

2020 HSC Modern History Marking Guidelines

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

Question 1

Criteria	Marks
• Clearly identifies THREE relevant factors that shaped the ambitions of Japan in the Asia-Pacific during the interwar period	3
• Identifies TWO relevant factors that shaped the ambitions of Japan in the Asia-Pacific during the interwar period	2
• Identifies ONE relevant factor that shaped the ambitions of Japan in the Asia-Pacific during the interwar period	1

Sample answer:

- Japan's belief in their racial superiority over the other people of Asia
- Desire for economic security and quest for natural resources following the Great Depression
- Military influence of the government.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Integrates evidence from Source A to provide a clear explanation of why the League of Nations lacked authority Demonstrates accurate knowledge and understanding Communicates coherently using appropriate historical terms and concepts 	5
<ul style="list-style-type: none"> Uses evidence from Source A to provide a sound explanation of why the League of Nations lacked authority Demonstrates relevant knowledge and understanding Communicates using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Refers to Source A to explain why the League of Nations lacked authority Communicates using some historical knowledge, terms AND/OR concepts 	2–3
<ul style="list-style-type: none"> Makes a general statement about the source AND/OR the question 	1

Sample answer:

Source A provides insights as to why the League of Nations lacked authority. Japan left the League of Nations in 1933 due to their treatment at the League Court over the invasion of Manchuria. The League's investigation through the Lytton Report concluded that Japan was the aggressor and attempted to maintain peace in the region which ultimately failed. The League is represented by the Internationalist figure who is attempting to encourage Uncle Sam/USA to join the League. The League did not have an international police force to enforce decisions and membership was voluntary, showing that it lacked authority over its members. The League was based on the concept of collective security and internationalism but was unable to resolve disputes with nationalist countries such as Japan and later with Italy and Germany.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed explanation of BOTH the value and limitations of the source Identifies a wide range of relevant information to support the response Communicates logically using appropriate historical terms and concepts 	7
<ul style="list-style-type: none"> Provides a clear explanation of BOTH the value and limitations of the source Identifies a range of information to support the response Communicates using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Provides some information about the value AND/OR limitations of the source Refers to some relevant historical information AND/OR terms and concepts 	3–4
<ul style="list-style-type: none"> Makes a general statement relevant to the question 	1–2

Sample answer:

Source *B* describes the increasing impact of Nazi repression on Jewish children. It is valuable as a primary account of one child’s experiences of gradually changing attitudes towards her by students and teachers in the period 1933–38. It provides details on the indoctrination of the Hitler Youth to ‘hate their old friends’, how Jews had to be careful with what they said and that schooling became segregated. It also provides evidence of the growing perception among even ‘the most optimistic Jews’, that emigration was an ‘obvious necessity’. It gives a valuable empathetic understanding of the impact on individuals of Nazi repression. However, the source is limited by being the perspective of only one child in one school which cannot represent the experiences of all Jewish children and may only represent the experiences in one particular school in one particular town. Issues of accuracy further limit the value of the source as it is recorded 50 years after the event and may be affected by hindsight and the limitations of memory. Source *B* is further limited by the lack of specific details of actual Nazi policy, repression by the SA or events after 1938.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of why the Nazis were able to consolidate power in this period Effectively integrates evidence from BOTH Sources C and D with a range of relevant historical knowledge to support the response Presents a well-structured response using appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> Provides a sound explanation of why the Nazis were able to consolidate power in this period Integrates evidence from BOTH Sources C and D with relevant historical knowledge to support the response Presents a structured response with appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides some explanation about the Nazi consolidation of power Uses evidence from Sources C and/or D and relevant historical knowledge Presents a response using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Provides simple statements in relation to Nazi power Makes some reference to the source(s) provided and/or some relevant information which may include some paraphrasing 	3–4
<ul style="list-style-type: none"> Makes a general statement(s) which may include some paraphrasing of source(s) 	1–2

Sample answer:

Sample introduction

The Nazis were able to consolidate power through political and legal actions that included the banning of opposition, the purging of the SA to appease the army and the enactment of laws to suspend civil liberties. Propaganda was used to promote nationalism and gain further support.

Sample integration of source

Hitler and the Nazis were able to consolidate their power due in part to the political manipulation established during Hitler's rise to power. Source C demonstrates the emergency powers given to the position of Chancellor following the Reichstag fire. From 1933–34, the Enabling Act meant that Hitler alone was able to 'execute laws ...' allowing him to eliminate opposition and, as can be inferred from Source C, this was done legally.

Answers could include:

- Elections held to legitimise Nazi power
- Gleichschaltung/coordination
- Night of the Long Knives
- Death of Hindenburg – combining of office of Chancellor and President
- Army swearing oath to Hitler
- Extensive use of propaganda and censorship
- Lack of opposition
- Appeal to nationalism.

Source *C* discusses the emergency powers of the Chancellor and from this it can be inferred that:

- The position of Chancellor gained widespread legal power
- Hitler later took advantage of this and used it to eliminate opposition and consolidate his power.

Source *D* describes book burnings that demonstrate the:

- Glorification of the Reich and Hitler himself
- Appeals to nationalism as a means to consolidate power
- Use of marginalisation to achieve cohesion
- Involvement and indoctrination of university students
- Widespread anti-Jewish sentiment
- Burning of 'Un-German writings'
- Use of official state and university media by Reichminister Goebbels.

Section II — National Studies

Option A: Australia 1918–1949

Option B: China 1927–1949

Option C: India 1942–1984

Option D: Indonesia 1945–2005

Option E: Japan 1904–1937

Option F: Russia and the Soviet Union 1917–1941

Option G: USA 1919–1941

Option H: Iran 1945–1989

Questions 5–12

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation Presents a well-structured response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the question Uses sound historical knowledge including some relevant evidence Presents a structured response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Presents a generalised, mostly relevant or descriptive response Uses some historical knowledge Communicates using some historical terms and/or concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) in relation to the question May use some historical terms and/or concepts 	1–5

Answers could include:

Question 10 (a)

- Centralisation of power by creation of a one party state, elimination of opposition to the regime and ban on factionalism
- Created political circumstances that led to heated debate about the NEP, competing visions for the future and debate over modernisation
- It gave Stalin opportunity to position himself advantageously
- Accelerated power vacuum and struggle, competing ideological visions
- The creation of the USSR created as many problems as it solved: gave the Party political domination of the former Russian Empire, but it was not always stable and caused internal division
- End to Minorities/Nationalities' quest for self-determination; loss of cultural identity and caused friction in the party
- Creation of USSR established a strong communist bloc to rival capitalist and imperialist powers
- Foreign isolation
- Greater integration of communist ideology
- Economic and social chaos
- Increased the need for use of terror: purges, OGPU, repression to maintain control
- Long-term economic impact led to Five Year Plan(s); collectivisation and tight government control of the 'commanding heights' eg heavy industry.

Question 10 (b)

Terror as a contributing factor:

- Assassination of Kirov
- The Great Terror/Purges
- Role of the OGPU/NKVD and use of repression
- The Show Trials
- Gulags including uses as punishment, indoctrination and re-education centres
- Totalitarianism as part of the transformation, achieved over time
- Centralisation of power/role of SOVNARKOM
- Transition from dictatorship of the Party to dictatorship of Stalin
- Dekulakisation.

Other factors that contributed to political transformation:

- Leadership of Stalin
- Stalin's use of/manipulation of ideology
- Genuine support for Stalin from 'new' Bolsheviks
- Economic and social policies gave political control
- Use of propaganda and censorship.

Question 11 (a)

- Hoover government's Republican approach: low taxes, balance budget, local government and industry intervention
- Failure of 'Volunteerism'
- Legislation to increase investment unable to combat unemployment and lack of confidence in economy and government
- Role of an increasingly industrialised and urban society; election defeat of 1932
- Roosevelt government's Democrat approach: increase taxes, public spending, Federal government direct action. The New Deal
- Impact of government special powers and the first 100 days
- Success and failures of various 'alphabet' agencies and legislation in increasing employment, providing relief, managing markets and investment
- Second New Deal and Social Security Act
- Impact of rearmament on employment and the economy
- Impact of Roosevelt's policies on morale, welfare, future role of government and the President, bureaucracy
- Political and economic opposition to the New Deal
- Failure to support women and minorities, poorest agricultural groups.

Section III — Peace and Conflict

Option A: Conflict in Indochina 1954–1979

Option B: Conflict in the Pacific 1937–1951

Option C: Conflict in Europe 1935–1945

Option D: The Cold War 1945–1991

Option E: Conflict in the Gulf 1980–2011

Option F: The Arab–Israeli Conflict 1948–1996

Questions 13–18

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear judgement with a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question Supports the argument with extensive and accurate historical knowledge including relevant evidence and interpretation Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts 	21–25
<ul style="list-style-type: none"> Provides a judgement with a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question Supports the response with detailed and accurate historical knowledge including relevant evidence and interpretation Presents a well-structured response using appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Provides a relevant but largely narrative or descriptive response which may contain an implied judgement or understanding of the issue(s) raised in the question Uses sound historical knowledge and understanding including some relevant evidence Presents a structured response using some appropriate historical terms and concepts 	11–15
<ul style="list-style-type: none"> Presents a generalised, mostly relevant or descriptive response Uses some historical knowledge Communicates using some historical terms AND/OR concepts 	6–10
<ul style="list-style-type: none"> Makes general statement(s) in relation to the question May use some historical terms AND/OR concepts 	1–5

Answers could include:

Question 15 (a)

- 1933–39 Nazi foreign policy grew out of Nazi ideology
- Aims centred around nationalism, expansion/lebensraum, racial superiority, *volkgemeinschaft*, revision of ToV – reparations, territories

- Racial aims of purity, Social Darwinism, inferior Slavic nations, expansion of Aryan master race into Eastern Europe
- Hitler was an opportunist but kept long-term ideological objectives in mind
- Strengthened alliances: Rome–Berlin Axis agreement, Pact of Steel
- Expansionist aims: Gross Deutschland, lebensraum, volksgemeinschaft
 - remilitarisation of the Rhineland
 - Anschluss with Austria
 - Sudetenland and German speaking territories – Munich Agreement
 - Czechoslovakia
 - Invasion of Poland
- Enhanced military presence – Spanish Civil War, leave League of Nations
- Disarmament conference, Anglo–German Naval agreement, reintroduction of conscription
- Pragmatism: necessary to divert from ideological aims to achieve short-term objectives. Nazi–Soviet Non-Aggression Pact 1939 to avoid a two-front war and strengthen army, gain raw materials from Soviet Union.

Question 15 (b)

- Crucial importance to the course of the war – allowed for Soviet survival and future Russian counter-offensives
- Stalingrad was a significant turning point:
 - Enormous boost to Soviet morale
 - Soviets able to focus on industrial output / aided by US lend-lease
 - Stalin used victory as propaganda for the Great Patriotic War
 - Churchill: the Russian army ‘tore the guts out of the German army’ – struggled to replace extensive losses.
 - Extensive German losses and surrender of von Paulus’ 6th Army
- After 1943 Kursk offensive, Germany lost the offensive on the Eastern Front. Focus was now on minimising losses / retreat. First time Soviet forces outnumbered Germany.

Other factors could include:

- Defeat in North African campaign
- Air war – Battle of Britain, the Blitz, bombing of Germany
- Impact of early German advances / Blitzkrieg – Germany over-extended themselves (fighting on too many fronts)
- Over-reliance on supplies from occupied territories
- Failure of Operation Barbarossa and lack of access to raw materials
- D-Day and liberation of France, opening of a new front
- Weakness of Italy as an ally.

Question 18 (a)

- Exacerbated consequences of previous wars
- Fostered international involvement
- Many casualties BUT it was a political gain for Arab nations, especially Egypt whose position of dominance was reaffirmed
- Improved morale of the Arab forces; invincibility of the Israelis was challenged
- Strengthened pan-Arab nationalism and their sense of honour
- Arab League recognised the PLO as the sole representative of Palestinians
- Egypt regained Sinai with Israel's retreat
- Egypt had upper hand in negotiations due to alteration of the balance of power
- Israel's security scare and their domestic political losses led to realisation of the need for peace negotiations
- Labor and Likud: Likud in power in 1974 as a result of Yom Kippur – focus on security and settlement in the Occupied Territories.

Other factors could include:

- UN peacekeeper involvement
- Oil as a weapon: OPEC embargo on any country that offered support to Israel
- High decrease in Western support for Israel as a result
- USA's role as a broker of peace in the Middle East
- USA also now saw Israel as a sufficiently strong and strategic asset as opposed to a liability in the region
- Due to the USA's increased military assistance, Israel's military power tripled.

Question 18 (b)

- Israeli nationalism and the determination to succeed / achieve their aims
- Palestinian nationalism and the Fedayeen
- Refugee crisis and involvement of other Arab countries as a result
- Pan-Arab nationalism, conflicting aims / desires and impact of this on the ongoing conflict
- Conflict over territory especially Jerusalem
- 1967 Six Day War
- Formation and actions of the PLO
- Nationalism as a barrier to peace process; clash between Israeli desire for security and Palestinian desire to regain territory
- The Intifada
- Rise of Hamas
- USSR/USA intervention
- Labor vs Likud policy and settlement in the Occupied Territories.

Other factors could include:

- Involvement of Britain and France in Suez crisis
- Wars with Lebanon and rise of Hezbollah
- Impact on peace process
- Assassination of Yitzhak Rabin.

Section IV — Change in the Modern World

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

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

Option C: Civil Rights in the USA 1945–1968

Option D: The Changing World Order 1945–2011

Option E: The Nuclear Age 1945–2011

Option F: Apartheid in South Africa 1960–1994

Questions 19 – 24 part (a)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation in response to the question Demonstrates explicit knowledge and understanding 	4
<ul style="list-style-type: none"> Provides an explanation in response to the question Demonstrates knowledge and understanding 	3
<ul style="list-style-type: none"> Makes a general explanation in response to the question Demonstrates some relevant knowledge 	2
<ul style="list-style-type: none"> Makes a relevant statement in response to the question 	1

Sample answer:

Question 21 (a)

Martin Luther King's 1968 assassination sent shockwaves throughout the world. There were calls to establish a national holiday in his honour and there was an outpouring of national mourning and anger. Despite King's advocacy for non-violence, news of King's death sparked rioting and looting in more than 100 cities. Some moderate African-American activists were radicalised which led to the growth of the Black Panther Party. His death also influenced President Johnson to speed up the enactment of the Fair Housing Act, important civil rights legislation that prohibited discrimination concerning the sale, rental and financing of housing based on race, religion or gender.

Question 24 (a)

The Rivonia Trial raised the profile of Nelson Mandela and others, enabling them to become figureheads for national resistance. The trial as well as later campaigns such as 'Free Mandela' drew the attention of the world to the repression of the apartheid regime and ultimately contributed to its collapse. However, it also forced the ANC to operate underground so organised resistance was initially weakened. Some individuals fled into neighbouring countries, influencing rising conflict in these areas.

Questions 19–24 part (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive and well-developed explanation of a range of factors relevant to the question Makes explicit reference to the source and supports the response with detailed knowledge and understanding Presents a well-structured and logical response using appropriate historical terms and concepts 	9
<ul style="list-style-type: none"> Provides a well-developed explanation of factors relevant to the question Makes clear reference to the source and supports the response with relevant knowledge and understanding Presents a structured and logical response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Explains some factors relevant to the question Refers to information from the source and provides some relevant knowledge Presents a structured response with some historical terms and concepts 	4–6
<ul style="list-style-type: none"> Provides some information relevant to the question May refer to the source and some relevant historical knowledge 	2–3
<ul style="list-style-type: none"> Makes a general statement(s) relevant to the question 	1

Answers may include:

Question 21 (b)

From Source G:

- Violent response
- Intimidation
- Economic suppression of African–Americans
- Discussion of organised opposition to the Civil Rights movement
- The Ku Klux Klan and White Citizen’s Council.

Other relevant information:

- That the nature of all opposition was based in racism and ignorance
- Opposition was in response to moves to end segregation initially, and then to the granting of other rights
- That opposition began to wane towards the end of the Movement as public awareness increased
- The differences between the membership, aims and methods of the KKK and WCC eg violence v propaganda
- Discussion of more spontaneous/grassroots opposition eg reaction of citizens to the Freedom Riders
- Difference between the nature of opposition in the North and in the South
- Black militant opposition – Black Power
- Challenges faced from various political opposition.

Question 24 (b)

From Source J:

- Increasing brutalisation of opposition groups
- Official and public repression through violence and legislation
- Rise in military spending and call-up
- Forcible removal of Africans from white areas
- Protests intensified and became more violent – people were ready to risk their lives.

State terror:

- the expanded authority and re-armament of the SADF
- police intimidation, brutality and deaths in detention
- Total Strategy policies and legislation such as the internal Security Act expanding government and judicial control
- Legislation such as the Inquest Act, Police Act and Protection of Information Act preventing press investigation and publication.

Impact:

- Increasing numbers of deaths and violent repression
- Size of the armed forces doubled
- SADF influenced relations with neighbouring countries
- Africans crossed the borders to become guerrilla fighters for the ANC
- Sabotage attacks including bombing of key economic sites and government installations
- Increased union numbers and strikes affected the economy
- Students shut down schools
- Global condemnation of SA policies
- Ultimately leading to the collapse of apartheid.

Questions 19–24 part (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed and reasoned judgement which clearly addresses the question Supports the response with detailed and accurate historical knowledge and understanding Presents a well-structured and logical response using appropriate historical terms and concepts 	11–12
<ul style="list-style-type: none"> Provides a reasoned judgement which addresses the question Supports the response with relevant and accurate historical knowledge and understanding Presents a logical response using historical terms and concepts 	9–10
<ul style="list-style-type: none"> Provides a judgement which addresses the question Uses relevant historical knowledge and understanding Presents a structured response using historical terms and concepts 	6–8
<ul style="list-style-type: none"> Provides a description relevant to the question that may make a statement of judgement Uses some historical knowledge and understanding Communicates using some historical terms AND/OR concepts 	3–5
<ul style="list-style-type: none"> Makes a relevant general statement(s) 	1–2

Answers could include:

Question 21 (c)

- Forms of non-violent protest including boycotts, sit-ins, marches eg:
 - Montgomery bus boycott
 - Little Rock
 - Freedom rides
 - March on Washington.
- Other methods of protest:
 - Forced implementation of Federal Laws, despite opposition eg Little Rock
 - Reactions to voter registration campaigns – Mississippi Freedom Summer
 - Role of music and media.
- Successes:
 - Awareness raising – local action inspires national movement
 - Change in laws – Civil Rights Act 1964
 - End of segregation
 - Influence upon international civil rights movements
 - Emergence of Martin Luther King as a civic leader.
- However:
 - Arrests, violence, intimidation, humiliation, threats
 - Deaths – lynchings
 - Criticism for slow progress.

Question 24 (c)

Judgments in relation to the issues of:

- Unofficial meetings between Mandela, the National Party and Industrialists as well as the ANC
- Change in NP leadership from PW Botha to FW de Klerk
- Difficulties of CODESA and CODESA II
- Mass actions of 1992
- Record of Understanding
- Continued and endemic government-sponsored violence by Inkatha and white extremists
- Responses by African groups and the ANC
- Relationship challenges between leaders: Buthe, Mandela and de Klerk
- Pressure on de Klerk from the right wing of the National Party and from African organisations
- Referendum to end apartheid
- Challenges of democratisation and logistics of elections
- Composition of the Government of National Unity
- Legal issues in drafting a new constitution
- Economic problems of an underdeveloped economy and a lack of global investment
- Continued inequality of education and housing between black and white, rural and urban
- Long history of racism, violence and mistrust to overcome
- Addressing the legacies of repression by the SADF.

2020 HSC Modern History Mapping Grid

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

Question	Marks	Content	Syllabus outcomes
1	3	Power and Authority in the Modern World 1919–1946	MH12-1, MH12-2
2	5	Power and Authority in the Modern World 1919–1946	MH12-4, MH12-6
3	7	Power and Authority in the Modern World 1919–1946	MH12-1, MH12-9
4	10	Power and Authority in the Modern World 1919–1946	MH12-1, MH12-2, MH12-6, MH12-9

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
5 (a)	25	Option A: Australia 1918–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
5 (b)	25	Option A: Australia 1918–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
6 (a)	25	Option B: China 1927–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
6 (b)	25	Option B: China 1927–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
7 (a)	25	Option C: India 1942–1984	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
7 (b)	25	Option C: India 1942–1984	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
8 (a)	25	Option D: Indonesia 1945–2005	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
8 (b)	25	Option D: Indonesia 1945–2005	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
9 (a)	25	Option E: Japan 1904–1937	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
9 (b)	25	Option E: Japan 1904–1937	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
10 (a)	25	Option F: Russia and the Soviet Union 1917–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
10 (b)	25	Option F: Russia and the Soviet Union 1917–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
11 (a)	25	Option G: USA 1919–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
11 (b)	25	Option G: USA 1919–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
12 (a)	25	Option H: Iran 1945–1989	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
12 (b)	25	Option H: Iran 1945–1989	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9

Section III — Peace and Conflict

Question	Marks	Content	Syllabus outcomes
13 (a)	25	Option A: Conflict in Indochina 1954–1979	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
13 (b)	25	Option A: Conflict in Indochina 1954–1979	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9

Question	Marks	Content	Syllabus outcomes
14 (a)	25	Option B: Conflict in the Pacific 1937–1951	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
14 (b)	25	Option B: Conflict in the Pacific 1937–1951	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
15 (a)	25	Option C: Conflict in Europe 1935–1945	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
15 (b)	25	Option C: Conflict in Europe 1935–1945	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
16 (a)	25	Option D: The Cold War 1945–1991	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
16 (b)	25	Option D: The Cold War 1945–1991	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
17 (a)	25	Option E: Conflict in the Gulf 1980–2011	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
17 (b)	25	Option E: Conflict in the Gulf 1980–2011	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
18 (a)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
18 (b)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-1, MH 12-2, MH12-3, MH12-5, MH12-9

Section IV — Change in the Modern World

Question	Marks	Content	Syllabus outcomes
19 (a)	4	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-1
19 (b)	9	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-2, MH12-6
19 (c)	12	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-3, MH12-5, MH12-9
20 (a)	4	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-1
20 (b)	9	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-2, MH12-6
20 (c)	12	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-3, MH12-5, MH12-9
21 (a)	4	Option C: Civil Rights in the USA 1945–1968	MH12-1
21 (b)	9	Option C: Civil Rights in the USA 1945–1968	MH12-2, MH12-6
21 (c)	12	Option C: Civil Rights in the USA 1945–1968	MH12-3, MH12-5, MH12-9
22 (a)	4	Option D: The Changing World Order 1945–2011	MH12-1
22 (b)	9	Option D: The Changing World Order 1945–2011	MH12-2, MH12-6
22 (c)	12	Option D: The Changing World Order 1945–2011	MH12-3, MH12-5, MH12-9
23 (a)	4	Option E: The Nuclear Age 1945–2011	MH12-1
23 (b)	9	Option E: The Nuclear Age 1945–2011	MH12-2, MH12-6
23 (c)	12	Option E: The Nuclear Age 1945–2011	MH12-3, MH12-5, MH12-9
24 (a)	4	Option F: Apartheid in South Africa 1960–1994	MH12-1
24 (b)	9	Option F: Apartheid in South Africa 1960–1994	MH12-2, MH12-6
24 (c)	12	Option F: Apartheid in South Africa 1960–1994	MH12-3, MH12-5, MH12-9