

2022 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">Clearly explains the relationship between the Treaty of Versailles and the rise of dictators after World War IDemonstrates accurate knowledge and understanding, integrating relevant evidence from Source ACommunicates coherently using appropriate historical terms and concepts	3
<ul style="list-style-type: none">Describes the relationship between the Treaty of Versailles and the rise of dictators after World War IDemonstrates relevant knowledge and understanding and makes reference to Source AUses appropriate historical terms and concepts	2
<ul style="list-style-type: none">Makes a general statement about the question and/or Source A	1

Sample answer:

The Treaty of Versailles played a significant role in the rise of dictators after World War I. The dictators used the economic conditions due to reparations, loss of land, or perceived lack of advantages caused by the Treaty of Versailles to promote their ideology and exploited these perceived inequitable conditions to garner the support of a war weary populace. This is shown in Source A where it refers to the dictators' ability to manipulate the 'economic malaise' to strengthen their claims to power.

Question 2

Criteria	Marks
<ul style="list-style-type: none"> Clearly accounts for the perspective of Source <i>B</i> Demonstrates relevant and accurate knowledge and understanding Communicates coherently using appropriate historical terms and concepts 	4
<ul style="list-style-type: none"> Identifies some aspects of the perspective of Source <i>B</i> Demonstrates relevant knowledge and understanding Uses appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes a general statement about the perspective of Source <i>B</i> 	1

Sample answer:

Source *B* provides the perspective of Gustav Stresemann, the German Foreign Minister in 1928. He is speaking at a press conference to express his concerns about the economic situation Germany is in, particularly its reliance on US credits as a result of the Dawes Plan. Gustav Stresemann had previously been the Chancellor of Germany during the 1923 hyperinflation crisis. As a result of his previous experience and current role, he is well placed to comment that Germany is in a precarious economic situation and has been 'financially disarmed'.

Question 3

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies the values and limitations of Source C for a historian investigating the reasons for the rise of the Nazi party Integrates relevant evidence from Source C to support the response Communicates ideas logically using a range of appropriate historical terms and concepts 	6
<ul style="list-style-type: none"> Identifies some values and limitations of Source C for a historian investigating the reasons for the rise of the Nazi party Integrates evidence from Source C to support the response Communicates ideas using a range of appropriate historical terms and concepts 	4–5
<ul style="list-style-type: none"> Identifies a value and/or limitation of Source C Provides evidence from Source C in the response Uses some appropriate historical terms and concepts 	2–3
<ul style="list-style-type: none"> Makes a general statement about Source C 	1

Answers could include:

Values

- A primary source from 1931 at the height of the Nazi rise to power
- It is a Nazi publication and therefore provides insight into their ideology
- It shows how the Nazi party was able to appeal to the working class in Germany in mobilising support
- It is an example of propaganda that was used effectively by the Nazi party in its rise to power.

Limitations

- It is Nazi propaganda and therefore provides information about why the Nazi party was popular, particularly as it was directed to the workers and not the other sections of society that the Nazi party appealed to
- It only provides evidence for one reason for the rise of the Nazi party. The Nazi party rose to power as a result of a range of complex factors. Other reasons include: the economic situation in Germany, failure of political parties, fragile nature of democracy, the rise of extremist groups, Hitler's leadership and use of propaganda.

Question 4

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed explanation of the significance of the Nazi party to the collapse of the Weimar Republic Effectively integrates evidence from Source <i>D</i> and one other source to support response Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts 	10–12
<ul style="list-style-type: none"> Provides an explanation of the significance of the Nazi party to the collapse of the Weimar Republic Integrates evidence from Source <i>D</i> and one other source to support response Presents a structured response using appropriate historical terms and concepts 	7–9
<ul style="list-style-type: none"> Describes some reasons for the significance of the Nazi party and/or the collapse of the Weimar Republic Makes some reference to the sources and relevant historical knowledge Communicates using some historical terms and concepts 	4–6
<ul style="list-style-type: none"> Makes a general statement(s) in relation to the question May use some historical terms and/or concepts 	1–3

Answers could include:

Significance of the Nazi party:

- Manipulation of the political context of '*Dolchstoßlegende*' (stab in the back legend) and anti-Treaty of Versailles sentiment (Source *A*)
- Nazi's use of propaganda including Hitler's cult of personality
- Popular support (Source *D*)
- Nazi appeal to the workers (Source *C*)
- Nazi rhetoric blaming Jews/big business for the plight of the worker (Source *C*)
- Introduction of laws such as the Reichstag Fire Decree (to remove civil liberties), Enabling Act (to bypass the Reichstag) or banning political parties (Source *D*).

Other factors contributing to the collapse:

- Economic factors (Sources *A* and *B*)
 - Inability of the government to respond to the Great Depression
 - The impact of the economic conditions of the Treaty of Versailles contributing to 'economic malaise' (Source *A*)
 - Germany's debt and reliance on the Dawes Plan (Source *B*)
 - Had been 'financially disarmed' as well as militarily disarmed (Source *B*).
- Political factors (Source *D*)
 - Weaknesses in the constitution such as
 - proportional representation which resulted in the development of coalitions and consequently political instability
 - collapse of the Grand Coalition resulted in the reliance on emergency powers of Article 48

- influence of conservative elites and backroom manoeuvring by enemies of democracy
- inability of the left to unite to oppose the Nazi party.

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

Answers could include:

Question 10 (a)

Possible thesis: Stalin's policies led to the significant transformation of social and cultural life in Russia, particularly the destruction of traditional village life, a return to conservative values and a tightening of control over daily life and cultural expression.

Key points could include:

- Social policies: The Great Retreat – return to conservative values that erased social/cultural change of early reforms of the 1920s
 - Women (abortion outlawed, bonuses given for childbirth)
 - Family life – obstacles to divorce
 - Education – emphasis on science/math, history taught to emphasise national achievement, uniforms and discipline
- Stalin's economic policies of collectivisation and the five-year plans led to a great transformation in social and cultural life eg the destruction of village life in Russia in an attempt to bring about modernisation; five-year plans – led to a highly controlled society
- Political control – use of purges and the role of the secret police transformed the social fabric of society
- Socialist realism – transformation of the arts and culture
 - Purging of intellectual/artists/historians.

Question 10 (b)

Possible thesis: The view that Stalin had control over the USSR by 1941 is one that can be substantiated by his control over the Party, foreign policy, the arts, society and the economy.

Key points could include:

- Outcome of the power struggle and appointment of officials loyal to Stalin
- Purges – systematically destroyed any potential rivals through show trials
- By 1941 Stalin did have complete control over foreign policy
- Abandonment of Marxist principles related to foreign policy eg Nazi–Soviet Pact
- Socialist realism reinforcing Stalin through the cult of personality and control of cultural expression
- The Great Retreat – which saw the return to pre-Bolshevik conservative values for women, education
- Economic Control – five-year plans, politicisation of the economy, heavy industry over consumer goods
- State terror and control – achievement of collectivisation, control of passports, shock brigades.

Possible thesis: The view that Stalin had complete control over the USSR is overexaggerated.

While Stalin had central control over both foreign and domestic policy, the size and chaotic nature of the Soviet Union meant intentions of his policies were often not realised.

- Purges – not controlled by Stalin but grew out of control as individuals used purges to settle old scores. Party officials sought to outdo each other to prove loyalty and dedication to Stalin
- Economically – chaotic management, targets not realised, ongoing tensions with peasants.

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

Answers could include:

Question 13 (a)

Possible thesis: There are a number of reasons why the US withdrew from Vietnam by 1975, including the failure of US military tactics in fighting the Vietnamese forces, growing domestic resistance to the war and the impact of political developments in the USA.

Key points could include:

- Ineffectiveness of military strategies and tactics
 - US underestimated Vietnamese forces
 - Impact of guerrilla tactics on nature of the conflict and morale of US troops
 - Bombing campaigns and use of napalm in attempts to combat Vietnamese forces.
- Impact of US homefront
 - Media coverage of the Tet Offensive and its impact on US public opinion (first televised war)
 - Growth of anti-war movements and social division over US involvement in the USA and globally
 - Mai Lai massacre and coverage.
- Political reasons
 - Nixon’s election and peace with honour
 - Pentagon papers 1971
 - Watergate scandal 1972–1974
 - Nixon’s resignation.

Question 13 (b)

Possible thesis: There is scope to develop a thesis either way for this question and students may even argue that both were significant in different periods/aspects of the conflict.

Key points could include:

<i>Significance of Nationalism</i>	<i>Significance of Communism</i>
The Declaration of Independence post WWII and Ho Chi Minh’s desire to unify Vietnam after its division along the 17th parallel USA’s ongoing involvement in the conflict (prestige/slippy slope) NVA and NLF military tactics and approach to warfare shaped by nationalism Tet Offensive and its impact on US homefront and a growing pressure from US public for the US to withdraw from the conflict	Cold War context – Vietnam becomes ideological battleground US foreign policy – USA’s initial involvement in the conflict driven by a fear of communism (domino theory) Spread of the conflict to Cambodia and Laos driven by a desire to contain communism

Answers could include:

Question 16 (a)

There is scope to develop a thesis either way for this question and students may even argue that both were significant in different periods/aspects of the conflict.

Possible thesis: Ideology significantly shaped policies and strategies of the USA and USSR throughout the period of the Cold War. Although it became less significant after the Cuban Missile Crisis where domestic economic issues gained prominence, ideological issues returned to dominate the later years of the conflict.

Key points could include:

- Ideology dominates in the beginning and end of the conflict:
 - Capitalism v communism:
 - ◇ Iron Curtain v 'buffer zone'
 - ◇ Containment dominated US policy eg Truman Doctrine, Marshall Plan, Domino Theory, Korean War, Vietnam War
 - ◇ Soviet policies: US Dollar Imperialism, Cominform, Comecon, Warsaw Pact
 - Reagan reframes the Cold War into an ideological battle eg 'Evil Empire'
 - Glasnost, perestroika.

- Economic and political concerns:
 - Peaceful coexistence was motivated by practical and economic concerns
 - Vietnam War – economic domestic issues in the USA
 - Middle East
 - Détente
 - Soviet invasion of Afghanistan.

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 clear description in response to the question Demonstrates relevant and accurate historical knowledge and understanding 	5
<ul style="list-style-type: none"> Provides a description in response to the question Demonstrates relevant historical knowledge and understanding 	4
<ul style="list-style-type: none"> Provides a limited description in response to the question Demonstrates some historical knowledge and understanding 	2–3
<ul style="list-style-type: none"> Makes a relevant statement in response to the question 	1

Sample answer:

Question 20 (a)

The 1949 revolution resulted in significant changes in the political, economic and cultural spheres of life in China. A new system of government was put into place that solidified the Communist Party's control over politics, with Mao emerging as the firm leader of the Party. The Agrarian Land Reform promised by the communists was one of the first significant legacies of the 1949 revolution, swiftly changing land ownership and leading to widespread denunciations of landlords, followed by the introduction of five-year plans to modernise China's industry.

Question 21 (a)

Racial segregation existed throughout the USA. It was both legally recognised and unofficially sanctioned. Segregated facilities had been a way of life under the Jim Crow Laws and the notion of separate but equal continued even after the small gains during the war, including in restaurants and bars, parks, schools and libraries, as well as transport and travel. One example of segregation was education, where there were separate schools for African-Americans and white Americans. African-American schools were poorly resourced compared to white schools.

Part (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a well-developed explanation which clearly addresses the question Makes explicit reference to the source and supports the response with detailed and relevant historical knowledge and understanding Presents a well-structured and logical response using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> Provides an explanation which addresses the question Makes clear reference to the source and supports the response with relevant historical knowledge and understanding Presents a structured response using appropriate historical terms and concepts 	5–6
<ul style="list-style-type: none"> Describes some factors relevant to the question Refers to information from the source and provides some relevant historical knowledge Communicates using some historical terms and concepts 	3–4
<ul style="list-style-type: none"> Makes a general statement(s) relevant to the question AND/OR refers to the source 	1–2

Answers could include:

Question 20 (b)

- The Red Guards' purpose in the Cultural Revolution was to be an instrument of disruption to destroy old thinking and culture to make way for Mao's permanent revolution
- Mao used children of Party members to lead the Cultural Revolution
- Used to destroy the 'four olds' – old culture, old customs, old habits and old thinking
- Attacked the intelligentsia.

Relevant extracts from the source include:

- 'Beijing authorised students from "Red" families to form Red Guard organisations'
- 'They were to spearhead the purge of "capitalist roaders" at all levels and of old culture in every form'.

Answers could include:

Question 21 (b)

- Rosa Parks had a role in the instigation of the Montgomery Bus Boycott as an act of resistance which sparked widespread support for the Civil Rights Movement in both black and white communities.
- Other factors significant in the development of the Civil Rights Movement includes events such as sit-ins, freedom rides, marches and legislation (Civil Rights Bill).

Relevant extracts from the source include:

- 'symbolic of [the] protest movement'
- 'created enthusiasm thereby giving momentum to the movement'
- 'unanimously and enthusiastically adopted by the 7000 individuals both inside and outside the church'.

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 structured and 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 an implied judgement) Uses some historical knowledge and understanding Presents a response using some historical terms AND/OR concepts 	3–5
<ul style="list-style-type: none"> Makes a general statement(s) in relation to the topic 	1–2

Answers could include:

Question 20 (c)

- Agricultural reforms were significant in modernising and dismantling the commune system
 - Introduction of Household responsibility meant that individuals had greater flexibility in how to use family labour
 - Land could be privately owned and worked by families. This led to the highest living standards in rural China.
- Industrial reforms had positive and negative effects on Chinese society
 - More flexible workforce
 - Increased need for labour increased numbers of individuals in the cities. Individuals often lived in squalid conditions. Quality of life was poor.
- Education transformed Chinese society after the disruption of the Cultural Revolution
 - Increased focus on Science and Technology
 - Prestige of higher education restored
 - Many students studied abroad leading to broadening of democratic ideas among the youth.
- There was little change to general freedoms and political structures.
- Growing corruption and nepotism in government.

Answers could include:

Question 21 (c)

- Growing support for the movement as it progressed from both the black and white communities in the USA and internationally.
- Popular culture shaped and reinforced changing attitudes.
- Influence of leaders such as MLK and Malcolm X – leadership and actions sparked support for the movement and social action.
- Changing social attitudes led to changing attitudes of presidents towards the movement eg
 - JFK pledged to progress civil rights and escalated the impact of civil rights activism to a global platform
 - LBJ signed the Civil Rights Bill banning segregation.
- The changing social attitudes and support for the movement led to legislative changes
 - Brown v Board of Education of Topeka – desegregation of schools (some resistance eg Little Rock)
 - Civil Rights Act 1964 – laid the groundwork for profound social change giving legislative support to the social and political changes that were gathering pace both in the south and across the country
 - Voting Rights and Fair Housing Act – examples of how legislative change at a federal level overcame state based resistance.

2022 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	MH12-6
2	4	Power and Authority in the Modern World 1919–1946	MH12-4
3	6	Power and Authority in the Modern World 1919–1946	MH12-2, MH12-6, MH12-7
4	12	Power and Authority in the Modern World 1919–1946	MH12-1, MH12-2, MH12-3, 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

Question	Marks	Content	Syllabus outcomes
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
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, MH12-2, MH12-3, MH12-5, 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, MH12-3, MH12-5, MH12-9
19 (b)	8	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-3, MH12-7, MH12-9
19 (c)	12	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9

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