

BOARD OF STUDIES
NEW SOUTH WALES

1996 HSC

EXAMINATION REPORT

Modern History

Including:

- Marking criteria
- Sample responses
- Examiners' comments

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**1996
HIGHER SCHOOL CERTIFICATE
EXAMINATION**

MODERN HISTORY

ENHANCED EXAMINATION REPORT

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Foreword

This Enhanced Examination Report seeks to provide teachers and HSC students of Modern History, 2 Unit, 3 Unit and 2 Unit People and Events with extensive comments about the 1996 Modern History examination and marking operations. The comments and relevant additional details should enable teachers and students to be better informed when preparing for the HSC. In particular, they should better understand:

- the manner in which the HSC examination is developed;
- the marking scales used in the examination marking operations;
- the manner in which the papers are marked and the organisation associated with ensuring marking standards;
- what constitutes an excellent response to particular questions compared to an average response;
- the effective use of sources in essays;
- the importance of focusing upon Problems and Issues in the essays and structured essays as well as the Issues in Contention Today in the Modern World Studies;
- what candidates should avoid in their answers.

Finally, this report is intended to confirm the excellent work undertaken by teachers of Modern History and to reassure them that able students in this subject are appropriately rewarded in the examination process.

Marking Procedures and Operations

Selection

Markers are selected according to a set of criteria laid down by the Board of Studies in consultation with the relevant unions. Included in this criteria are:

- recency of teaching Year 12
- years of teaching Modern History
- academic qualifications
- breadth of experience in the field of Modern History.

Markers nominate on their applications the areas of preference that they wish to mark. 3 Unit markers in addition need to have had some experience and expertise in the section they have nominated to mark.

In addition to the markers there are Senior Markers whose principal duties are to:

- lead and coordinate a group of markers
- organise the briefing sessions
- set and maintain the standards
- maintain a close watch on discrepancies and act promptly to resolve them

Each year a minimum of 10 per cent of new markers and senior markers are appointed.

Purpose of the operation

The purpose of the operation is basically to rank each candidate's response to each question or part of a question in accordance with the criteria laid down in the mark scales.

In allocating marks markers place each candidate's performance in its true relationship to that of other candidates. There is no predetermined 'pass standard'. Markers try to spread the marks over the whole range in accordance with the mark scales.

Double marking

All questions in 2/3 Unit, 3 Unit and 2 Unit People and Events are double marked. This approach assumes that both markers will provide a reliable judgement. The second marker is not aware of the mark awarded by the first marker.

Discrepancies

Discrepancies between the two marks awarded will be brought to the attention of the appropriate Senior Marker. It is the responsibility of the Senior Marker to resolve the discrepancy.

Marking scales

All ranking of scripts by both markers is in accordance with the criteria laid down in the mark scales established for the Core question, the Essay questions and the Structured Essay questions or Structured questions.

These marking scales have been developed in accordance with the expectations of candidates laid down by the Examination Committee and by modifications by Senior Markers after reading candidates' responses.

While different marking scales have been established for marking different kinds of questions, they have been framed with the intention of achieving comparable standards across the different types of questions.

Reliability and comparability

At the end of each marking day a statistical summation of marker reliability is completed. These reports indicate how different groups marking the same question or section compare with each other and how each marker within that group compares with other markers within that group. These reports also indicate marker and group means and standard deviations. Remedial action can then be taken if problems are revealed by this data.

During each marking session, all markers will be given check scripts to mark within their category by a Senior Marker. From time to time control scripts from other sections of the paper will also be given to markers. These control scripts are a further method of looking at comparability between markers and between groups.

Evaluation

Towards the end of the marking, markers are asked to comment on the degree of competence with which candidates handled each question, as well as comments on patterns or recurrent problems.

Constructive comments are also welcomed on weaknesses within questions, how questions failed to adequately discriminate or how questions might be improved.

This feedback is given to the Examination Committee for consideration in forming the next set of papers.

Introduction to the 1996 Papers

In 1996, 6745 candidates presented for the Modern History 2/3 Unit paper which represented a decline of 500 candidates on the 1995 candidature. A further 1920 candidates sat for the 3 Unit (Additional) paper, nearly 350 fewer than the previous year. In contrast the 2 Unit People and Events, with 3718 candidates, was slightly higher than last year's figures.

The three examination papers were very well received both for the quality of the questions and for the way in which they reflected the aims of the Syllabus under Pathways. The performance of candidates in the papers was generally sound and indicated that the majority of students are being prepared quite effectively for examination in this subject.

The following points need to be emphasised:

- (i) As in 1995, most candidates appear to have benefited from the reduction in the number of National Studies under the Pathways syllabus. Markers commented positively on the mastery of knowledge and length of answers given by the majority of candidates.
- (ii) The marking scales used this year and the quality of the candidates' responses were clearly comparable across all sections of the papers.
- (iii) The mark value of each part of the structured questions and structured essays should be used as an indicator of the amount of time and space to be allocated for each part. Candidates must keep in mind the relative value of each question and plan their time accordingly. In many cases candidates answering the structured elective questions are spending too much time on the (a) section.
- (iv) Once again markers commented on the quality of a number of the 3 Unit scripts which were outstanding and were a tribute not only to the ability of the candidates but to the standard of the teaching involved.

The 1996 Examination Committee Operations

Each year the Board appoints HSC examination committees to prepare its Modern History examinations. The 1996 committee consisted of six members, three academics nominated by the universities and three teachers appointed by the Board. The three practising teachers were not teaching Year 12 in 1996 but had previous teaching experience at this level.

From early February until Easter the committee met regularly to develop the papers. All draft questions were subjected to further scrutiny before a final version was reached and few of the original drafts appeared unaltered in the final papers. All questions were developed bearing in mind that:

- (i) they must address the relevant problems and issues — not the content outline in the syllabus;
- (ii) language should be straightforward and the questions unambiguous;
- (iii) questions should be able to be answered in the time available to candidates under examination conditions.

During this same period the committee also nominated assessors for the papers from the list of practising teachers who indicated their willingness to assess the papers.

In May the committee met again and reviewed the assessors' reports on the three papers and made several changes. The final version of the paper was then cleared in July while the Chairperson inspected a mock-up of the paper in September for reading clarity. The committee met for the last time on 7 November when it assembled at the marking centres to listen to comments on the 2 Unit and 3 Unit papers from the senior markers. The feedback from the marking centres, including the written reports on the questions, have provided valuable feedback for examination committees over the years and are a vital part of the Modern History examination process. Overall, press and marker feedback on the 1996 papers was very positive.

2/3 UNIT (COMMON)

SECTION I: CORE STUDY — WORLD WAR I (COMPULSORY)

Target	1–2 marks	1–2 marks		Marks
(a) <i>Locate/comprehend</i> from source	ANY ONE OF THE FOLLOWING EARNS ONE MARK: Somme, Verdun, Meuse near Arras, near Amiens near Compiègne TWO ITEMS FOR TWO MARKS	ANY ONE OF THE FOLLOWING EARNS ONE MARK: <ul style="list-style-type: none"> Reference to directional movement Reference to change in amount/size of territory 	(ii) continued TWO ITEMS, EVEN WITHIN THE ONE CATEGORY, EARN TWO MARKS	4 marks (max)
	1–4 marks	5–6 marks	7–8 marks	
(b) <i>Successful link of</i> background knowledge AND sources	1–2 One or two relevant facts from source or knowledge. 3–4 Some relevant facts without source(s) OR simple paraphrase of source(s) without any background knowledge. Limited use of background knowledge and sources.	5 Attempted link between relevant background knowledge and one or two sources. Responses using one source only cannot gain more than 5. 6 Relevant background knowledge linked with two sources. Specific reference to allies/enemy need not be made.	Successfully links BOTH sources to substantial relevant background knowledge to answer question. Responses may contain minor flaws/omissions.	8 marks (max)
	1–3 marks	4–6 marks	7–8 marks	
(c) <i>Evaluation and interpretation</i> of historical <i>evidence</i> and their relationship to the question	Paraphrase of sources or simple generalisation about origin, motive, audience, content with no discussion of reliability or usefulness. Reference is not discussion.	4 Attempted discussion of either reliability or usefulness. 5 Limited discussion of reliability/usefulness. 6 Some discussion of reliability/usefulness (may be uneven). At least TWO of the following must be included in all of the above: content, origin, audience, motive.	Evaluates BOTH sources effectively with consideration of AT LEAST THREE of origin, motive, audience, content in the context of a valid discussion of reliability and usefulness.	8 marks (max)
	1–4 marks	5–7 marks	8–10 marks	
(d) <i>Use of</i> <i>sources and background</i> <i>knowledge</i> to develop contextual arguments	Descriptive with simple reference to source(s) and/or paraphrase. 1–2 One or two disjointed facts from source(s) or own knowledge. 3–4 Some relevant facts without source knowledge or without own knowledge. Scripts with very limited knowledge and weak source use may get 4.	5 Limited use of contextual knowledge and source(s) BUT scripts with good contextual knowledge <i>only</i> OR specific source use <i>only</i> may be awarded 5 marks. 6–7 Use of some relevant contextual knowledge and sources with some argument.	BROAD relevant contextual knowledge to support arguments with specific source use. Sources need not be given equal emphasis.	10 marks (max)
	Total Marks			30

1996 Marking Scale

As was pointed out in the discussion on the marking operations, every section of the 2 Unit paper has its own marking scale. In the case of the Core, the marking scale provided should be used in conjunction with the comments on the scripts plus the sample answers provided.

The 1996 Question and Sample Scripts

Candidates seemed to be aware of the requirements of the various parts of the Core questions and generally the quality of responses improved from the 1995 examination perhaps due to the extra time candidates gave to the Core.

It should be emphasised that candidates should practise answering the different parts of each question in the order in which they are set. This introduces them to the sources in the earlier parts and makes it easier for them to progress to the more complex skills demanded in the later parts of the question.

Question 1(a)

The vast majority of candidates gained full marks for this part of the question. Although an increasing number are now listing, as instructed, there was still a number of candidates, including some of the better ones, who wrote more than was necessary, thus depriving them of time for the more valuable parts of the question. An example of simple listing which gained full marks (4/4) is the following:

- (i) *At Verdun, on the Somme.*
- (ii) *Allied gains, August–November, 1918; German gains, March–July 1918.*

The candidate has taken key points and listed them, obviously taking very little time to do so, thus allowing more time to concentrate on the remaining sections of the Core. Note that the students' responses are NOT required to be in prose nor even in short but full sentences. Simple, straightforward comprehension is all that is required of the candidate.

It is instructive to note that while the above response gained full marks, so too did the following unnecessarily longer response:

- (i) *In 1916 the Allied armies gained ground in France at the Somme. This occurred in the Battle of the Somme from July to November in 1916. The German Army had gained territory in the south at the beginning of the year at Verdun, during the Battle of Verdun, from February to July in 1916.*
- (ii) *The Front Line in 1918 moved twice. In the first half of the year the Germans advanced well into the Allied front during the Ludendorff Offensive. However Germany lost this territory in the later part of the year when during the Allied offensive the Allies advanced, recaptured lost territory and then moved deep into Germany territory.*

Question 1(b)

Candidates handled this section of the Core well and better candidates clearly identified the difficulties involved as well as the methods used in breaking through the enemy's lines. Some candidates moved beyond the military parameters drawn by the question (ie the armies on the Western Front) and provided informed but somewhat irrelevant narrative on the use of naval blockades as well as measures taken on the home front! Better candidates were able to distinguish between the respective methods used by the two sides, clearly distinguishing between the attempts of the Allies and the attempts of the Germans in overcoming the difficulties of breaking through enemy lines. Average to weaker candidates relied on the generalised expression 'the armies' throughout the body of their response.

However, a significant number of candidates are still not linking their own knowledge with the sources. Candidates might make this link in a number of ways. First, they can point to ways in which the sources might support or be consistent with what they already know and vice versa. Second, they might point to contradictions between what they know and what the sources tell them. Third, they might connect propositions in the sources to propositions from their own knowledge in the context of an extended argument.

The following examples taken from students' scripts demonstrate simple but effective linking between the source(s) and their own knowledge.

Candidate 1

The weapons used by both forces during the war greatly advanced. Men carried individual rifles and grenades but, as Source B indicates, larger weapons such as machine guns and mortars were used.

Candidate 2

As the war developed so too did the ammunition referred to by Binding in Source B. Shells could, by the end of the war, explode to produce a crater the size of a house.

Candidate 3

Before the Americans joined the war, the Germans needed to secure a victory over the allies. As can be seen in Source B, the Ludendorff offensive was this desperate attempt.

Candidate 4

The use of new weapons was an important method adopted by the armies on the Western Front to overcome the difficulties of breaking through enemy lines. In Source C, the writer refers to the use of tanks, 'there was a most encouraging lesson to be learnt from the cooperation of infantry, tanks and artillery'. Tanks were first used by the British in 1916 at the Somme. However they were not used extensively and became stuck in the mud. So the early use of tanks was ineffective in breaking through the enemy lines.

Question 1(c)

Overall, candidates continue to improve in their responses to this part of the paper, although too few candidates reached the top level of the marking scale. Candidates tended to handle Source B better than Source D, with many not fully understanding Haig's comments to the British Cabinet. Some candidates still misunderstand the difference between the concepts of usefulness and reliability. Better candidates, however, were able to offer sophisticated conceptual arguments about the two concepts but clearly in relation to the historian's purpose, namely the study of the nature of warfare on the Western Front. Weaker candidates tended to generalise about the nature of warfare, occasionally referring to the Western Front, while better candidates focused specifically on it. Very few candidates made much of the year 1918 in their response and hence tended not to deal with the unique features of the war at that stage of the conflict.

Again average responses tended to concentrate upon the issues of content, audience, motive and origin almost mechanically and without tying such issues into a discussion about reliability/usefulness. What is emerging is the tendency of some candidates to deal separately with the concepts of audience, motive, content, origin, reliability and usefulness yet failing to tie their discussion into what the historian is studying. The historian's purpose is above all the key factor in determining whether sources are useful or not and to what extent they are reliable. Some candidates still make the unwarranted assertions that public figures are not likely to mislead or that private correspondence is always factually accurate and unbiased. Better candidates did not make the mistake of concluding that reliability equals usefulness and vice versa. A very pleasing trend to see is the increasing number of candidates who reach the conclusion in their argument that sources can be very useful to historians without being reliable and vice versa.

Candidate 1

This candidate clearly demonstrates an understanding of the difference between source reliability and usefulness, despite the awkwardness of the term 'contestable reliability'.

However later evidence and the struggling German economy indicate that supplies may not have been so plentiful. Thus the reliability of Source B is contestable. However Source B is useful to the historian as it provides first-hand evidence of what the lieutenants were told and the preparations they went through for the German offensive in March to July 1918 ...

Source D has contestable reliability. General Haig was not only praised for his contributions as a general, he was also widely criticised ... as an incompetent general who was afraid of technology. However, the usefulness of Source D is evident. It shows Haig's attitude as a general as well as his ambitions for the end of the war.

Candidate 2

This candidate makes some perceptive and concise observations about the reliability and usefulness of Source B:

The detail he [Binding] provides also gives the source credibility — it is not full of wild assertion, but seems to provide accurate detail. Hence an historian could use this source as evidence of a first-hand account of a soldier's perception of how warfare was developing in 1918.

Later in the response the candidate used (not just simple reference) the concepts of content, audience, origin and motive, without a mechanical listing of them, to bring into question the reliability of Source D:

Firstly, the fact that he [Haig] is providing a report to the Cabinet would mean he would be looking to make the progress of the British Army under his generalship as good as possible, especially in comparison to the other armies. This would have been exacerbated by the fact that Haig's tactics came under so much criticism from men like Winston Churchill ... Hence Haig's motives considering such an audience, would be questionable. Additionally ... the information Haig provides is a very poor prediction of how the war progressed — it didn't even make 1919.

Question 1(d)

Candidates handled the question reasonably well. Better candidates tended to provide detailed discussion not only of the military factors that weighed against Germany, but also the consequences of the revolution which brought her military efforts to a standstill. Because there was a considerable amount of information contained in the sources, not only the sources specifically cited for use (A & C) but also B and D, a significant number of students tended to depend on source content, only occasionally bringing in their own knowledge. Again there was a number of highly literate candidates whose responses demonstrated an excellent knowledge of the reasons for Germany's loss yet they were unable to, or neglected to, incorporate the sources into their argument. Furthermore, there was some evidence of unnecessary quotation from historians, where such quotes ran into more than one or two lines.

The following are excerpts from scripts which demonstrate a number of important facets in how candidates might respond to part (d).

Candidate 1

This candidate demonstrates excellent linking of source information with broad contextual knowledge.

Also in Source C, the successful combination of allied infantry, tanks and artillery was instrumental in the allied victory, especially in breaking the 16km Hindenburg Line whilst allied statesmen such as Lloyd George were able to quell war dissatisfaction in the home front, Germany was in political turmoil. After the failure of the 1918 German offensive, which in Source A seemed hopeful from the ground they made, Ludendorff resigned and Germany's new chief was cynical about hopes of victory.

Candidate 2

This candidate utilises the source to further their argument, then draws in their own knowledge to make a further qualification.

In Source A we can see the initial effect of the major German push mentioned above. This however collapsed as resources ran out. At the same time ie July 1918, the USA army started to arrive at around 250 000 a month and the entire German front line started to collapse as seen in Source A, Map 2. This shows that the Allies were rapidly pushing the Germans back forcing defeat all the way until November 1918.

Candidate 3

This section of the candidate's response provides a good example of a student making a complex generalisation within the context of a good link between source and own knowledge.

The Allied Blockade prevented the Germans from being supplied. Thus whilst the Allies were well rationed, as indicated in Source C, and their materials for technology well supplied by aeroplanes, the Germans were suffering. Both at home and on the Western Front there were major German shortages of food and supplies causing loss of morale.

Candidate 4

This section of the candidate's response demonstrates an excellent combination of source use and good contextual knowledge used in a developed argument.

In 1918 the use of planes became even more widespread, as evidenced in Source C, as it was found they could be used to drop food and supplies to men who would not normally have been reached by other forms of transport.

But apart from such innovations as these used on the Western Front, including the innovations in strategies suggested by Source C, Germany was also forced to accept an armistice in November 1918 because of the situation in Germany itself. The Allied blockade of ports in Germany's north had crippled her. Food shortages occurred and unrest developed all over Germany. The constant drain on Germany that her 'war economy' caused had extremely negative effects ...

Soon the unrest in Germany culminated in revolution in September of 1918. The generals such as Ludendorff, forced by allied gains on the Western Front, shown in Source A, map 2, and the naval blockade of supplies, began to plan for defeat.

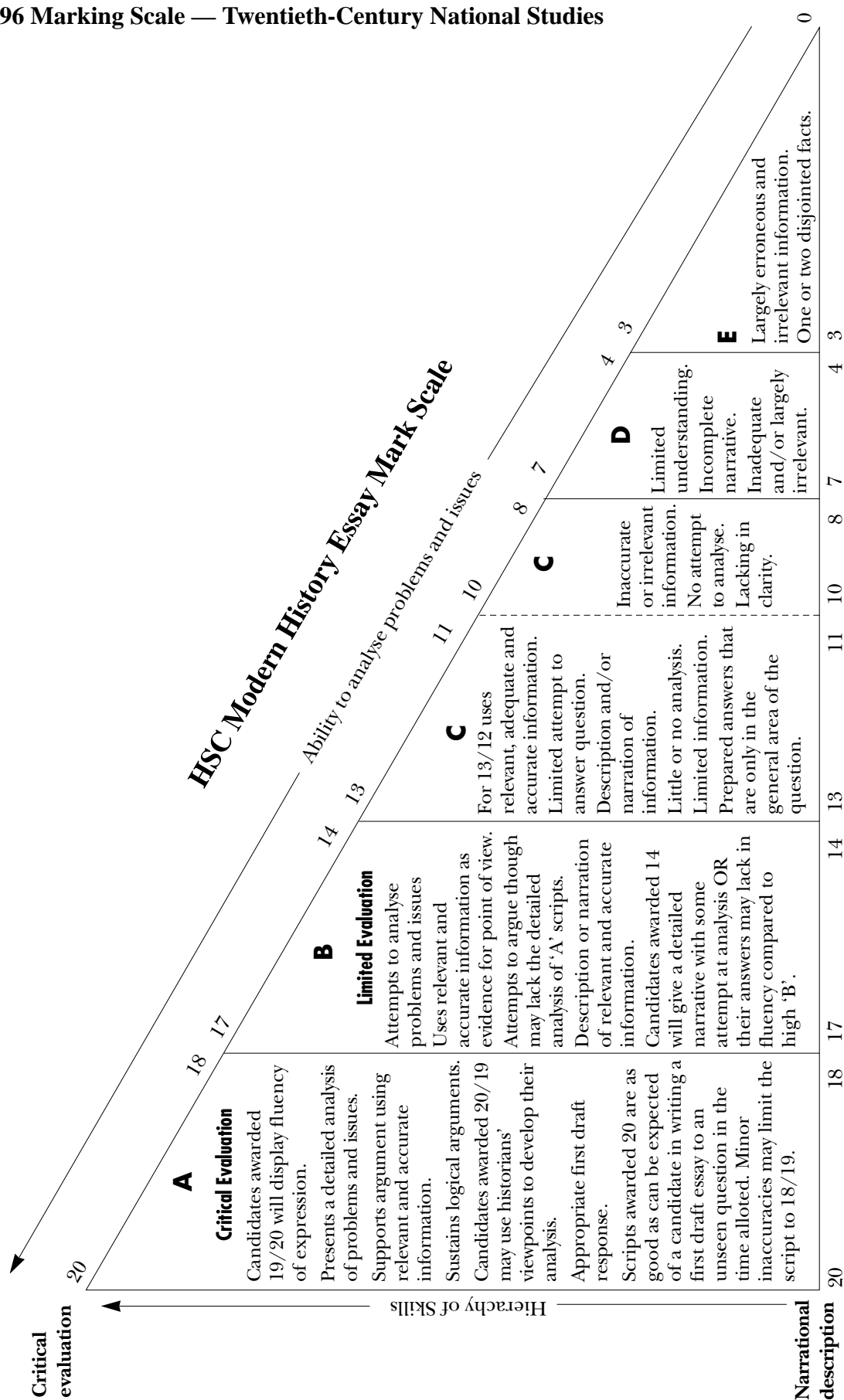
SECTION II: TWENTIETH-CENTURY NATIONAL STUDIES

General Comments

A continuing trend since 1995 has been the study of the German National Study. Nearly 64 per cent of all 1996 candidates answered the questions on Germany, followed by Russia/Soviet Union, United States and China. Studies such as Australia, Britain, India and Japan were unpopular. With candidates being able to concentrate on only one national study the overall quality of the answers, at least in terms of content knowledge and an awareness of the problems and issues, has improved quite noticeably since 1994. However, a number of weaknesses can still be found:

- (i) Weaker candidates still give simple chronological/narrative answers.
- (ii) Many responses showed little evidence of wider reading. Where possible candidates should attempt to discuss historians' views of the Problems and Issues examined.
- (iii) In many cases candidates have obviously been taught to quote from historians in order to show an awareness of 'historiography'. As in past papers they are often just memorising quotes and applying them to whatever question they are answering irrespective of whether the quotes are relevant. This does not necessarily assist the candidate to effectively answer the question nor gain marks.

1996 Marking Scale — Twentieth-Century National Studies



PART A — AUSTRALIA (169 responses)

Questions 2–5

With only 1 per cent of the responses, Australia was amongst the least popular of the national studies.

Question 2

This was a fairly popular question and candidates revealed some understanding of the topic but there was often little depth of analysis, little logical development of arguments and no historiography. The better analytical responses stood out.

Question 3

This was the least popular question in which the few candidates never really came to terms with the question.

Question 4

This was the most popular question and there was a great deal of good description but little sophisticated argument. Few responses ever mentioned the problems of the depression years for specific groups such as women, children, etc.

Question 5

The responses to this question were fairly poor revealing little depth of knowledge, poor sequencing of events and limited arguments. The content was usually relevant in a general sense but not necessarily focused on the question.

PART B — BRITAIN (22 responses)

Questions 6–8

Britain was the second least popular Twentieth-Century National Study with no major centres answering the questions. The scripts were from single centres and the answers were generally very weak with none reaching higher than the middle of the C range. Candidates had little real understanding of any of the questions.

PART C — CHINA (479 responses)

China remained the fourth most popular Twentieth-Century National Study after Germany, Russia/Soviet Union and the United States. Question 12 was the most popular followed by Question 11.

Question 10

There were broad-ranging responses to this question with the better candidates able to discuss Confucianism and its partial demise even before 1911 as well as after with the New Culture Movement and May Fourth. Better responses also made good use of historiography for this question. The weaker responses did not show any real understanding of Confucianism. The sample shows a balanced conclusion to this question.

Although Confucianism was never eradicated completely, therefore a complete overthrow of Confucianism never took place, there was a great resentment towards it. This dissatisfaction was to present itself in the New Culture Movement.

Question 11

Most candidates answered this quite well. The better responses mentioned the CCP/GMD Front, Soviet Aid, Sun's revision of the 3 People's principle and the Northern Expedition, while the excellent responses also tackled the question of unifying China. The weaker responses did not make these links. The sample script indicates how the CCP could be seen as a force of disunity and hence the purge of it was an effective measure for unifying China.

After the purges the KMT army continued to succeed in recapturing most of the warlord territory, completing the Northern Expedition. By 1928 the KMT had almost complete control of the country, appeared to have unified China and was recognised by international diplomats as the legitimate government of China.

Question 12

This question tended to be answered in the above average range with some very good understandings of communism and nationalism, although some candidates also interpreted nationalism as being synonymous with the GMD. There were some excellent responses on the evolution of Maoism and comparing the responses of the CCP and GMD to Japan.

Question 13

Fewer candidates answered this question and many took imperialism to mean Japan and then discussed the GMD retreat and the CCP's guerilla warfare.

PART D — GERMANY (8406 responses)

Germany continued to attract more candidates and was the most popular area of study providing some excellent answers. Question 16 was the most popular while 14 and 15 were nearly equal and 17 was the least popular.

Question 14

This was a very popular question with the better candidates displaying a good grasp of events in the 1920s although weaker responses often ended around 1924. Most candidates were aware of the problems and issues for the question but few really answered 'To what extent' and even fewer acknowledged the successes of Weimar during this period in overcoming many of the problems. The sample script is an excellent example of an A-range response to this question.

A year before the depression hit Germany the new democratic nation seemed stable and prosperous, with an increasing role internationally, strong leadership and a booming economy. However, this success was quite illusionary, prosperity was based on credit from the US, increasing problems, socially and politically, destabilised the government, a weak constitution and the lingering problems of the Versailles settlement of 1919 hung over Weimar Germany's neck like a guillotine.

The instability of its early years, 1920 – 23 were largely overcome by 1924. The revolutionary forces of the Red Front had sparked trouble, discontent at the lack of socialist reform having taken place. Ebert, as one of the SPD had tried to still the apparent communist revolution by forging ties with the establishment, army and centre-right parties.

The crushing of the sparticist uprising in 1919 led to separations between the KPD/Independent socialists and SPD. The willingness of the SPD to use the Freikorps and army in stopping these led to a rift that was never healed. As well, the Ebert-Groener pact with the army, guaranteed the independence of a powerful institution within Germany for support against attacks from the left. The army, however, demonstrated its independence numerous times by refusing to help the government in the Kapp Putsch of 1920 and Beer Hall Putsch by Hitler in 1923. Hillgruber believed that the government compromised itself too much with the army, a force that would, in 1926 and after actively seek to undermine the government. Von Seeckt gained further independence and influence, and later von Schleicher would promote 'strong government' in the late 1920's.

Another problem that existed within Germany in the 1920's was a weak and abusable Constitution. Having proportional representation meant no candidate was identifiable with a region, and small, single purpose parties often got representation. As well, it was difficult to get a single party majority within the Reichstag. As a result, firm policies socially and economically rarely gained fruition. The coalitions that led Germany during the 20's were often weak and divided, and the Chancellor's had little chance of being effective. The Article 48, giving the President powers over civil liberties and rule by decree was open to manipulation. It was used by 1924 some 150 times, and would serve in the early 1930's as a destructive force. To change the constitution required a 2/3 vote in the Reichstag, which was very difficult. As a result, the government had difficulty coping with the problems that faced Germany.

The antidemocratic feeling with Germany only grew in the populace after 1928, but was always reflected in the powerful media and establishment. Upon coming to power, the SPD not only didn't reform the army, but also left a right wing inclined judiciary, education system and bureaucracy in place. These, although never publically denouncing Weimar managed to undermine it in several ways, like educating students to be negative about democracy.

The problems of the Versailles Treaty of 1919 were not solved either. The 'diktat' left the government at a very weak position as it was immensley unpopular and the government was always associated with it. It was the one who signed the document, and blame was rested upon Weimar rather than the old Kaiser or military. The economic problems that were associated with the Treaty were almost unsolvable by the government. The Ruhr invasion in 1923 by Belgium and France because of defaulting payments for reparations caused massive inflation in Germany. This was largely the result of Cuno's passive resistance policy — devaluing the mark to worthlessness. By 1923, the country was economically in chaos. The anger at Versailles would continue to be an influencing factor in Germany politically and socially until the Second World War.

The relative economic success from 1934 – 29 would appear to show the government had solved its long-term problems by the end of the decade. True, there were some positive positions taken and real stabilising factors. For example the Dawes (24) and Young (29) plans helped stabilise a rocky economy from collapse, in fact Germany was the first economy to reach pre war production levels by 1929. Plus real social reforms like the 8 hour day in 1927 and considerable improvements in working conditions helped. However, the success was illusionary. The economic success was resting largely

on US credit, a situation waiting to burst. Plus, despite a cultural flourish and acceptance of democracy, in 1928, 53% of the vote went to undemocratic parties. The populace was not satisfied with their position or situation.

To only a small extent had the government of Weimar Germany managed to solve their problems. Problems from Versailles and the early revolutionary years would serve to undermine a relatively weak democracy, despite successes in the economy and socially. By 1929, the country was waiting for a problem to arise to damage it beyond repair.

Question 15

This was not as well handled as Question 14. Too many candidates went back to 1919 and did not spend enough time on the years 1929–1933 and only a minority actually discussed the issue of democratic forces in Germany. The better responses, however, often showed a remarkable grasp of detail on the political intrigues during the years after 1930, discussed the strengths and weaknesses of Hitler and Hindenburg and the role of the army and its supporters.

Question 16

Overall, this was a popular question and the answers were satisfactory with most candidates able to discuss aspects of life in Nazi Germany. Many responses were simply a narrative on familiar topics in the '30s, such as the youth groups, concentration camps etc. The better candidates could argue the ways in which Nazism also had limited effects on aspects of German society.

Question 17

This was the least popular question and there was a range of answers. Many simply gave a limited narrative on the war in Europe, but the better candidates saw that the early German successes were due to surprise and luck rather than being based upon a fully mobilised war machine. These answers could then explain the factors which led, in the long term, to German defeat. The sample script is an A-range response.

Germany's defeat in World War II can basically be attributed to Hitler's mistakes. He foolishly declared war on America and the USSR, called inopportune halts and inappropriately took command of the German armed forces. At the same time he failed to consider the Allies economic superiority, did not switch to a war economy until 1942 and did not pay enough attention to the potential of the U-Boat. Furthermore Germany was forced into a war too early, and all these factors led to Germany's defeat.

As Ovey points out Hitler was preparing for a 1943 war. Though Miluad says that 1939 was the right year (Blitzkrieg was to be used as an economic policy) Ovey has successfully shown this to be false. The army was only to be fully ready in 1943, the navy 1949, the airforce 1942, the railway 1943 and the raw materials 1944. Though Taylor denies that Hitler was planning war at all, the conference of May 1938 illustrates that Hitler was planning for a 1943 war. As Ovey states by then Germany would have been a superpower with jets and maybe even nuclear weapons. But because Germany was forced into war too early, they were fighting with structural military problems. Thus the premature timing of World War II helps explain Hitler's defeat.

This defeat can also be blamed on Hitler's incompetence. In 1940, with the German army poised to capture thousands of British troops, Hitler ordered his tanks to halt at Dunkirk. Military historian Young (writing in the 1960s) excuses Hitler on the grounds that the country was unsuitable for tanks and had promised to win the victory by air. Modern research by the likes of Bell and Weinberg had shown this to be untrue. Hitler's strategic error allowed 330,000 troops to be evacuated. Young goes on to say, without this the British would have been unable to resist Sea Lion, or Rommel's Afrika troops.

Another example of Hitler's disastrous incompetence was his decision to attack the USSR. In Mein Kampf Hitler devotes considerable space to the pitfalls of fighting a two-front war. But then he foolishly did the same by not first knocking Britain out of the war. Despite Germany's initial success, Hitler's stupidity unleashed the potential might of Russia. And though Churchill disagrees in his memoirs, it was essentially the Soviet Union who won the Second World War (Bell).

Added to this, once he decided to attack Russia, Hitler again made tactical blunders. Firstly 15 divisions were situated in France and 38 in Norway! There was no menace to justify such a large presence.

At least 35 more divisions could have been transferred to Russia. In a campaign where a decisive knock-out-blow was needed before the winter, this is an inexcusable oversight.

Added to this, about one month into the campaign, Hitler ordered his troops to turn South. His generals urged Hitler to push on to Moscow. But instead Hitler opted to encircle the Russians. Though anywhere from 500,000 – 1,000,000 men were captured, this was another tactical error. The failure to knock out Russia was eventually to cost Germany the war.

There were many other blunders made by Hitler in Russia. Objectives were constantly changed (see above). Hitler also took command and gave orders from East Prussia, some 300 kilometres behind the front. Successful commanders were removed from command after daring to challenge Hitler. In 1941 Hitler assumed supreme command and appointed a bunch of yes-men as his immediate subordinates. The chief of these, Keitel, was called 'lackey Keitel' by the Generals. With such a set-up it was easy for Hitler to make countless tactical errors.

One of these includes refusing to allow armies to withdraw until it was too late. This cost Germany 200,000 of their finest. Another was Hitler's decision to gamble on attacking Kiev, though he confessed beforehand, that whenever he thought of the attack 'it makes my heart turn over'. These decisions contributed to Germany's eventual defeat.

His biggest error, in the eyes of Garnson was the decision to declare war on America. Bell disagrees saying Barbarosa was his biggest mistake, but arguing over which disaster was the biggest is really a case of semantics. With the declaration of war, the incalculable economic and industrial might of the United States was thrown against Hitler.

The folly of Hitler's action was soon proven. Operation Torch won North Africa, which was followed by the capture of Sicily and invasion of Italy. Without US help, Britain would have been very hard pressed to carry out such feats. At Nuremburg Ribbentrop agreed with this assessment and says that after Hitler declared war, 'I heard rumours of

rebellion'. With America's help, the eventual invasion of France was undertaken. The declaration of war on America cannot be underestimated as an act of stupidity which ultimately helped cause Germany's demise.

With America now in the war, the allies already superior economic strength was increased. Britain had very efficiently switched to a war economy and output of food and weapons had increased by more than 400% on average from 1939 – 41. In 1942 alone, American industrial might more than doubled the amount of planes, ships, men etc Germany had to fight. Superior allied economic strength greatly contributed to their eventual victory.

This superiority was compounded by Hitler's failure to revert to a war economy until 1942. Unbelievably production of consumer goods had only fallen 13% from 1939 – 42. Hitler was absolutely petrified of 'another 1919' (Ribbentrop again at Nirumburg) and so was reluctant to switch to a war economy. This gave Britain a three year headstart, and one which was never relinquished.

To compound this problem even further, Hitler's ambitious industrial plans of 1933 – 9 were not even close to being fulfilled. Though war had secured him Swedish iron ore, Romanian oil and Ukranian grain to name a few, Germany was still considerably short of raw materials and labour. Though plunder of these commodities and the slave labour programs helped, they were not enough.

Particularly worrying were the Allied bombings, who made oil refineries a top priority from 1944. From 1944 – 5 oil production decreased by 900%. After one particularly savage attack for a period of nine days, Speer declared that if it continued for another month, Germany 'would be forced to her knees'. With loss of oil, training for pilots was reduced from 30 hours to 2 and tanks received almost 1/4 their rations of 1942. These failures also helped in Hitler's defeat.

Allied command of the seas also affected Germany. With this dominance a blockade was imposed. Though not as damaging as that of 1914 – 8, it severely compounded the aforementioned problems. Allied sea power ensured that their North African troops always had more supplies than the enemy. Also sea power stopped the Germans capturing Malta, a key strategic 'chokepoint' in the Mediterranean. Added to this Britain sent vital supplies to Russia via the Arctic. This sea power helped in the eventual defeat of Germany.

Related to this, was the failure of Germany to win the 'Battle of the Atlantic'. As in World War One, Germany tried to starve the Allies into submission. However, Hitler was slow to see the potential of the U-Boat. Churchill wrote that if he had done so Britain who from 1941 – 2 was down to 6 months supplies of food and oil, would quite possibly have been starved into submission. In 1941 Germany only had 30 U-Boats left, and it was only at the insistence of Doenitz and Raeder that these numbers were increased. But it was too late for by 1942, the 'Battle of the Atlantic' turned in the Allies favour. Young states that Hitler's failure to give U-Boats priority was the cause of this defeat, while Churchill attributes it to new techniques in anti-U-Boat campaigns. These included convoys, radar and the development of the corvette. Despite this both agree that the failure to win the 'Battle of the Atlantic' was a prime reason for Germany's eventual defeat.

The final reason in their defeat was that Germany was fighting too many people. Though Germany had allies only Japan was of any real help. They were up against Britain, USSR, USA, France, China, and about fifty other countries. Though many of these countries like France and Poland were quickly defeated, about 40% of the Wehrmacht was employed in on occupational capacity. Such overstretching contributed to Germany's eventual defeat.

Thus Germany's loss of World War II, was mainly the result of Hitler's blunders. He incorrectly declared war on American and Russia and made many other mistakes. The failure to see the potential of the U-Boat, the failure to revert to a war economy and allied economic and sea power were also contributing factors. In the end Germany was fighting just too many people and so 'despite its victories early in the war', Germany lost in 1945.

PART E — INDIA (50 responses)

Questions 18–21

India had the third smallest candidature in Twentieth-Century National Studies (0.4%) and its numbers have continued to decline since 1994. Question 19 was clearly the most popular and Question 20 the least popular.

The paucity of responses to the Indian National Study continues to disappoint, especially since both Questions 20 and 21 were fairly well handled by the small candidature and there were some very good answers. Indeed, the small core of candidates who attempted India were, as in the past, well prepared for this topic.

PART F — JAPAN (10 responses)

Questions 22–25

As in 1995, Japan was the least studied Twentieth-Century National Study (0.2% of responses), although responses for Nineteenth-Century Japan were again quite healthy. Question 23 was the most popular followed by Question 24. The ten single centre responses were of a very low quality indicating that this study was not taught.

PART G — RUSSIA/SOVIET UNION (3072 responses)

As in past years, Russia/Soviet Union was the second most popular study (23% of candidates) after Twentieth-Century Germany. Question 28 was clearly the most popular while questions 26 and 27 enjoyed nearly equal popularity.

Question 26

A reasonably popular question although many candidates failed to deal with 'To what extent' in their answers. The question also attracted prepared answers on the two revolutions of 1917 and about 10 per cent of the candidates appear to confuse Kerensky with Trotsky. However, most candidates stayed within the period and displayed good knowledge about the two men and the main events.

Question 27

This was the most uneven question in terms of the quality of responses. Many candidates seemed either to know a lot about war communism or about the NEP but not about both nor the reasons for the changing policies. However, there were also some excellent answers on this question with very sound analysis of ideology and political motivation.

Question 28

This popular question was well answered. The better responses focused on reasons for Stalin's consolidation of power — five year plans, collectivisation, industrialisation, etc — and also discussed the nature of totalitarian control. Even the weaker responses provided good factual material and relevant narratives. The sample script is a good A-range response.

Stalin's totalitarian rule, by 1939 consisted of the constitution of many institutions which have characterised soviet society ever since. These include collective state farms, a planned central economy, a police state and the Novenklatura. These were achieved through a rule through terror, the development of a wartime atmosphere, a vision of the future and the regimentation of minds. All of which heightened his personal power and added to the 'cult' of his personality.

Through the institution of the 'Great Turn' on the 7th November 1928 Stalin embarked on an all out drive to collectivise agriculture. The three main aims which ran to: Expropriate the kulak, institute widespread use of collective farms and abolish the private sector in the rural economy. By 1939 50% of peasant households had joined the collectives, by 1935 this figure had risen to 90% and by 1936 capitalism in the countryside had been virtually destroyed.

Stalin achieved collectivisation through the divisions of peasants. Poorer peasants were encouraged to help in the extermination of the kulaks by siezing land and property for the collectives. Religion was also attacked, by 1938 80% of village churches were destroyed. Stalin claimed collectivisation to be a complete success. This was far from true as peasant unrest led to widespread resistance to forced collectivisation.

This came largely to the form of the slaughter of animals. 19 million of 70.5 million cows were slaughtered as were 1/3 of the nations pigs and 1/4 of its sheep and goats. The massive loss of Stalin who was impervious to human suffering struck him deeply. Russian agriculture did not recover for 25 years. Khrushchev stated that grain production was less per capita and meat availability less absolutely than in Tsarist times. This was in 1953–4.

Stalin's brutal methods led to the forced requisitioning from collectives as quotas were taken before workers could get their share. In 1932–33 the extent of the requisitions hit the Soviet Union with a massive famine concentrated largely around the Ukraine and the Volga. 5 million out of 25 million Ukranians died.

The second half of the 'five year plan' was industrialisation. In theory the resources gained from government control of agriculture could be sold and put into construction of heavy industry such as coal, iron, steel and electricity. In reality less than half the surplus gained from collectivisation initially was used by 1931: 18%, and by 1939 virtually nothing.

During the second five year plan the problems arising from lack of knowledge and inexperience were largely corrected. This was achieved through more extortion of labour from the workers. In particular an increase in the participation rate which rose from 50% in 1929 to 80% in 1938.

Industrialisation, however, was not free from problems. These stemmed largely from Stalin's own ideas. They included his obsession with everything having to be the biggest and best. An arbitrary system of production in which unfulfilable targets were set, a system of incentives for 'shock workers' who achieved large numbers in targets. These factors combined to create gross inefficiencies as materials and whole machines were often ruined by incompetent workers. Stalin did however, achieve significant increases in all areas of industry. The large scale discontent that the five year plans generated resulted in a third element of Stalin's vision. This was the creation of an extremely strong 'coercive machinery' which was able to supervise and crush any evident rebellion.

Internally the government weapon was the secret police, externally it was the Red army.

The secret police found much of its work generated by the collectivisation of agriculture as it supervised the deportation of 5 million kulaks and controlled 2 million individuals in forced labour camps. These camps later became the governments chief labour supply for industrial projects. The gulags built such projects as the White Sea canal. The conditions of the camps were harsh, they were located in extremely cold locations, inmates had little food, scant clothing and poor health. As a result a minority were expected to live out their term.

Stalin was able to crush resistance to his regime through the secret police and was particularly adept at avoiding criticism by blaming others. The development of suspicious atmosphere helped to push workers harder as they fought to discover the 'internal enemies of our revolution'.

Following the murder of party official Kirev under suspicious circumstances in 1934, Stalin issued decrees which in effect, granted supreme right to the secret police to arrest, try and convict and execute any individual they wished in a matter of days. These led to the creation of what commonly referred to as the 'Great Terror'.

The Stalinist purges continued a brutal political course. Stalin had identified that any resistance to his power would come from an established source. This he later identified to be the 'Old Guard' a group comprising 17% of party membership but who still held many positions of rank within the party. Many of these were held and executed following 'admissions' of guilt gained through physical and psychological torture. The purges then filtered down through the party eventually to the level of the general population. As many as one million party members and their family's were killed as a direct result of the terror.

Stalin consolidated his totalitarian rule through the purges because of the fact that for every Old Guard or party member purged a new member had to be promoted. Thus this person was directly accountable to Stalin and the party for their promotion.

The purges in fact ended with the 'cleaning of the police force in 1938'. This meant that Stalin was now in fact accountable to no one institution. His diffusion of power beneath him meant that no single group could organise against him as all groups and institutions were under the watchful eye of another.

Stalin effectively consolidated his totalitarian role through the total use of terror and coercive methods. This combined with the control of the police over the civilian population the cult created around his personality, the creation of a suspicious atmosphere and the belief in internal enemies, and the increase in party loyalty resulting from the purges culminated in 1939 in Stalin's unimpeded control over the Soviet Union.

Question 29

This question was well answered — a reflection that the Great Patriotic War has been well taught over many years. Most candidates could list a variety of reasons why the Russians won the war including military strategy, mistakes by their opponents and internal factors in Russian society. The weaker responses simply gave a narrative of the main battles and Russian victories. Interestingly, few candidates displayed any real knowledge of the last year of the war and the Russian counter-offensive into Germany.

PART H — UNITED STATES OF AMERICA (1256 responses)

With nearly 9% of the responses, the USA was again the third most popular country in Twentieth-Century National Studies. Question 30 was slightly more popular than 32, and 33 was the least popular.

Question 30

This was the most popular question with most candidates simply agreeing with the statement and writing on aspects of it, including a good knowledge of the consumer products available during the decade. However, few candidates offered any disagreement with the statement or pointed to other major economic or social issues that might have challenged such a notion.

Question 31

There was an uneven response to this question. Some candidates wrote excellent responses on why the United States was generally isolationist in the 1930s while others concentrated upon the previous decade or simply noted the Neutrality Laws but had little understanding as to why these were passed, or they talked generally about the New Deal.

Question 32

This was the second most popular question and one that lent itself to the repeating of a great deal of factual information. The best answers were able to identify the benefits of state intervention to various groups while the weaker responses simply wrote in general terms about the overall benefits of Roosevelt's administration.

Question 33

This was the least popular of the questions with either very good or very weak responses. Very few candidates dealt with the domestic effects of the war in any detail and quite a few candidates saw it as an excuse to write answers on the decision to use the 'atomic bomb' or simply wrote about military campaigns.

SECTION III: ELECTIVE STUDIES

There was a small shift in 1996 of around 4 per cent of candidates away from Modern World Studies to the Nineteenth-Century National Studies. In Europe, Russia and Britain were again the most popular countries with Germany running a poor third. In Asia, Japan was clearly the most popular study followed by China with only one candidate undertaking India. The Australian National Study was unpopular but the United States, with 13 per cent of the responses, continued to maintain its popularity.

As in the past a number of candidates are still providing far too much material for part (a), failing to take into account the lower mark value of this part. As in all sections of the paper the structured essays have their own marking scale. This has been provided to be used in conjunction with the comments on the questions and the sample answers provided.

1996 Structured Essay Marking Scale

The marking scale on the next page is used for both the Nineteenth-Century and Modern World Studies structured essays.

HSC 2 Unit Structured Essay Mark Scale

DESCRIPTION		RELEVANCE		ANALYSIS	
	0	Information irrelevant or erroneous.			
	1	Information inadequate but not entirely irrelevant.	3-2	Narrative largely irrelevant and displays a limited understanding of <i>either</i> the problem/issue <i>or</i> the development. Contains factual errors and lacks conciseness and clarity.	One or two disjointed facts with no understanding of <i>either</i> the problem/issue <i>or</i> the issue in contention today.
	2	Information generally relevant but description limited.	5-4	Narrative relevant. Understanding of <i>either</i> the problem/issue <i>or</i> the developments limited. No analysis of <i>either</i> the problem/issue <i>or</i> the developments.	Little or no analysis and relies more on description and/or narration. Limited understanding of the contribution of forces, people and events. Limited use of information as evidence.
	3	Information relevant and accurate but some omission prevents the award of 4.	7-6	Narrative generally accurate and relevant. Understands <i>either</i> the problem/issue <i>or</i> the developments but is limited in its ability to place it in the broader context of the period. Attempts some analysis of the nature of cause and effect.	Attempts critical analysis of <i>either</i> the problems/issues <i>or</i> the issue in contention today. Understands the contribution of forces, people and events. Uses information as evidence.
	4	Information relevant and accurate.	8	Narrative: detailed, accurate, relevant and informed and demonstrates an understanding of <i>either</i> the problem/issues <i>or</i> the developments in the broader context of the period. Understands clearly and analyses the concepts of cause and effect.	Critically analyses <i>either</i> the problem/issue <i>or</i> the issue in contention today. Evaluates the contribution of forces, people and events. Uses appropriate evidence to substantiate judgements.
Question A					
A question requiring description or definition.					
Question B					
A question involving examination of such aspects as cause/effect of the interrelationship of events and requiring description/narration and some analysis of either the problems and issues in a broader context or the developments (MMS).					
Question C					
A question requiring students to think critically, make judgements and use evidence to substantiate a point of view about aspects such as the importance or significance of forces, people or events. In Section III (MWS) candidates must demonstrate revised understanding of the issue in contention today in an historical perspective.					

PART I — NINETEENTH-CENTURY STUDIES

BRITAIN (281 responses)

Britain was the second most popular of the European countries. Question 35 was far more popular than Question 34.

Question 34

Part (a) was handled quite well with better candidates able to understand the issues although it also attracted very lengthy and generalised answers. The weaker answers in part (b) usually just listed the reforms and were unable to differentiate the motives between the two. (The sample script is an excellent response to this part.) Part (c) responses varied, candidates generally knew the content and listed many reforms but did not address the question by linking reforms to labour parties.

- (a) *Agriculture was one of the first areas in Britain to undergo a 'revolution'. One of the most important aspects of this change was the 'enclosure movement'. Farming had previously been done with the use of 'strips' common land. Enclosure meant the fencing off of sections of land for private farming use. Enclosure increased the output of food (which was essential, the British population was growing at a rapid rate), made farming more efficient, but also required more money. As a result many rural labourers left the land and contributed to urban drift. Enclosure also encouraged the use of innovative farming techniques. Scientific inventions like the Tull's seed drill also helped to make farming more efficient. Other farming techniques, like the use of phosphate rich fertilizer, were also introduced. They all added up, to lead to what is known as the 'golden age of farming'. Farming became a profitable enterprise and many made enough money out of it to be able to invest in other things like industry.*

Question 35

The better answers in part (a) were able to distinguish between industrial and agricultural revolution and provided sufficient relevant details. The weaker responses tended to be limited to descriptions of enclosures only. Part (b) elicited some good responses with better candidates able to link the agricultural revolution and then discuss other causes. Many candidates found it difficult to define the social structure in part (c), and the weaker answers concentrated on 'social' rather than 'structure' while the better candidates discussed structural changes.

GERMANY (172 responses)

With only 7 per cent of the responses, Germany was among the least popular of these studies with Question 36 more popular than Question 37.

Question 36

Part (a) was fairly well handled by candidates while the part (b) answers to what was a standard German topic were quite straightforward. Many candidates in part (c) were able to answer 'To what extent' and place nationalism in context and not limit themselves to the wars.

Question 37

Candidates tended to answer part (a) quite well and the sample answer provides a good response. Generally there were few problems with part (b) and candidates again provided some very good responses. Part (c) was also handled quite well by candidates.

- (a) *Germany after its unification on the 18th of January 1871 was an authoritarian style government whose promises of a liberal democracy was far from achieved.*

The constitution of the new federation of 25 states allowed for a bi-cameral system of parliament. It consisted of an upper house (the Bundesrat) which was elected by a complete voting system which enabled it to gain a conservative edge and a lower house (the Reichstag) which had universal suffrage as its electoral system (although this too was manipulated).

The head of the new German State was the Emperor or Kaiser and his second in command was the Chancellor. The Kaiser had complete control of the military and had the power to ignore or dissolve the parliament and ministers at any time. He was responsible for the appointment of ministers and chancellors all of whom answered to him — and to him only. The Chancellor shared similar liberties and controlled the parliament. The Bundesrat and Reichstag powers were limited to passing minor bills, voting on economic policies and the ability to discuss military expenditures every 7 years (although at one stage 5).

Prussian dominance was complete. The King of Prussia became Kaiser, the Minister President of Prussia became Chancellor and the German political system centred in the capital, Berlin, was also the Prussian capital. Domination of the Bundesrat with 17 votes where only 14 were needed to veto legislation made the parliamentary system extremely centralised.

RUSSIA (710 responses)

Russia was the most popular of all of the Nineteenth-Century National Studies and Question 38 was far more popular than Question 39.

Question 38

Part (a) was handled fairly well and had a large range of responses. Many had problems over understanding Nicholas's system. (The sample response would be a low B-range script.) Although many candidates only concentrated on short-term causes in part (b), the better ones were also able to provide good discussion of the longer term as well. There tended to be more description rather than discussion of the 'To what extent' in part (c) and little discrimination between the issue of reform and repression.

Early nineteenth-century Russia was ruled by an autocratic Tsar. The role of Tsar was to oversee the running of the country.

The system of Tsars was that the title of Tsar could only be passed on to someone else in the family. The Tsar's main purpose in the nineteenth-century was to run Russia in an autocratic and absolute way. Russia was divided into 2 social classes. The nobility and the peasants. Peasants were not allowed to function in public life so the Tsar only associated and worked with the nobility, who accounted for approximately 2% of the population. The peasants lived and worked in atrocious conditions and there was a desperate need for reform. However the Tsars did not believe this was important until the second half of the nineteenth-century.

The system of Tsars was a family tradition, with the Tsars being interested only in the needs of the nobility.

Question 39

Part (a) was not as well handled as the part (a) in the previous question and candidates had difficulties deciding upon what problems needed to be discussed. Part (b) tended to attract many prepared answers on the failure of emancipation and many answers failed to go up to 1905. The following script provides a detailed and accurate response with a good understanding of the issues leading to revolution in 1905. Part (c) was handled better than parts (a) or (b) with better candidates able to provide good information while weaker answers did not reach 1914 and tended towards a simple narrative.

(b) Revolution broke out in 1905 because of the introduction of reform however the failure to continue it through by Alex II, Alex III and Nick I. Peasant unrest prevailed as a result of the lack of reform which inevitably led to the outbreak of revolution in 1905. Alexander II began in the 1860's by implementing the beginnings of many reforms however his failure to continue them through with his determination to maintain autocracy created much unrest. The inadequacies of his reform can be seen through the results of emancipation introduced in 1861. Although initially it appeared successful, the serfs ended up paying more money for land they believed to be their own. The Zametsva and judicial reforms were introduced too slowly and the education and censorship relaxation tightened up towards the end of the period undermining its intent.

To create further interest Alexander III failed to continue his father's reforms. Rather he developed a period of much repression reinstating the secret police Okhrama, and developing land captains in 1859. Combined with the declaration of the 1881 emergency powers in which any civil liberties (minimal though they were) were restricted and the Tsar had complete control, the period turned into one of complete repression. Programs in which masses of Jews were beaten and exiled precipitated violence. Inhumane treatment of minorities continued with Alexander III's introduction of Russification. As a result of the repression instituted by Alex III much political and social discontent prevailed which led to the break out of revolution in 1905. However the main reason for the revolution break out in 1905 was Nicholas I inability to see the discontent arising, combined with rapid industrialisation and losing a war against Japan in 1904. 20 march 1905 Bloody Sunday became a catalyst for the revolution where by a peaceful demonstration became the scene of murder when police opened fire. The workers wanted better wages and working conditions. The peasants wanted better conditions, the army wanted better conditions and the middle class wanted more participation in government. The ethnic minorities wanted identification of their cultures. By the time Nicholas I established reforms for such demands it was 'too little too late'. The revolution was provoked by prevailing discontent as a result of little reform and much repression.

CHINA (349 responses)

China was the second most popular study on Asia and third most popular national study overall. Question 41 was more popular than Question 40.

Question 40

Candidates handled part (a) quite well as it allowed them to display their knowledge with most answers being appropriate for the question. Part (b) was poorly handled with little real understanding of the Chinese response to the Taiping Rebellion. Most concentrated upon Western intervention as the cause of suppression — they tended to look at Confusion value and not to link these to Chinese society. Most candidates interpreted part (c) as the reform of the Qing in the pre and post Boxer Rebellion period or described what was the Boxer Rebellion.

Question 41

Candidates had no difficulty with part (a) and answered it well. There was a tendency to list the history of Chinese/foreign relations. In part (b) most candidates could identify incidents that exhibited the changing relationship between China and the West although many a simply recounted the events of the Opium Wars. Part (c) was fair, although again too many candidates did not address the issue of adoption and simply listed all of the reform movements. The sample provides an A-range response to this issue.

- (c) *Despite numerous (often superficial) attempts to adapt to Western impact, the Chinese authorities failed to sufficiently adapt.*

The attempts to modernise China was motivated to reaffirm traditional values and only so that China could return to traditional ways. Although it produced significant changes in the first foreign policy, promoted foreign ideas, a new attitude to International Foreign Law (and a new system of appeasement was adapted in relation to the treaties), as well as a few more innovations in Western learning, it actually had conservative undercurrents and was a superficial attempt. There was little adapting of Western ideas onto the traditional Confucian base.

The Self-Strengthening movement followed and was also superficial and hugely ineffective. There was much emphasis on Western military superiority (thus military reforms) and light industry and textiles (armaments and dockyards were a major reform), there was no societal or attitudinal change and no attention paid to the finer points of Western culture (eg the great industrial base etc). Reform between 1861 and 1911 were largely ineffective and 'too little too late' as they were mainly grafts into the traditional system, with no widespread societal change. Some significant advances were made however as social changes took place with the end to foot binding and the 8-legged exam. Students were sent overseas to study and western schooling and subjects were introduced. A mission was even sent to Europe and death by 'strangulation' and 'a thousand cuts' were reformed.

The Emperor and his advisers tried radical reforms in 1898, 'The Hundred reforms' and although 40–50 reform decrees were announced and among them came considerable reforms (including the abolition of useless offices and better administration), most of them were reversed as Cixi (the Dowager Empress) and her Palace Coup ended the radical reform. There was a small amount of reform as not all the reforms were reversed but it was clearly not enough to adapt to the West impact.

It was the Sino-Japanese war which made China realise the need for reform (the beating by a once tributary state was humiliating) yet Cixi was self-centred and conservative and was insincere in her reforms and they were mainly superficial.

The reforms of 1901–1911 were ‘too little too late’ and such reforms as constitutional change were exercises in procrastination, rather than a genuine desire to reform.

Reform was also hindered by corruption, nepotism, conservative opposition (Cixi) and well as a lack of funds and capital. Despite repeated humiliation and a western show of superiority in the put down of the Boxer Rebellion and Taiping Rebellion, China failed to sufficiently adapt. Adaptation was also hindered by a decline in Qing authority, uprisings, natural calamities and the massive indemnities imposed on China. Internal domestic decay was as much on the agenda as adapting to foreign threats.

However, China did change her policy of passive resistance to the West to active, with the Boxer Rebellion (a final xenophobic push to get the foreigners out) yet attempts at change were too little too late and too narrow in scope to source the dynasty. At the same time that the Qing were decaying, secret societies were rising in number as was the spread of Western ideas.

JAPAN (523 responses)

Japan was the most popular of the Asian national studies and the second most popular national study overall. Question 42 was more popular than Question 43.

Question 42

Most candidates could answer part (a) fairly well although some were confused between ‘Bakufu’ and ‘social system’. Part (b) was well answered with better candidates able to deal with internal and external factors and related these to actual events in the period. Part (c) was fairly well answered although there was a tendency to simply list the ways that the social structure and political system changed.

Question 43

Most candidates answered part (a) fairly well. Part (b) was not well answered with many candidates simply writing a narrative of events for the period and not dealing with Japan’s relations with the West. In part (c) most candidates dealt simply with changes between 1868–1912 without critically discussing the statement, especially, Western imperialism. The sample script does, however, show an A-range response to this question.

- (c) *It was in only a number of ways that Japanese political system and socially structure changed between 1868 and 1890, since many changes were merely cosmetic, with traditional practices remaining essentially intact. Theoretically, Japan after 1868 became democratised. In 1889, the emperor handed to his people a constitution modelled on that of Bismark’s Germany that defined his political status as ‘paramount not only in the symbolic sense of legitimacy, but also in the legal sense of supreme authority’ (Louis D Hayes). The 1889 constitution established a bicameral system of parliament, comprised of a House of Representatives and a House of Peers.*

However, despite such indications to the contrary, Japanese political Westernisation by 1890 was only superficial, and thus, it was not in many ways that the political system changed. In fact, L. D Hayes argues that while the

'emperor reigned, he did not rule'. Rather, his role continued to be 'passive' with 'real power' of government assumed by an oligarchy of influential leaders (the Genro) and H.P. Varley asserts that they all tended toward authoritarianism in keeping with the traditional samurai background.

Moreover, Hayes argues that the constitutional legislature suffered from severe limitations 'both in the extent to which it functioned as a representative body, and in its ability to enact public policy' under a democratic institution for example, the franchise was to naturally be unlimited. Yet according to the 1889 constitution the people were not the political determiners. Rather as it had been during the Tokengara Period, it was a restricted franchise based on a property qualification. Hayes argues that the right to vote was, contradictory to democratic nations, thus limited to about 5% of the male population.

According to Fairbank, Reichauer & Craig, social westernisation 'reached its peak during the 1880's', with 'efforts to even make social relations between the sexes conform to western practices'. Prestigious families were educated in ballroom dancing and foreign languages. In 1883 the govt. established an 'elaborate social hall' where dances were held every Sunday night for the political elite. When a great fancy dress ball was held there in 1887, however, a 'general revulsion against unnecessary imitation from the West, accompanied by a re-emphasis on native values and traditions, was initiated'. Thus, by 1890, many superficial aspects of the occident social culture were dropped, such as ballroom dancing.

Point 2 of the Charter Oath (1868) declared that 'all classes high and low shall unite', thereby achieving an abolition of feudalism. Schirokauer asserts that this aim was largely realised in 1869, when the Daimyo, initially those of the Tozama surrendered their feudal privileges and domains.

Thus, although in a number of aspects and ways the Japanese political system and social structure between 1868 and 1890 changed, in other ways, the change was merely cosmetic, with traditional practices remaining essentially intact.

INDIA (1 response)

India was the least popular national study with only one candidate undertaking to answer Question 44.

AUSTRALIA (30 responses)

Australia was the second least popular national study and all candidates chose Question 46. Part (a) varied with the majority of responses in the lower ranges. Some candidates revealed no knowledge at all on this period. In part (b) some candidates could discuss changing reasons for migration over the whole period while part (c) had some excellent responses but many answers were disappointing.

USA (316 responses)

The United States, with 13 per cent of responses, was the fourth most popular national study. Question 49 was slightly more popular than Question 48.

Question 48

Part (a) was well handled while some candidates answered part (b) by concentrating upon social aspects only. Part (c) was generally well handled although weaker responses simply told a general narrative sometimes based on Hollywood's version of events.

Question 49

Part (a) was generally well handled although some candidates over-answered it by dealing with the causes of the Civil War. Part (b) saw the better candidates able to discuss in general terms the advantages of the North over the South and the sample script is a good A-range response. Part (c) was generally well handled although some candidates did not restrict themselves to the reconstruction period and went well beyond 1877.

(b) *The South failed to win for three main reasons; their one-crop economy and Northern Blockades; the lack of British and French support after the emancipation Proclamation in 1863; are the huge defeats in particular battles. The South were totally geared to the war effort, in terms of industrialisation, but had previously relied on northern industry to benefit from their cotton production. Once the North's industry had been closed to them due to the civil war, the South relied totally on foreign trade. The South produced 7/8's of the world's cotton and as such found help in the shape of Britain and France who would gladly give their support for a reduce in price or favourable trade terms. However Northern naval blockades with the strong 'ironclads', wreaking havoc on Southern trade, saw a massive decline in the amount of export the South could achieve. This in effect ruined their economy with no money to produce or buy goods such as coal, cloth and constantly not enough money to invest in the new Northern technology. Not being able to sustain the war economically the South ran out of ammunition and uniforms for war and as such failed to achieve victory in the civil war.*

Another main reason for the South's failure to win the war was the lack of foreign aid after the Emancipation Proclamation. Britain and France already had internal problems in their respective countries and could not afford to gear themselves totally for a war against Northern America. The Emancipation Proclamation saw Lincoln, the leader of the North, issue an American decree that slavery was abolished and that Negroes were now free from their masters and had equal rights. This view was supported by the rest of the world, who now viewed the South's use of slavery as wrong. Britain and France as a result withdrew their support to the South crippling the South's foreign trade by allowing the North to setup permanent blockades of Southern industry.

The Americans in the Northern States were now totally won over to the abolitionist movement and as such recruitment figures went on a dramatic increase. The South were now faced with a great deal more opposition from the North, no foreign help from Britain or France and a collapsed economy relying on the very thing the world had just decided was totally wrong.

The last reason for the South's failure to win the Civil War was the crushing blows that they were dealt in the last years of the war. After the Battle of Bull Run early in the Civil War, it seemed the South's campaign, backed by southern pride, would be a success. This was not the case however. As the war progressed and the

southern economy collapsed, Northern generals such as Ulysses S Grant and Douglas Sherman were gaining in vigour and support towards the war. The Battle of Vicksburg resulted in some losses for either side and the Southern Army pushed back considerably. The following Battle of Gettysburg was not so even. The South under the leadership of General Robert E Lee fought courageously but under pressure from much greater numbers were crushed and totally, overwhelmingly defeated. This crushing defeat led to the collapse of the Southern campaign and saw the dominance of the Northern Army who initiated such offensives as Sherman's March to the Sea where Atlanta was burnt to the ground. The South had subsequently lost hope and were forced, under Robert E Lee, to sign their surrender at Appomatax Court House, Virginia in 1865, after failing to win the Civil War.

PART J — MODERN WORLD STUDIES

This year saw a small shift of 4 per cent of candidates away from Modern World Studies to Nineteenth-Century National Studies. Conflict in Indo-China has continued to increase its percentage of candidates (50 per cent) as the most popular MWS followed by US–Soviet/CIS Relations in the Nuclear Age (31 per cent) and then Arab–Israeli (19 per cent).

The overall standard in this section was quite high. Candidates provided some excellent detail and generally coped well with part (c) of the questions. Matters mentioned as areas of concern in the past still need addressing, viz:

- (i) Some candidates are still devoting excessive time and space to part (a) of the question (up to three pages long) at the expense of other parts that have a greater mark value.
- (ii) It is again stressed that the responses in part (c) require a historical perspective and should not be merely current affairs type answers. However, students demonstrated a greater understanding of these from an historical perspective than in past papers.
- (iii) There are still non-attempts to these questions or to the (c) parts although less than in the past.

Question 50. The Arab–Israeli Conflict (506 responses)

This was the more popular question.

- (a) Nearly all candidates handled well the gains made by Israel in the Six Day War of 1967, although many ignored the instruction to be brief and spent too much time on this part compared with parts (b) and (c).
- (b) This part required candidates to explain why Israel returned some gains and kept the rest. Most candidates could write about the Camp David Accords but could not explain the motives behind keeping some lands and not others.
- (c) The 'To what extent' created problems for some candidates in this part. Better candidates could link the changes in control of territories to the peace process. Some candidates only dealt with the period 1995–96. An example of an excellent (c) response follows:

Within the last decade there has been many incidents that have either thwarted or encouraged the 'land for peace' negotiations. The intifada of 1987 to 1992 forced Israel to realise that it could no longer deny Palestinian autonomy in the occupied territories. The stone-throwing Palestinian youths and their male relatives who worked in Israel (1/2 of Gazans and 1/3 of males on the West Bank) were so resentful of the Israelis whom they saw enjoying successful lives just kilometres away from their poverty-stricken shanty towns. The curfews imposed on the occupied territories did little to quell the violent uprising but instead seemed to further intensify frustrations. Israel agreed to the USSR-USA Madrid peace talks in 1991 on the formula of 'land for peace'. Although these talks were fruitless, they did lead to further negotiations with culminated in 1993 on the White House Lawn. Under these accords Israel agreed to Palestinian autonomy — responsibility for their own health, infrastructure and taxes — to be co-ordinated by a Palestinian Authority. Israel also agreed to joint Israeli – Palestinian patrols yet remained in control of security.

In 1994 Israel and Jordan signed a peace agreement that contained economic clauses yet had little bearing on Israel's control over the territories.

In 1995, Israel was in the midst of withdrawing from West Bank towns and whilst still maintaining some control over the territories had largely fulfilled its promises of Palestinian autonomy. In November of 1995, however, the assassination of Yitzhak Rabin by a Jewish settler against the peace process, looked like threatening the fulfilment of the Oslo Accords. Israelis and Palestinians however, united in their support of peace and Palestinians spent their Christmas in an autonomous Bethlehem. Israelis flags were taken down yet the Jewish State still had control over border crossings and in early 1996, after the election of Arafat as President of the PA, they responded fiercely to several suicide bomb attacks from HAMAS and the Islamic Jihad. Peres admitted in a recent interview that the murder of 'The Engineer', a master bombmaker for HAMAS, caused his defeat in the election and also his delay of the Hebron withdrawal.

In May, 1996, the election of Netanyahu spelled disaster for Palestinians and increased Israeli control over the territories. Netanyahu's approach, essentially negative in nature, expected positive results. He increased the building of Jewish settlements in the occupied territories and refused recently at the Washington Summit to announce a date for the Hebron withdrawal.

The recent spate of violence in September ensured an even harder 'crackdown' on autonomous areas with Israel imposing curfews and daring to suggest that Palestinians be forced to carry internal passports.

The opening of the tunnel was a provocation that saw Palestinian frustration at the stagnated peace process emerge violently. A new Intifada with Palestinian police firing on Israeli troops with whom they conducted joint patrols suggests that not only does Israel lack control of the territories, but so too does Arafat. If violence continues in the region the last option is for Israelis to resume complete control over the territories. Netanyahu, it appears will not negotiate the Golan Heights with Syria yet he is willing to exchange South Lebanon for peace. If he does not relinquish control of Hebron where 400 Jews live amongst 100,000 Palestinians, he will retain territorial control yet undoubtedly lose control of the masses.

With Israel imposing curfews and keeping checkpoints at Israeli–Palestinian borders, it appears that their control is not only a source of frustration for Palestinians and their economy but also a sign that trust between the two is far from achieved and, hence, neither is peace.

Question 51. Arab–Israeli Conflict (266 responses)

- (a) Candidates often found this part too narrow and tended to write about the refugees. Better candidates gave a broader perspective, for example:

The 1948–9 Arab–Israeli War, known to the Jews as the War of Independence, had a devastating effect on the Arab peoples of Palestine. After initial Arab success, the war ended in a massive Israeli victory. Not only had the Israelis held onto 57% of Palestine partitioned to them but they captured a another 80% of former Palestine and, due to Arab threats of persecution, a massive Arab evacuation was undertaken from Jewish territory. Approx. 700,000 Arabs became displaced in the first year alone causing massive refugee camps in neighbouring states which were to grow as the years dragged on. The 1947–49 war not only resulted in the Arabs loss of most of Palestine but a massive refugee problem as well. This resulted in growing animosity between Arab and Israelis and the Jews being seen as an imperial race who began to colonise Palestine. The refugee camps also resulted in many Palestinian terror and liberation organisations being able to recruit supporters.

- (b) *Candidates seemed to handle this part quite well and could show the changing aims of the PLO and how these could be achieved.*
- (c) *Candidates dealt with this part much better than part (c) of Question 50 and the time frame and focus on the PLO allowed them to discuss the ‘To what extent’ more easily.*

Question 52. Conflict in Indo-China (1648 responses)

- (a) This was the most popular question. Many candidates gave lengthy responses and these were not always on the most important terms of the Geneva Conference. The following example shows a typical response.

The terms of the Indo-China settlement reached at the General Conference in 1954 were aimed at creating peace in Indo-China, Vietnam in particular. The resolutions made for Vietnam were that she was to be divided into north and south along the 17th parallel. This division would be temporary and democratic elections would be held in 1956 to unite the country into one. The north was controlled by Ho Chi Minh under Chinese influence and the south Ngo Diem and sponsored largely by America.

Laos and Cambodia were both allowed free rule within themselves by the conference.

- (b) This part was well handled by candidates as they were able to provide generally accurate narrative with some analysis. The following is a good example of an A-range script:

The unification of Vietnam was possible fundamentally due to the North’s superior military might and willingness to sacrifice. The US political situation deteriorated as a result.

In 1961 the US had 2000 troops in Vietnam as 'advisers' to help the South fight off Viet Cong insurgence. The Viet Cong were mostly elements of the Vietnamese who had lost none of their guerilla fighting skills they used against the French colonialists.

Thus even though outnumbered, the Viet Cong used tripwires, punji sticks, landmines, booby trapped huts and civilian clothing in order to confuse and harass the South Vietnamese forces with such hit and run tactics.

When Lyndon B. Johnson came to power in 1963 the US had committed 25000 men. With the passing of the Gulf of Tonkin resolution this moved to 125000 in 1964. Johnson and then Nixon used emergency power to the fullest extent to send men to Vietnam. At their height the number was over 500000.

Alan Pollock's book 'An Asian Tragedy' stated that: 'the US leadership had no clear objective in South Vietnam, they firmly believed that they could do in Vietnam what was done in Korea'. However, US commitments did not mean much in the face of guerilla warfare and people bent on national unification. The communist nations of the USSR and China aided the North Vietnamese and Viet Cong in the form of military hardware and knowledge so that they could put up strong resistance.

The South Vietnamese leadership under Diem was highly unpopular and the ARVN troops were considered ineffectual fighters. The communist movement gained much strength when the US troops employed hard-handed tactics. They were rude, stole, raped and were racist and brutal towards the South's people who joined the communist/nationalist movement.

It has been often said by historians that Ho Chi Minh was not really a communist supporter as much as he was a nationalist on the side of his armed forces who would throw themselves at the Americans. Ho Chi Minh's success in the South was inevitable.

After the Tet Offensive in January 1968, the American public became disheartened at the war in which their nations youth were being sent. Protests grew as the body bags mounted and Nixon was forced to bring the troops back, if only for political reasons. This withdrawal was completed by 1973. 'Vietnamisation' of the war became the US policy and it was inevitable that the South would lose sooner or later as the ARVN was not really as strong as the Viet Cong. Thus in April 1975, after a spring offensive, Saigon fell to the North Vietnamese and was united.

- (c) There were some excellent detailed answers but weaker answers tended to present a summary of increasing financial involvement, while better candidates were able to draw comparisons and analyse the differences in American and Australian involvement in Indo-China and not just Vietnam. The following is a good script:

Since the withdrawal of US troops from Vietnam and the reunification of Vietnam in 1975 Australia and the United States have continued to both have great influence in Indo China.

Australia didn't have a large role during the war compared to that of the USA but even before fighting ceased, Australia set up an embassy in Hanoi in 1973. The main involvement of Australia in the last decade in Indo China has come through humanitarian efforts largely through non-government organisations such as CARE.

Australia has also been involved in the country of Laos through their building of the 'friendship bridge' between Laos and Thailand. This bridge will provide influential communication and transport links between the two countries encouraging growth and prosperity.

Australia had not only provided some aid for the countries of Indo-China but has also accepted large amounts of refugees from the different countries. The main involvement of Australia has come through their involvement in the peace settlement in Cambodia largely owing to the efforts of Gareth Ewans in implementing the peace plan. Australia has had a main role. In 1991 all four factions finally agreeing to the peace plan through which a United Nations Transitional Authority would be set up to oversee elections. The elections were held in 1993 and produced the result of a coalition govt, although these elections have not been fully successful owing to the continual refusal of the Khmer Rouge to take part in the elections or accept the new government.

After 1975 as the United States implemented a trade embargo on Indo-China it has had great influence over mainly Vietnam in the area of economic growth and prosperity.

By imposing the trade embargo the US also influenced the relations that Vietnam had with other western nations thus successfully isolating Vietnam from many economic and trade opportunities.

Hence in the last decade Vietnam has introduced a policy of reform known as 'Doi Moi' so as in opening the economy to a more market style system encouraging economic growth. This new policy although achieving some change has created many problems as well.

Since 1991 the US has stopped the ban placed on commercial sales with Vietnam and allowed travel and telecommunications to be set up. Also by allowing the International Monetary Fund to operate has allowed China and France to help pay off Vietnam's debt.

As the US government began to receive more pressure from the business sectors wishing to take up the opportunity of investment and business in Vietnam, President Clinton announced the lifting of the trade embargo in 1994. This event greatly increased the existence of American business and investment flowing into Vietnam.

Question 53. Conflict in Indo-China (341 responses)

- (a) The better candidates handled this part well and they were able to draw on good factual knowledge from the period 1970–75.
- (b) For most candidates, the emphasis was upon Cambodia, but better answers were able to analyse the consequences on Vietnam as well. Many responses were fairly limited.
- (c) The better candidates discussed economic instability, military corruption and dependence on foreign aid. Weaker answers focused on the continued presence of the Khmer Rouge.

Question 54. US–Soviet/CIS Relations in the Nuclear Age (246 responses)

- (a) This was a relatively unpopular question. Most candidates gained full marks for discussing the parameters of SALT I in 1972. Figures regarding the ceilings on ICBM's etc were not required for full marks.
- (b) Candidates handled the concept of change in this question very well. They could identify the stumbling blocks for new agreements and describe how Carter and Reagan had different approaches as did Brezhnev and Gorbachev.
- (c) This part was not handled as well as part (b). There tended to be a shopping list of acronyms provided by many candidates. Too many ignored the 'To what extent' part of the question because they assumed that with so many agreements these must have been successful.

Question 55. US–Soviet/CIS Relations in the Nuclear Age (1053 responses)

- (a) Many candidates gave a lengthy preamble to the Truman Doctrine before stating its purpose. Candidates need only write half a page to gain full marks on this section as the following example illustrates:

The Truman Doctrine announced by President Truman in March, 1947 was the name for America's foreign policy of containment. Containment meant that America was responsible to stop the spread of communism throughout the world. The policy was to give countries strong political and military support if necessary to combat communism. It meant the Americans had to be prepared to interfere anywhere in the world that communist expansion was taking place whether it be local or Soviet communism.

- (b) Better candidates were able to address the fluctuations in the relationship between the United States and the Soviet Union between 1947 and 1963. There were also good examples of brinkmanship as well as indirect confrontations and proxy wars. The sample shows a good A-range response.

It was in the Berlin Blockade of 1948 that the USA attempted to use its policy of containment. This changed the relations between the United States and the Soviet Union. In 1947 West Germany introduced its own currency the Deutsch mark. Soviets feared that the currency would leak to their sector and undermine Soviet Rule. They retaliated by introducing their own currency. The West retaliated again introducing the currency into the West sector of Berlin. The Russians then initiated a blockade. After the Berlin crisis the Western countries developed NATO. The US, Canada, Denmark, UK and others joined while East Germany joined the Soviet Union in creating the Warsaw Pact after the Berlin Conference of 1960. Through this period the relationship changed between Russia and America from an economic conflict which was illustrated through the currency debate as well as the American Marshall plan which gave countries with weak economies and in danger of being invaded by communist the opportunity to strengthen their economies. The Soviet response to the Marshall Plan was its own assistance which was Aid for the nations of Eastern Europe. This economic confrontation changed into a political one in 1948 after the Berlin Blockade and then the relation changed to one with military dangers when NATO and WARSAW were developed. The relationship also became dangerous when in 1953 Russia exploded its first hydrogen bomb and after this point became characterised by a vicious arms race.

In 1950 the conflict erupted into war but not a direct one. The Korean War proved to be the second major conflict of the Cold War but the first of the proxy wars which were indirect wars where the two conflicting sides were supported by either the USA or the Soviet Union.

In Korea the Chinese intervened as a replacement for Russians who felt wary about direct conflict with the USA. The Korean War introduced the idea of the domino theory in Asia which would become important in the Vietnam conflict. The Korean war and the explosion of the Russian bomb and Khrushchev's policy of mild de-stalinisation with less aggressive foreign policy esp in Eastern Europe led the way for the relations to change to a period of peaceful co-existence. The period of the first cold war was over.

The relationship became more hostile with the next Berlin crisis of 1961. Here Khrushchev had demanded Kennedy make West Berlin a free city which was proving to be an embarrassment to the Soviet domination in that area. When Kennedy refused, illustrated through his 'Ich Bin Berliner' speech, Khrushchev's only solution, short of war, was to erect the Berlin Wall. The confrontation continued with the Cuban missile crisis of 1962 which brought the world to its closest point in nuclear war to date. Both these incidents plunged US/Soviet relations back into a period of peaceful co-existence where a hot line was established. As many of the problems within the relations had resulted from a lack of communications.

A (partial) nuclear test ban was also established because the Cuban missile crisis and Berlin Crisis had scared the US and USSR into friendlier relations.

- (c) Some candidates found this part hard as only a few focused on political and economic changes. The dissolution of the Soviet Union needed to be related to the specifics of the question. The political and economic instability of the CIS/Russia today needs to be discussed as one of the main concerns of the United States in 1996. The sample script is a good A-range response.

The vast and extensive political and economic changes in the Soviet Union/CIS have had an effect on the relations with USA over the past decade.

The major political change that has effected relations was the election of Mikhail Gorbachev. His policies of GLASTNOST and PERESTROIKA affected the relations immensely.

GLASTNOST means 'openness' and Gorbachev showed that through this policy he was prepared to have open relations with the USA. This resulted in a number of summits at Geneva, at the capital of Iceland and at the 'Saltwater' summit.

It also resulted in the commencement of START 1 talks between Gorbachev and Bush which would begin to path the way to better relations and a safer world.

The collapse of the USSR and hence the collapse of communism has led to the USA to have to deal with four Russian States instead of one. It has also broken down much of the ideological intensity that has characterised the conflict since 1945.

An example of the trouble with the four new states of the CIS can be seen in the fact that the Russian and Ukraine relations prevented the SALT 1 agreement from being completed until Dec 1994. The agreement was that each of the states would limit all of

their nuclear weapons by the end of the decade so that Russia would remain the only nuclear state and sign the Nuclear Non-Proliferation Treaty. But because of tensions between Russia and the Ukraine over debt issues and loans they were not prepared to do this until the US offered aid to the Russian States.

With the collapse of the old Soviet Union some of the control over nuclear material has been lost. In Aug – Oct 1994 smuggled Russian platinum was found in Romania and Slovakia. This has become an issue causing problems within the relations. Because of the stricken economies of many of the former Soviet states often the money involved in destroying or removing nuclear material is not there and aid has to be obtained from America so that these states can carry out the treaties.

Yeltsin's health and the fact that he is constantly under pressure by the Russian communist parties leader Gernady Zynogov and the Democratic Liberal Party of Russia (who make up 28% of the poll) also creates problems.

If the communists came to power in Russia much of the good work in fostering good relations between the two nations would be put into jeopardy. If this takes place it will not only represent a political change but an economic change and the communist party of Russia have stated that they wish to retain Russia's military power. It is understandable that the West have gained little comfort from the communist leaders words of advice 'the West should not be afraid of me I am a very peaceful man'. The recent changes in CIS have caused the USA to invest too much time and emphasise on Yeltsin rather than associating and gaining friendly relations with other politicians particularly anti-western ones.

Therefore the relations have been and continue to be affected by the vast changes that have occurred with the break up of USSR.

3 UNIT (ADDITIONAL)

While this year's candidature was slightly lower than in 1996, there was no decline in the quality of the top responses and some were very sophisticated in their content and analysis indicating a high standard of teaching and candidate preparation.

International Relations Between the Wars was the most popular of the Options and was attempted by over 54 per cent of the candidature. Revolutions was the next most popular with 36 per cent of the candidature. Australia Since World War II attracted 7% and Asia Since World War II attracted less than 2 per cent of the candidature.

A number of concerns raised in previous years were still apparent in this paper viz:

- (i) the number of candidates sitting for the paper who are academically unsuited to the level of study required;
- (ii) the limited use of historiography by many candidates — many confuse memorising quotes from historians with historiography;
- (iii) the emphasis placed by many candidates on a chronological/narrative approach rather than upon analytical discussion.

1996 Marking Scale — 3 Unit

The essay marking scale for 3 Unit is the same as that for the 2 Unit Twentieth-Century National Studies. Please refer to page 16 for a copy of the scale.

SECTION I: INTERNATIONAL RELATIONS BETWEEN THE WARS

Question 1 (738 responses)

This was a popular question allowing candidates to draw upon a large amount of information. Many candidates quickly recognised the problems and issues. Many could define areas of cooperation but also saw stronger areas of non-cooperation. The weaker responses spent too long on the Treaty of Versailles and ignored the USA when discussing British–French disunity.

Question 2 (636 responses)

This was the second most popular question in this section and again provided some excellent responses. The better candidates covered the entire timeframe and clearly linked economic and international relations. Weaker responses suggested preparation on the Great Depression only or limited the answer to one country such as Germany. Candidates need to have a grasp of economic relations leading up to the World Depression.

Question 3 (357 responses)

This was the least well-answered question. The most common problem was the lack of understanding of the distinction between fascist ideology and foreign policy. Many candidates gave narrations on German expansion but did not link it to the question. Some candidates may also have been confused by looking at only one country and these scripts tended to be limited narratives.

Question 4 (389 responses)

- (a) Most candidates were able to produce reasonable narrative answers with the better candidates able to explain changes in the period from Munich to the German invasion of Poland as seen in the sample.

In a single year the policy of the Allies had changed from one avowedly dedicated to the principle of peace and appeasement to one of a willingness to go to war. This change of policy was by no means sudden and was essentially the consequence of a greater preparedness of the Allies and the fact that militarily and economically they were reaching a peak which could not be maintained.

- (b) This was the less popular question on the paper. The better students discussed the development of US–Japanese antagonism in the decades before Pearl Harbor while the weaker responses had only a limited knowledge of Japanese expansionism in the thirties.

SECTION II: AUSTRALIA SINCE WORLD WAR II

Question 5 (111 responses)

- (a) Most candidates wrote substantial essays covering the topic although only better candidates dealt with the fact that Chifley planned changes but did not always achieve them. Immigration was cleverly argued by some candidates as a radical long-term change but many candidates ignored the issue of radical change in their answers.
- (b) This question was not as well answered as 5(a) with many candidates failing to identify government policy whilst many simply explained Australia's prosperity as the result of the world's economic prosperity. There were, however, several candidates who revealed an excellent grasp of the Menzies era and wrote well-argued answers on the economic issues.

Question 6 (115 responses)

The majority of candidates revealed a sound knowledge of foreign affairs during this period and gave good answers. The weaker candidates simply talked about fears of communism in Australia.

Question 7 (23 responses)

The majority of candidates seemed to lack knowledge and understanding of the Aboriginal rights movement and most tended to write more on government Aboriginal policies.

Question 8 (11 responses)

This was the least popular question with many candidates neglecting historical knowledge for general knowledge answers which tended to be fairly narrow in facts and narration.

SECTION III: ASIA SINCE WORLD WAR II

Question 9. China (32 responses)

- (a) Almost two thirds of candidates completed part (a) which was soundly answered and almost all were in the B range or above. Candidates wrote in great depth about the power struggles and there were many able to redefine the question to talk about Mao's ideals and the political intrigues. The level of sophistication can be seen in the following extract.

Further, Mao wanted to purge China of traditional values completely and to replace the emphasis on intellect and the natural inequality of man by an emphasis on the proletarianisation of the entire mass.

- (b) This was the less popular question but some responses were excellent and candidates were able to reveal a keen awareness of developments in China since 1976 and provide close and well-informed analysis of the era of Deng.

Question 10. Japan (19 responses)

Most candidates dealt effectively with this question and were knowledgeable on the necessary issues.

Question 11. India (1 response)

This question attracted the least number of candidates in any 3 Unit question.

Question 12. General Question (12 responses)

The level of responses to this question was excellent with nearly every candidate achieving a high-range score. Nearly all the responses were on Japan and dealt effectively with both mainstream politics and the reality of Japanese social and political life.

SECTION IV: REVOLUTIONS

Question 13 (524 responses)

This was the most popular question in the section. Candidates generally gave a balance of information from both countries while the question attracted the prepared answer on causes of revolutions from weaker candidates. Though the question allows candidates to discuss other factors the role of the peasants and /or industrial proletariat could not be discarded in a few lines if candidates wished to receive a higher mark. The following conclusion indicates the candidate's grasp of the question and an advanced level of language skills.

Revolutions are created by a number of dysfunctions within a society. The discontent of the masses is central to contributing to the explosion phase of the revolution and to this extent is causative. However, this alone is not enough to successfully create an outbreak of a revolution.

Question 14 (382 responses)

This was the second most popular question in this section. On the whole this question was well answered. The more able responses included a definition of terror at some point. Weaker responses were unable to distinguish between terror and mere violence or force. Again, good answers clearly linked leaders with the use of terror. As well it was possible for some good candidates to argue that whereas terror was used in China it was not necessarily a feature of the Cuban revolution. The following introduction puts the use of terror in context and notes that it is not only the supporters of the old regime who are its victims.

Periods of revolution are periods of conflict not only between supporters of the old regime and advocates of something new, but between those who seek moderate changes and those whose demands are more radical. Thus in response to those challenges harsh policies or terror are introduced to eliminate existing and potential opposition. The reign of terror of the Jacobins in France has its parallels in the Bolshevik terror, and the executions in Stalin's purges.

Question 15 (239 responses)

The alternatives in this question confused a few candidates who failed to realise that each specific alternative had to be related to particular countries. Candidates need to be reminded that they should always read the questions very carefully.

The good responses to part (a) were characterised by an ability to blend in considerations of the concepts of counter-revolution, violence and progress. The answers to part (b) too often adopted a shopping list approach to guerilla tactics and so this question was not as well handled as its alternative question.

Question 16 (241 responses)

This was the least popular question and many candidates simply wrote on changes that took place in each country under study rather than any discussion of the notion of progress or any common links or obvious differences between the areas under study.

2 UNIT PEOPLE AND EVENTS

General Comments

It is pleasing to see that the number of candidates attempting this paper has increased slightly since 1995.

The examination paper for this course was very well received, both for its reflection of the Syllabus aims and the quality and fairness of the question. Many candidates attempting this paper would have performed very well in the 2/3 Unit (Related) paper and a number of excellent responses were received.

SECTION I: CORE STUDY — WORLD WAR I (COMPULSORY)

The response to this section was, on the whole, quite pleasing, with many candidates displaying skill in handling sources as evidence.

1996 Marking Scale — Core

The marking scale is found on the next page.

Modern History 2 Unit: People and Events

Core Marking Scale 1996

QUESTION 1	Part (a)
(i)	Use Source A. List THREE methods of transport on the Western Front. 1 mark each for any three of the following: rail, tank, horse, cart, walking, lorry/truck.
(ii)	Use Source B. List any TWO reasons given by Ludendorff for starting a war of movement. 1 mark for any two of the following (either directly quoted or paraphrased): <ul style="list-style-type: none">troops no longer displayed their stubbornnessthey thought with horror of fresh defensive battlesthey longed for a war of movementin the West the army desired an offensiveRussia's collapsethe condition of our (German) alliesthe condition of the German armyit could bring about an early victoryonly possible on the Western Frontthe danger of more Americans arrivingit was desirable to strike in the West as early as possiblethe state of training of our (German) army.
(iii)	Use Source C. What were the differences between the German advance in 1918 and British advances in the years before on the Western Front? 1 mark <ul style="list-style-type: none">Answers that simply copy the source. 2 marks <ul style="list-style-type: none">Answers that paraphrase the source and/or a valid attempt at a generalisation about one country. 3 marks <ul style="list-style-type: none">Answers that make a valid generalisation. Better responses may support this with reference to a source. May include an implied reference to the other country, eg better, more successful.
(iv)	Use Source D. What were the reasons why Australians under General Monash were so successful on the Western Front by 1918? 1 mark for any four of the following (either quoted or paraphrased): <ul style="list-style-type: none">Monash used all the technology that had been developedthe employment of planes in conjunction with tanksplanes used for observation, bombing and intelligence — can be taken as individual pointsMonash used planes to drop ammunition by parachutetanks for spearheading the attacktanks as ammunition carriers/tanks to rid troops of the difficult task of having ammunition/four tanks were equivalent to 1200 men.

QUESTION 1	Part (b)
(b) Use your own knowledge and Sources A and D to explain how warfare had changed on the Western Front by 1918.	
<i>Scripts given 0 marks will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.</i>	
<p>Level 1 (1–3 marks)</p> <p>Answers that EITHER use own relevant knowledge without any reference to the sources</p> <p>OR</p> <p>Answers that identify relevant source information but do not mention their own knowledge</p> <p>OR</p> <p>Answers that do both of the above but in a very trite way.</p> <p><i>Scripts awarded 3 marks will make valid use of their own knowledge and refer to at least one source and supplement it with some own knowledge.</i></p>	
<p>Level 2 (4–6 marks)</p> <p>Answers that refer to both sources (from A and B) including an implied reference and supplement this with some relevant own knowledge</p> <p>OR</p> <p>Answers that refer to one/or both sources and supplement this with good own knowledge</p> <p>OR</p> <p>Answers that use one source well and supplement this with some relevant own knowledge.</p> <p><i>The difference between 5 and 6 marks will depend on how much relevant and accurate knowledge candidates provide and how well they have used the sources.</i></p>	
<p>Level 3 (7–9 marks)</p> <p>A good use of one source and a clear reference to the other with good relevant own knowledge</p> <p>OR</p> <p>A good use of relevant own knowledge with a good use of one source and a reference to the other source.</p> <p>May contain sophisticated generalisations.</p> <p><i>Scripts awarded 7 marks may be more limited in the use of good, relevant own knowledge or less specific in the use of sources as evidence for their argument.</i></p>	
<p>Level 4 (10 marks)</p> <p>Answers that link detailed own knowledge with good, relevant information from both sources.</p> <p>May contain sophisticated generalisations.</p>	

QUESTION 1	Part (c)
(c) How reliable and useful would Sources B and C be to an historian studying warfare on the Western Front? In your answer, consider both the origin and content of the sources.	
<i>Scripts given 0 marks will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.</i>	
Level 1 (1 mark) Answers that refer to both sources in a trite/invalid way OR Answers that refer to the general reliability OR usefulness of sources without any reference to either Sources B or C OR Answers that refer to the general information in at least ONE source without any reference to reliability OR usefulness of sources.	
Level 2 (2 marks) Answers that make a valid comment on ONE source.	
Level 3 (3–4 marks) Answers that make a valid comment on TWO sources OR Answers that discuss ONE source. <i>Answers awarded 4 marks discuss one source and make a valid comment on the other.</i>	
Level 4 (5 marks) Answers that have a discussion of both sources.	

Question 1 — Core

All parts of this question were generally well answered by the candidates and the sample script shows a top-range script that shows how easily these parts can be answered by a few lists, key words and summary points.

- (a) (i) *Tanks, trains, horse and cart.*
- (ii) *Russia's collapse; Americans arriving on the Western Front.*
- (iii) *The German advance was swift, powerful and effecting with a gain of forty miles whereas previous British advances were exhausting with littler power, had little effect, was prolonged and only gained if lucky, fifty yards a day. The major differences were — Germany gained 40 miles; Britain gained 50 yards a day; German attack was quick; Britain attack was prolonged; German attack was very effective; British attack had little effect.*
- (iv) *Monash used all the technology available to him. He used planes in conjunction with tanks. He also used planes for observation, bombing and intelligence.*
- (b) As in past papers the weaker responses tended to make very brief reference to the sources and then describe technology, weaponry etc from their own knowledge. The better responses used both sources and their own knowledge to talk about changing technology and its impact on trench warfare as well as general discussion of the change from trench warfare to a war of movement. The sample is an excellent script.

Warfare on the Western Front changed significantly throughout the war including changes to the weapons used as well as changes in the plans of action and tactics of war.

Source A shows three photographs of equipment used during the war. The first photograph shows a howitzer and the rail system. These, as well as the horses, tanks and trucks, were significant transport equipment used. Trucks and the rail system, as well as horses, were the main sources of transport to begin with. However, they found that horses were too slow and could only carry small amounts compared to trucks and the rail system. There was no system that had no problems, however, as the rail system and road transport could be blocked due to artillery destroying them and during the winters, especially in 1916, they found the vehicles froze up and jammed. However, as source A and D shows, tanks were increasingly used to carry ammunition and supplies through battle. Many had relied on the men to carry them, but they found increasing success when they were transported by tanks and other equipment, leaving the men more fresh and able to move around without such heavy loads.

Horses were sitting targets to be shot as they could not move quickly and were often frightened by the noise surrounding them. Hence they were used less on the actual front. Tanks, as well, had to be improved. Firstly they were unsuccessful as they were difficult to manoeuvre. They provided a great tactic to scare the enemy and could successfully crush through the enemy line. However, as source D shows, this was improved as they were used for this purpose as well as to transport the supplies that the men had previously carried. It was very difficult for the men to run over the rough ground towards the enemy for attack, especially once the artillery had churned up the

ground, leaving huge holes. With this, as well as having to carry huge packs of ammunition, the men found they could not do it. They also ran up against large areas of uncut barbed wire where the tanks had been unsuccessful. However, towards the end of the war there were developments in the use of tanks, as well as the methods of destroying them. They were successful but the men in them were often destined to die as grenades and other weapons were used to explode them with the men often trapped inside. But, if used effectively, as they were increasingly done towards the end of the war, tanks provided a great means of destroying enemy lines and scaring them through the sight of such a big metal thing coming towards them made many flee.

Source D also shows that planes were developed and used increasingly throughout the war. To begin with, planes were a rare sight on the western front. The Germans had airships which were effective at night because they were so quiet, but because they were balloons filled with helium, they were easily blown up and would explode readily. However, there was increasing development of petrol driven aeroplanes by both the Allies and the Central Powers. These were used to carry and drop bombs and other artillery as well as to carry supplies to the men and use parachutes to drop them, as source D shows. This was effective as they were quick and easy to manoeuvre. They were also very effective when they dropped ammunition and were also used for spying on the enemy from above.

Gas was another weapon used on the western front. To begin with it was very lightly used and did not result in death. However, mustard gas and other forms were developed and used which caused extensive respiratory problems and often caused death. 57% of the men who fought on the Western Front were injured in some way or another by some sort of weapon and 12% of them died from it. In some areas of the Western Front, such as Ypres, gas caused around 65% of the casualties when used effectively and when warnings were not issued. Often the only protection men had were urine soaked rags which were not terribly effective. However, towards the end of the war developments were made in masks and other equipment to help them. However, these added to the load that the soldiers had to carry, and some would discard them which caused them problems later if gas attacks took place.

Trenches were used throughout the war. It was the first time that trenches had been used in a war before. This was due to the developments in the machine gun which meant that a whole battalion could be halted with just six guns.

Trench warfare, like all other weapons, had to be refined. Defence in depth was introduced where they had few men in the front lines to fire the machine guns with the support trenches filled with men and communication trenches running perpendicular to those parallel trenches. Of the 20,000 men that often made up a division, only 2,000 would be in the front-line trenches at one time, often less. This meant that when the artillery bombarded the trenches, few men were killed and others could move through the communication trenches once the artillery was over to shoot the oncoming enemy.

There was also increasing use of artillery and changes in the methods of its use. The system that was used meant that artillery would bombard the opposing trenches for a few hours and then the men would race out and try and take over the trenches. This was not effective to begin with as men came up against uncut barbed wire and were

massacred by the machine guns. However, with the development of tanks and planes, they would be sent out to break through the barbed wire and the planes would drop direct hits of ammunition. The tanks would carry the weapons as well and hence make it all more efficient and quicker. This resulted in a reduction in casualties as well as more success, as source D shows.

The tactic that was used extensively by the Allies was called the war of attrition. This meant that they believed that if they killed a higher proportion of the enemy than they did themselves, they would eventually win the war. This tactic was developed by General Haig of Britain and meant that men did not become men, but were statistics. This tactic was very harsh on the men and resulted in huge losses as each side tried to wear the opposition down. It was found that the artillery and other tactics became so predictable that they had to change their tactics if there was to be any hope of winning the war, hence the use of different weapons and more effective use of tanks and planes.

Therefore, throughout the First World War, there were many changes in the way the weapons were used and the tactics themselves. These changes were required if there was to be any end to the Great War that lasted from 1914 – 1918 and that many believed would be over by Christmas when it broke out in 1914.

- (c) This question allowed the better candidates to discuss sources and specifically comment in a detailed manner upon their reliability and usefulness. However, many candidates still find it difficult to answer this part of the Core. They tend to simply identify primary and secondary sources and make simple comments upon them. The sample again provides an excellent response to this question.

Source B is a primary source from German General Ludendorff's book in 1919. Its content is useful in giving various reasons for the tactics employed by the German army outlining morale, supplies, resources and other reasons for a return to a war of movement. Written in 1919 its perspective is useful as the writer's memory would not be dimmed or influenced. It lacks however the benefit of hindsight. Its reliability is questionable as the reasons given would most likely be aimed at self-justification of actions, especially as it was a published book. Despite this it is still very useful to a historian studying the warfare on the Western Front.

Source C is an extract from a later history book (1991) written by an Englishman. It is a secondary source. Its content is extremely valuable in giving detailed descriptions of warfare. It also makes a comparison between the British and German attacks. Its perspective is benefitted by hindsight and a broad range of knowledge the historian has access to.

The extract from the book would be fairly reliable as a history book for a general audience. It does however present a slightly biased view as it notes Germany's best and the British worst attacks. It does not mention anything very positive about the British.

Overall Source C also presents a very useful source to the historian studying warfare on the western front.

SECTION II: TWENTIETH-CENTURY NATIONAL STUDIES

As in 1995, the most popular question in this section was on twentieth-century Germany. However, the numbers for this question have declined while the numbers for the second most popular study, Russia/Soviet Union, have risen. The United States remained the third most popular choice followed by Australia instead of China, which saw a drop of more than 200 responses compared with 1995. The questions on Britain, India and Japan were all unpopular.

1996 Marking Scale

The marking scale for both Nineteenth and Twentieth-Century National Studies is found on the next page.

2 Unit People and Events 19th and 20th Century National Studies Marking Scale 1996

Category A	Category B	Category C
8-7-6	5-4-3	2-1
<p>Part (a)</p> <p>Describes/narrates detailed relevant and accurate factual information about aspects of groups, people or significance of events.</p> <p>Information is presented clearly and is well structured.</p> <p>Shows understanding of historical concepts and terms.</p> <p><i>Scripts awarded 6 & 7 may contain minor errors or may be less detailed.</i></p>	<p>Part (a)</p> <p>Describes/narrates generally relevant information but may contain inaccuracies.</p> <p>Treatment of groups, people and events may be limited in scope.</p> <p>May refer to groups, people and events in a generalised way.</p> <p>Limited understanding of concepts/terms or significant events or groups.</p> <p><i>Scripts awarded 3 may contain irrelevant information or more significant errors.</i></p>	<p>Part (a)</p> <p>Understand the question but has very little relevant information.</p> <p>May contain largely irrelevant/inaccurate information.</p> <p>Lack understanding of concepts/terms.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts and show very little understanding of the question.</i></p>
<p>Part (b)</p> <p>Describes/narrates relevant and accurate factual information.</p> <p>Information is presented clearly and is well structured.</p> <p>Understands the concept of cause/effect and uses information to support explanation.</p> <p>Good understanding of the broad history of the issues/period being examined.</p> <p><i>Scripts awarded 6 & 7 may contain minor errors of fact and irrelevance.</i></p>	<p>Part (b)</p> <p>Describes/narrates generally relevant information but contains inaccuracies.</p> <p>Limited understanding of cause/effect in the issue being examined.</p> <p>May lack the information required for full understanding of the development of the issues.</p> <p><i>Scripts awarded 3 may contain more significant errors in fact, be more irrelevant, or generalised in description information.</i></p>	<p>Part (b)</p> <p>Information is limited to a small part of the question.</p> <p>May contain irrelevant or inaccurate information or digress significantly from the question.</p> <p>Very little understanding of broader issues.</p> <p><i>Scripts awarded 1 may contain one or two disjointed facts with little understanding of the question.</i></p>
4	3-2	1
<p>Part (c)</p> <p>Describes/narrates relevant factual information.</p> <p>Understands concepts of effect, influence, leader, groups, events.</p> <p>Evaluates the effect/role/impact of a group, people and/or event.</p>	<p>Part (c)</p> <p>Describes/narrates generally accurate and relevant information.</p> <p>May contain minor misunderstandings of required concepts.</p> <p>Valid attempt to evaluate the effect/role/impact of a group, people and/or event.</p> <p><i>Scripts awarded 2 may be limited in their attempt to evaluate.</i></p>	<p>Part (c)</p> <p>Limited in scope.</p> <p>Very little attempt at evaluation of effects/influence of people and events.</p>

NOTE: Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.

PART A — AUSTRALIA (118 responses)

Australia was the fourth most popular National Study.

Question 2

- (a) Most candidates were able to give a good amount of detail on Margaret Tucker's life. Although some wrote very generally about her overall achievements, the better candidates could highlight significant events right up to more recent times as seen in this script.

In the 50's Margaret Tucker became Treasurer of the Aboriginal League. In the 60's she was instrumental in the formation of the United Council of Aboriginal and Islander Women which she later became president of.

She worked to get rights for aboriginals and she was a member of the Aboriginal Advisory Committee and she also joined the Aboriginal Land Council of Victoria.

- (b) Most candidates were able to outline the reasons for Jack Lang's dismissal and understood the crucial issue over his refusal to pay interest on loans. The better responses showed a good understanding of cause and effect and examined the various forces that were opposed to Lang.
- (c) Although virtually all candidates understood what the New Guard was and what it stood for, many had problems showing what influence it actually had on NSE politics and society. A better answer can be found in this script.

Politically ,through propaganda in their newsletters and the rallies they held, where they sang patriotic songs etc the New Guard succeeded in turning many people against the government of the time led by Jack Lang. They unreasonably convinced people that Lang was a socialist intent on power and forgetting the mother country.

Question 3

- (a) Responses to this section ranged from very general to quite detailed. The A-ranking scripts showed an impressive grasp of detail and factual information as seen in the following example.

Bombing of Darwin started on the 19th of February, 1942 when the Japanese dropped bombs from 14000 feet and then sent in dive bombers to finish off strategic targets. When the bombing had ended the destruction could easily be seen. As a result 293 people died and 400 were wounded, the police barracks, prison, wharf, harbour, post office and admin. barracks were all destroyed. 22 ships including the USS Peary were also bombed and sunk.

- (b) Most candidates were able to show an appreciation of the significant change that women experienced in World War II in the field of work. The better scripts covered a range of areas in detail and the sample shows one such detailed introduction.

During the war women got the opportunity to work in other areas, and broaden their experience of work. With many men forced to vacate their jobs to join the armed forces, Australia faced an acute labour shortage. Women were seen by many as an untapped resource and they were given the opportunity to work in areas previously considered a man's domain. For example women took over businesses left by their husbands, worked in factories, volunteered for the Womens Land Army and joined the armed services.

- (c) Most candidates could deal with Curtin's importance to Australia during the war in a general way but better scripts examined both his domestic and foreign achievements.

PART B — BRITAIN (nil responses)

Questions 4 and 5

In 1995 Britain was the least popular National Study on the paper and this year no candidate answered any British question.

PART C — CHINA (65 responses)

Question 6

- (a) Candidates were usually able to give a selection of major events from the Long March but usually concentrated upon the hardships encountered and the battles. Only a few included significant political events.
- (b) Generally candidates could give a good description of the peasants during the Qing and Warlord eras; however, many failed to address the main focus of the question dealing with change in the lives of the peasants over time.
- (c) Many responses tended to adopt a narrative approach by repeating the actual responses from the (a) and (b) parts of the question. The better candidates looked for positive steps taken by the CCP to increase their support. The sample script shows a good A response.

The Chinese Communist Party increased its influence in China between 1934 and 1949 by gaining popular public support with the Chinese peasants and increasingly the urban middle and working class, who had favoured the GMD. The CCP, who fought 75% of the Japanese battles, is a strong indicator that they were a unified force behind defending China from its enemy. The CCP also worked under the skilled leadership of Mao Tse Tung who was well trained in guerilla warfare and showed strategic intelligence in shaping the nation. The Chinese people recognised the CCP's unity and respected their policies in establishing a government which enforced the values and attitudes of the Chinese population.

Question 7

- (a) Many candidates had difficulty in outlining the events immediately prior to the revolution of 1911 and there was also an inability to distinguish when the revolution actually occurred.
- (b) Candidates were generally able to provide a sound knowledge of Jiang's early rule. Most had difficulty in dealing with his achievements, although better candidates did identify several major factors as seen in this A response.

He introduced a set of currency and squashed the unequal treaties that were imposed by the west. He also introduced a penal code that was similar to the British. He had unified China and was seen in the eyes of the west as China's leader.

- (c) This part was not well handled by candidates. Most were able to adequately describe the life of Pu Yi and how he was used as a puppet by the Japanese but could not really explain why. However, a few better candidates were able to discuss his ambitions.

As a result Pu Yi became aware that if it hadn't been for the revolution he would have been the sole ruler of China. This began his obsession in regaining his rule. Once he was forced out of the forbidden city in 1924 he found refuge in Japan. Here he searched for help in regaining his role as emperor. In 1931 Pu Yi was smuggled out of Japan and became president of Manchuria. Because he was so determined to regain his position he remained under Japanese control because he had been promised that he would soon be emperor.

PART D — GERMANY (5206 responses)

Question 8

- (a) The better candidates demonstrated clear understanding of what the question required and explored the social, economic, and political effects of Nazism on the Jewish community (as per the sample script). Weaker responses tended to limit themselves to descriptions of physical attacks or life in a concentration camp.

The Nuremburg Laws politically, socially and legally isolated the Jews. The Reich Citizenship Act took away all rights to vote. The Blood Protection Act banned all Jew and Arayan (together) sexual relationships and marriage. In 1937, all Jews had to assess the value of their property and register their ownership. Jews were made to wear 'J' patches and carry passports, this was to assist the continuation of Aryanisation. Things grew worse for the Jews. In November 1938 'Crystal Night' occurred. Otherwise known as the 'Night of Broken Glass'. Many Jewish windows were smashed. Many synagogues and other Jewish buildings were burnt down. Many were killed and thousands were hurt. Jews were arrested and concentration camps filled up. Jewish property was confiscated and they were sent to live in city slum areas — ghettos.

- (b) This question tended to lead candidates to focus on the French perspective rather than the German, and many tended to simply describe events and became repetitive. However, some candidates provided a good range of motives behind the occupation of the Ruhr.
- (c) Although most candidates provided good biographical details about Hindenburg, many found it difficult to assess his role in German politics. The sample script provides a summary of one assessment but many weaker responses failed to make any assessment.

By being President he ceased counter revolution, he gave vital support to Stresemann and used Article 48 wisely in dealing with the Depression and coalition governments. He also appointed Hitler as Chancellor and passed the Enabling Bill which would give Hitler dictatorial powers. He became President in April 23, 1925. Although he was a staunch monarchist, as President he would honour the Weimar constitution. Hindenburg was important in that he ceased counter-revolution and united and gave hope to his people during a very difficult time.

Hindenburg played an important role in that he gave vital and essential support to Stresemann. Stresemann was working hard in getting the economy to recover. He got Germany accepted into the world again by signing the Locarno Treaty, joining the League of Nations and the Kellogg-Briand pact.

In Hindenburg's second term as President in April 1932, Hindenburg was increasingly getting senile and was greatly influenced and manipulated by others. He appointed Chancellors by other peoples suggestion and fired Bruning. Due to this he appointed Hitler as Chancellor in January 1933. He passed the Enabling Bill because Hitler would inform him of everything but he was kept very much in ignorance.

Question 9

- (a) Generally this was well handled, with the better candidates exploring the political and legal ways that Hitler gained power as well as the methods he used to maintain it. Some candidates were limited by concentrating on only one aspect of the question.
- (b) There were usually fairly detailed responses to this question, with various motives given for the purging of the SA (see sample script) while the weaker responses simply described the arrest and execution of Rohm.

After the Reichstag fire in February 1933. Hitler requested Hindenburg for an emergency law for the 'Protection of the people and state'. This allowed Hitler to remove the communists allowing him to put forward to the Reichstag an Enabling Act in March 1933. This allowed Hitler to make laws without the consent of the Reichstag for four years.

Due to the demand of Hindenburg and the army in 1934 Hitler had to control the SA and Roehm or lose support of the army. He called for the 'Night of the Long Knives' where he gained the armies support and Hindenburg's praise. On the death of Paul Von Hindenburg Hitler combined Presidential and chancellorship. He made the army swear a loyal oath to him, the Fuhrer of Germany.

Hitler used persuasion on the people getting them to join activities such as 'strength through Joy'. Goebbels, Hitler's propagandist, organised mass rallies and censored media. He also introduced posters, uniforms and put forward all the Nazi ideals.

Hitler had no hesitation in using terror on the people of Germany who were against Nazi ways. He sent out the SS and Gestapo to terrorise them, to tear up the Treaty of Versailles, unite German speaking people in one country and 'living space to the East'. Hitler threatened Austria and finally the Nazi ideals were taught and practised.

- (c) This was handled fairly poorly by most candidates. They simply provided a description of the structure of the youth groups without any real insight into the effects these organisations had upon German society.

PART E — INDIA (78 responses)

Question 11

- (a) Many responses merely described the lifestyle of the Untouchables without placing them in the structure of the caste system as it operated. However, the top responses explained the religious basis for the system and the social and psychological necessity of having such a class.

The Hindu social caste system was based on a god and different castes performed different tasks within the community. It was believed that when you died if you had lived a good life and not done any harm your Karma would return in the next life in the body

of a higher caste. If you lived a bad life you would be punished by being made into a lower caste. You could not better your caste during your life even though you might be good to your faith and those around you. Untouchability was passed on from one generation to the next so they were given the lowest tasks.

- (b) Many responses only dealt superficially with Gandhi's religious beliefs and the fact that he was a good man, but the top range recognised Gandhi's realisation of the British weaknesses since non-violence highlighted British rule as being cruel and oppressive.
- (c) Most responses were able to deal with the essence of the question by discussing the effects of the massacre on the independence movement. Most candidates referred to Gandhi's break with Britain and his subsequent non-cooperation campaign.

Because of this massacre the British lost face to not only Indian supporters but to the international media. They had lost one of the empire's greatest supporters in Gandhi. Gandhi was now fully opposed to Britain and what they stood for. He called on protest like the 1920 Non-Cooperation movement.

Question 11

- (a) Most candidates could not describe the details of any changing policies in the League. Only the better responses were able to trace some of these changes, as seen in this sample.

The League's policy of Hindu/Muslim unity was rejected in 1937 when the INC refused to form their planned coalition government. The League did disastrously in the elections receiving only 5% of the votes and was outraged at the Congress, who had gained the majority vote, refusing the plan. The League's president, Jinnah, decided to revamp the League and virtually declare war on the INC.

- (b) This section was not well handled by many candidates. Some responses discussed events from the beginning of the century while others referred only to events immediately before Partition. Better candidates discussed in detail from the 1937 election to partition ten years later. The conclusion to this A-range script sums up the better responses:

When the British refused to work with only the League when the INC would not accept its 1946 plan, the League launched its Direct Action Day for Muslims on August 16th. The Direct Action Day led to violence between the two groups with riots occurring everywhere and India on the brink of civil war. To stop this from occurring the INC agreed to partition and in 1947 dominion status was given to both India and Pakistan. The failure of the Hindus and Muslims to live together resulted in the 1947 partition of India.

- (c) This section was also not well handled by candidates. It produced general responses which suggested a vagueness about the details of Jinnah's life. Errors were common and the main points were often repeated from material in the earlier sections.

PART F — JAPAN (6 responses)

There was a very small response to this section and too few scripts to comment on the questions.

PART G — RUSSIA/SOVIET UNION (1350 responses)

Question 14

- (a) This section posed few problems for most candidates. The majority could identify and describe a range of main events leading to the overthrow of the Tsar. Above average scripts could identify long-term events and immediate causes as seen in the sample. Many candidates also wrote good answers using different combinations/selections of events.

There were many events that led up to the Tsar being overthrown in 1917. Many of these included the Russo-Japanese war, the 1905 revolution, the events of Stolypin, the Russian involvement in World War One, the use of the Bolsheviks, the failure of the Duma and the attitudes. Finally in March of 1917 following mutinies and desertions from the army, demonstrations against fuel and bread shortages and strikes, the Tsar was forced to abdicate as he had lost control of his army and the Duma and had failed to reach Petrograd.

- (b) This section was again easily understood by most candidates who were able to describe a variety of roles of the secret police. However, most had a far greater knowledge of the role of the police under Stalin. Better responses also noted the changing role of the police under Lenin and Stalin as seen in the sample script. Excellent responses also identified in detail the functions of the police under both leaders.

The secret police grew markedly under the communists under both Lenin and Stalin. However, their roles differed greatly. Under Lenin the police had a security role and were subordinate to the party whilst under Stalin they developed in addition to security an important political and economic role and came to have more power than the party.

- (c) Although most candidates had no problem understanding this section many included irrelevant information on Trotsky during 1917. The main discriminator was 'How important' and most candidates could give a biographical narrative, but the better responses were able to evaluate his achievements at crucial stages as well as his overall contribution.

Leon Trotsky's tactical virtuosity, organising genius, manipulation, thinking powers and high energy which he used in producing a fine red Army ensured the success of the Bolshevik party. Without these qualities and Trotsky's genius the civil war would undoubtedly have been a failure for the Bolsheviks.

Question 15

- (a) Most candidates had a reasonably good knowledge of the Kulaks and could describe how they were treated and how their lives were changed by Stalin. The top range could also focus on other aspects besides the elimination of the Kulaks by Stalin, as seen by this sample:

In the early years of Stalin's rule the Kulaks suffered as grain prices fell and taxes increased. In response they grew less grain. This reduced growth of grain in the late 1927s and in 1928 drove Stalin to abolish the NEP as there was not sufficient quantities of grain to supply growth of industry.

- (b) Most candidates could talk about the purges with some knowledge of the subject. The better candidates could explain why they were carried out as found in the introductions to these two A-range scripts:

Undoubtedly the purges of the 1930s within Russia were a result of Stalin's personal power and paranoia. However, they were also used as a means of unifying his party in the face of Hitler and possibly and inevitability of his totalitarian state. In all Stalin purged 800,000 old Bolsheviks, all his original politburo and consolidated his dictatorship and personal position.

On 1st December 1934 Sergei Kirov was killed by Leonid Nikolayev, a young communist. All the evidence suggests that the NKVD, acting on Stalin's orders, allowed Nikolayev to kill Kirov. Stalin had rid himself of a dangerous rival, and was also given the excuse of starting the 'Great Purge'. A man Ryutin, had spoken openly against Stalin's Five Year Plans, and Stalin wanted him shot. Kirov and his majority of the politburo were against Stalin's wish. Thus, to have complete control, Stalin had to rid himself of the opposition, and Kirov.

- (c) This part was not handled well. Most candidates accepted that Stalin was important but were unable to support this with sound evidence. The sample script does show what could be argued.

In 1928, Stalin launched a social and economic revolution that cost millions of lives. The First Five Year Plan was set up in 1928, the emphasis being on heavy industry: oil, steel, iron and coal. The First Five Year Plan lasted from 1928–1932; others followed: 1932–37, 1937–41. The cost to the nation of the First Five Year Plan was great. But, Russia's output increased to a level some western nations had taken decades to achieve; the Moscow Underground and the Dnieper Dam was also built.

PART H — UNITED STATES OF AMERICA (585 responses)

Question 16

- (a) Most candidates showed good factual knowledge about D-Day although many discussed the preparations for it rather than the main events of D-Day. The sample script is a good response to this section.

D-Day occurred on June 6th 1944, after careful planning by the British and the Americans. Two separate landings were to take place, on beaches code named Omaha and Utah near Normandy.

The Utah landing turned out to be a great success. The troops were deposited 2 miles too far up the beach, however, this turned out to be successful. The area in which they landed was poorly defended — and they were able to surprise the enemy and successfully defeat them.

The landing at the beach code named Omaha was not successful. The troops boarded boats which were supposed to take them to the beach in the early hours of the morning. However, the seas were extremely rough that day, and the journey on the boats made many of them sick, tired and exhausted. The huge tides and waves and rough weather meant that the troops had to dive into the rough, cold dark waters, with their guns etc and swim to the shore. Some never made it. Those that did, reached the beach wet, exhausted, hardly able to move. Here they were met with heavy artillery bombardment and were greatly defeated.

The success of the troops at Utah was not only due to the mid-directed landing, but also the use of British inventions which included things such as aquatic tanks which could swim. The troops decision at Omaha not to use these resulted in their failure.

These two landings were the main events of D-Day.

- (b) This section was not well handled by candidates as many seemed to be unable to provide sufficient reasons for why MacArthur could return to the Philippines in 1944 after his defeat in early 1942.
- (c) Many candidates simply wrote about unemployment or its effects on the unemployed without dealing with its effects upon society. The following shows a good response.

The unemployed of the 1930's had a great effect upon American society.

Because they had no money and no shelter, they often formed 'shanty towns' or 'Hoovervilles' named after President Hoover. To those who had employment and proper housing, those 'Hoovervilles' were an eyesore and caused feelings of disgust between the rich and the unemployed.

The unemployed were also forced to steal at times, which further caused feelings of hate and division.

The fact that so many people did not have jobs caused great headaches for the Government, who offered little aid. This led to many riots and protests against the government. The unemployed generated the need to support people, American charities developed into a vital support system for many people who would queue for hours for food.

Perhaps the largest impact the unemployed had was that of the election of President Roosevelt. The former President, Hoover, was seen as uncaring and did little to resolve the problems of unemployment. The election of Roosevelt in response to the unemployment greatly changed the society. Alphabet agencies were established and jobs found for many unemployed Americans.

The introduction of this funding caused resentment for the government by the rich people, whose taxes were funding it.

Overall, the unemployed had good and bad effects on American society. Despite the fact that they had riots and protests and somewhat made the areas untidy with shacks and overcrowding, and the fact that they stole, they also had positive effects.

They were partly responsible for a new president in their search for employment and they also helped in their works in the construction of bridges, roads etc

Question 17

- (a) Most candidates could give good detailed accounts of Prohibition and better candidates wrote about the reasons /motives for its introduction.
- (b) The better responses were able to deal with the reasons for Roosevelt's election, although many candidates obviously prepared answers for the New Deal and simply wrote about post-1932 events. The introduction in the sample was a good response.

FDR was elected president in 1932 for many reasons. This included his family ties, the promises to end prohibition and to give a New Deal. He promised less tax for farmers and a National Recovery Act.

- (c) Most candidates handled this question quite well. The weaker responses talked about Klan activities while better responses were able to discuss its effects on American society.

SECTION III — ELECTIVE STUDIES

General Comments

This year's paper saw a considerable shift away from Modern World Studies to the Nineteenth-Century National Studies. In 1995 nearly 2600 candidates completed MWS questions compared with 1100 for the nineteenth-century but this year 1900 candidates chose the nineteenth-century compared with 1820 for the Modern World Studies. The United States emerged as the most popular of the nineteenth-century studies followed closely by Russia, then Japan, China and Australia. In the Modern World Studies, Conflict in Indo-China was the most popular question followed by US–Soviet/CIS Relations and then the Arab–Israeli Conflict.

PART I — NINETEENTH-CENTURY NATIONAL STUDIES

1996 Marking Scale Nineteenth-Century National Studies

Both Nineteenth and Twentieth-Century National Studies use the same marking scale. Please refer to page 56 for the marking scale.

Question 18. Australia (250 responses)

- (a) Generally this section was well handled by most candidates and they wrote answers of good length and provided detailed information. The best answers provided a wide range of responses to Caroline Chisholm's achievements, as seen by this excellent introduction.

Caroline Chisholm had many achievements. She helped immigrants find suitable accommodation and employment, established the Immigrant's Home, made employers sign contracts, improved shipboard conditions, established the 'Female School of Industry for Children of Soldiers' and the Family Loan Colonisation Society.

- (b) This section was not as well handled. Many gave simple narratives of the events of the Massacre and most did not discuss the political issues and forces that brought about the second trial and verdict, although many noted the extraordinary nature of the crime which led to white men being hanged for murdering Aboriginal peoples.
- (c) This section was not well answered, with little detail being provided on the relevant legislation at the time. While many candidates saw that the position of the squatters changed over time, they could not elaborate on these changes.

Question 19. Britain (99 responses)

Only 99 candidates completed scripts on Britain.

Question 20. China (305 responses)

- (a) Some candidates found this question difficult but the better candidates were able to clearly outline the course of the first and second Opium Wars in the context of the Western assault upon China, as seen in this introduction.

By the 19th century China had become an unwilling trading partner of countless European countries. Viewing itself as superior, China really only traded in order to show tolerance to these barbarians. However the Europeans, especially the British, found a demand for opium in such a lucrative market, a demand that would cause two disastrous defeats for China becoming better known as the Opium Wars.

- (b) The responses tended to be shorter in this section with many basic biographical narratives while better candidates focused on the timeframe and had a broader understanding of the history of the period.
- (c) This was not as well answered as part (a) or (b). Candidates tended to be distracted by lengthy descriptions of the characteristics of the Boxers or by their failure and did not discuss the impact of the Boxer Rebellion on China. Some scripts were able to see beyond this and discuss the Qing reforms and the ultimate failure of the Manchu dynasty.

Question 21. Germany (65 responses)

Only 65 candidates completed scripts on Germany.

Question 22. India (1 response)

As in 1995, this question was attempted by only one candidate and the viability of India as a National Study must be in question.

Question 23. Japan (320 responses)

- (a) There were two different approaches to answering this part. Some candidates looked at events from the arrival of Perry to the Meiji Restoration while others concentrated more on the Meiji period. In both cases candidates showed good knowledge, as the following sample reveals:

The signing of the Treaty of Kanagawa infuriated many in 1854 and the Shogun was not popular at this point in time. Because of the two hundred years peace many samurai were unemployed and this gave them the opportunity to think about things such as education and modernisation. They wanted to know more about modernisation and restored their belief in shintoism, honouring the emperor. The Shogun stood down in 1867 and Satsuma and Chosu clans introduced Emperor Meiji as the new ruler. This period was known as the Meiji restoration.

- (b) This question was well answered by the many candidates who could provide good content knowledge on the role of the samurai as well as their changing role. Better candidates saw the changing role even before the restoration.
- (c) This was handled unevenly. Many candidates attributed the whole of the reforming role to the emperor personally or discussed details of the reform with little reference to his role. Better candidates saw the emperor as being an important role model and supporter of change while real reform was carried out by advisers. The following script introduces an A-range response:

The emperor Meiji was restored in 1867 because the Tokugawa Shogunak had grown weak. He relied heavily on the input of the Genro — his advisory body — and it was mainly the work of these men that brought upon the modernisation of Japan.

Question 24. Russia (457 responses)

- (a) The better candidates included in their response considerable evaluation of the impact of emancipation on the Serfs. Mention was particularly made of the quality of the land available. Terms such as ‘beggar’s allotment’ and ‘meagre possessions’ were used. Better quality scripts also acknowledged the freedoms granted to the serfs, such as freedom to marry etc, but evaluated whether these were significant gains when compared with the crippling debt they suffered.
- (b) The better quality scripts not only listed and described the various revolutionary groups but attempted to provide examples of what form the opposition to the Tsar took. Better candidates drew conclusions on the effectiveness of the opposition by the revolutionary groups to the Tsar.
- (c) Better candidates in this part clearly analysed and evaluated the results of the Tsar’s reform. Some considered the different groups such as the nobles, peasants, etc

Question 25. United States of America (463 responses)

- (a) Most candidates could provide a reasonable narrative on the life of Lincoln although the most detail was from the time after he became president.
- (b) Most students had some difficulty answering this question. Average responses looked at slavery and southern fears about its abolition if Lincoln was elected president without providing any great background information.
- (c) This section was not well handled by candidates. Most could recount the wars themselves but had little to say on their effects.

PART J — MODERN WORLD STUDIES

1996 Marking Scale

The marking scale for Modern World Studies can be found on the next page.

2 Unit People and Events Modern World Studies Marking Scale 1996

Category A	Category B	Category C
8–7–6	5–4–3	2–1
Part (a) Describes/narrates detailed relevant and accurate factual information about significance of events and developments. Information is presented clearly and is well structured. Shows understanding of historical concepts and terms. <i>Scripts awarded 6 & 7 may contain minor errors or may be less detailed.</i>	Part (a) Describes/narrates generally relevant information but may contain inaccuracies. Treatment of developments and events may be limited in scope. May refer to events and developments in a generalised way. Limited understanding of concepts/terms or significant events or developments. <i>Scripts awarded 3 may contain irrelevant information or more significant errors.</i>	Part (a) Understand the question but has very little relevant information. May contain largely irrelevant/inaccurate information. Lack understanding of concepts/terms. <i>Scripts awarded 1 may contain one or two disjointed facts and show very little understanding of the question..</i>
Part (b) Describes/narrates relevant and accurate factual information. Information is presented clearly and is well structured. Understands the concept of cause/effect and uses information to support explanation. Good understanding of the broad history of the issues/period being examined. <i>Scripts awarded 6 & 7 may contain minor errors of fact and irrelevance.</i>	Part (b) Describes/narrates generally relevant information but contains inaccuracies. Limited understanding of cause/effect in the issue being examined. May lack the information required for full understanding of the development of the issues. <i>Scripts awarded 3 may contain more significant errors in fact, be more irrelevant, or generalised in description information.</i>	Part (b) Information is limited to a small part of the question. May contain irrelevant or inaccurate information or digress significantly from the question. Very little understanding of broader issues. <i>Scripts awarded 1 may contain one or two disjointed facts with little understanding of the question.</i>
4	3–2	1
Part (c) Describes/narrates including some analysis of the issues today and where requested, an understanding of the development of the issue. <i>May contain minor errors and irrelevance.</i>	Part (c) Describes/narrates generally accurate and relevant information with some brief attempt at analysis of the issue today. May contain minor misunderstandings of required concepts. <i>Scripts awarded 2 may be limited in their attempt to evaluate.</i>	Part (c) One or two disjointed facts with little relevance.

NOTE: Scripts awarded zero will be utterly erroneous or irrelevant and should be referred to the Supervisor of Marking.
The marks shown in the Modern World Studies marking scale are adjusted to reflect those shown in the examination paper.

Question 26. Arab–Israeli Conflict (448 responses)

- (a) The question was easily understood and most candidates could identify at least one or two events, while the following script shows the opening of a good A-range answer:

The main events of the Arab–Israeli conflict between 1948 and 1967 were the three wars fought between Israel and its surrounding Arab nations in 1948, 1956 and 1967. Also there was an increasing influence from external factors such as the USA and Soviet Union using the Middle East as a ‘Proxy War’ for their own Cold War.

- (b) The question was poorly answered by many candidates who could not recall the Yom Kippur War in any detail. Average candidates talked about the surprise attack on Israel while better answers dealt with a range of factors influencing the war, although few really dealt in any detail with the outcomes, as seen in this sample:

After this war, Arabs now used the oil as a weapon. Oil prices increased and production fell. This brought in other nations who were concerned as oil was a valuable commodity. The PLO and Yasser Arafat were not only more popular but recognised by many nations. Israel felt the international pressure and President Jimmy Carter of the United States wanted to be seen as the architect of peace and now tried to get both sides together.

- (c) Candidates were well informed on the issue today but often took it too literally and ignored events during the decade. Many candidates failed to discuss the changing role of Arafat except in a general way, but there were also some good details provided:

Arafat has made many agreements all of which have either collapsed or been frozen at the present — such agreements were the Oslo Accord in 1993 with Rabin who was assassinated in November, 1995. This signing resulted in increasing attacks and suicide bombings by Hamas and the April, 1995 attacks by Hezbollah based in Lebanon.

Question 27. Conflict in Indo-China (809 responses)

- (a) This section was well handled by candidates. Many interpreted Indo-China to be Vietnam and this did not stop full marks being awarded, although better responses were generally those that included some references to Cambodia and Laos. It was also good to see a better knowledge of the period and events such as the Gulf of Tonkin Resolution. Candidates used either chronological or thematic approaches to answering this section. The sample is taken from a top-range script indicating a good understanding of the changes in US involvement in both political and military terms.

The US public began to oppose the war after the Tet Offensive (1968) made its impact on the US, showing that the propaganda programs promising predictions of victory were all false. Even the media began to realise this with one reporter saying ‘what the hell is going on? I thought we were winning the war’.

The VC and NVA attack on the U.S. Embassy reinforced the fact that the war was far from won and scenes of brutality, such as the shooting of a V.C. suspect, hardened US public opposition.

Nixon's policy of 'Vietnamisation' was established to bring 'peace with honour', gradually withdrawing troops and allowing ARVN to fight alone — unsuccessfully. (Westmoreland had suggested that the solution to the problem was to increase troop numbers).

A draft peace treaty was signed in 1972, but the VC had the upper hand and in 1973 all US troops withdrew from Vietnam.

Vietnam was formally re-united in 1975.

- (b) Students found this part more difficult, perhaps because there was no time limit after 1978 and the fact that the results of the invasion had been left open-ended. The best scripts recognised the changes from the Khmer Rouge's 'Year Zero' to the Vietnamese-backed government. They also referred to the diplomatic isolation of Vietnam and Cambodia and the Chinese invasion of Vietnam. The following script gives an overview of these problems.

The invasion also led to a brief border war with China. The invasion resulted in China and the United States imposing diplomatic isolation on Vietnam. The US imposed a trade embargo, refused financial aid and encouraged other western countries such as Australia to isolate Vietnam.

Human rights abuses, encouragement of refugee exodus and Vietnam's invasion of Cambodia were all given as justification for US policy towards Vietnam. This economic isolation further damaged Vietnam's fragile economy which was still recovering from war with the US. Also the strain of supporting the third largest army in the world and helping Cambodia recover from Pol Pot's repressive regime only further damaged Vietnam's fragile economy.

- (c) This part was well handled by candidates and most were able to link past conflicts with present-day problems and support their discussion with recent developments to 1996. The better candidates could clearly place current problems in an historical context and those dealing with Cambodia were usually more up to date than those dealing with Vietnam.

Question 28. US–Soviet/CIS Relations (563 responses)

- (a) The majority of candidates answered this part quite well with some very good information on the period, although a few candidates did not confine their responses to Europe and gave detailed accounts of the Korean War.
- (b) Candidates were not as confident in dealing with this part as they were with part (a). Many simply concentrated on the Cuban Missile Crisis rather than talking about changes over the next ten years. But better candidates saw the scope of the question, as seen in this sample.

Both new administrations were keen to avoid another confrontation and diplomatic relations progressed to peaceful coexistence and eventually Detente. The American involvement in the war in Vietnam did not hinder Soviet–US relations due to the Soviet mistrust of the Chinese who were backing North Vietnam.

- (c) The vast majority of candidates were able to answer this section competently recognising recent developments, sometimes with more detail than shown in parts (a) and (b) and many were well aware of current events and produced intelligent responses.