NSW Education Standards Authority

2023 HSC Modern History Marking Guidelines

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

Question 1

Criteria	Marks
• Demonstrates clearly how Nazi ideology is reflected in Source *A* • Demonstrates an understanding of how Nazi ideology had an impact on religion	3
• Demonstrates how Nazi ideology is reflected in Source *A* • Demonstrates some understanding of how Nazi ideology had an impact on religion	2
• Makes a comment about Nazi ideology/religion OR describes the source	1

Sample answer:

Source A reflects how religion was suppressed and controlled as a result of Nazi ideology. The source shows how traditional Christian icons such as the cross and the bible were removed. It highlights how these were replaced by Nazi symbols such as the swastika and Hitler's 'Mein Kampf'. As a dictatorship, the Nazi state wanted to control all aspects of German life, including religion.

Question 2

Criteria	Marks
• Clearly describes the value of Source *B* for a historian investigating the nature of the dictatorship that emerged in Italy • Integrates relevant evidence from Source *B* to support the response • Communicates ideas logically using a range of appropriate historical terms and concepts	5
• Describes the value of Source *B* for a historian investigating the nature of the dictatorship that emerged in Italy • Integrates evidence from Source *B* to support the response • Communicates ideas using a range of appropriate historical terms and concepts	4
• Identifies the value of Source *B* for a historian • Provides some evidence from Source *B* to support the response • Uses some appropriate historical terms and concepts	2–3
• Makes a general statement relevant to the question and/or Source *B*	1

Sample answer:

Source *B* is valuable as it is a rich primary source. As a piece of propaganda, the photo shows how the Italian fascist government attempted to gain support of the population. Source *B* demonstrates the unique symbolism that was utilised by the Italian fascists to create a cult of personality. Mussolini represents himself as the all-powerful leader, through the use of ancient Roman military symbolism such as greeting the militia in the ruins of the ancient Colosseum and adopting the pose of a victorious general linking back to Italy's glorious past. *Source B* also shows Mussolini using modern Catholic symbols such as the cross showing that he has the support of the Catholic Church.

Question 3

Criteria	Marks
• Provides a clear explanation of how the Nazi regime used propaganda to control the German population • Demonstrates accurate and relevant knowledge and understanding • Communicates coherently using historical terms and concepts	7
• Provides an explanation of how the Nazi regime used propaganda to control the German population • Demonstrates relevant knowledge and understanding • Communicates using appropriate historical terms and concepts	5–6
• Provides some information about Nazi propaganda • Demonstrates some historical knowledge and understanding • Communicates using some historical terms and concepts	3–4
• Makes a general statement(s) about Nazi propaganda	1–2

Sample answer:

Propaganda was key in allowing the Nazi party to exercise control of the German population between 1933−1939 as they used it to unite the German people, gain wider support and create common enemies. Josef Goebbels, the Minister for Propaganda, was able to impose Nazi ideology in all its forms upon the German population, including films, art and literature. A form of Nazi propaganda came through the use of posters. These posters drew on Nazi racial and social policy in order to develop a society that was subservient to their ideology. Posters that promoted the Volksgemeinschaft (people's community) drew heavily on images of Aryan families in idyllic and traditional settings such as mothers as homemakers and romanticised farmers. These images of Nazi ideology were further reinforced through the use of mass rallies and demonstrations, which were used to indoctrinate and increase loyalty.

Answers could include:

- Posters were also used to convey Hitler in a deified state such as 'Long live Germany'

- The 1934 Nuremberg Rally, included large scale banners enshrined with Nazi insignia portrayed Hitler was a deity to limit opposition

- The use of cinema to promote Aryan values, most notably through Leni Riefenstahl's 'Triumph of the Will' (1934) and 'Olympia' (1936), a filmic representation of the 1936 Olympic Games in Berlin.

- The implementation of radio technology and cheap mass-produced radio provided the Nazi party with access to the German populace in their own homes.

- Propaganda created scapegoats out of enemies of the Nazi regime such as political opponents and Jewish people

- Propaganda was used to unify the German people to a common purpose

Question 4

Criteria	Marks
• Provides a well-developed comparison of the territorial ambitions of Germany in Europe and Japan in the Asia−Pacific • Effectively integrates evidence from Sources *C* and *D* to support response • Presents a well-structured and cohesive response using appropriate historical terms and concepts	9–10
• Provides a comparison of the territorial ambitions of Germany in Europe and Japan in the Asia−Pacific • Integrates evidence from Sources *C* and *D* to support response • Presents a structured response using appropriate historical terms and concepts	7–8
• Describes the territorial ambitions of Germany in Europe and Japan in the Asia−Pacific • Includes some evidence from Sources *C* and/or *D* to support response • Presents a response using some appropriate historical terms and concepts	5–6
• Provides generalised information regarding the territorial ambitions of Germany in Europe and/or Japan in the Asia−Pacific • Describes the source(s) and/or provides some historical knowledge • May use historical terms and/or concepts	3–4
• Makes a general statement(s) in relation to the question • May use historical terms and/or concepts	1–2

Sample answer:

The territorial ambitions of Germany and Japan had many similar characteristics. Both nations sought to expand their territorial holdings through racially motivated militarism, the influence of nationalism and a desire for geographical and economic security.

Example of a paragraph (influence of nationalism) – integration of Source C

Nationalism was a key factor in the territorial ambitions of both Germany in Europe and Japan in the Asia−Pacific. German nationalism was a key factor in the development of foreign policy which aimed first to reclaim territories lost in the Treaty of Versailles, before turning to conquest of Eastern Europe motivated by *Lebensraum*, as seen in Source *C* which depicts aggressive German expansion in the 1930s, indicated by the depiction of small children, representative of vulnerable European nations, being 'collected' by Hitler. The line 'Deutschland Uber Alles' (Germany above all else) provides a clear indication of the dominant role of nationalism in German foreign policy. Similarly, Japanese nationalism was also fuelled by a desire to redress the perceived injustices of the Treaty of Versailles and develop the Greater East Asia Co-Prosperity Sphere.

Answers could include:

Source C

- The cartoon depicts a view of German terriorital expansion in Europe with Hitler as Father Christmas retrieving children from a bed marked 'Ex French−British Family'
- Short-term and long-term aims of Nazi foreign policy from 1936 onward

Source D

- The extract from The Three Power Pact, signed in 1940 reflects the key ambitions of each of the three dictatorships
- The treaty declares that a 'lasting peace' would result from a country 'receiving the space to which it is entitled'
- This serves as a justification for military expansion by both Germany and Japan in the 1930s
- There is a declaration that the ultimate objective of this pact is 'world peace'
  - The actions of both the German and Japanese military systems in expanding their territorial holdings can be used to dispute this:
    ◊ German invasion of Czechoslovakia and Poland
    ◊ Japanese invasions of Manchuria, Shanghai and the Nanking Massacre.

Germany

- In the short term, Germany sought to revise the sanctions and territorial losses imposed by the 'diktat' of Versailles
  - Hitler enacted a plan of European expansion from 1935
  - Anschluss with Austria in 1936 cemented pan-Germanic ambitions
  - Sudetenland Crisis 1938 – imposed pan-Germanic ideology on Sudeten Germans in Czechoslovakia.
- In the long term, foreign policy was more ideological
  - Focus on *Rassenkampf* (race war) and *Lebensraum* (living space)
  - Aryanism as Germanism – according to Nazi doctrine, Aryans were the master race and the Slavic people of the east were an inferior race
  - *Lebensraum* meant living space in the East. Particularly the resource-rich Russian land mass.

Japan

Japanese nationalism was fuelled through the 1920s becoming increasingly militaristic and sought to create an empire which would provide the necessary resources

- Significant threat from right-wing ultra-nationalists and militarists
  - The 1922 Washington Conference imposed limitations on Japanese Naval and military development, as well as the maintenance of territorial status in the Asia−Pacific region.

- Japan saw the Chinese province of Manchuria as a natural solution to their deteriorating political and economic situation

  – Rising nationalism in China was perceived as a threat by Japanese militarists and politicians

  – Manchurian Incident 1931 – Japanese invaded Chinese Manchuria, beginning a larger scale invasion of China and the Asia-Pacific

  – As Japanese industry started to boom in 1930s, they increasingly looked to foreign territories for key resources which they lacked.

- Japanese imperialism was racially motivated

  – Movements into China and Korea were based on the concept of a Greater East Asia Co-Prosperity Sphere

    ◊ Japan believed they were the superior Asian race and were therefore entitled to colonise other Asian nations.

  – The failure of the League of Nations to intervene in Japanese expansion led to disputes with traditional allies in the US and Britain, which led Japan to develop a new military alliance with Nazi Germany and Fascist Italy.

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
• Addresses the question asked by providing a 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 detailed 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
• Addresses the question asked by providing a 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
• 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
• 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
• Makes a general statement(s) in relation to the question • May use some historical terms and/or concepts	1–5

Question 9

Option E: Japan 1904−1937

Question 9 (a)

Answer could include:

Possible thesis:

The collapse of party politics in Japan was extremely significant to the rise of militarism in the 1930s as it revealed the weaknesses and failures in the attempt to build a limited democracy. The successive changes in political parties created instability and allowed for challenges to arise to the ruling order from the army, which in turn was exacerbated by the political and economic impact of the Great Depression. This led to a rise in ultranationalist sentiment and the subsequent rise of militarism in the 1930s.

Key points could include:

Impact of the collapse of party politics and the failure of Taisho democracy
- Instability caused by the weaknesses and failure of successive governments
  – impact of the Seiyukai and other political parties upon the Japanese systems and governments
  – Seiyukai (party) Government and Doshikai/(Kenseikai) (party)
  – inability to govern effectively (Link to successive change/s of government over a short period of time) allowed for rising tensions which in turn saw the increasing influence of militarism.
- Growing influence of the zaibatsu on party politics
  – increasing political influence
  – links with the bureaucracy saw the origins of zaibatsu's influence and infiltration of political parties
  – offering financial support to parties during elections
  – providing personnel who joined the political parties as members which led to corruption and bribery; leading to lack of trust and support in the liberal democracy
  – also links to the military (Mitsui and Mitsubishi), allowing for the growth of the defence sectors.
- Social and economic impact of the Great Depression.
  – Challenges of the army to party politics
  – Rise of ultranationalism
  – Differing domestic responses to militarism
  – Tensions between traditional and modernisation leading to support of militarism
  – Showa Restoration

Question 10

Option F: Russia and the Soviet Union 1917−1941

Question 10 (a)

Sample answer:

Possible thesis:

The economic transformation of the Soviet Union under Stalin was multifaceted and complex. The introduction of the five-year plans and policy of collectivisation resulted in significant economic growth, however, it had a significant negative impact as it devastated the countryside and led to the death of millions of Kulaks and peasants.

Key points could include:

- Stalin centralised the economy under GOSPLAN with a focus on iron, oil and electricity in order to ensure modernisation

- In nine years, the Soviet GNP tripled in size

- The inception of industrialisation saw an influx of people into the cities which resulted in an increase of people into the paid workforce

- While there is dispute about the accuracy of the figures used by Stalin there still is an argument to be made that the Soviet economy underwent rapid growth during the period 1928−1941

- Collectivisation of agricultural land rose from 24%–98%

- The impact of Stalin's economic transformation came at a great social and political cost

- Impact of collectivisation on the peasantry – especially De-kulakisation

- The success of the economic transformation relied on repressive tactics of secret police

- The role of the secret police rapidly expanded during this period

- Any protests were seen as equivalent to treason – Stalin linked industrialisation to national security

- Increased levels of rationing and food queues due to shortages in consumer goods

- Increased restrictions on the movement of people with introduction of internal passports

- The introduction of rewards for workers bred mistrust

- The adulation of the stakhanovites was resented by workers because it meant that everyone had to work harder

- There was a general decline in living standards – this was in order to drive industrialisation.

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
• Addresses the question asked by providing a 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
• Addresses the question asked by providing a 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
• 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
• 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
• Makes a general statement(s) in relation to the question • May use some historical terms and/or concepts	1–5

Question 14

Option B: Conflict in the Pacific 1937−1951

Question 14 (a)

Sample answer:

Possible thesis:

While initially successful, the attack on Pearl Harbor ultimately had significant consequences for Japan's strategic aims in the Pacific. The attack led to the US declaring war on Japan and entering World War II, resulting in Japanese defeat.

Key points could include:

Military aims:

- Japan was seeking to expand its empire in Asia and the Pacific and saw the US as a major obstacle to achieving this goal
- Japan had already invaded China and areas in South-East Asia in an attempt to establish a 'Greater East Asia Co-Prosperity Sphere'
- Japan's military leaders believed that a surprise attack on the US would cripple its Pacific fleet and prevent it from interfering with Japan's expansion plans
- Also believed that the attack would be a psychological blow to the US, causing it to lose morale and accept Japanese dominance in the region
- In attacking the US at Pearl Harbor, Japan was able to begin its expansion into South-East Asia with initially, limited opposition.

Territorial aims:

- Japan's expanding empire required access to resources such as oil and rubber, which were largely controlled by the US and other Western powers
- The US had imposed trade embargoes on Japan in response to its aggression in Asia, further exacerbating Japan's resource shortages
- The attack on Pearl Harbor provided an opportunity for Japan to expand into resource-rich regions of Asia.

Political aims:

- Japan's government was led by a group of militarists who believed in expanding Japan's empire and establishing it as a dominant power in the region
- They believed that a successful attack on the US would boost their popularity and help to solidify their grip on power
- Japanese's leaders believed that war with the US was inevitable and that attacking first would give them the best chance of victory.

Long-term impacts:

- The attack brought in a US enemy that was economically and militaristically superior
- The Alliance agreements between the US and Australia created a united front against Japanese expansion in the Pacific
- The attack caused a shift in isolationist policy and increased public support for the war effort in the US
- Ultimately created a war that Japan could not win.

Question 14 (b)

Sample answer:

Possible thesis:

The Battle of the Coral Sea was significant in the Pacific War, ultimately changing the course of the war in the Pacific. The impact of this battle on other events in the war, including the New Guinea campaign, Guadalcanal, and the Battle of Midway was critical in turning the tide of the war, restricting Japanese expansion in the region and limiting their ability to sustain a lengthy campaign in the Pacific.

Key points could include:

Immediate impacts of the Battle of the Coral Sea:

- May 1942, between the Allies and Japan

- Shift in strategy: first naval battle in history in which the opposing ships did not make direct contact, instead using carrier-based planes to attack each other

- The Allies successfully stopped Japan from invading Port Moresby in Papua New Guinea, which would have given Japan a strategic advantage in the region

- This was the first time Japan's advance had been stopped and marked a turning point in the Allies' ability to challenge Japanese expansion in the Pacific.

Impact on course of the war including:

New Guinea campaign:

- Involved fighting on land, sea, and in the air, as the Allies sought to prevent Japan from gaining control of New Guinea and surrounding islands

- The Allies were ultimately successful in driving Japanese forces out of New Guinea, with campaign ending in August 1945

- This campaign was significant in terms of Australia's involvement in the war and its efforts to defend its territory and maintain its strategic position in the Pacific.

Guadalcanal:

- The Allies sought to prevent Japan from establishing an airfield on Guadalcanal and threatening Allied supply lines

- The Allies were ultimately successful in driving Japanese forces off Guadalcanal, marking a significant victory and turning point in the Pacific campaign

- This campaign was significant in terms of the US's efforts to regain territory and halt Japanese expansion in the Pacific.

Battle of Midway:

- A naval battle in which the Allies were able to ambush Japanese forces, sinking four of Japan's aircraft carriers and other ships

- The battle was a significant turning point in the Pacific campaign, as it marked the first major defeat for Japan and forced them to shift from offensive to defensive operations

- This battle was ultimately significant in terms of the US's efforts to gain the upper hand in the Pacific and regain momentum after a string of losses.

Other impacts:
- Impact on strategy
- Impact on intelligence/technology
- Impact on future battles/campaigns

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

Question 19–24

Part (a)

Criteria	Marks
• Provides a clear description in response to the question • Demonstrates detailed relevant and accurate historical knowledge	5
• Provides a description in response to the question • Demonstrates relevant and accurate historical knowledge	4
• Provides a limited response to the question • Demonstrates some relevant historical knowledge	2–3
• Makes a statement in response to the question	1

Sample answer:

Option F: Apartheid in South Africa 1960−1994

Question 24 (a)

Nelson Mandela played a significant role as the leader of Umkhonto we Sizwe (MK), the armed paramilitary wing of the African National Congress (ANC) in South Africa. Having been prominent in the formation of the ANC Youth League alongside Walter Sisulu and Oliver Tambo, Mandela was directly involved in the formation of Umkhonto we Sizwe in 1961, becoming its first commander-in-chief. Umkhonto we Sizwe operated directly under Mandela's leadership, planning and carrying out acts of sabotage on government installations and infrastructure, including power plants, oil refineries and communication networks. Under Mandela, the MK engaged in specialist guerrilla training in several neighbouring countries.

Part (b)

Criteria	Marks
• Provides a well-developed explanation which clearly addresses the question • Supports the response with accurate and relevant historical knowledge • Presents a logical response using appropriate historical terms and concepts	7–8
• Provides an explanation which addresses the question • Provides accurate and historical knowledge relevant to the question • Presents a response using appropriate historical terms and concepts	5–6
• Provides a description which is relevant to the question • Provides some accurate historical knowledge relevant to the question • Communicates using some historical terms and concepts	3–4
• Makes general statements relevant to the question	1–2

Answers could include:

Option F: Apartheid in South Africa 1960−1994

Question 24 (b)

From 1960 to the mid-1980s South Africa pursued an aggressive foreign policy that sought to maintain its position as the dominant power in Southern Africa

- South African foreign policy was categorised by military intervention and support for insurgent groups in neighbouring countries

- The doctrine of 'Total Strategy' under PW Botha

- Concerns about the role of international communism in decolonising nations in Southern Africa eg:

    – Attempt to create 'anti-Marxist' Constellation of African States in 1979

        ◊ To be led and maintained by South Africa

        ◊ Included: Rhodesia (Zimbabwe), South-West Africa (Namibia), Botswana, Lesotho, Swaziland, Transkei, Bophuthatswana, alongside the other homelands

    – The role of the SADF (South African defence Force) in supporting civil wars and insurgencies in neighbouring countries as a form of 'forward defence'.

Part (c)

Criteria	Marks
• Makes a well-developed and reasoned judgement which clearly addresses the question • Explicitly integrates evidence from the source with relevant, detailed and accurate historical knowledge to support judgement • Presents a well-structured and logical response using appropriate historical terms and concepts	11–12
• Makes a reasoned judgement which addresses the question • Integrates evidence from the source with relevant and accurate historical knowledge to support judgement • Presents a structured and logical response using appropriate historical terms and concepts	9–10
• Makes a judgement which addresses the question • Uses evidence from the source AND/OR relevant, historical knowledge to support response • Presents a response using appropriate historical terms and concepts	6–8
• Provides a description relevant to the question (that may make an implied judgement) • May refer to the source • Presents a response using some historical terms and concepts	3–5
• Makes a general statement(s) in relation to the topic	1–2

Answers could include:

Option F: Apartheid in South Africa 1960−1994

Question 24 (c)

Black Consciousness and the end of apartheid:

Source J:

The Black Consciousness movement promoted a radical response to apartheid policy which contributed significantly to the actions, reforms and responses that brought about an end to apartheid in South Africa.

- Black Consciousness Movement emphasised the importance of black pride and self-determination in promoting equality in South Africa
- Black Consciousness promoted a more radical and militant approach to anti-apartheid activism.
- Black Consciousness helped to mobilise and empower Black South Africans who had been oppressed by the apartheid policies employed by the South African government.
- Soweto Uprising 1976:
  - Bantu Education Act 1953 – Used as a tool of oppression by South African governments
  - Students protested the imposition of Afrikaans as medium of instruction in schools

– Significant international reaction to this event, particularly in Britain – creates a catalyst for international condemnation of apartheid.

- The BCM played an important role in the development of a more militant approach to anti-apartheid activism, which encouraged a domestic and international challenge to the legitimacy of apartheid in South Africa.

Other factors

- PW Botha's attempts at reform were limited

  – 1983 introduction of Tricameral Parliament:

    ◊ Gave voting rights to Asian and Coloured citizens but continued to exclude black South Africans

    ◊ Independence of homelands excluded black South Africans from citizenship

  – Increased protest from Black South Africans, including the formation of the United Democratic Front:

    ◊ Brought together a wide range of anti-apartheid groups, including churches, students and trade unionists.

- UN embargoes and economic sanctions took their toll on the South African economy in the 1980s:

  – UN calls for South Africa to abandon apartheid policy had come from 1960 onwards, including attempts at sanctions in 1963 and 1968

  – Sporting and cultural sanctions

  – Free Mandela Campaign

  – 'Human Rights Now!' concerts

  – Foreign disinvestment and international boycotts, alongside drought and an escalation of racial violence, meant that South Africa was socially and politically vulnerable in 1989.

2023 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	MH12.3, MH12.6
2	5	Power and Authority in the Modern World 1919−1946	MH12.3, MH12.6
3	7	Power and Authority in the Modern World 1919−1946	MH12.2, MH12.3, MH12.5
4	10	Power and Authority in the Modern World 1919−1946	MH12.2, MH12.5, MH12.6, MH12.9

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
5 (a)	25	Option A: Australia 1918−1949	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option A: Australia 1918−1949	MH12.2, MH12.3, MH12.5, MH12.9
6 (a)	25	Option B: China 1927−1949	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option B: China 1927−1949	MH12.2, MH12.3, MH12.5, MH12.9
7 (a)	25	Option C: India 1942−1984	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option C: India 1942−1984	MH12.2, MH12.3, MH12.5, MH12.9
8 (a)	25	Option D: Indonesia 1945−2005	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option D: Indonesia 1945−2005	MH12.2, MH12.3, MH12.5, MH12.9
9 (a)	25	Option E: Japan 1904−1937	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option E: Japan 1904−1937	MH12.2, MH12.3, MH12.5, MH12.9
10 (a)	25	Option F: Russia and the Soviet Union 1917−1941	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option F: Russia and the Soviet Union 1917−1941	MH12.2, MH12.3, MH12.5, MH12.9
11 (a)	25	Option G: USA 1919−1941	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option G: USA 1919−1941	MH12.2, MH12.3, MH12.5, MH12.9
12 (a)	25	Option H: Iran 1945−1989	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option H: Iran 1945−1989	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, MH12.5, MH12.9
(b)	25	Option A: Conflict in Indochina 1954−1979	MH12.2, MH12.3, MH12.5, MH12.9
14 (a)	25	Option B: Conflict in the Pacific 1937−1951	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option B: Conflict in the Pacific 1937−1951	MH12.2, MH12.3, MH12.5, MH12.9
15 (a)	25	Option C: Conflict in Europe 1935−1945	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option C: Conflict in Europe 1935−1945	MH12.2, MH12.3, MH12.5, MH12.9
16 (a)	25	Option D: The Cold War 1945−1991	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option D: The Cold War 1945−1991	MH12.2, MH12.3, MH12.5, MH12.9
17 (a)	25	Option E: Conflict in the Gulf 1980−2011	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option E: Conflict in the Gulf 1980−2011	MH12.2, MH12.3, MH12.5, MH12.9
18 (a)	25	Option F: The Arab−Israeli Conflict 1948−1996	MH12.2, MH12.3, MH12.5, MH12.9
(b)	25	Option F: The Arab−Israeli Conflict 1948−1996	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
(b)	8	Option A: Pro-democracy Movement in Burma 1945−2010	MH12.2, MH12.5, MH12.9
(c)	12	Option A: Pro-democracy Movement in Burma 1945−2010	MH12.5, MH12.6, MH12.9
20 (a)	5	Option B: The Cultural Revolution to Tiananmen Square 1966−1989	MH12.3, MH12.5
(b)	8	Option B: The Cultural Revolution to Tiananmen Square 1966−1989	MH12.2, MH12.5, MH12.9
(c)	12	Option B: The Cultural Revolution to Tiananmen Square 1966−1989	MH12.5, MH12.6, MH12.9
21 (a)	5	Option C: Civil Rights in the USA 1945−1968	MH12.3, MH12.5
(b)	8	Option C: Civil Rights in the USA 1945−1968	MH12.2, MH12.5, MH12.9
(c)	12	Option C: Civil Rights in the USA 1945−1968	MH12.5, MH12.6, MH12.9
22 (a)	5	Option D: The Changing World Order 1945−2011	MH12.3, MH12.5
(b)	8	Option D: The Changing World Order 1945−2011	MH12.2, MH12.5, MH12.9
(c)	12	Option D: The Changing World Order 1945−2011	MH12.5, MH12.6, MH12.9

Question	Marks	Content	Syllabus outcomes
23 (a)	5	Option E: The Nuclear Age 1945−2011	MH12.3, MH12.5
(b)	8	Option E: The Nuclear Age 1945−2011	MH12.2, MH12.5, MH12.9
(c)	12	Option E: The Nuclear Age 1945−2011	MH12.5, MH12.6, MH12.9
24 (a)	5	Option F: Apartheid in South Africa 1960−1994	MH12.3, MH12.5
(b)	8	Option F: Apartheid in South Africa 1960−1994	MH12.2, MH12.5, MH12.9
(c)	12	Option F: Apartheid in South Africa 1960−1994	MH12.5, MH12.6, MH12.9