

## 2021 HSC Modern History Marking Guidelines

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

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"><li>• Provides a clear outline of geographical consequences of the peace treaties that ended World War I</li><li>• Demonstrates accurate knowledge and understanding</li><li>• Communicates coherently using appropriate historical terms and concepts</li></ul>	4
<ul style="list-style-type: none"><li>• Provides an outline of geographical consequences of at least one of the peace treaties that ended World War I</li><li>• Demonstrates relevant knowledge and understanding</li><li>• Uses appropriate historical terms and concepts</li></ul>	2–3
<ul style="list-style-type: none"><li>• Makes a general statement about a geographical consequence of a peace treaty that ended World War I</li></ul>	1

**Sample answer:**

Post World War I treaties led to the restructuring of Europe's borders creating a new map of Europe. Germany lost overseas territories, surrendered Alsace-Lorraine and was divided along the Polish Corridor. A number of new countries were also created across Europe, for example, Yugoslavia and Czechoslovakia.

**Answers could include:**

- Key consequence of the treaties was the disbandment of the four major empires eg Ottoman Empire
- Independence of Poland
- Creation of the Baltic states of Estonia, Latvia and Lithuania
- Growth of Romania
- Nationalist land grabs in Eastern Europe.

## Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a clear judgement about the value of Source A for understanding the reasons for establishing the United Nations</li> <li>• Integrates relevant evidence from Source A to support response</li> <li>• Communicates coherently using appropriate historical terms and concepts</li> </ul>	5
<ul style="list-style-type: none"> <li>• Makes some judgement about the value of Source A for understanding the reasons for establishing the United Nations</li> <li>• Integrates relevant evidence from Source A</li> <li>• Communicates using appropriate historical terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes a general statement about the value of Source A</li> <li>• Provides general information about the reasons for establishing the United Nations</li> </ul>	1–2

**Sample answer:**

Source A is valuable for understanding the reasons for establishing the United Nations as it is a primary source that provides the perspective of US President Truman who communicates the reasons for US involvement in a letter to Eleanor Roosevelt, the US representative to the UN. These include preserving international peace, creating mutual trust and preserving economic and social wellbeing of nations. The source is of value because it reveals the attitudes of the time and importantly an influential individual like President Truman who was directly involved in the UN.

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides well-developed reasons for the different perspectives of Hitler's cult of personality in BOTH Sources <i>B</i> and <i>C</i></li> <li>Integrates detailed and relevant evidence from BOTH Sources <i>B</i> and <i>C</i> in response</li> <li>Presents a coherent response using appropriate historical terms and concepts</li> </ul>	6
<ul style="list-style-type: none"> <li>Provides reasons for the different perspectives of Hitler's cult of personality in BOTH Sources <i>B</i> and <i>C</i></li> <li>Integrates relevant evidence from BOTH Sources <i>B</i> and <i>C</i> in response</li> <li>Presents a response using appropriate historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides an outline of perspectives of Hitler's cult of personality in Source <i>B</i> AND/OR Source <i>C</i></li> <li>Attempts to use appropriate historical terms and concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes a general statement about the different perspectives of Sources <i>B</i> AND/OR <i>C</i></li> <li>May use appropriate historical terms and concepts</li> </ul>	1

**Sample answer:**

Sources *B* and *C* present different perspectives of Hitler's cult of personality as they have different motives and come from two different time periods. Source *B* is an artwork created in 1935 at the height of Hitler's power and is an example of how the cult of personality was used during the Nazi regime. It is an example of propaganda that was created by a German artist, displayed at a 1937 exhibition, with the purpose of presenting Hitler as a heroic figure and promoting his leadership.

Source *C* is an excerpt from a podcast delivered by historian Ian Kershaw in 2019 who has the benefit of hindsight. The motive of Source *C* is different to Source *B* as it critiques Hitler's leadership and identifies the destructive nature of the Hitler state as the 'inspiration of the most...destructive war in history'. Kershaw says that Hitler should not be seen as a mystical personality, as he is presented in Source *B*, and that Nazism 'can't be reduced to that strange personality'. However, it also gives insight into why the heroic image of Hitler presented in Source *B* took hold in the context of 1930s Germany.

**Answers could include:**

- Visual compared to written sources
- British and German perspectives
- Different purpose, type, audience
- Primary compared to secondary sources
- Source *B*: Representation as a military leader – armour, horseback, swastika flag
- Source *C*: benefit of hindsight and understanding of all aspects of Hitler's regime.

## Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed explanation of the role of prominent individuals in implementing Nazi ideology</li> <li>Effectively integrates evidence from BOTH Sources <i>D</i> and <i>E</i> with a range of relevant historical knowledge to support the response</li> <li>Presents a well-structured response using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a sound explanation of the role of prominent individuals in implementing Nazi ideology</li> <li>Integrates evidence from BOTH Sources <i>D</i> and <i>E</i> with relevant historical knowledge to support the response</li> <li>Presents a structured response with appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a relevant but largely narrative description of the role of prominent individual(s) in implementing Nazi ideology</li> <li>Uses evidence from Sources <i>D</i> and/or <i>E</i> and relevant historical knowledge</li> <li>Presents a response with appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides simple statements of the role of individual(s) in implementing Nazi ideology</li> <li>Makes some reference to the source(s) provided and/or some relevant information which may include some paraphrasing</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes a general statement(s) which may include some paraphrasing of source(s)</li> </ul>	1–2

### **Sample answer:**

#### *Sample introduction*

Prominent individuals played a significant role in implementing ideology in the Nazi state. Hitler would not have been able to carry out the key Nazi ideologies outlined in *Mein Kampf* without the assistance of key figures of the Nazi Party, such as Himmler, Goering and Goebbels.

#### *Sample integration of a source*

A key way that Nazi ideology was conveyed to the German people was through propaganda and censorship. Joseph Goebbels, featured in Source *D*, as Minister of Propaganda and Enlightenment played a significant role in implementing the ideology of the *Führerprinzip* by developing the cult of personality surrounding Hitler. Nazi ideology was disseminated in the *Der Stürmer* newspaper, which is shown being held in Source *D*. Goebbels was responsible for the censorship of news and ideas that countered Nazi ideology, as represented by the suppression of freedoms depicted in Source *D*.

### **Answers could include:**

- Key ideologies of the Nazi state: Gleichshaltung, Volksgemeinschaft, Anti-Semitism, Anti-Communism, Aryanism/Master race
- Hitler's leadership – *Mein Kampf* established ideology
- Goebbels influence seen through rallies, films, book burning
- Goering's role as Minister for Interior, implementing Gleichshaltung
- Himmler's role in the SS/Gestapo, removal of opposition, Kristallnacht

Source *D*:

- Suppression of religion, women, labour movement, press, judiciary
- Leadership/role of Hitler
- Roles of Goering, Himmler, Heydrich, Goebbels etc

Source *E*:

- Prominent individuals had to be National Socialists.

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

**Question 10 – Option F: Russia and the Soviet Union 1917–1941**

10 (a)

**Answers could include:**

There was a range of factors that led to the outcome of the power struggle between Trotsky and Stalin. Central was the role of other leading Bolshevik figures such as Bukharin, Zinoviev and Kamanev.

- Lenin’s death opens a power vacuum that leads to political struggle
- Stalin’s ability to capitalise on the frictions that existed between these figures and his manipulation of their loyalties that ultimately led to his triumph
- It was the mistakes made by these men that left them, and Trotsky, open to defeat in the power struggle
- Key clashes in power struggle: Scissors Crisis 1923, NEP and peasants
- Trotsky’s failures – arrogance, misunderstanding the context, not inclined to compromise, divisive nature
- Zinoviev and Kamanev – strong political skills and power bases in the party, too late in realising Stalin’s strengths, they were held off by Stalin’s power base, too concerned about Trotsky
- Bukharin – strong theorist, too politically naïve, friends with Stalin, tried to reunite with Zinoviev and Kamanev but too late, attempted unsuccessfully to join with Tomsky and Rykov
- However, not the only important factor in the power struggle: other factors include: Stalin’s political appeal, agility and skill, Stalin’s party positions.

10 (b)

**Answers could include:**

- A range of arguments can be made about the extent to which ideology was achieved in practice
- At the establishment of the Soviet state in 1922, pressing concerns such as the Civil War were more prominent than ideology in practice
- The debate over the NEP exemplified an abandonment of ideology in practice in the early years of the Soviet state
- Lenin recognised the difficulties in establishing a true Marxist state in Russia in this period (lack of capitalist development, semi-feudal, little industrial development, lack of organised proletariat) and adapted ideology to suit the conditions
- Following the death of Lenin, the power struggle exacerbated competing ideologies with Trotsky perpetuating permanent revolution and Stalin focusing on ‘socialism in one country’ – neither were attempting to maintain ideology in practice but to present a viewpoint that would gain them support for the leadership
- Aims of Lenin were abandoned under Stalin to safeguard the Soviet Union and focus on domestic national concerns
- Bolshevik ideology was underpinned by the notion of permanent world revolution. Under Stalin the focus was on ‘socialism in one country’ in order to stabilise the domestic situation and allow for rapid industrialisation of the 5 Year Plans before moving to spread the revolution – as per Marxist beliefs in internationalism
- Stalin rejected socialist democracy in favour of the one-Party state eg dictatorship by 1929 (rather than the Marxist dictatorship of the proletariat)
- However, dekulakisation and collectivisation showed a move towards ideology in practice

- Stalin executed the traditional old-guard Bolsheviks who wanted to revert to traditional Marxist ideals, moving more towards Stalinist ideology
- Stalin returned to more traditional patriarchal society
- Pragmatism overtook ideology in practice in foreign policy in the Soviet state (eg Nazi-Soviet Non-Aggression Pact; 1941 – alignment with Britain after German invasion).

**Question 11 – Option G: USA 1919–1941**

**Answers could include:**

*11 (a)*

Conservatism was a significant factor in the development of social tensions in the USA during the period 1919–1941.

- Conservatism emerged as a potent factor after WWI with a resurgence of respect for tradition, support for Republicanism, preservation of the rule of law, Christianity and Christian tradition, and resistance to modernisation
- Social tensions were exacerbated as a result of this resurgence of conservatism, including:
  - The development of large, thriving communities of immigrants and minorities after the war generated a considerable backlash among native-born Americans, which threatened traditions and Christian ideals and led to anti-immigration attitudes and greater demands for immigration restriction
  - Many conservatives did not agree with the rapid changes that were occurring in American society (such as immigration) leading to a rise in religious fundamentalism and a return to Christian traditions
  - This rise in Christian fundamentalism and resistance to modernisation also fuelled the drive for Prohibition, a further example of the deeply conservative views within US society during the period. There was a call for a return from the ills and ravages of alcohol abuse which was becoming widespread with urbanisation
  - Social tensions also developed as a result of conservatism in relation to crime which was a direct result of the drive for Prohibition. Crime was prevalent in overcrowded cities and dominated by migrants and poor workers and the prohibition movement led to a growth in organised crime, the emergence of a black market and corruption, and the emergence of competition between gangs
  - Conservative attitudes during this period led to racial conflict in society. As soldiers returned from WWI, conflict between white and black Americans emerged eg growing unemployment led to tension in urban areas between African-Americans, Mexican-Americans, Native Americans, and immigrants who all suffered at the hands of white authorities.

*11 (b)*

The outbreak of war in 1939 had a profound impact on US society politically, socially, and economically.

- Most students will discuss the concept of 'Neutrality based mobilisation':
  - Lend Lease Acts: Over 11 billion to April 30, 1943. This drives jobs in the industrial sector
  - Jobs created in shipping industry and munitions
  - Establishment of the United States Maritime Commission revitalises industry, creating jobs → However, this is, in reality, also connected to the New Deal

- War Food Administration: Allocated the agricultural resources of the nation into food for army, civilian and animals both on a domestic level during the war and via Lend Lease, overseas. Drives some agricultural production
- The outbreak concerned FDR because it began to challenge the policy of isolationism, created hostility in the government and the delay in mobilising for war led to requirements for a massive effort
- Economically, the coming of war was the most significant reason for lifting the USA out of the Depression
- Socially, mobilisation and war production led to a reduction in unemployment as industries grew to support this and people joined the armed forces; government supported business to be involved in the war effort, focusing on producing massive amounts of war goods including ships, tanks, arms, ammunition and warplanes
- With war on the horizon, business leaders feared greater government control of the economy – they also knew that the New Dealers had their own plans to mobilise the nation with close oversight provided by the government
- Increased military spending for war production boosted the economy and enabled millions of Americans to return to employment. Many worked in factories producing military weapons and supplies while millions of others went into the services. African-Americans and ethnic minorities fared badly with ongoing discrimination and inferior job opportunities. Women gained more employment opportunities but were faced with unequal pay.

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

**Question 13 – Option A: Conflict in Indochina 1954–1979**

13 (a)

**Answers could include:**

At the conclusion of the First Indochinese War Vietnam was divided along the 17th parallel into two separate states at the Geneva Peace conference in 1954. This division, which was meant to be temporary, is what Ho Chi Minh refers to in the statement. In the Cold War context, Vietnam became a contested site and the USA became increasingly involved in order to contain communism. Diem was established as leader of South Vietnam which led to increased division in the period between 1954–1964.

- Diem’s regime: Corruption, persecution of religious groups, control of Can Lao Political party – this demonstrates increased fracturing of Vietnamese society during this period
- Growth of National Liberation Front: increased nationalism in response to corruption of Diem’s regime, spread of communist ideology, attempts to destabilise the South Vietnamese government
- Escalation of the conflict during this period as a result of the failures of the Diem regime, culminating in the 1963 coup; increased US involvement in the region
- Links to the statement: Shows growth of the nationalistic sentiment of the NLF and their aims during this period. By 1964 reunification had not been achieved and the US stepped in to try and prevent the takeover of communist forces.

13 (b)

**Answers could include:**

The conflict in Indochina came to a close, not only because of the successes of the Communists but also as a result of the failures of US military strategy in the region.

- Failures of US military strategy can include, but are not limited to:
  - WHAM; Strategic hamlets
  - the impact of the bombing campaigns on the lives of civilians
  - the conventional military approach to the conflict eg search and destroy, chemical warfare
  - lack of understanding of the nature of the conflict
  - morale of US soldiers and US motivations for involvement in the conflict
  - lack of support from the home front.
- Communist forces, such as the NLF/NVA employed a number of strategies that led to their successful defeat of the US in the Second Indochinese War, such as:
  - guerrilla tactics
  - tunnel systems
  - understanding and use of the terrain/jungle
  - use of civilians and unidentifiable nature of the soldiers
  - Ho Chi Minh Trail.
- Communist successes also included:
  - nationalist motivations and popular support for the ‘People’s War’
  - use and success of propaganda.

### Question 15 – Option C: Conflict in Europe 1935–1945

15 (a)

**Answers could include:**

Lebensraum (living space) provided justification for German territorial expansion into Central and Eastern Europe. This was central to the Nazi ideology of a ‘Thousand Year Reich’, Grossdeutschland, and was the main reason for the outbreak of war. Nazi foreign policy aimed at the removal of indigenous populations from areas such as Poland and Czechoslovakia through mass deportations, enslavement or extermination as outlined in Hitler’s ideological work, Mein Kampf.

- Other ideologies of social Darwinism, Aryan superiority and extreme German nationalism also impacted on Nazi foreign policy.
- Other reasons for the outbreak of conflict in Europe include:
  - Failure of appeasement
  - Impact of Treaty of Versailles
  - Growth of nationalism under the Nazi party.
- Links to statement: describes ‘our people’, link to Volk and Aryan race. Also describes ‘living space’, link to lebensraum.

15 (b)

A number of social and economic effects of the war played a role in the outcome of the conflict and Germany’s defeat.

Social effects of the war in Germany:

- Increased disillusionment turned civilians against the war
- Holocaust – Hitler diverted resources away from war effort to camps. Impact of persecution on civilians
- Impact of Allied bombing on German civilians – destruction, morale.

Economic effects of the war in Germany

- Struggling economy contributed to the failure of the war – unable to replace losses, sustain home front or a prolonged war
- Failure of wartime controls, short-term improvements of rationing in prolonging the war.

Other factors include:

- Soviet counter-offensives
- Anglo–American forces gaining control of the west
- US involvement
- North African campaign
- Impact of air war.

Links to statement:

A judgement about the accuracy of the statement by engaging with points above.

## 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"> <li>Provides a detailed description in response to the question</li> <li>Demonstrates explicit knowledge and understanding</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a description in response to the question</li> <li>Demonstrates clear knowledge and understanding</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a general description in response to the question</li> <li>Demonstrates some knowledge and understanding</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes a relevant statement in response to the question</li> </ul>	1

#### **Sample answer:**

20 (a)

The Great Leap Forward was a key part of Mao’s radical economic transformation and resulted in huge social unrest, ultimately leading to the onset of the Cultural Revolution. Peasants refused to move into collective farms so force was required and although wages and conditions were guaranteed for urban workers, these were often insufficient. As a result, 30–50 million people died due to famine. The attempts of the Great Leap Forward to reform the whole of Chinese society into a communist way of life failed and led to Mao turning towards the Cultural Revolution.

21 (a)

WWII had a significant impact on raising awareness about the discrimination against African Americans in the US. There was a sharp rise in employment opportunities for African Americans after WWII. During the war, African Americans were able to gain new experiences and skills with employment in defence plants and public services. After the war had finished African Americans also had greater economic independence, more access to education, as well as the ability to vote, but more importantly higher expectations of better treatment. These changes were, however, slow, and it took a significant time before African Americans were able to enter the more highly skilled sections of the workforce.

## Part (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a comprehensive and well-developed explanation of a range of factors relevant to the question</li> <li>Supports the response with detailed knowledge and understanding</li> <li>Presents a well-structured and logical response using appropriate historical terms and concepts</li> </ul>	8
<ul style="list-style-type: none"> <li>Provides a well-developed explanation of factors relevant to the question</li> <li>Supports the response with relevant knowledge and understanding</li> <li>Presents a structured and logical response using appropriate historical terms and concepts</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Describes factors relevant to the question</li> <li>Includes relevant knowledge</li> <li>Presents a structured response using historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides some factors relevant to the question</li> <li>May include some relevant knowledge</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes a general statement(s) relevant to the question</li> </ul>	1

### **Sample answer:**

20 (b)

The Cultural Revolution had a significant impact on the leadership of the CCP, ultimately diminishing its power. Political disruption was a key aspect of the Cultural Revolution which had wide-ranging impacts on the leadership of the CCP, such as the clash between the Gang of Four establishing hard-line ideological discipline, and Lin Biao and the PLA. Political suppression became the norm, with 90% of the party purged or attacked. At this time, Zhou Enlai and Deng Xiaoping did not choose sides as they were out of favour with Mao.

Mao's death in 1976 marked the end of the Cultural Revolution and an ensuing power vacuum in the CCP, where a lack of party unity and heavy reliance on personal relations allowed others to become more prominent, for example the appointment of Hu Guofeng. The impact of the Cultural Revolution enabled the rise of Deng Xiaoping and the subsequent arrest of the Gang of Four, while the Red Guards turned on each other, clashing over ideology and local power.

21 (b)

The US civil rights movement not only had an impact on marginalised groups within the United States but also influenced other civil rights movements across the globe. The new media technologies of television and satellites enabled the civil rights movement to be broadcast to homes across the world highlighting issues of racial segregation and discrimination. As a result, there was increased opposition to Apartheid in South Africa, increased awareness of the plight of Indigenous Australians and divisions between Catholic and Protestants in Northern Ireland.

The civil rights movement also influenced the methods that were used by other civil rights movements internationally. The strategies used by civil rights activists including sit-ins, strikes, boycotts, and propagation of literature were used in other civil rights movements across the globe. Martin Luther King's role in developing strategies of non-violent protest was recognised when he was awarded the Nobel Peace Prize in 1964, demonstrating the international impact of the strategies of the civil rights movement.

## Part (c)

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

20 (c)

### **Sample answer:**

Competing versions of Marxism had a significant effect on Chinese politics 1966–1989 as they played a key role in the CCP’s ideological beliefs.

### **Answers could include:**

- Ideology influenced all aspects of Chinese politics in the period
- All decisions had to be seen to be consistent with the Marxist–Leninist principles which underpinned the CCP
- An important aspect of Mao Zedong Thought was the idea of permanent revolution – the need to continue to renew and refresh until the state reached its final stage of communism
- Mao attempted to apply Marxist theory to a largely agrarian society and aimed to transform China socially and culturally on its path to communism as well as reassert his personal and political power
- Versions of Marxism that seemed to threaten the existing powerbrokers were labelled as ‘revisionist’ and were ultimately removed. Those vying for leadership were confined by this necessity in order to maintain their positions
- The role of the Gang of Four and the Red Guards in establishing Maoism, such as attacking everything that threatened the revolution and driving political change during the Cultural Revolution
- After Mao’s death, retaining Mao Zedong Thought was important in the power vacuum
- Deng’s modernisation campaign focused on market mechanisms underpinned by Maoism – ie ‘socialism with Chinese characteristics’. Demystifying Mao but retaining his ideas was paramount to Deng maintaining support within the Party
- Competing versions of Marxism played an important role in how the Party responded to the student protest movements and caused a turning point for the Party. Tensions

emerged between the left-hardliners (Party elders), Deng in the Centre, and the Right Liberals (Hu Yaobang, Zhao Ziyang).

21 (c)

US presidents' attitudes played a significant role in contributing to the successes of the civil rights movement during their terms.

**Answers could include:**

Harry Truman

- His recognition of racial inequality was radical for his time but WWII gave him few opportunities for change.
- Introduced Fair Employment Practices Committee who would recommend US Commission on Civil Rights.
- Introduced Executive Order 9981 banning segregation in armed forces and Executive Order 10308 addressing discrimination in government contracts.
- These reforms laid the foundations for the future success of the movement.

Dwight Eisenhower

- Attitude was that legislation could not force people to change. Privately he supported the CR movement; publicly reluctant to speak out.
- Supported Civil Rights Bill but overall believed in federalism allowing for power of states. He did however send federal troops to support the Little Rock Nine.
- The lack of achievements of the civil rights movement in the period shows he had a limited contribution to the successes of the civil rights movement.

John F Kennedy

- Prior to his nomination he voted against the 1957 Civil Rights Act but once running for office made his support of the movement public.
- Promised quick action but became focused on the Cold War before his presidency was cut short.
- Played a limited role in the successes of the movement.

Lyndon B Johnson

- Johnson was a true believer in the civil rights movement, acknowledging that discrimination economically weakened the South and that education was crucial.
- His presidency saw key legislation passed including:
  - Civil Rights Act 1965
  - Voting Rights Act 1965
  - Education Act 1965
  - Civil Rights (Fair Housing) Act 1968
- These highlight the significance of his contribution to the success of the civil rights Movement.

# 2021 HSC Modern History Mapping Grid

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

Question	Marks	Content	Syllabus outcomes
1	4	Power and Authority in the Modern World 1919–1946	MH12-5
2	5	Power and Authority in the Modern World 1919–1946	MH12-4, MH12-6, MH12-9
3	6	Power and Authority in the Modern World 1919–1946	MH12-4, MH12-6, MH12-7, MH12-9
4	10	Power and Authority in the Modern World 1919–1946	MH12-2, MH12-3, MH12-5, 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	MH12-2, MH12-3, MH12-7, MH 12-9

Question	Marks	Content	Syllabus outcomes
13 (b)	25	Option A: Conflict in Indochina 1954–1979	MH12-2, MH12-3, MH12-7, MH 12-9
14 (a)	25	Option B: Conflict in the Pacific 1937–1951	MH12-2, MH12-3, MH12-7, MH 12-9
14 (b)	25	Option B: Conflict in the Pacific 1937–1951	MH12-2, MH12-3, MH12-7, MH12-9
15 (a)	25	Option C: Conflict in Europe 1935–1945	MH12-2, MH12-3, MH12-7, MH12-9
15 (b)	25	Option C: Conflict in Europe 1935–1945	MH12-2, MH12-3, MH12-7, MH12-9
16 (a)	25	Option D: The Cold War 1945–1991	MH12-2, MH12-3, MH12-7, MH12-9
16 (b)	25	Option D: The Cold War 1945–1991	MH12-2, MH12-3, MH12-7, MH12-9
17 (a)	25	Option E: Conflict in the Gulf 1980–2011	MH12-2, MH12-3, MH12-7, MH12-9
17 (b)	25	Option E: Conflict in the Gulf 1980–2011	MH12-2, MH12-3, MH12-7, MH12-9
18 (a)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-2, MH12-3, MH12-7, MH12-9
18 (b)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-2, MH12-3, MH12-7, MH12-9

**Section IV — Change in the Modern World**

Question	Marks	Content	Syllabus outcomes
19 (a)	5	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-1, MH12-5, MH12-9
19 (b)	8	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-3, MH12-4, MH12-7
19 (c)	12	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-2, MH12-5, MH12-9
20 (a)	5	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-1, MH12-5, MH12-9
20 (b)	8	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-3, MH12-4, MH12-7
20 (c)	12	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-2, MH12-5, MH12-9
21 (a)	5	Option C: Civil Rights in the USA 1945–1968	MH12-1, MH12-5, MH12-9
21 (b)	8	Option C: Civil Rights in the USA 1945–1968	MH12-3, MH12-4, MH12-7
21 (c)	12	Option C: Civil Rights in the USA 1945–1968	MH12-2, MH12-5, MH12-9
22 (a)	5	Option D: The Changing World Order 1945–2011	MH12-1, MH12-5, MH12-9
22 (b)	8	Option D: The Changing World Order 1945–2011	MH12-3, MH12-4, MH12-7
22 (c)	12	Option D: The Changing World Order 1945–2011	MH12-2, MH12-5, MH12-9
23 (a)	5	Option E: The Nuclear Age 1945–2011	MH12-1, MH12-5, MH12-9
23 (b)	8	Option E: The Nuclear Age 1945–2011	MH12-3, MH12-4, MH12-7
23 (c)	12	Option E: The Nuclear Age 1945–2011	MH12-2, MH12-5, MH12-9
24 (a)	5	Option F: Apartheid in South Africa 1960–1994	MH12-1, MH12-5, MH12-9
24 (b)	8	Option F: Apartheid in South Africa 1960–1994	MH12-3, MH12-4, MH12-7
24 (c)	12	Option F: Apartheid in South Africa 1960–1994	MH12-2, MH12-5, MH12-9