

This document shows the layout of the examination and provides some sample questions for each of the sections.

Modern History

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A Source Booklet is provided at the back of this paper

Total marks: 100

Section I – 25 marks (pages 3–4)

- Attempt Questions 1–xx
- Allow about 45 minutes for this section

Section II – 25 marks (pages 5–6)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

Section III – 25 marks (pages 7–8)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

Section IV – 25 marks (pages 9–10)

- Attempt ONE question from Questions xx–xx
- Allow about 45 minutes for this section

The first HSC examination for the new Modern History Stage 6 syllabus will be held in 2019.

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The Modern History examination specifications can be found in the *Assessment and Reporting in Modern History Stage 6* document.

Questions will require candidates to demonstrate knowledge, understanding and skills developed through studying the course. The Year 11 course is assumed knowledge for the Year 12 course.

There is no expectation that all of the Year 12 content will be examined each year. The examination will test a representative sample of the Year 12 content in any given year.

The following sample questions provide examples of some questions that may be found in HSC examinations for Modern History. Each question has been mapped to show how the sample question relates to syllabus outcomes and content.

Sample answers and marking guidelines for Sections I, II, III and IV are provided. The marking guidelines indicate the criteria associated with each mark or mark range. In the examination, students will record their answers to each section in separate writing booklets.

The sample questions, annotations and marking guidelines provide teachers and students with guidance as to the types of questions to expect and how they may be marked. They are not intended to be prescriptive.

Note:

- Comments in coloured boxes are annotations for the purpose of providing guidance for future examinations.

Section I — Power and Authority in the Modern World 1919–1946

25 marks

Attempt Questions xx–xx

Allow about 45 minutes for this section

The Source Booklet is required for this section.

Answer the questions in the Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
 - communicate ideas and information logically
 - use historical terms and concepts appropriately
-

This is NOT a complete examination paper. Questions may have different mark values and therefore do not aggregate to 25 marks.

There will be three or four questions in this section. One question will be worth 10 to 15 marks. Questions in this section will require candidates to analyse and interpret sources and apply their own knowledge.

Question 1 (3 marks)

How did the Treaty of Versailles contribute to the rise of Hitler?

Some questions may not include sources.

Question 2 (4 marks)

What were the aims of the League of Nations?

Question 3 (6 marks)

Describe similarities between the ambitions of Germany in Europe and Japan in the Asia-Pacific.

This is an example of a lower-mark question that examines ‘overview’ content.

Question 4 (4 marks)

Outline reasons for the collapse of the Weimar Republic.

Question 5 (8 marks)

Compare Sources A, B and D as evidence about life in Germany under the Nazi regime.

Questions may include a range of sources. Sources may relate to areas other than Nazi Germany as appropriate.

Question 6 (5 marks)

Study Source *E*. Account for the perspective provided by this source.

Question 7 (10 marks)

Study Sources *B*, *D* and *G*.

To what extent do these sources provide evidence of the methods of control used by the Nazi regime?

Question 8 (15 marks)

Study Sources *C*, *E* and *F*.

Using these sources, discuss the view that Hitler was key to the rise to power of the Nazis.

Section II — National Studies

25 marks

Attempt ONE question from Questions xx–xx

Allow about 45 minutes for this section

There will be one extended-response question for each of the eight topics in this section. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied.

Answer the questions in the Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant evidence and interpretation to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Questions may examine relevant Key features. Questions will primarily examine content from the Focus of study and may relate to some content from the Survey.

Question 9 — Option A: Australia 1918–1949 (25 marks)

How did government policy influence Australia's foreign relations between 1939 and 1949?

Question 10 — Option B: China 1927–1949 (25 marks)

Evaluate the view that Chiang Kai-shek had a significant role in the resistance to the Japanese invasion.

Question 11 — Option C: India 1942–1984 (25 marks)

To what extent was Indira Gandhi successful in dealing with India's political and social challenges between 1966 and 1977?

This is an example of a question for a new topic.

Question 12 — Option D: Indonesia 1945–2005 (25 marks)

To what extent did Indonesian nationalism influence its foreign policy and relations with Australia to 2005?

Question 13 — Option E: Japan 1904–1937 (25 marks)

Evaluate the impact on Japan of changes to traditional political power and authority in the 1920s.

This is an example of a question that primarily examines content from the Focus of study, with some reference to the Survey. It requires an understanding of relevant Key features.

Question 14 — Option F: Russia and the Soviet Union 1917–1941 (25 marks)

How successful was Stalin in transforming the USSR politically and economically?

Question 15 — Option G: USA 1919–1941 (25 marks)

Analyse the role of urbanisation and industrialisation in shaping American society in this period.

Question 16 — Option H: Iran 1945–1989 (25 marks)

Economic and political changes were responsible for the rise to power of Ayatollah Khomeini.

To what extent can this view be justified?

This is an example of a question that includes an interpretation.

Section III — Peace and Conflict

25 marks

Attempt ONE question from Questions xx–xx

Allow about 45 minutes for this section

There will be one extended-response question for each of the six topics in this section. Each question will have two alternatives. Candidates will be required to answer one alternative on the topic they have studied.

Answer the questions in the Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- use relevant evidence and interpretation to support your response
- communicate ideas and information using historical terms and concepts appropriately
- present a sustained, logical and cohesive response

Questions may examine relevant Key features. Questions will primarily examine content from the Focus of study and may relate to some content from the Survey.

Question 17 — Option A: Conflict in Indochina 1954–1979 (25 marks)

Assess the impact of the Tet Offensive on the Indochina conflict.

Use Source *H* to support your response.

Photograph awaiting copyright

This is an example of a question that requires candidates to use a source to support their response.

Source *H*: Protesters demonstrating against the Vietnam War,
New York City, April 27, 1968

Question 18 — Option B: Conflict in the Pacific 1937–1951 (25 marks)

Evaluate the view that the battle of Guadalcanal was the most significant turning point in the Pacific War.

Question 19 — Option C: Conflict in Europe 1935–1945 (25 marks)

How significant were the Russian counter-offensives of 1944 for the final defeat of Germany?

Question 20 — Option D: The Cold War 1945–1991 (25 marks)

To what extent were Soviet policies under Gorbachev responsible for the end of the Cold War?

Question 21 — Option E: Conflict in the Gulf 1980–2011 (25 marks)

Assess the impact of the defeat of Saddam Hussein in 2003 on attempts at nation-building in Iraq.

Question 22 — Option F: The Arab–Israeli Conflict 1948–1996 (25 marks)

Example 1

To what extent did issues in the occupied territories ensure continuation of the Arab–Israeli conflict?

OR

Example 2

Analyse the significance of international involvement in influencing the Intifada.

This is an example of alternative questions.

Section IV — Change in the Modern World

25 marks

Attempt ONE question from Questions xx–xx

Answer ALL parts of the question

Allow about 45 minutes for this section

Questions may relate to relevant Key features and content from the Survey and Focus of study.

There will be one question for each of the six topics in this section. Questions will contain three or four parts. One part will be worth 10 to 15 marks.

Answer the questions in the Writing Booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate historical knowledge and understanding relevant to the question
- communicate ideas and information logically
- use historical terms and concepts appropriately

The parts within these questions are samples of different marks, therefore the parts do not aggregate to 25 marks for the question in this section.

Question 23 — Option A: Pro-democracy Movement in Burma 1945–2010

- (a) Describe the effect of the civil war on the people of Burma. **4**
- (b) Explain the military reaction to the rise of the pro-democracy movement in Burma to 1989. **8**
- (c) To what extent did the rise of Aung San Suu Kyi lead to tension and conflict in Burmese society? Use Source *I* to support your response. **12**

Extract awaiting copyright

Source *I*: Aung San Suu Kyi – Nobel Prize Laureate
Keynote address at the Beijing World Conference on Women,
31 August 1995

**Question 24 — Option B: The Cultural Revolution to Tiananmen Square
1966–1989**

- (a) Describe the role of Deng Xiaoping in the modernisation of China. **5**
- (b) What was the most significant factor that contributed to the outbreak of the Tiananmen Square protests? Justify your response. **8**

Questions that examine content only from the Survey will typically have a lower-mark value.

Question 25 — Option C: Civil Rights in the USA 1945–1968

- (a) How did World War II affect African–Americans in the United States? **5**
- (b) *The civil rights movement in the United States was successful in achieving its goals by 1968.* **15**
- To what extent can this view be supported?

This is an example of a question that includes an interpretation.

Question 26 — Option D: The Changing World Order 1945–2011

- (a) What is meant by ‘the American Century’? **3**
- (b) Discuss the view that the US was the most significant nation in the world from 1989 to 2011. **10**

Question 27 — Option E: The Nuclear Age 1945–2011

- (a) Describe the consequences of nuclear testing for Aboriginal people living at Maralinga. **4**
- (b) Explain different perspectives about weapons testing in the period 1945 to 2011. **15**

Question 28 — Option F: Apartheid in South Africa 1960–1994

- (a) To what extent did the methods of control used by the South African government contribute to the end of apartheid? **15**

End of sample questions

Modern History

Source Booklet

Instructions Detach this Source Booklet

**Sources
A – G**

Source A (page 2)

Source B (page 2)

Source C (page 3)

Source D (page 4)

Source E (page 5)

Source F (page 6)

Source G (page 7)

Source A

Cover of the Nazi party's women's magazine



Source B

Extract from the Reich Citizenship Law, 1935

Article 4

1. A Jew cannot be a citizen of the Reich. He has no right to vote in political affairs and he cannot occupy public office.
2. Jewish officials will retire as of 31 December 1935...

Article 5

1. A Jew is anyone who is descended from at least three grandparents who are racially full Jews...
2. A Jew is also one who is descended from two full Jewish parents...

Source of English translation:
Jeremy Noakes and Geoffrey Pridham (eds),
Nazism 1919–1945, 1974

Source C

Josef Berchtold, *Hitler over Germany*, 1932

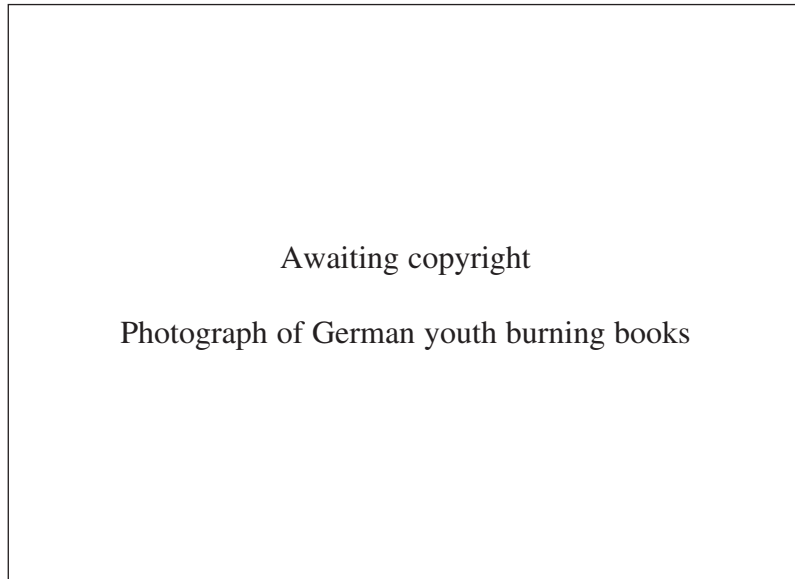


This is the cover page of a political propaganda book that gave an account of Hitler's aerial tour during the 1932 presidential election. During this campaign, the Nazi Party organised mass rallies.

Additional background information may be provided with a source as appropriate.

Source *D*

Photograph of the burning of 'anti-German' books including those written by Jewish authors.
Salzburg, Austria, 1938



Source E

Extract from Kurt Ludecke, *I Knew Hitler*. Kurt Ludecke heard Adolf Hitler speak in 1922. Following this, Ludecke joined the National Socialist German Workers Party (NSDAP).

... I do not know how to describe the emotions that swept over me as I heard this man ... When he spoke of the disgrace of Germany, I felt ready to spring on any enemy. His appeal to German manhood was like a call to arms, the gospel he preached a sacred truth ... I forgot everything but the man; then, glancing around, I saw that his magnetism was holding these thousands as one.

Of course I was ripe for this experience. I was a man of thirty-two, weary of disgust and disillusionment, a wanderer seeking a cause; a patriot without a channel for his patriotism, a yearner after the heroic without a hero. The intense will of the man, the passion of his sincerity seemed to flow from him into me. I experienced an exaltation that could be likened only to religious conversion.

I felt sure that no one who had heard Hitler that afternoon could doubt that he was the man of destiny, the vitalizing force in the future of Germany. The masses who had streamed into the Koenigsplatz* with a stern sense of national humiliation seemed to be going forth renewed.

The bands struck up, the thousands began to move away. I knew my search was ended. I had found myself, my leader, and my cause.

*Koenigsplatz A square in Munich, Germany

I Knew Hitler: The Lost Testimony by a Survivor from the Night of the Long Knives
by Kurt G W Ludecke and introduction by Bob Carruthers;
Proprietor, Coda Books and published by Pen and Sword Books Limited

Source F

Extract from an article in *Der Angriff* by Joseph Goebbels, 'We are Voting for Hitler!' 1932. *Der Angriff*, a Nazi party newspaper, was founded by Joseph Goebbels.

... A man who has the strength and gifts to build a movement of millions from a small sect of seven men, a movement that today already encompasses the largest and best part of the whole German people, will also find a way to unify the entire nation, freeing it from the terrible political, worldview and social contradictions that tear apart and wound our people.

The System [the Nazi term for the Weimar Republic] has had 13 years to prove that it does not even recognize the problem, much less solve it. Its policies have divided the people into two classes. The economy is in anarchy, the finances are in a desperate state, and millions and millions of German workers, farmers and the middle class are the victims of this fateful course. Countless people have despaired of the future of the German people and have fallen into hopelessness.

But the greater part of the nation has a new will to resist. It wants the German people to rise from blind resignation to a new ideal.

That is Adolf Hitler's work! The masses see in him their last hope. For millions, his name has become the bright symbol of the German will for freedom ...

English translation – Randall Bytwerk

Source G

Photograph of the Nuremberg Rally, 1934



HSC Modern History Sample Questions Marking Guidelines

Section I — Power and Authority in the Modern World 1919–1946

Question 1

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge of how the Treaty of Versailles contributed to the rise of Hitler • Communicates using appropriate historical terms 	3
<ul style="list-style-type: none"> • Demonstrates some knowledge of how the Treaty of Versailles contributed to the rise of Hitler • Communicates using some appropriate historical terms 	2
<ul style="list-style-type: none"> • Makes a relevant point about the Treaty of Versailles 	1

Sample answer:

The Treaty of Versailles was an imposed peace that affected every facet of German life and contributed to the rise of Hitler. Politically the treaty destabilised the German government, with the Weimar democracy forever linked to the shame of the Treaty. Economically, it led the nation to a financial crisis which contributed to social hardships. The German people developed feelings of shame, resentment and bitterness. Hitler was able to passionately attack the government, increasing his popularity and accelerating his rise to power.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of the aims of the League of Nations • Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the aims of the League of Nations • Communicates using some appropriate historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> • Makes a general statement about the League of Nations 	1

Sample answer:

The League of Nations was established after WWI, as a consequence of world conflict. Its purpose was to achieve peace and security by promoting international cooperation and upholding and enforcing the Treaty of Versailles. By having members work collectively, the League hoped to discourage aggression, prevent war and protect all lands and interests of all nations. Furthermore, the League's aims included economic cooperation, encouraging nations to disarm and to improve the living and working conditions of people all over the world.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of the similarities between the ambitions of Germany in Europe and Japan in the Asia-Pacific • Presents a logical response using appropriate historical terms and concepts 	6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the similarities between the ambitions of Germany in Europe and Japan in the Asia-Pacific • Communicates coherently using some appropriate historical terms and concepts 	4–5
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the ambitions of Germany and/or Japan • Communicates using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> • Makes a general statement about Germany and/or Japan 	1

Sample answer:

The ambitions of Germany in Europe and Japan in the Asia-Pacific were common in that they both had political, economic and military objectives. The Japanese and German notions of racial superiority were evident in their ambitions, with Germany adopting their policy of Lebensraum in an attempt to create a state which they saw as being racially superior. Similarly, Japan saw itself as the superior race in Asia, and sought to place itself in a position of power. Germany sought to expand their territory to reunite the German people and reclaim land which had been lost as part of the Treaty of Versailles. Japan's territorial expansion intended to secure resources in the Asia-Pacific region and develop a defensive perimeter through the Greater East Asia Co-Prosperity Sphere.

The impact of the Great Depression was felt in Germany and Japan, with both nations seeking to achieve economic security through an increase in production and geographical expansion.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of reasons for the collapse of the Weimar Republic • Communicates coherently using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of reasons for the collapse of the Weimar Republic • Communicates using some appropriate historical terms and concepts 	3
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of reasons for the collapse of the Weimar Republic • Communicates using some historical terms and/or concepts 	2
<ul style="list-style-type: none"> • Makes a general statement about the Weimar Republic 	1

Sample answer:

Despite some stability of Weimar politics during the period, left and right-wing parties were building up their organisations, attacking the Republic in their attempt to demand radical reforms. The lack of tradition in parliamentary democracy meant the government struggled to maintain a stable, effective administration. This allowed for the rise of Hitler and the Nazi party who blamed the social, economic and political problems on the Treaty of Versailles and the Weimar Republic.

The harsh reparations clauses of the Treaty of Versailles affected Germany's recovery as it led to high inflation and a huge national debt. The Great Depression added to the economic stress of the decade, as it led to the closure of industries and a rise in unemployment. The Weimar Republic struggled to deal with this economic crisis and lost the trust and confidence of the people.

Question 5

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed comparison of the sources for evidence about life in Germany under the Nazi regime Integrates evidence from the sources provided to support the response Presents a logical response using appropriate historical terms and concepts 	8
<ul style="list-style-type: none"> Provides a sound comparison of the sources for evidence about life in Germany under the Nazi regime Uses evidence from the sources provided to support the response Presents a coherent response using appropriate historical terms and concepts 	6–7
<ul style="list-style-type: none"> Provides some comparison of the sources for evidence about life in Germany under the Nazi regime Uses evidence from the sources provided Presents a response using some appropriate historical terms and concepts 	4–5
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of life in Germany under the Nazi regime May refer to information from the source(s) provided Communicates using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> Makes general statement(s) about life in Germany 	1

Answers could include:

All three sources provide valuable evidence for life in Germany under the Nazi regime. Each source provides different insights about various groups (women, workers, youth and Jewish people) in society and their life and experience during the period.

Source A

- Cover of the Nazi party's women's magazine. The cover depicts a farmer ploughing the fields in the background, a strong Aryan male with sword and shield in the centre and a traditional Aryan woman with a child in the foreground.
- Direct Nazi propaganda aimed at women promoting Nazi ideology concerning society.
- Source A is different to the other sources in that it demonstrates various sections of society and the ideals of German life that the Nazi party was targeting.

Source B

- A translation of the Nazi party's Reich Citizenship Law of 1935. The source illustrates the restrictions imposed on Jewish people in Germany and the means by which they were categorised. The laws were a significant step in the history of the Holocaust and clearly showed the Nazi party's willingness to divide society to impose their ideology.
- The laws were a demonstration of Nazi anti-Semitism on a state level, again demonstrating Nazi control over the lives of a section of society, in this case the Jews.

Source *D*

- A photograph of seemingly joyous young men burning ‘anti-German’ books including those of Jewish authors in Salzburg, 1938.
- This source is similar to Source *B* in that it shows how groups such as Jewish people were targeted by the Nazi regime. Source *B* indicates how the law was used to discriminate, whereas Source *D* reveals how the young were indoctrinated to repress others, contributing to social tensions in German society.
- Nazis aimed to control every aspect of life in Germany, including the lives of young people.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an accurate understanding of the perspective provided by the source • Communicates coherently using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the perspective provided by the source • Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates some understanding of the perspective provided by the source • Communicates using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> • Makes a general statement about the source 	1

Sample answer:

The source provides a perspective of an eyewitness, Kurt Ludecke, who heard Hitler speak in 1922. The account emphasises the force of Hitler's personality, the power of his spoken word and his ability to arouse the emotions of his audience. The speech resonates with Ludecke, who believes the audience entered the square 'with a stern sense of national humiliation'. This may be in reference to the German defeat in World War I and the sanctions imposed by the Treaty of Versailles. The eyewitness states that Hitler addressed the 'disgrace of Germany' – a feeling that resonated with him and the 'thousands' of others who were listening. Their reaction may have been influenced by the economic hardship that affected the whole nation and led to uprisings and assassinations.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> • Makes a reasoned judgement about the extent to which the sources provide evidence of the methods of control used by the Nazi regime • Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question • Integrates evidence from the sources provided to support the response • Presents a logical response using appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> • Makes a sound judgement about the extent to which the sources provide evidence of the methods of control used by the Nazi regime • Demonstrates sound historical knowledge and understanding relevant to the question • Uses evidence from the sources provided to support the response • Presents a coherent response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Makes some judgement about the extent to which the sources provide evidence of the methods of control used by the Nazi regime • Demonstrates some historical knowledge and understanding relevant to the question • Uses evidence from the sources provided • Presents a response using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the methods of control used by the Nazi regime • May refer to information from the source(s) provided • Communicates using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about the Nazi regime • May refer to source(s) • May use some historical terms and/or concepts 	1–2

Answers could include:

The Nazi regime attempted to control all political, social and cultural aspects of people's lives. All these sources provide insight into some methods of control; however, other key structures that were put in place need to be considered in order to develop a complete understanding of the measures used the Nazi party.

Source B

- The Nazi regime formalised anti-Semitism in the German state and defined citizenship through the passing of the Reich Citizenship Law – Source B.
- This was a significant method used to control the Jewish population – it demonstrates the legal restrictions imposed on Jewish people in Germany and the means by which they were categorised.

Source D

- A photograph of seemingly joyous young Aryan men burning 'anti-German' books including those written by Jewish authors in Salzburg, 1938.
- The Nazis aimed to control every aspect of life in Germany, including the lives of young people.

- The indoctrination of the young as a method of establishing Nazi ideology and power.
- The source shows the use of censorship and control of cultural expression.

Source G

- Propaganda was a powerful method used in order to persuade people to adopt Nazi ideology and points of view.
- Source G is an image of the 1934 Nuremburg Rally – a large assembly of soldiers, promoting the Nazi image and symbolism.
- A sense of structure, control and precision is evident in the photograph.

Other methods of control:

- There were other methods of control that are not represented in these sources particularly those that relate to extreme forms of violence and repression
- Other forms of propaganda – control of media – film, newspapers, radio; publication of posters; loudspeakers in public places; control of educational material
- political speeches and cult of personality
- banning of art, music
- sporting events (Olympic Games)
- control of religion – persecution of Jews and Jehovah's Witnesses
- use of terror – SS and Gestapo, concentration camps, arrest of political opponents
- control of the workforce – banning of trade unions, National Labour Service, conscription, Strength through Joy movement.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive and well-developed discussion about the view that Hitler was key to the rise to power of the Nazis Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Integrates evidence from the sources provided to support the response Presents a logical response using appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> Provides a well-developed discussion about the view that Hitler was key to the rise to power of the Nazis Demonstrates sound historical knowledge and understanding relevant to the question Uses evidence from the sources provided to support the response Presents a coherent response using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> Provides a sound discussion about the view that Hitler was key to the rise to power of the Nazis Demonstrates some historical knowledge and understanding relevant to the question Uses evidence from the sources provided Presents a response using some relevant historical terms and concepts 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of Hitler and/or the power of the Nazis May refer to the source(s) provided Communicates using some relevant historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> Makes general statement(s) about Hitler and/or the power of the Nazis May refer to source(s) May use some historical terms and/or concepts 	1–3

Answers could include:

While Hitler was the leader of the Nazi party and instrumental in its rise to power, there were other factors that contributed to the popularity of the Nazis and their eventual election into power. Factors other than Hitler contributed to the rise of the Party, including the Treaty of Versailles, the Great Depression, the failures of the Weimar Republic and the contributions of other party members.

Source C

- Used as a cover image for a Nazi party political pamphlet that detailed Hitler's movement around the country during the 1932 election campaign for president.
- This source demonstrates the importance the Nazi party placed on Hitler as their prominent leader and as the key figure to an effective election campaign. The Nazis were able to reach people directly by flying across the country during the campaign shown by the swastika symbols on the map within the source.
- Although Hitler was the key political figure for the Nazi party, the use of modern campaign methods, in the form of technology (aircraft), allowed the Nazi party to spread their ideology. Therefore the organisational and tactical ability of the Nazis was a key factor in their rise to power.

Source E

- An account of a person who heard Hitler speak in 1922. The account emphasises the force of Hitler's personality, the power of his spoken word and his ability to arouse the emotions of his audience.
- The source shows how people were captured by Hitler's passion and his 'magnetism'. Hitler's powerful communication skills and public presence were some of the Nazis' greatest assets. He was able to promote Nazi ideology and present his message to millions as a man who understood the people.
- While this account illustrates Hitler's early appeal, the Nazi party only rose to prominence following other major factors, including the failures of the Weimar Republic and the Great Depression during the 1920s. This is indicated in Source F.

Source F

- Goebbels' article outlining the reasons for voting for Hitler in the 1932 campaign.
- Goebbels suggests Hitler is capable of unifying the nation and 'freeing' it from the political, social and economic crisis it had been in for the previous 13 years.
- This article was written by Joseph Goebbels, and published in his own political newspaper, *Der Angriff*. Goebbels had great influence in the Nazi party and contributed to the Nazi party's rise through the use of propaganda.
- Therefore while Hitler was key to the Nazis' rise to power, there were other prominent individuals who contributed to the success of the Nazis.

Section II — National Studies

Question 9 — Option A: Australia 1918–1949

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive analysis of how government policy influenced Australia's foreign relations between 1939 and 1949 Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a well-developed analysis of how government policy influenced Australia's foreign relations between 1939 and 1949 Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Provides some insight into how government policy influenced Australia's foreign relations between 1939 and 1949 Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of government policy and/or Australia's foreign relations between 1939 and 1949 May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about government policy and/or Australia's foreign relations May use some historical terms and/or concepts 	1–5

Answers could include:

Australian government policy did little to influence foreign policy or foreign relations in the early part of this period as Australia continued to almost completely reflect British foreign policy stances up to 1942. The attack on Pearl Harbour and more importantly the 1942 fall of Singapore resulted in a complete shift of government policy and resulting foreign relations under PM John Curtin.

- 1939–42 foreign relations reflected British stance
- 1942–45 move to US alliance
- 1945–49 imposed peace, Cold War background, Australia and US firm alliance
- Economic impact of Great Depression on Australia – lasting until the start of WWII
- Move away from Britain towards the USA in 1942 after the fall of Singapore – Britain could not and would not defend Australia – military weakness, problem of distance
- Policy – national security – fear of Japanese threat from before the start of WWII resulted in US alliance that would shape Australia's post-war history

- Politically John Curtin as Prime Minister changed existing policy to 'look to America'. He opened Australia to the US military in 1941 after Pearl Harbour
- Australia sought to impose a harsh peace on Japan and continued to develop a strong alliance with the USA
- Cold War geopolitics shift post-WWII influenced foreign relations.

Question 10 — Option B: China 1927–1949

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the role of Chiang Kai-shek in the resistance to the Japanese invasion • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the role of Chiang Kai-shek in the resistance to the Japanese invasion • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the role of Chiang Kai-shek in the resistance to the Japanese invasion • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a coherent response using appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of Chiang Kai-shek and/or the resistance to the Japanese invasion • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about Chiang Kai-shek and/or the resistance to the Japanese invasion • May use some historical terms and/or concepts 	1–5

Answers could include:

Chiang Kai-Shek played a pivotal role in the history of China including the resistance to the Japanese. The civil war between the Kuomintang, led by Chiang Kai-Shek, and the Communists, led by Mao Zedong, was interrupted by the Japanese invasion (also known as the War of Resistance).

- His early leadership reunified most of China and his government resisted the early Japanese invasions.
- A truce was established between Chiang Kai-Shek and the Communists to resist the main military movement of the Japanese. The Japanese invasion allowed Mao to become experienced in guerilla tactics and to capture many modern weapons that were later used against Chiang Kai-Shek.
- Chiang Kai-Shek was influential both politically and militarily. He was a leading member of the Kuomintang (Chinese Nationalist Party) and led China after the death of Sun Yat-Sen.
- He helped reunify China using military force under the Nationalist Government in Nanjing.

- Chiang's regime was born out of revolution and never gained the full support of the people. The government contained elements of corruption and lacked efficiency.
- 1928 – led the military suppression of the Communist Party but did not destroy the party.
- 1931 – Japanese invasion of Manchuria; 1937 full Japanese invasion of China – World War II destroyed the economic base of the Chiang government.
- 1949 – with the victory of the Communists he fled to Taiwan and established a government in exile which he led for the next 25 years.

Question 11 — Option C: India 1942–1984

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned judgement about the extent to which Indira Gandhi was successful in dealing with India's political and social challenges between 1966 and 1977 Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned judgement about the extent to which Indira Gandhi was successful in dealing with India's political and social challenges between 1966 and 1977 Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some judgement about the extent to which Indira Gandhi was successful in dealing with India's political and social challenges between 1966 and 1977 Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of Indira Gandhi and/or India's challenges between 1966 and 1977 May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about Indira Gandhi and/or India's challenges May use some historical terms and/or concepts 	1–5

Answers could include:

Indira Gandhi became prime minister of India in 1966 and served three terms until she declared a state of emergency and suspended constitutional rights between 1975 and 1977. She was able to successfully deal, to some extent, with military and social challenges, however, political corruption, authoritarian rule and social discord remained and in some cases increased.

- Role in the Indian state – worked for agricultural improvements that led to self-sufficiency of grain production which had a massive impact on Indian society.
- Military success against Pakistan and creation of Bangladesh in 1971.
- Forced sterilisation program imposed by the government – social implication for both men and women.
- Technological advances helped India move into the modern world – became a nuclear power 1974. However, basic services were still not universal.
- Crisis 1975–77 – Gandhi was found guilty of dishonest election practices and expenditure, government corruption was rife and her regime was increasingly authoritarian. She declared a state of emergency in 1975 and imprisoned opposition.

Question 12 — Option D: Indonesia 1945–2005

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the extent to which Indonesian nationalism influenced its foreign policy and relations with Australia to 2005 • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the extent to which Indonesian nationalism influenced its foreign policy and relations with Australia to 2005 • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the extent to which Indonesian nationalism influenced its foreign policy and relations with Australia to 2005 • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a cohesive response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of Indonesian nationalism and/or foreign policy and relations • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about Indonesia • May use some historical terms and/or concepts 	1–5

Answers could include:

Indonesian nationalism was a driving force of Indonesian independence and government decision making to 2005 especially in the area of foreign policy, which directly affected relations with Australia. All six Indonesian presidents to 2005 were influenced by nationalism and national interest despite vastly differing political situations.

- Nationalism had a long history in Indonesia – stemming from the nationalist movement that resisted the Japanese occupation in WWII and resulted in independence
- Political relations – Nationalism has affected relations with Australia through every presidential period from Sukarno 1945–1967, Suharto 1967–1998, Habibie 1998–1999, Wahid 1999–2001, Sukarnoputri 2001–2004, Yudhoyono 2004 (to end of this period)
- Economic relations – trade importance and increasing importance of Asia for Australia
- Military relations – threat of developing communism in 1960s
- Cold War influence – fear of communism, China and Russia
- Foreign policy – military considerations, economic interests, Australian strategic interests
- Australian support for Suharto regime improved relations.

Question 13 — Option E: Japan 1904–1937

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned evaluation of the impact on Japan of changes to traditional political power and authority in the 1920s Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned evaluation of the impact on Japan of changes to traditional political power and authority in the 1920s Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some evaluation of the impact on Japan of changes to traditional political power and authority in the 1920s Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a cohesive response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of changes to traditional political power and authority in Japan May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about political power and authority in Japan May use some historical terms and/or concepts 	1–5

Answers could include:

The impact of changes to traditional sources of political power and authority in the 1920s were dramatic and far-reaching. Voting rights and the political system were opened to a significantly larger suffrage base and some liberal reforms were introduced influenced by Seiyukai. Economic developments of the Zaibatsu increased industrial power and reinforced the growing militarism. Bureaucracy continued to maintain great control and influence.

- Limited liberal democracy – universal male suffrage in 1925 increased the vote
- Zaibatsu is the development of business and industrial conglomerates before World War II that had great influence over parts of the economy and political power
- Seiyukai – political party (translates as ‘friends of constitutional government’). It was liberal to an extent and sought to increase parliamentary authority although more conservative than the Democratic Party.
- The army was a key political power base in 1920s Japan and was expanded rapidly as Japanese power grew. Highly politicised and growing in power. Increasing the shift to militarism as a driving political force in Japan.
- The bureaucracy was the educated ruling class who had great control in 1920s in Japan. It was central in economic and military development and policy and was reflective of feudal Japan.

Question 14 — Option F: Russia and the Soviet Union 1917–1941

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about how successful Stalin was in transforming the USSR politically and economically • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about how successful Stalin was in transforming the USSR politically and economically • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about how successful Stalin was in transforming the USSR politically and economically • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a cohesive response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of Stalin and/or USSR politics and economics • May support the response with evidence and/or interpretation • Communicates using some relevant historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about Stalin and/or USSR politics and economics • May use some historical terms and/or concepts 	1–5

Answers could include:

Stalin succeeded in transforming the USSR politically and economically to a great extent. Politically, Stalin was able to take control and went about consolidating and centralising power through the use of purge and terror. Stalin successfully transformed the USSR from a failing backward agrarian based economy that was suffering from the effects of the civil war to a modern industrialised economic power with a collective agricultural system; however, the human cost was staggering.

- Political transformation – after the death of Lenin and the power struggle with Trotsky, Stalin consolidated his power and centralised systems removing autonomy.
- Purges and terror – show trials, removing opposition, resulted in fear and suspicion, deaths of many leading figures.
- Economic transformation – the USSR rapidly industrialised, modernised and increased its military capabilities through heavy industry.
- Collectivisation of agriculture was implemented as part of the first five-year plan to increase grain production to feed industrial workers. Collectivisation was disastrous. There was great resistance and a subsequent famine because production was destroyed.

Question 15 — Option G: USA 1919–1941

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive analysis of the roles of urbanisation and industrialisation in shaping American society in this period Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a thorough analysis of the roles of urbanisation and industrialisation in shaping American society in this period Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Provides some insight into the roles of urbanisation and industrialisation in shaping American society in this period Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of urbanisation and/or industrialisation in American society May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about urbanisation and/or industrialisation May use some historical terms and/or concepts 	1–5

Answers could include:

Urbanisation and industrialisation were dominant forces in shaping US society in the period to 1941. These forces along with changing roles of women, trade unionism, labour markets and improved education contributed to the development of a foundation of consumerism and American capitalism. The impact of great events, including the Great Depression, FDR Presidency and the outbreak of World War II, also shaped American society.

- A period of transition occurred before 1919 with increasing urban populations, progressive technologies and changing labour needs.
- Industrialisation in the US was at a peak post-World War I. US arms factories and heavy industry developed using modern technologies.
- Urbanisation was directly increased by industrialisation as a larger labour force was required for production, while technology reduced the need for agricultural labour.
- Development of consumerism as a nation-shaping force was a direct result of urbanisation and industrialisation.
- Great Depression – failure of Hoover to effectively respond, mass unemployment, lack of social welfare. Urban centres suffered and industry could not respond.

- The FDR Presidency helped to shape social welfare, government, the office of president, labour and the economy. FDR made the federal government into a more powerful force. Labour was controlled in terms of hours and unions' rights were guaranteed. Social welfare and financial aid were provided to the elderly, sick and unemployed. The New Deal in response to the Great Depression and mass unemployment resulted in great public works.

Question 16 — Option H: Iran 1945–1989

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the extent to which economic and political changes were responsible for the rise of Ayatollah Khomeini • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the extent to which economic and political changes were responsible for the rise of Ayatollah Khomeini • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the extent to which economic and political changes were responsible for the rise of Ayatollah Khomeini • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of economic and political changes and/or the rise of Ayatollah Khomeini • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about economic and political changes and/or Ayatollah Khomeini • May use some historical terms and/or concepts 	1–5

Answers could include:

Economic and political changes in Iran to 1979 were to an extent responsible for the rise of Ayatollah Khomeini. Political oppression and an increasing pro-western stance of the Shah contributed to a religious conservative reaction lead by Ayatollah Khomeini.

- Economic – Iran’s economy totally dependent on oil – unstable, influence of oil market and oil revenue fluctuations. International influence on market.
- Political – 1962 Khomeini arrested for opposition to the Shah’s pro-western regime; 1964 living in exile, urged supporters towards revolution; 1979 collapse of the Shah’s government.
- Religious element important – Shiite Muslim conservative views – Islamic revolutionary ideas promoted as part of Ayatollah Khomeini’s political stance.

Section III — Peace and Conflict

Question 17 — Option A: Conflict in Indochina 1954–1979

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned judgement about the impact of the Tet Offensive on the Indochina conflict Demonstrates extensive, relevant and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence, interpretation, and reference to Source <i>H</i> Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned judgement about the impact of the Tet Offensive on the Indochina conflict Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation and reference to Source <i>H</i> Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some judgement about the impact of the Tet Offensive on the Indochina conflict Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation and reference to Source <i>H</i> Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the Tet Offensive May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about the Tet Offensive May refer to source provided May use some historical terms and/or concepts 	1–5

Answers could include:

The Tet Offensive was a military disaster for the North Vietnamese Army with the failure to achieve any initial military aims. The Army of the Republic of Vietnam was not destroyed, the main cities in the South did not fall, the South Vietnamese people did not rise up and the war was not ended in one final battle. The real impact of the Tet Offensive came from the images broadcast through the media in the US and Australian home fronts. This further developed the anti-war movements that directly contributed to the US de-escalation and eventual communist victory.

- Military impact – failure of military objectives and the defeat of the National Liberation Front as a viable military force.
- Media impact – images of fighting. The death of thousands of innocents including children was broadcast nightly on US and Australian television. Images of the great world power versus Vietnam resulted in people questioning justice.

Source A – shows a protest in New York City April 27 1968 after the start of Tet (January 1968). This source illustrates the rise of anti-war movements on the US home front. Protests like this occurred in both the US and Australia.

- Political impact – President Johnson moved toward de-escalation of troops. General Westmoreland's request for 200,000 more troops was ignored.
- Anti-war movements on the home front – directly increased by Tet and other atrocities like the My Lai massacre.
- Public approval – mainstream America was beginning to reject the war and politicians.

Question 18 — Option B: Conflict in the Pacific 1937–1951

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned judgement about the significance of the battle of Guadalcanal as a turning point in the Pacific War Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned judgement about the significance of the battle of Guadalcanal as a turning point in the Pacific War Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some judgement about the significance of the battle of Guadalcanal as a turning point in the Pacific War Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the battle of Guadalcanal May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about the battle of Guadalcanal May use some historical terms and/or concepts 	1–5

Answers could include:

The battle of Guadalcanal was a very significant turning point in the Pacific War. It was the first military offensive success of the US against Japan, resulting in the strategic capture of the Solomon Islands and a huge morale boost for the Allies. Despite the significance of Guadalcanal, it is impossible to ignore the contribution of other battles to the conflict in the Pacific. Other turning points included the Battle of the Coral Sea that destroyed two Japanese aircraft carriers; New Guinea halted the advance towards Australia; and Midway contributed to US control of the Pacific.

- Guadalcanal (August 1942) – this was a surprise marine invasion which accompanied air and naval engagements lasting approximately six months. It was the first Allied offensive after Japan’s initial seemingly unstoppable drive into the Pacific. The Solomon Islands were a strategic position and the Japanese lost what would have been an important air base for future attacks. The battle proved the superiority of the US navy supported by aircraft carriers.

Other turning points:

- Coral Sea – a naval and air battle one month before Midway. It was the first battle where Japanese and US aircraft carriers met, resulting in the loss of one US carrier and significant

damage to two Japanese carriers leaving them only four for the conflict. The Japanese fleet was turned back from Port Moresby.

- New Guinea – Japan was stopped by a poorly-equipped Australian force, eventually forcing a Japanese retreat to defensive positions. Combined with Guadalcanal, this changed the course of the Pacific War to an Allied offensive and Japan trying to hold ground.
- Midway – the naval victory at Midway is better known and resulted in a more substantial and heavy loss in the Japanese naval fleet. It could be argued that Midway eventually handed the US control of Pacific waters.
- The battle of Guadalcanal ended the Japanese offensive and the strategic initiative passed to the Allies.

Question 19 — Option C: Conflict in Europe 1935–1945

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the significance of the Russian counter-offensives in the final defeat of Germany • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the significance of the Russian counter-offensives in the final defeat of Germany • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the significance of the Russian counter-offensives in the final defeat of Germany • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the Russian counter-offensives • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about the Russian counter-offensives • May use some historical terms and/or concepts 	1–5

Answers could include:

Russian counteroffensives were a highly significant factor in the final defeat of Germany. The direct results were the destruction of three Axis armies; the recapture of Soviet territory; the opening of the Eastern front; the drive towards Berlin and the Wehrmacht arguably being broken in the east.

- Russian counteroffensives 1944 – the largest operation of the war, under the leadership of Zhukov and Vasilevsky. Four army groups launched a huge push to retake all captured Soviet territory and drive towards Germany itself. The operation included huge air support, heavy artillery, tank divisions and more than 2 million men. The battle of the Bulge directly contributed to the final defeat of Germany.

Other contributing factors that led to the defeat of Germany:

- Developing Allied military superiority – especially in the air, in heavy artillery and tanks. Germany was being severely impacted by bombing especially of armament production.
- D-Day invasions and the liberation of France now divided German attention and manpower.
- Multiple fronts and occupied territories – partisan forces increasing their organisation resulted in more military strength being diverted away for the frontlines and used to hold occupied ground.
- Home fronts – Allied civilian contribution to the war effort was far more effective than the German.

- Resources – significant human, industrial and resource power of USSR, USA and Britain too much for Germany.

Question 20 — Option D: The Cold War 1945–1991

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned judgement about the extent to which Soviet policies under Gorbachev were responsible for the end of the Cold War Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned judgement about the extent to which Soviet policies under Gorbachev were responsible for the end of the Cold War Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some judgement about the extent to which Soviet policies under Gorbachev were responsible for the end of the Cold War Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of Soviet policies May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about Soviet policies May use some historical terms and/or concepts 	1–5

Answers could include:

Soviet policies under Gorbachev directly contributed to the end of the Cold War. Perestroika, glasnost and new thinking in regard to foreign policy significantly impacted the move towards peace and the eventual collapse of the USSR. Despite the significance of policies under Gorbachev other factors, especially economic conditions and the unsustainability of Cold War arms production, also played an important part. US policies under Reagan in the corresponding period also directly contributed to the end of the Cold War.

- Gorbachev – rises to power in 1985 in a period of economic crisis and need for internal reform, perestroika – restructuring and glasnost – open discussion, unsustainable military spending, withdrew troops from Afghanistan and stopped following the policy of Brezhnev to intervene wherever communism was under threat. New thinking in regard to foreign policy resulted in more open communication.
- Eastern Europe – move towards self-determination, collapse of the Berlin Wall.
- Reagan – established a position of strength, built up arms, ‘Star Wars’ defence systems, clear foreign policy agenda in response to Gorbachev.
- Summit meetings – arms agreements moved US and USSR towards ending the Cold War.
- Economic cost of Cold War was too great to continue for USSR. Western economic success allowed US to maintain spending.

Question 21 — Option E: Conflict in the Gulf 1980–2011

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the impact of the defeat of Saddam Hussein on attempts at nation-building in Iraq • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the impact of the defeat of Saddam Hussein on attempts at nation-building in Iraq • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the importance of the impact of the defeat of Saddam Hussein on attempts at nation-building in Iraq • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of Saddam Hussein and/or attempts at nation-building in Iraq • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about Saddam Hussein and/or attempts at nation-building in Iraq • May use some historical terms and/or concepts 	1–5

Answers could include:

The 2003 defeat of Iraq and the overthrow of Iraqi dictator Saddam Hussein by the US-led coalition force had both direct and indirect impacts on attempts at nation-building in Iraq. The 1991 failure to remove the regime had preceded the 2003 actions. The following decade was one of unrest, uncertainty and the re-emergence of religious and ethnic division within Iraq. These factors made attempts at nation-building extremely problematic at best. Without peace, nation-building cannot occur.

- Saddam Hussein – removal from power directly impacted all elements necessary for nation-building including: social, cultural, political, military, physical, economic and religious factors in Iraq. Totalitarian regime change was very significant leaving a power vacuum and more than a decade of instability.
- Political – role of the Ba’ath party.
- US occupation – resentment, unrest, anti-western sentiment.
- Ethnic and religious divide – regionalism and sectarianism. Iraq had long-standing religious and ethnic differences and tensions that were controlled under Saddam Hussein’s regime. Divide increased after the overthrow, further disrupting attempts at nation-building.

- Civilians impacted by long-term violence and conflict were suspicious of politics. Democratic forces were not free to develop.
- US troop withdrawal in 2011 further increased difficulties.

Question 22 — Option F: The Arab-Israeli Conflict 1948–1996

Example 1

Criteria	Marks
<ul style="list-style-type: none"> Makes a comprehensive and reasoned judgement about the extent to which issues in the occupied territories ensured continuation of the Arab-Israeli conflict Demonstrates extensive and accurate historical knowledge and understanding relevant to the question Supports the response with relevant evidence and interpretation Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Makes a reasoned judgement about the extent to which issues in the occupied territories ensured continuation of the Arab-Israeli conflict Demonstrates well-developed historical knowledge and understanding relevant to the question Supports the response with relevant evidence and/or interpretation Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Makes some judgement about the extent to which issues in the occupied territories ensured continuation of the Arab-Israeli conflict Demonstrates sound historical knowledge and understanding Supports the response with evidence and/or interpretation Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the Arab-Israeli conflict May support the response with evidence and/or interpretation Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) about the Arab-Israeli conflict May use some historical terms and/or concepts 	1–5

Answers could include:

The occupied territories are to a large extent symbols of the Arab-Israeli conflict itself. On-going issues of occupation and dispossession ensured the continuation of the conflict in this period. After the 1967 Six Day War, Israel occupied territories on the West Bank, Gaza and in East Jerusalem. These occupied territories brought both sides into direct conflict militarily; caused disputes of control of sacred sites; resulted in economic dislocation and ongoing water disputes; and ensured an environment of tension.

- West Bank, Gaza and East Jerusalem – occupied since the 1967 Six Day War.
- Military issues – direct conflict between the parties on the borders.
- Sacred areas/religious significance – arguments over areas that were sacred to both Palestinians and Israelis resulted in ongoing tension and fuelled radical fundamentalism.
- Economic impact – due to the occupation of the disputed territories, the Palestinian economy was directly disrupted with loss of land. This land is now a part of the Israeli economy. The Israeli economy was to some extent dependent on Palestinian labour.
- Palestinian refugees – millions displaced as a result of Israel’s establishment and conflict.

Question 22 — Option F: The Arab-Israeli Conflict 1948–1996

Example 2

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive and reasoned judgement about the significance of international involvement in influencing the Intifada • Demonstrates extensive and accurate historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and interpretation • Presents a sustained, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> • Makes a reasoned judgement about the significance of international involvement in influencing the Intifada • Demonstrates well-developed historical knowledge and understanding relevant to the question • Supports the response with relevant evidence and/or interpretation • Presents a logical and cohesive response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Makes some judgement about the significance of international involvement in influencing the Intifada • Demonstrates sound historical knowledge and understanding • Supports the response with evidence and/or interpretation • Presents a coherent response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of international involvement and/or the Intifada • May support the response with evidence and/or interpretation • Communicates using some appropriate historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> • Makes general statement(s) about the Intifada • May use some historical terms and/or concepts 	1–5

Answers could include:

The first Palestinian Intifada was a series of uprisings against the Israeli occupation of the occupied territories. The Intifada was influenced and driven to an extent by international media coverage. International attempts to negotiate peace, especially from the US, also impacted the Intifada.

- First Palestinian uprisings began as a riot in a Gaza refugee camp and soon spread across the occupied territories. The uprising was characterised by Palestinian youths throwing stones at troops, blockades of burning tyres. This pattern continued and grew.
- Yitzhak Rabin, then Defence Minister, came out with a strong response. Troops responded with teargas and bullets.
- Wide media coverage across the world – the propaganda value of the Intifada was having an impact for the Palestinians and the Israelis looked for a way out.
- The US attempted to negotiate a peace – US Under-secretary of State Richard Murphy
- Establishment of Palestinian authority and the development of radical fundamentalist groups.
- Oslo Accords concluded the Intifada – signed at the Whitehouse in the US by Yitzhak Rabin and PLO negotiator.

Section IV — Change in the Modern World

Option A: Pro-democracy Movement in Burma 1945–2010

Question 23 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of the effects of civil war in Burma • Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the effects of civil war in Burma • Communicates using some appropriate historical terms and concepts 	3
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the effects of civil war in Burma • Communicates using some historical terms and/or concepts 	2
<ul style="list-style-type: none"> • Makes a general statement about the civil war in Burma 	1

Sample answer:

The civil war in Burma had a devastating impact on the people of Burma. The war directly caused the deaths of hundreds of thousands of civilians, many of whom were targeted due to their ethnic background or involvement in uprisings opposed to the repressive state. Burma's authoritative regime, with a history of human rights abuses, controlled many aspects of society and political institutions through the military. The sustained civil war also resulted in an ongoing refugee crisis, compounding ethnic tensions within the region and displacing a significant number of people.

Answers could include:

- Religious and ethnic divisions along with ongoing disputes over land and resources
- Failure of the young democracy to control the situation
- Physical, social, economic and cultural destruction
- Loss of education and health care.

Question 23 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed explanation of the military reaction to the rise of the pro-democracy movement in Burma to 1989 Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Presents a coherent response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides a sound explanation of the military reaction to the rise of the pro-democracy movement in Burma to 1989 Demonstrates sound historical knowledge and understanding relevant to the question Communicates using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Provides some explanation of the military reaction to the rise of the pro-democracy movement in Burma Demonstrates some knowledge and/or understanding Communicates using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statement(s) about Burma May use some historical terms and/or concepts 	1–2

Answers could include:

- The military, which had ruled Burma since the 1962 coup, was directly threatened by the popular rise of the pro-democracy movement.
- The 1988 uprising and the mass protest of hundreds of thousands of people supporting democracy.
- The military reacted by killing thousands of pro-democracy protestors.
- Aung San Suu Kyi was the leading political symbol of the democratic movement, being the daughter of the man responsible for the independence of Burma.
- Aung San Suu Kyi's power was recognised by the military. As a result she was arrested and imprisoned (house arrest in 1989).

Question 23 (c)

Criteria	Marks
<ul style="list-style-type: none"> Makes a well-developed and reasoned judgement about the extent to which the rise of Aung San Suu Kyi led to tension and conflict in Burmese society Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Integrates evidence from the source provided to support the response Presents a logical response using appropriate historical terms and concepts 	11–12
<ul style="list-style-type: none"> Makes a reasoned judgement about the extent to which the rise of Aung San Suu Kyi led to tension and conflict in Burmese society Demonstrates sound historical knowledge and understanding relevant to the question Uses evidence from the source provided to support the response Presents a coherent response using appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> Makes some judgement about the extent to which the rise of Aung San Suu Kyi led to tension and conflict in Burmese society Demonstrates some historical knowledge and understanding relevant to the question Uses evidence from the source provided Presents a response using some appropriate historical terms and concepts 	6–8
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of Aung San Suu Kyi and/or tension and conflict in Burmese society May refer to information from the source provided Communicates using some historical terms and/or concepts 	3–5
<ul style="list-style-type: none"> Makes general statement(s) about tension and conflict in Burmese society May refer to source May use some historical terms and/or concepts 	1–2

Answers could include:

- Aung San Suu Kyi's rise to power was quickly seen as a threat by the military government who recognised her connection to her father, the great independence hero. She became a symbol for the pro-democratic movement and attracted much attention from western media especially her stance concerning human rights and the rights of women.
- Source A – an extract from Aung San Suu Kyi's keynote address for the 1995 Beijing World Conference on Women. In the extract provided, she notes that the key obstacles to human development are intolerance and insecurity. She expresses hope that the future will see increased human development, through the end of the Cold War, a reduction in military spending and an increase in spending on the urgent needs of humanity. This speech was presented in August 1995, following almost six years of house arrest. It was significant in that she continued to fight for the democratic rights of the Burmese people while sacrificing her own freedom – this caused tension with the military regime which had different objectives.
- Aung San Suu Kyi had a great impact as a symbol for hope and she was linked to her political hero father in a country that was yet to heal from civil war, poverty, corruption and ethnic divisions.

- She spent a large period of time imprisoned from 1989 to 2010.
- Aung San Suu Kyi gained significant attention from the media in the west focusing the world's attention on the human rights situation in Burma.
- Real political change for the pro-democracy movement was not achieved by Aung San Suu Kyi up to 2010. However, her influence and attention from the west did pressure the military regime to introduce limited change.
- Even under house arrest, Aung San Suu Kyi's writing continued to attract attention and cause tension in Burma.

Option B: The Cultural Revolution to Tiananmen Square 1966–1989

Question 24 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides an accurate description of the role of Deng Xiaoping in the modernisation of China Communicates using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> Provides a sound description of the role of Deng Xiaoping in the modernisation of China Communicates using some appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Provides some description of the role of Deng Xiaoping in the modernisation of China Communicates using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> Makes a general statement about Deng Xiaoping 	1

Sample answer:

Deng Xiaoping led China from 1978, gradually reforming and rebuilding the nation in preparation for modernisation. Soon after coming to power, Deng Xiaoping improved international relations through the forging of stronger ties, including with the US. Economically, he moved towards open markets; in education he re-established universities and contributed to the rise in the standard of living for millions of Chinese people.

Answers could include:

- Economic advancement, expanded markets, increased wages, increased opportunities.
- Rebuilt relations with Chinese scientists.
- Increased freedoms on a limited scale – no public demonstrations.

Question 24 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes a reasoned judgement about the most significant factor that contributed to the outbreak of the Tiananmen Square protests • Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question • Presents a logical response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Makes sound judgement about the most significant factor that contributed to the outbreak of the Tiananmen Square protests • Demonstrates sound historical knowledge and understanding relevant to the question • Presents a coherent response using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the outbreak of the Tiananmen Square protests • Demonstrates some historical knowledge and/or understanding • Communicates using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about the Tiananmen Square protests • May refer to source(s) 	1–2

Answers could include:

Contributing factors could include:

- Student protest that expanded into a people's protest for social reform.
- The death of Hu Yaobang, a political reformer and a favourite of students.
- Pro-democracy movement expansion in China, focused especially in universities.
- Desire to increase civil liberties and freedoms just as economic markets were opened.
- Failure of Deng Xiaoping to promote social change led to the protests.

Option C: Civil Rights in the USA 1945–1968**Question 25 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of the effects of World War II on African–Americans in the United States • Communicates using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the effects of World War II on African–Americans in the United States • Communicates using some appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of the effects of World War II on African–Americans in the United States • Communicates using some historical terms and/or concepts 	2–3
<ul style="list-style-type: none"> • Makes a general statement about the effects of World War II 	1

Sample answer:

Despite large enlistments of African–American soldiers during World War II and service to their country, segregation and discrimination remained in the military and society upon their return. The influence of World War II helped bring the civil rights movement into society. Before the war, the majority of African–Americans still lived and worked in the south. However, the war gave many a chance to move to the north and find work in war industry.

Answers could include:

- Segregation and discrimination widespread at every level of society and in the military.
- Civil disobedience and protest increased against discrimination.
- African–Americans returned to a life of segregation and discrimination after World War II which encouraged political action.

Question 25 (b)

Criteria	Marks
<ul style="list-style-type: none"> Makes a well-developed and reasoned judgement about the extent to which evidence supports the view that the civil rights movement in the United States was successful in achieving its goals by 1968 Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Presents a logical response using appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> Makes a reasoned judgement about the extent to which evidence supports the view that the civil rights movement in the United States was successful in achieving its goals by 1968 Demonstrates sound historical knowledge and understanding relevant to the question Presents a cohesive response using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> Makes some judgement about the extent to which evidence supports the view that the civil rights movement in the United States was successful in achieving its goals by 1968 Demonstrates some historical knowledge and understanding relevant to the question Presents a coherent response using some appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the civil rights movement in the United States Demonstrates some historical knowledge and/or understanding Communicates using some historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> Makes general statement(s) about civil rights in the United States May use some historical terms and/or concepts 	1–3

Answers could include:

The civil rights movement had achieved varying degrees of success by 1968. It was highly successful in raising awareness and support for the movement. The Federal Court consistently found in favour of the movement and two US presidents openly supported the cause. The year of 1968 was a pivotal year in that the Civil Rights Act was passed into law. Despite these successes in achieving goals, the civil rights movement in the US had not achieved its primary goal of removing racial discrimination.

- 1963 March on Washington – Martin Luther King’s ‘I Have a Dream’ speech
- The Birmingham campaign, and the response of the Birmingham Police Department, as shown in photographs of the campaign.
- Martin Luther King – gained great support from many sections of society including conservative white Americans, especially with non-violent protest.
- Congress passes the Civil Rights Act of 1964 – outlawing racial discrimination in public accommodations and by employers.
- Non-violent protest – sit-ins, marches.
- Montgomery bus boycott – Rosa Parks.
- Malcolm X and Black Panthers offered different forms of protest.

Option D: The Changing World Order 1945–2011

Question 26 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an accurate understanding of ‘the American Century’ • Communicates using appropriate historical terms 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of ‘the American Century’ • Communicates using some historical terms 	2
<ul style="list-style-type: none"> • Make a relevant point about ‘the American Century’ 	1

Sample answer:

‘The American Century’ can be defined as the period in the 20th century that saw the growing political, economic and cultural influence of the United States on a global scale. The development of the United States as a world-leading power became clear at the end of WWII. By the end of the Cold War, the United States had become the world’s only superpower.

Question 26 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the view that the US was the most significant nation in the world from 1989–2011 Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Presents a logical response using appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> Provides a thorough discussion of the view that the US was the most significant nation in the world from 1989–2011 Demonstrates sound historical knowledge and understanding relevant to the question Presents a coherent response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides some discussion of the view that the US was the most significant nation in the world from 1989–2011 Demonstrates some historical knowledge and understanding relevant to the question Presents a response using some appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of the US from 1989–2011 Demonstrates some historical knowledge and/or understanding Communicates using some historical terms and/or concepts 	3–4
<ul style="list-style-type: none"> Makes general statement(s) about the US May use some historical terms and/or concepts 	1–2

Answers could include:

It may be argued that the US was the most significant nation in the world from 1989, however, its significance changed in the period. Geopolitical shifts, with the development and emergence of some nations, the re-emergence of Putin's Russia and economic uncertainty, resulted in the US being viewed by some as less significant by 2011.

- 1989 and the fall of the Berlin Wall – marked the end of the Cold War with the US clearly the most significant nation politically and economically.
- Geopolitical shifts were marked by the development and emergence of China, India, Brazil and the EU as military, political and economic powers challenged the position of the US.
- Re-emergence of Russia under Putin was a direct threat to US dominance and significance.
- Economic uncertainty – the global financial crisis of 2007, costs of ongoing military actions overseas, domestic uncertainty in the labour market.
- The increasing impact of non-state actors shifted power politics and impacted the position of the US.

Option E: The Nuclear Age 1945–2011

Question 27 (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a description of the consequences of nuclear testing for Aboriginal people living at Maralinga Communicates using appropriate historical terms 	4
<ul style="list-style-type: none"> Makes general statements about the consequences of nuclear testing for Aboriginal people living at Maralinga Communicates using some historical terms 	2–3
<ul style="list-style-type: none"> Make a relevant point about nuclear testing 	1

Sample answer:

The consequences of nuclear testing for Aboriginal people living at Maralinga were devastating. Traditional landowners were displaced in order to conduct the tests, with limited attempts to inform the local people of the associated dangers and implications. Direct nuclear fallout caused death and illness and traditional lands were contaminated and cultural sites destroyed.

Answers could include:

- Physical destruction and contamination of the test area on traditional lands.
- Impact of nuclear fallout – medical issues, illness, cancer, infant mortality and deformity.
- Social and cultural dislocation due to loss of lands and cultural sites.
- Creation of opposition to government action – protest movements.
- Struggle for recognition and compensation.

Question 27 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive explanation of different perspectives on nuclear weapons testing 1945 and 2011 Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question Presents a logical response using appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> Provides a thorough explanation of different perspectives on nuclear weapons testing 1945 and 2011 Demonstrates sound historical knowledge and understanding relevant to the question Presents a coherent response using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> Provides some explanation of different perspectives on nuclear weapons testing 1945 and 2011 Demonstrates some historical knowledge and understanding relevant to the question Presents a response using some appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge and/or understanding of nuclear weapons testing 1945 to 2011 Communicates using some historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> Makes general statements relevant to the question 	1–3

Answers could include:

Nuclear weapons testing commenced with the 1945 Trinity Test by the US. This allowed scientists to better understand the potential use and impact of nuclear weapons in war. The consequences of this and subsequent tests were widespread. Nuclear testing posed a multitude of risks towards people and the environment, while allowing for more sophisticated weaponry to be developed.

- Nuclear states – nuclear weapons testing allowed for a better understanding of their capability. Earlier tests made evident the limited understanding of nuclear weapons, in regards to the exposure to radiation and long-term environmental impact. Testing changed during the period, with nuclear disarmament following the Cold War and the establishment of test ban treaties. Issues of proliferation; the actions of Israel, India, Pakistan, Iran and North Korea.
- Indigenous peoples/local populations – nuclear tests conducted showed little regard for their communities. Significant social and environmental impacts. Examples are British testing at Maralinga and French testing in the Pacific.
- Anti-nuclear movements – organisations such as Greenpeace established to oppose nuclear testing.
- The United Nations – aimed to eliminate nuclear weapons, and therefore, their testing. Treaty on the Non-Proliferation of Nuclear Weapons, the Partial Test Ban Treaty and the Comprehensive Nuclear-Test-Ban Treaty established to prevent nuclear testing.

Option F: Apartheid in South Africa 1960–1994**Question 28 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Makes a well-developed and reasoned judgement about the extent to which methods of control used by the South African government contributed to the end of apartheid • Demonstrates well-developed and accurate historical knowledge and understanding relevant to the question • Presents a logical response using appropriate historical terms and concepts 	13–15
<ul style="list-style-type: none"> • Makes a reasoned judgement about the extent to which methods of control used by the South African government contributed to the end of apartheid • Demonstrates sound historical knowledge and understanding relevant to the question • Presents a coherent logical response using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> • Makes some judgement about the extent to which methods of control used by the South African government contributed to the end of apartheid • Demonstrates some historical knowledge and understanding relevant to the question • Presents a response using some appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and/or understanding of methods of control used by the South African government and/or the end of apartheid • Communicates using some historical terms and/or concepts 	4–6
<ul style="list-style-type: none"> • Makes general statement(s) about apartheid • May use some historical terms and/or concepts 	1–3

Answers could include:

The South African government used varying methods of control including repression, oppression, propaganda, censorship, imprisonment and segregation. These methods were significant contributing factors to the collapse and end of apartheid. However, other factors including economic sanctions, international pressure and political reality also contributed.

- Repression was the act of subduing through methods used to enforce apartheid including violence, arrest, imprisonment, censorship, propaganda, control, separation.
- Oppression was the prolonged cruel and unjust exercise of authority by the South African government implementing and maintaining apartheid.
- Security forces – main method of repression was violence or the threat of violence.
- Divided society – impact of Bantustans on the build-up of resistance movements ie Spear of the Nation.
- Worldwide sanctions – economic impact.
- Long-term breakdown of a corrupt and unjust system that was only maintained through violence.
- Mandela – leadership, symbol of freedom, worldwide recognition.
- Negotiations for the release of Mandela.
- De Klerk – political and economic reality that apartheid could not be maintained.

HSC Modern History

Sample Questions Mapping Grid

Section I — Power and Authority in the Modern World 1919–1946

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
1	3	Power and Authority in the Modern World 1919–1946	MH12.2, MH12.9	2–4
2	4	Power and Authority in the Modern World 1919–1946	MH12.3, MH12.9	2–5
3	6	Power and Authority in the Modern World 1919–1946	MH12.4, MH12.9	2–6
4	4	Power and Authority in the Modern World 1919–1946	MH12.1, MH12.3, MH12.9	2–5
5	8	Power and Authority in the Modern World 1919–1946	MH12.6, MH12.9	2–6
6	5	Power and Authority in the Modern World 1919–1946	MH12.4, MH12.6, MH12.9	2–6
7	10	Power and Authority in the Modern World 1919–1946	MH12.3, MH12.6, MH12.9	2–6
8	15	Power and Authority in the Modern World 1919–1946	MH12.3, MH12.5, MH12.6, MH12.9	2–6

Section II — National Studies

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
9	25	Option A – Australia 1918–1949	MH12.2, MH12.5, MH12.7, MH12.9	2–6
10	25	Option B – China 1927–1949	MH12.1, MH12.3, MH12.7, MH12.9	2–6
11	25	Option C – India 1942–1984	MH12.2, MH12.3, MH12.7, MH12.9	2–6
12	25	Option D – Indonesia 1945–2005	MH12.2, MH12.5, MH12.7, MH12.9	2–6
13	25	Option E – Japan 1904–1937	MH12.1, MH12.5, MH12.7, MH12.9	2–6
14	25	Option F – Russia and the Soviet Union 1917–1941	MH12.1, MH12.3, MH12.7, MH12.9	2–6
15	25	Option G – USA 1919–1941	MH12.2, MH12.3, MH12.7, MH12.9	2–6
16	25	Option H – Iran 1945–1989	MH12.1, MH12.2, MH12.7, MH12.9	2–6

Section III — Peace and Conflict

17	25	Option A – Conflict in Indochina 1954–1979	MH12.2, MH12.6, MH12.7, MH12.9	2–6
18	25	Option B – Conflict in the Pacific 1937–1951	MH12.2, MH12.5, MH12.7, MH12.9	2–6
19	25	Option C – Conflict in Europe 1935–1945	MH12.2, MH12.5, MH12.7, MH12.9	2–6
20	25	Option D – The Cold War 1945–1991	MH12.2, MH12.3, MH12.7, MH12.9	2–6
21	25	Option E – Conflict in the Gulf 1980–2011	MH12.2, MH12.5, MH12.7, MH12.9	2–6

22 Example 1	25	Option F – The Arab–Israeli Conflict 1948–1996	MH12.1, MH12.2, MH12.7, MH12.9	2–6
22 Example 2	25	Option F – The Arab–Israeli Conflict 1948–1996	MH12.2, MH12.5, MH12.7, MH12.9	2–6

Section IV — Change in the Modern World

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
23 (a)	4	Option A – Pro-democracy movement in Burma 1945–2010	MH12.2, MH12.9	2–5
23 (b)	8	Option A – Pro-democracy movement in Burma 1945–2010	MH12.2, MH12.3, MH12.9	2–6
23 (c)	12	Option A – Pro-democracy movement in Burma 1945–2010	MH12.2, MH12.3, MH12.6, MH12.9	2–6
24 (a)	5	Option B – The Cultural Revolution to Tiananmen Square 1966–1989	MH12.5, MH12.3, MH12.9	2–5
24 (b)	8	Option B – The Cultural Revolution to Tiananmen Square 1966–1989	MH12.2, MH12.5, MH12.9	2–6
25 (a)	5	Option C – Civil Rights in the USA 1945–1968	MH12.2, MH12.9	2–5
25 (b)	15	Option C – Civil Rights in the USA 1945–1968	MH12.5, MH12.7, MH12.9	2–6
26 (a)	3	Option D – The Changing World Order 1945–2011	MH12.3, MH12.9	2–4
26 (b)	10	Option D – The Changing World Order 1945–2011	MH12.5, MH12.7, MH12.9	2–6
27 (a)	4	Option E – The Nuclear Age 1945–2011	MH12.2, MH12.9	2–4
27 (b)	15	Option E – The Nuclear Age 1945–2011	MH12.3, MH12.9	2–6
28 (a)	15	Option F – Apartheid in South Africa 1960–1994	MH12.1, MH12.2, MH12.5, MH12.9	2–6