a decline in wheat and wool prices towards the end of the decade meant by 1927 nearly a third of soldier settlers had walked off their farms. Candidates could point out Indigenous soldiers returning from the war were ineligible for any of the programs or benefits that were available to non-Indigenous soldiers. They had no access to medical treatment and were ineligible for the soldier settlement program, further embedding the disadvantage experienced by Aboriginal people.

Question 4

(25 marks)

Examine the significant changes to Australian foreign policy during the period of study.

Markers' notes:

- Candidates can discuss any foreign policy changes but must justify why they are significant. Some of the foreign policy changes they could examine are:
- Billy Hughes more assertive role at the Paris Peace conference opposing Wilsonian liberalism in the formation of the Treaty of Versailles and Australia's subsequent membership of the League of Nations moving away from its subservient role to British foreign policy goals. Candidates could also describe the 1926 Imperial Conference asserting the equal status of 'dominions' with Britain, and the Statute of Westminster 1931 providing greater legal autonomy from Britain.
- Candidates who discuss WWII should only do so in terms of foreign policy changes; the most likely being the reorientation to the United States away from Britain initiated by Curtin's 'turn to America' in December 1941.
- Chifley's more independent role in international affairs and support for decolonisation in Indonesia.
- Menzies' anti-communist foreign policy as evidenced by Australian involvement in the Korean War 1950. Australia also sent troops to Malaya in 1955 to support the British against perceived communist guerrillas.
- Australia's role in key alliances such as Australia, New Zealand and United States Security Treaty (ANZUS) (1951) and Southeast Asia Treaty Organisation (SEATO) (1954) both largely Cold War alliances to combat the rise of communism in SE Asia.

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

'The initial reforms and decrees of the Bolsheviks between 1917 and 1918 secured peace, land and bread to the Russian people.'

To what extent do you agree with this statement?

Markers' notes:

- Context: Lenin formed the *Sovnarkom* (Council of the People's Commissars) after the October Revolution that issued a large number of decrees in the early months of Bolshevik power.
- Peace: Decree on Peace signed in October 1917 called for an immediate truce from all nations with no indemnities. However, non-compliance from Russia's allies meant Lenin had to settle for making a deal with the enemy, which would see Russia losing vast amounts of population, territory and resources. The Treaty of Brest-Litovsk (March 1918) secured peace albeit after Lenin's threat to resign and a resumption in German aggression forcing Trotsky to sign. Candidates could argue that whilst peace was secured from WWI it was short lived due to the start of the Civil War in early 1918.
- Land: Land Decree, October 1917 ended private property with land now belonging to the Russian people. Peasants could take over estates and divide the land as they wanted without compensation. Candidates could argue that peasants had been seizing land since the Tsar's abdication and Lenin was merely conceding to their actions.
- Bread: Despite a number of decrees focused on improving working and living conditions; the 8-hour day, introduction of social insurance, woman allowed to own property and workers given control of factories, the Bolsheviks failed to end hunger. Problems with the transport system and the loss of the Ukraine, Russia's breadbasket to Germany saw bread rations in Petrograd reach their lowest in March 1918, resulting in millions migrating to the countryside. Furthermore, War Communism was introduced during 1918 with the newly formed Cheka (Dec, 1917) used to requisition the grain.

Question 6**(25 marks)**

Analyse the reasons behind Stalin's ascent to power by 1929.

Markers' notes:

- Context: Stalin used his many administrative roles within the Communist party to build and secure a formidable power base even before Lenin's death in 1924. Candidates could argue that it was not only Stalin's actions but also the mistakes, weaknesses and failure to recognise Stalin's motives, of his opponents that secured his victory.
- Stalin's reasons for ascent: He used his administrative positions in the Politburo, Orgburo and Secretariat to influence meeting agendas, selection of delegates for the Central Committee and supervise the 'Lenin Enrolment' between 1924 and 1925, with over one million new members. Stalin was a great political strategist dividing and conquering his many opponents. Initially collaborating with Zinoviev and Kamenev to weaken and discredit Trotsky, ensuring Lenin's Testament was not made public and that Trotsky did not attend Lenin's funeral.
- Stalin would later turn on Zinoviev and Kamenev using the party's no faction rule to expel them in 1927 for their membership in the United Opposition with Trotsky. Next, in 1928, Stalin focused on the destruction on the right attacking Bukharin, Rykov and Tomsky's support of a capitalist New Economic Policy (NEP), with his alternative Socialism in one country, patriotic policy. By 1929 with all the main contenders defeated, Stalin ascended to power.

Question 7

(25 marks)

Examine the key events and consequences of Stalin's Purges between 1934 and 1939.

Markers' notes:

- Key Events: Stalin constantly sought to extend and consolidate his power with his main methodology being the purges. Following the trial of the Ryutin group in 1932, by 1934 over one million 'Ryutinists' were expelled from the Party. In 1934 Stalin widened his purges from opponents to colleagues. Driven by paranoia he centralised all major law enforcements into the People's Commissariat for Internal Affairs (NKVD), who orchestrated the purges against three main targets: the Party, military and the Russian people.
- The Party: When Kirov, was shot dead (December 1934) Stalin seized the opportunity to issue the Decree against terrorist acts blaming Trotskyites. Anyone deemed involved was hunted down, imprisoned or executed. A number of show trials helped promote the myth of conspirators, especially when the accused admitted to false claims (Zinoviev and Kamenev). Of the 139 Party members elected to Congress in 1934, only 41 survived. Even the NKVD were not safe from Stalin's paranoia with 23 000 killed.
- The military: Purges on the army began in 1937 with a number of former Civil War heroes including Marshall Tukhachevsky, accused of conspiracy. The terror extended to leaders in all areas of the army, navy and air force.
- The People: Use of 'Yezhovschina' from 1938 to 1939 by the NKVD, using the quota system, to determine numbers of arrests allocated for each location.
- Consequences: Stalin consolidated his position as leader of the Party and military. The fear of arrest or death created a compliant population, despite overcrowding in the cities, appalling working conditions and the desire for independence from national minorities. Economically the purges brought efficiency. Workers were committed to reaching the Five Year Plan targets, with a culture of informing on wreckers and saboteurs being commonplace. The increased numbers sent to the Gulags provided free slave labour who could be allocated to complete dangerous work such as gold mining. Politically, Stalin used the purges to remove any potential opponents and control the regions e.g. removal of two Prime Ministers in Georgia. However, the purges of the military reduced numbers and lack of experienced officers was soon apparent when Russia were defeated by Finland in 1939. The largest consequence was the human impact with almost every Russian family suffering the loss of a loved one. The purges saw 1.5 million executions and 1.8 million Russians arrested.

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

'The Long March was more a defeat than a victory for the Chinese Communist Party.'

To what extent do you agree with this statement?

Markers' notes:

- Context – The Long March occurred between October 1934 and October 1935. The Guomindang's (GMD) encirclement policy led the communists to abandon the Jiangxi area and track to a more remote location.
- Evidence for the Long March as defeat: the abandonment of Jiangxi area while many family members were left behind and perished; 80 000 – 100 000 started but only 5000 – 8000 arrived at Shaanxi province (numbers vary considerably but the proportion of survivors was less than 10%). Battle of Xiang River in Nov 1934 between communists and GMD left only 30 000 survivors; conditions in the mountains and marshes also contributed to the high death toll. The Long March revealed division in the communist party leadership, for example, the Zunyi Conference where Mao criticised CCP strategy, Mao and Zhang Guotao disagreed about strategy when their forces met up in the grasslands in 1935.
- Evidence against the proposition: leaving the Jiangxi area required stealth to evade the GMD, at the Zunyi Conference Mao was reinstated to full membership of the Standing Committee of the Politburo and reintroduced the tactic of guerrilla warfare. The Battle of Luding Bridge saw communists victorious though there is much contention about the size of the GMD force they opposed. The heroic march became legendary, many of the subsequent leaders of the CCP had participated and used this to promote their credentials such as Mao, Zhou Enlai, Deng Xiaoping, Zhu De and Peng Dehuai though Mao considered many of these rivals in subsequent years. The establishment of the commune in Yan'an enabled Mao and communists to trial their ideas. Covering many provinces enabled locals to witness the communists in action. Mao claimed the Long March was a 'manifesto' and a 'seeding machine' for the communist party.

Question 9**(25 marks)**

Analyse the causes and consequences of the Cultural Revolution (1966–1976).

Markers' notes:

- Causes: Mao resigned as chairman of the People's Republic of China (PRC) in 1958 after the failure of the Great Leap Forward. Moderates Liu Shaoqi and Deng Xiaoping took over the direction of the economy which improved significantly with a greater focus on urban areas over rural. A new elite of party officials and experts emerged. Mao resented the shift away from his policies and described himself to be 'like a dead ancestor; revered but not consulted'. The Cultural Revolution was pre-empted by the Socialist Education Movement to educate the masses about class struggle. The Little Red Book of Mao's thought published and made a compulsory textbook and issued to the People's Liberation Army (PLA). Lin Biao, the head of PLA aligned with Mao. The Cultural Revolution was officially launched in 1966 to reignite class struggle and remove 'the four olds'.
- Consequences: Red Guard units were established, and schools and universities were closed to enable the revolutionary struggle; teachers were targeted. The situation escalated to pillaging and even fighting between Red Guard units leading to anarchy. Mao called in the PLA to restore order. Young people were sent for re-education in the countryside.
- Longer term: the Cult of Mao was enhanced with opposition to Mao removed (i.e. Liu and Deng) and opposition was not rehabilitated until the late 1970s. Over 500 000 were killed and industrial output was significantly reduced. Education was severely disrupted. Arts and culture were tightly controlled.

Question 10

(25 marks)

Examine the significant changes to China's international relations during the period of study.

Markers' notes:

- Candidates do not need to cover all changes to international relations but do need to focus on why a given change was significant. Some likely topics are below.
- Declaration of Communist China in 1949 created the opportunity for a formal alliance with the Soviet Union, a Sino-Soviet Treaty of Friendship was signed in 1950. This was significant in that it increased the opportunity for conflict with the USA who wished to contain communism in the region by supporting governments sympathetic to democracy.
- Involvement in the Korean War: China and the USSR 'supported' the North Korean invasion into South Korea. China became actively involved once the UN and US forces launched their counterattack in October 1950. The combined communist forces made significant gains but the war became a stalemate in 1951. 1953 can be seen as a turning point in Chinese foreign relations after their 'victory' in North Korea.
- The Sino-Soviet split 1961. The death of Stalin in 1953 changed the dynamic between the USSR and CCP. Khrushchev was criticised by Mao for his deviation from the Marxist doctrine. Khrushchev withdrew all economic aid and Russian technical support in 1960. In 1964 China tested its own nuclear weapons and ended its formal diplomatic ties with the USSR. In 1969 there was actual fighting along the border between China and USSR.
- In the Western world, the Sino-Soviet split transformed the bi-polar cold war into a tripolar one. The rivalry facilitated Mao's realisation of Sino-American rapprochement with the US President Richard Nixon's visit to China in 1972.
- In the 1960s China positioned itself as the champion of developing countries in the fight against imperialism. The USA's increased involvement in South-East Asia caused concern for China. Candidates may refer to China's military support in Vietnam.

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- Candidates could also discuss the ongoing significance of Taiwan and how the CCP continued to claim sovereignty, and the manner in which during the period China has attempted to weaken US resolve to support and defend Taiwan.

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 sources. (4 marks)

Description	Marks
Identify the focus of the source.	1
Provides specific details of the focus of the source: events/people ideas dates/places.	1–3
Total	4
Markers’ notes: This question is concerned with the historical context in which the source is located. For full marks candidates must focus on explaining the context of what is depicted the source and not a more generic discussion of related historical events.	

Elective 1: The changing European world since 1945

- The context of S1 is US President Kennedy’s visit to West Germany, June 1963, where he received a warm welcome from West Berliners and their politicians and where he delivered his famous ‘*ich bin ein Berliner*’ speech.
- The Berlin Wall was erected in August 1961 caused by a number of events that heightened tension between the USA and USSR. A continued exodus of East Berliners to the West led to the Deutsche Demokratische Republik (DDR) building the wall in part to end this ‘brain drain’. Kennedy adopted a firm stance at the Geneva Conference when Khrushchev again demanded the removal of troops from West Berlin. At this point Khrushchev granted approval for Ulbricht to construct the Berlin Wall, which would become a physical symbol of Cold War division.

Elective 2: Australia’s engagement with Asia

- The context is Whitlam’s visit to China as Prime Minister in 1973.
- This was the first visit to China by an Australian Prime Minister and a milestone in Australia–China relations. Whitlam, who had already visited China when leader of the opposition, established diplomatic relations with mainland China soon after coming to power; this paved the way for an expansion of trade relations. Candidates could mention that the previous Liberal government had refused to recognise China or any communist country, so this was a significant shift in foreign policy.
- The visit demonstrated Whitlam’s desire for an independent foreign policy, along with other changes such as support for sanctions against South Africa and ending Australia’s involvement in the Vietnam war.

Elective 3: The struggle for peace in the Middle East

- The context is the signing of the 1979 peace treaty between Egypt and Israel that included Israel withdrawing armed forces from Sinai. This treaty was an outcome of the previous Camp David Accords in September 1978. The peace treaty was signed at Camp David, in the USA, between the leaders of Egypt (Anwar Sadat) and Israel (Menachim Begin) after Jimmy Carter reinitiated diplomatic negotiation.
- The peace treaty led to Egypt being suspended from the Arab League for three years and caused unrest in Egypt. Sadat was assassinated in 1981.

- (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

Elective 1: The changing European world since 1945

- Purpose of S1 is to publicise Kennedy's tour of Berlin and the unity of the West against the East. This photo taken by the White House arguably to show journalists freely following the tour in contrast to the barbed wire and military restrictions in the East. The photo also shows unity with West German politicians. The fact that a viewing platform was specifically made for the tour arguably confirms the propaganda element.
- Purpose of S2. Brandt's speech has the purpose of alerting the West German government of the huge implications and 'human tragedies' of the building of the Berlin Wall. Candidates could also focus upon Brandt's purpose to denounce the actions of the Communists with his portrayal of their 'cold menace'.
- A comparison in purpose is they both seek to criticise the East for the aggressive action of physically dividing Berlin. Both sources also have the purpose of promoting and consolidating Western unity against the building of the wall and the potential threat to West Berlin.
- A contrast is that S1's purpose is more to highlight the differences between West and East and to indicate US support for West Berlin, whereas S2's purpose is more to analyse the immediate effects of how the Berlin Wall has divided the city and to focus directly on the threat to human rights.

Elective 2: Australia's engagement with Asia

- The purpose of S1 is to demonstrate how warmly China has welcomed (and is sending off) the Australian Prime Minister. It indicates the positive shift in relations between the two countries.
- The purpose of S2 is to present and disseminate the news that Australia is opening up its immigration policy and becoming more welcoming of people from non-white countries.
- The key comparison is both sources have the purpose of indicating improved relations with Asia.
- Contrast in that S1 is more to celebrate improved relations between two specific countries (Australia and China) whereas S2's purpose, as an official communique, is to identify specific policy changes and disseminate this information. Its purpose is to let countries across Asia and the world know that Australia is starting to dismantle its White Australia policy.

Elective 3: The struggle for peace in the Middle East

- The purpose of S1 is to promote awareness in the US (and internationally) and celebrate the signing of the peace treaty between Egypt and Israel. The photo highlights the positive relations between Sadat and Begin, with Carter portrayed as the linchpin of the deal.
- The purpose of S2 is to appeal directly to Israel to end occupation of territories gained through war and expansion, and thus achieve peace in the region.
- A comparison in purpose is that they both aim to promote peace between Egypt and Israel through diplomatic means and to conduct these negotiations in very public arenas that enable the international community to bear witness.
- A contrast is that S1's purpose is to indicate that both Sadat and Begin are equal in their agreement to end conflict between their two countries, whilst the purpose of S2 is to focus on the role that Israel should play in achieving peace including the need

for Israel to end its occupation of Arab land to encourage a settlement with the wider region.

(c) Identify and explain the message 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

Elective 1: The changing European world since 1945

- The message of S3 is that a powerful Germany (in the form of Helmut Kohl) threatens the status quo in Europe and the power of Britain (Thatcher) and France (Mitterrand).
- Kohl is portrayed as much larger and looming over the two leaders reflecting his potential growth of status and power now the Berlin Wall has fallen, and the reunification of Germany becomes a definite possibility. The cartoon produced in France depicts the message that Mitterrand does need to be concerned about future changes, portrayed by the size of Kohl negating his comment of not to be worried.

Elective 2: Australia’s engagement with Asia

- The message of S3 is that Bob Hawke is being intimidated by the Indonesian government and this is influencing Australian policy towards East Timor.
- Hawke is portrayed as small and comical and positioned inside the barrel of Suharto’s Indonesian tank. The caption ‘moved’ demonstrates the reality in contrast to Hawke’s statement that ‘I will not be moved by intimidation’ and indicates the Hawke government’s tacit support for the continuing Indonesian occupation of East Timor.

Elective 3: The struggle for peace in the Middle East

- The message of S3 is that Golda Meir is an effective leader/coach with the full support of a strong Israeli cabinet/team. Meir appears to be planning the next move, with the Israeli team ready to take on their opponents. Israel has also ‘won’ in 1974 (by virtue of the scoreboard). S3 also infers Israel is isolated facing a range of other countries (the rest of the world) but is strong enough to cope/survive.
- The other world leaders look small in comparison and with a smaller team. The United Nations is depicted as the small figure of the referee, showing how little the UN can influence Israel.

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

Your answer should identify elements of contestability within the source material and discuss any alternative interpretations of the ideas/events depicted.

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:</p> <p>The concept of contestability requires a discussion of conflicting historical interpretations represented in the source material, specifically why they are conflicting and open to historical debate. Candidates need to:</p> <ul style="list-style-type: none"> • identify in each source argument/s, biases or perspectives that can be disputed. • 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. • articulate the nature of that dispute by referring to alternative arguments or viewpoints on that element of the source. 	

Elective 1: The changing European world since 1945

- S3 is highly contestable as a source created by a French cartoonist presenting a view that Kohl (West Germany) was a threat to other European powers. In reality, only a week after the fall of the Berlin Wall, the prospect of German reunification creating a powerful Germany was not possible in the short term. East Germany was still part of the Warsaw Pact at the time the cartoon was published. Mitterrand (France) and Thatcher (UK) would contest the image of their country's power relative to Germany on the European stage. Both leaders would wield power at the Two plus Four Talks regarding reunification and Germany's membership of the European Union and North Atlantic Treaty Organisation (NATO) would have to be agreed upon by member states.
- S4 is highly contestable as the source is written by a US journalist who is angry that Reagan's role in ending the Cold War has not been honoured in Berlin. The article is emotive and contains bias referring to the 'evils' of Communism and advocates that Reagan should be credited for 'pushing' down the Berlin Wall. The view that Reagan was the sole reason for the end of 'Evil Empire' fails to give credit to Gorbachev's changes in policies ending the Brezhnev Doctrine, withdrawing Soviet troops and advocating a more open society in Russia with glasnost and perestroika.

Elective 2: Australia's engagement with Asia

- S3 is contestable in its portrayal of Hawke as being intimidated by Indonesia on the topic of East Timor. Hawke's policy was a continuation of Australian foreign policy under Whitlam and Fraser (recognition of Indonesia's annexation of East Timor) and so to portray Hawke as so weak was arguably unfair. It could be argued Hawke and Australia were more driven by self interest than fear of Indonesia, as evidenced by the Timor Gap Treaty of 1989.
- S4 is contestable as it argues that Howard rejected multiculturalism and moved away from Asia in favour of maintaining ties with 'the West'. This can be contested on many fronts, not least Howard's engagement with Asia. Howard did state that Australia didn't have to choose between its geography and its history, and his continued engagement with Asia can be evidenced by Australia's engagement with Asia-Pacific Economic Cooperation (APEC) and the growing economic relationship with individual Asian countries, especially China during the period of the first Howard government to 1999.

Elective 3: The struggle for peace in the Middle East

- S3 is highly contestable as a source created by an Israeli cartoonist. It presents a view of the strength of the Israeli political leadership over other countries. In reality the Israelis were unprepared for the attack on Yom Kippur, leading to an internal inquiry. Despite the Israeli victory, and humiliation of the Arab nations, Golda Meir resigned, along with her cabinet in 1974 (the year the cartoon was created). The inclusion of Kissinger on the side of the rest of the world is contestable as he did attempt to bring a settlement to the conflict.
- S4 is contestable as it puts forward the view that Meir's actions in rebuffing peace overtures were inflammatory and even suggests she did not genuinely want peace if it meant acknowledging Egyptian sovereignty over Sinai (spoke decisively and aggressively to foil any secret initiative). S4 also claims Sadat was 'deeply frustrated' and launched the war to 'motivate a diplomatic process' which is an interesting comment especially in the light of Sadat's subsequent speech to the Knesset.

- (e) Using your knowledge of the whole period of study, evaluate the importance of the leaders and/or leadership represented in the sources on the region. (7 marks)

Description	Marks
Identification of the leaders and/or leadership presented in the four sources.	1
Placement of the leaders 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.	1–3
Evaluation of the importance of the leaders depicted in relation to themes/ideas/events of the broader historical context. This could involve a discussion of other leaders not present in the sources but arguably equally or more significant.	1–3
Total	7
<p>Markers' notes:</p> <p>This question does not require reiteration of the messages in the sources or a simple list of what is covered in each source. Candidates need to:</p> <ul style="list-style-type: none"> • identify the leaders and/or leadership present in the sources and evaluate their importance on the region by using evidence from the sources and the linking this to a wider knowledge of the whole historical period. • To achieve full marks, candidates would need to demonstrate a depth and breadth of knowledge of the whole period of study and potentially discuss leaders not present in the sources but arguably equally or more significant. 	

Elective 1: The changing European world since 1945

- The leaders presented in the four sources had a significant role in shaping the region, particularly with regards to the division of Berlin and the role of Germany in the Cold War.
- S1 demonstrates the role John F Kennedy's leadership played in support for West Berlin and standing firm against Soviet brinkmanship. The leadership of Brandt in S2 was also important in galvanising West Berlin but obviously less impactful on a global level. JFK's leadership was significant in raising tensions across the world in the short term (culminating in the Cuban Missile Crisis) but also standing up to perceived Soviet aggression. Brandt's leadership was more notable later for the role of Ostpolitik in diffusing tensions during the détente period.
- S3 highlights Chancellor Kohl's importance at the end of the Cold War. His leadership would drive the reunification process issuing the 10 Point Plan and securing Gorbachev's agreement.
- S4 points to Reagan's role in ending the Cold War. His role was significant in initially igniting tensions and ending the détente (S4) however candidates may also refer to his change of heart regarding Gorbachev and the steps toward peace through summits and agreements, such as the Intermediate-Range Nuclear Forces Treaty (INF Treaty).
- Other key leaders that had a considerable role within the region both in heightening and easing tensions in Europe are Khrushchev and Gorbachev. Khrushchev's tense relationship with the West and his failure to secure the Berlin Ultimatum led to the construction of the Berlin Wall. Alternatively, Gorbachev's importance to the region, easing the tension and working with the West eventually brought the end of the Cold War.

Elective 2: Australia's engagement with Asia

- Leadership defining Australia's status and position in Asia is evident in all four sources.
- Whitlam's leadership in defining a more independent foreign policy and recognising Communist China is arguably highly significant given the importance of the economic relationship that developed between the two countries. It also positioned Australia as a more prominent player within Asia.
- This development of Australia's standing was also helped by the leadership of Holt (S2) in starting the process by which the White Australia Policy was wound back and immigration restrictions lifted, an important move in improving Australia's standing in Asia.
- S3 points to a lack of leadership regarding East Timor on the part of Bob Hawke, however Australia's role and leadership in resolving the East Timor crisis over the period was substantial.
- Howard's role in reorienting Australia back towards the West (to some extent) to readdress a perceived excessive focus on Asia as a foreign policy priority is referenced in S4.
- Candidates could point to other significant leaders who shaped Australia's relationship with Asia such as Fraser and the initial period of stagnation under Menzies.

Elective 3: The struggle for peace in the Middle East

- The leaders presented in the four sources had a significant role in shaping the region in the 1970s, particularly regarding the Arab Israeli conflict, via their use of diplomacy and/or military action.
- Sadat is a central figure referred to in all four sources. S4 suggests he attempted peace overtures before embarking on the Yom Kippur war to provoke a diplomatic solution. S2 represents the start of this more diplomatic process when he spoke to the Israeli parliament and S1 and S2 show the culminating peace treaty.
- Begin and Meir are the two Israeli leaders depicted. Meir's role in the region was largely confined to the early period whilst Begin is depicted here in his role with the Egypt-Israel treaty (1979) but his destabilising role in initiating the First Lebanon War to target the Palestine Liberation Organisation (PLO) is not referenced. S1 also depicts the United State President Jimmy Carter whilst Bill Clinton also had a notable role in the Oslo Accord that brought the PLO leader, Arafat, and Israeli leader, Rabin, together. Leaders were important in inflaming or calming situations and at times were out of sync to varying degrees with the people they represented as evident with Sadat's assassination.
- Other key leaders that had a considerable role within the region both in terms of working for peace or against it include Arafat (shown as a small bystander in S3) whose role as leader of the PLO and advocated the use of terrorism to garner attention to the plight of Palestinians deserve greater attention as do Nasser, Ben Gurion, Saddam Hussein for their various actions as leaders within the region.

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
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
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
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.	8–10
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–7
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
Subtotal	10
Conclusion	
Effectively draws the essay's argument or point of view together.	2
Summarises the essay's point of view.	1
Subtotal	2
Total	25

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

Outline the reasons behind the Soviet invasion of Hungary in 1956 and assess its significance in shaping the Cold War in Europe.

Markers' notes:

- The main reasons for the Soviet invasion: Khrushchev's 'secret speech', success of the Poznan Uprising and Nagy's declaration that Hungary was a neutral country.
- Khrushchev's speech and policy of de-Stalinisation encouraged many in the East to dare to dream for more freedom. Protests in Poland in February had resulted in compromises from Khrushchev granting economic reforms to Gomulka's government. Protests in Hungary led to hard-line Communist leader Rakosi being replaced by the more liberal Nagy. However, his initial reforms did not satisfy protestors. Nagy's government agreed to more reforms including multi-party elections, free press, and withdrawal from the Warsaw Pact.
- Results: Khrushchev would not agree to Hungary leaving the Pact. Soviet tanks entered Budapest in November 1956 with the Soviets executing 300 leaders, including Nagy and arresting over 35 000 people. Estimates vary but around 2,500 Hungarians and 700 Russians were killed during the Hungarian revolution.
- Significance in shaping the Cold War in Europe: Kadar became premier of Hungary restabilising one party communist control. Khrushchev sent a clear message of the consequences of trying to leave the Pact, with protests quelled until the Prague Spring, 1968. The West was left to reassess what 'peaceful coexistence' meant in practice. Despite cries for help from the Hungarian people and President Eisenhower's support on 'Radio Free Europe' the US and NATO failed to intervene, not wanting to spark a 'hot war', demonstrating the limits of the policy of 'Roll back' advocated by Dulles in the 1950s. Khrushchev was now confident that the West would not interfere with its preservation of the Soviet's European buffer zone. The Iron Curtain and Cold War divisions were consolidated.

Question 13

(25 marks)

Evaluate the effectiveness of the policy of détente in reducing tensions in the region during the period of study.

Markers' notes:

- Candidates need to define détente and discuss some of its key features. Responses may differ regarding the start date although many historians chart the emergence as after the Cuban Missile Crisis with the establishment of a hotline between the White House and the Kremlin, along with the signing of the Limited Nuclear Test Ban Treaty (1963).
- Effective in reducing tensions: Candidates could describe the improved relationship between superpowers and their progress in limiting arms during Strategic Arms Limitation Talks (SALT) I (1972) and SALT II (1979). Ostpolitik, reduced tensions between West Germany and the Eastern Bloc with agreements such as the Basic Treaty (1972) allowing West Berliners to visit East Berlin. The Moscow Treaty (1970) signed by West Germany and the USSR (Brezhnev) agreed that both Germany's could join the United Nations. The Helsinki Accords (1975) framework of three 'baskets' aimed at negating tensions in Europe by focusing on security issues, trade relations and European states pledging to respect the human rights of their citizens.
- Counter argument: While tensions were reduced in Europe, ideological differences remained with both superpowers dealing with economic and foreign relations issues elsewhere. Many historians argue little was achieved in arms reductions especially with SALT II never being ratified by the USA. Candidates could argue the détente merely allowed the Soviets to 'catch-up' in the arms race thus perpetuating tensions. Furthermore, some historians argue that the Helsinki Accords ultimately created tension by highlighting how superior capitalist economies were and empowering dissent within the Eastern Bloc (criticising communist human rights records) contributing to developing popular movements that eventually brought down the Warsaw Pact. The speed at which relations escalated after the invasion of Afghanistan (1979) as seen in the 'Second Cold War period' also questions how effective the détente was at reducing tensions in the region.

Question 14

(25 marks)

Analyse the impact of the end of the Cold War after 1989 on **either** Yugoslavia **or** Germany.

Markers' notes:

Answers for Germany may include:

- Huge political changes occurred with all main parties in the German Democratic Republic (GDR) advocating some form of reunification with the West in their first free election for decades in March 1990. Candidates may provide details on the Two plus Four talks and Unification Treaty along with the dismantling of the political, economic, and legal communist systems of the East.
- The economic impact of the end of the Cold War was significant as huge injections of capital were required to support the East. Tensions increased with former West Germans resenting the impact on their standard of living by the introduction of the 'solidarity tax'. Unemployment and underemployment reached 20% by mid-1990 in the east due to uncompetitive former communist industries closing, leaving some former East Germans craving *Ostalgie*, nostalgia for the full employment of their communist past.
- A re-unified Germany was a new global power. Gorbachev conceded membership of North Atlantic Treaty Organisation (NATO) in return for DM 12 million contribution to fund the withdrawal of Soviet troops. Germany became the dominant economic power of the European Union. Many refugees from former eastern European countries were drawn to the opportunities of the new Germany which unfortunately aided a resurgence of racist, neo-Nazi groups.

Answers for Yugoslavia may include:

- Geographical/political map of Europe redrawn: 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.
- Growth of nationalism: As republics declared independence historical animosities resurfaced with leaders such as Milosevic and Karadzic ruthlessly striving to hold Yugoslavia together.
- Human cost: Brutal conflicts, including 'ethnic cleansing', with atrocities such as the Srebrenica massacre in July 1995, resulted in up to 100 000 deaths.
- Changing role of NATO: NATO took on a much more active role largely under US direction launching air strikes that secured peace in Bosnia with the Dayton Peace Deal 1995 and forced a Serb withdrawal from Kosovo leading to the June 1999 peace agreement.
- Role of United Nations: Peace keeping troops were involved in all three major conflicts. The UN struggled to end the conflict in Bosnia with the Vance-Owen Plan dividing Bosnia into ethnically mixed cantons failing. The UN International Court of Justice would later put Milosevic on trial for war crimes in 2002, with him dying prior to the verdict.
- European Union: The Yugoslav conflicts revealed the limitations of the EU as an organisation capable of responding quickly and effectively to crises. Many former republics would later apply to join the EU.

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

Outline the reasons behind Australia's involvement in the Korean War and assess the impact of the war on Australian politics and foreign policy.

Markers' notes:

- Candidates should focus on the reasons behind Australia's involvement and how that involvement shaped Australia's domestic politics and its foreign policy/international relations. A brief discussion of the events of the war is acceptable in providing context but will not be sufficient for higher marks.

Reasons behind involvement:

- The Australian Government supported UN intervention based on communist North Korea allegedly invading South Korea. The Government was very keen to ensure that the communist threat did not make its way through Asia to strike Australian shores. This approach can be linked to the 'domino theory' that countries could fall one after the other to communism, especially in South East Asia.
- Australia also had a desire to strengthen its military relationship with the US in the Cold War period, which it felt it would achieve with a commitment of troops.
- Politically, the involvement in a war against communism aligned with Menzies' stance (and electoral popularity) as being 'tough on communism'.

Impact of the war:

- In Australia the Korean War intensified the fear of communism, the Communist Party Dissolution Bill and referendum took place during the war, and the Petrov affair, Royal Commission and ensuing ALP/DLP split kept the subject at the top of the political agenda and assisted in Menzies and the Liberal's domination of political power during the 1950s.
- In terms of foreign policy, Australia's relationship with the US was strengthened with the signing of the Australia, New Zealand and United States Security (ANZUS) treaty in 1951 Southeast Asia Treaty Organisation (SEATO), signed in 1954 can also be seen as supporting the USA's anti-communist stance in South East Asia. Australia's involvement in the Korean war set the precedent and provided a justification for becoming involved in later conflicts such as Vietnam under the guise of keeping communism at bay.

Question 16**(25 marks)**

Evaluate the significance of the decolonisation movements in Asia after 1945 in shaping Australia's relationship with the region during the period of study.

Markers' notes:

- Candidates would be advised to define decolonisation movements in terms of the political and social movements from within (former) colonies to affect the withdrawal of occupying 'imperial' powers. Decolonisation movements after 1945 in the region were numerous, including those that led to the creation of the modern-day independent countries of Indonesia in 1949 (from the Netherlands), Malaysia in 1957 (from Britain) and Vietnam, Cambodia and Laos in 1954 (from France). This is not an exhaustive list.
- It would be expected that candidates address more than one country in their response, but it is not expected that they cover all instances of decolonisation. Candidates could legitimately argue the significance was minimal and that other forces and ideas such as communism were more important.
- Some significant decolonisation movements did impact Australia's relationship with the region. In the immediate post war period, the ALP government under Chifley and Evatt were supportive of the ultimately successful movement for decolonisation in Indonesia, responding in part to strong union support for Indonesia. This response to decolonisation demonstrated Australia's new found independence and support for the UN Charter in the post war period,
- The onset of the Cold War changed Australia's approach to decolonisation movements. For example, in Malaya (a British colony) a decolonisation movement was resisted by the British with Australian support under the guise of stopping the spread of communism. The 'Malayan Emergency' was fought against pro independence communist guerrillas. Australia deployed land air and sea forces to support the British between 1955-60.
- This response of siding with major powers to combat communism was further evidenced in Vietnam with Australia's support for US intervention. In both instances it could be argued that decolonisation movements became confused with communist expansion, and this impacted Australia's relationship with SE Asia, although candidates could argue the threat of communism became a far more influential idea in shaping Australia's relationship with the region.
- In the longer-term it can be argued the newly independent countries of South East Asia led Australia to reorient itself more towards Asia and to move away from ties with the former colonial powers in Europe who became increasingly irrelevant in the region during the period of study.

Question 17

(25 marks)

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

Markers' notes:

- Candidates should refer to either Japan or China – no additional marks for covering both.

China:

- The relationship between Australia and China with mention of the changes in diplomatic relations, such as the formal recognition of China under Whitlam.
- The economic reforms in the late 1970s/80s in China under Deng Xiaoping that allowed for greater trade opportunities with Australia
- The discovery and expansion of Australia's ore deposits from the 1960s onwards which became the most important export to China.
- Candidates also need to explain the significance of the economic/trade relationship in terms of how it impacted on Australia and the chosen country. Candidates focusing on China could discuss:
 - the significance of China as an export market
 - the role of Chinese investment in Australia
 - the impact of Chinese migration on the Australian economy and the importance of Chinese students.
 - the importance of Australian exports and investment in fuelling Chinese economic growth up to 2001
 - the trade relationship between the two countries having additional significance in terms of regional stability and the move towards regional free trade agreements.

Japan

- Candidates could discuss the anti-Japanese sentiment in the immediate post war period that hampered the development of economic and especially cultural ties.
- Australia and Japan re-established bilateral relations in 1952.
- Japan moved quickly to develop a major trading relationship with the 1957 Commerce Agreement, and deepened cultural ties under the 1976 Basic Treaty of Friendship and Cooperation (the Nara Treaty).
- Japan became Australia's largest trading partner in the early 1970s – a position it maintained for 26 years. Japanese investment played a significant role in the development of the Australian economy.
- Japanese tourism to Australia became very important from the 1980s onwards.
- The trade relationship between the two countries has additional significance in terms of regional stability and the move towards regional free trade agreements.

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

Outline the reasons behind the Suez Crisis of 1956 and assess its significance in shaping the region.

Markers' notes:

- Candidates should focus on the causes and impact of the Suez crisis but could provide some context by explaining Nasser's nationalisation of the Suez Canal and the Suez-Sinai War initiated by Israel, France and Britain.

Reasons behind the Suez crisis:

- Nasser's nationalisation of the canal company in October partially in retaliation for the USA reversing their financial support of the Aswan Dam project, Israel under Ben Gurion's plan to attack the Sinai in a joint operation with Britain and France (agreed at the Sevres Conference). Britain and France frustrated by the blockade of the Suez Canal. Israel launched a surprise attack via paratroopers and Egypt responded by sending in forces. Britain and France sent an ultimatum to Egypt to withdraw to the west bank of the Suez Canal, when this did not occur, they intervened militarily.
- The intervention resulted in a cease fire, Israel withdrew though they gained access to the Strait of Tiran for their shipping, a United Nations Emergency Force was formed in Egyptian territory to patrol the border area evacuated by Israel and deal with the *fedayeen* militia.

Significance in shaping the region:

- Although Egypt sustained loses Nasser comes through as a champion of the Arab cause against colonial powers and Zionism. This led to Arab nationalism becoming a force for change in the region.
- Israel gains in confidence after their 'victory' on the ground - Israeli forces get within 16km of the Suez Canal holding the Gaza Strip and Sharm al-Sheikh and shows the importance of quick attack strategies. The Sinai becomes the scene of the 1967 Six Day War and the Yom Kippur War in 1973. The tension was resolved by the treaty between Egypt and Israel in 1979.
- Britain's influence in the region dwindled whilst the USA support and defence of Israel becomes more prevalent. This has implications for other nations in the region such as Iran and Lebanon.

Question 19

(25 marks)

Evaluate the extent to which Zionism was a significant idea in the region during the period of study.

Markers' notes:

- Candidates would be advised to provide a definition or explanation of Zionism, such as that it was a movement asserting the historical and moral right to the establishment and development of a Jewish nation in Eretz Israel; prior to the creation of Israel the goal was the creation of a Jewish state in Palestine. Advanced candidates could go further and discuss different forms of Zionism, such as practical, synthetic or revisionist Zionism.
- Candidates could provide some context to the movement: its key proponent in the 19th century was Theodor Herzl. Palestine came under control of Britain as a mandate after WWI. Zionist organisation controlled migration during the British mandate via the Balfour Declaration, though Britain attempted to restrict Jewish migration.
- At the start of the period, whilst Zionism was successful in increasing Jewish migration it created tension with Arabs in the region. Jewish terrorist groups such as the Irgun were active as well as the Jewish Agency, led by Ben-Gurion. Zionists put their case to the UN for the creation of Israel to deal with refugee situation, leading to Resolution 181.
- Subsequent conflicts can be viewed as a desire to expand the Jewish state or the need for security, i.e. the 1967 Six Day War and the settlement program into territory that was designated Arab by the UN. The rise of Likud, a right wing party, during the 1970s contributed to the invasion of Lebanon in the early 1980s and subsequent intifadas.
- Candidates can argue that Zionism was a highly significant idea at the start of the period in shaping the region, as it in large part led to the creation of the state of Israel and the subsequent tensions with Arab neighbours. Later in the period it was not as significant as other dynamic ideas such as Arab Nationalism or terrorism, but candidates must discuss the extent that Zionism did shape the region initially.
- Candidates may identify that those other countries justified their actions against Israel because they claim Zionism is/was expansionist.

Question 20

(25 marks)

Analyse the causes and consequences of **either** the Iran/Iraq War (1980–1988) **or** the First Gulf War (1990–1991).

Markers' notes:

- The Iran/Iraq War is a lengthy war and candidates are not required to discuss the war itself although some context of the events of the conflict is acceptable.

Causes of the Iran/Iraq war:

- Long standing territorial dispute between Iran and Iraq over the control of Shatt al-Arab (stream of the Arabs) and thus controlling shipping, also Iran's support of Iraqi Kurds who wished to separate from Iraq
- 1979 Iranian Revolution leads to Ayotollah Khomeini establishing government and declaring Iran an Islamic State, but the state is weakened by war and sanctions from the West
- Saddam Hussein came to power in a military coup in 1979 and wished to be the dominant leader in the region, opportunistically chooses to attack. Hussein is also concerned the Shia population who were numerically the majority but politically repressed would be inspired by the Iranian Revolution.

Consequences:

- UN ceasefire in August 1988 based on borders at the start of the conflict
- Death and casualty numbers of troops and civilians are questionable – conservatively 100 000 deaths and casualties. Civilians are killed through ground and air attacks as well as chemical weapons. Iraq was accused of using weapons of mass destruction against Iran. Kurds targeted by Hussein with over 50 000 Kurdish civilians killed.
- Economies of both Iran and Iraq significantly impacted, contributes to Iraq's decision to invade Kuwait (which had lent money to Iraq during the war) to claim oil fields, the subsequent Gulf War can be viewed as a consequence of this conflict.
- Involvement of many countries including the USA officially on the side of Iraq though illegally supplying Iran with arms as well.

Causes of the First Gulf War:

- Kuwait and Iraq share a border and Iraq considered Kuwait to be part of their sphere of influence, both countries 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 (candidates should be mindful of the end date of the unit):

- US President George Bush and the grand coalition initiate Operation Desert Storm, a short war, Kuwait liberated but Saddam Hussein allowed to stay in power.
- Palestine Liberation Organisation (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 this could be argued that it is more a result of the collapse of the Soviet Union.

ACKNOWLEDGEMENTS

Question 10

Dot point 5 from: Sino-Soviet Split. (2022, August 16). In *Wikipedia*. Retrieved August, 2022, from https://en.wikipedia.org/w/index.php?title=Sino-Soviet_split&oldid=1104678066
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Dot point 7 adapted from: History of Foreign Relations of the People's Republic of China. (2022, August 9). In *Wikipedia*. Retrieved August, 2022, from https://en.wikipedia.org/w/index.php?title=History_of_foreign_relations_of_the_People%27s_Republic_of_China&oldid=1103257466

Question 17

Dot point 9 from: Department of Foreign Affairs and Trade. (n.d.). *Japan Country Brief*. Retrieved August, 2022, from <https://www.dfat.gov.au/geo/japan/japan-country-brief>
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