

## 2024 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>• Demonstrates a sound understanding of the role of women in Nazi society</li><li>• Uses a range of relevant historical knowledge, and evidence from the source</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates an understanding of the role of women in Nazi society</li><li>• Uses relevant historical knowledge and evidence from the source</li></ul>	3
<ul style="list-style-type: none"><li>• Provides basic information about the role of women in Nazi society using historical knowledge and/or the source</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

#### **Sample answer:**

Women returned to their traditional roles in Nazi society because of the more conservative ideology of Hitler and the Nazi Party. They believed that the role of women was largely in three areas; kitchen meaning their role as homemaker; children meaning their role as a mother of Aryan children; and church meaning their spiritual role (Kinder, Küche, Kirche). This is explained in Source A, where Goebbels outlines that women should 'use her strength and abilities in areas other than the man'. As Source A explains, this is primarily in the family and having children so that the future of the nation can be 'guaranteed'.

## Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>Effectively contrasts the value of Sources A and B for a historian studying the methods used by the Nazis to spread their ideology</li> <li>Integrates a wide range of relevant evidence from both Sources A and B</li> </ul>	6
<ul style="list-style-type: none"> <li>Contrasts the value of Sources A and B for a historian studying the methods used by the Nazis to spread their ideology</li> <li>Integrates a range of relevant evidence from both Sources A and B</li> </ul>	5
<ul style="list-style-type: none"> <li>Explains the value of Sources A and B for a historian studying the methods used by the Nazis to spread their ideology</li> <li>Uses relevant evidence from both Sources A and B</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Outlines the methods used by Nazis to spread their ideology</li> </ul> AND/OR <ul style="list-style-type: none"> <li>Makes reference to Sources A and/or B</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides a general statement about a source</li> </ul>	1

### Sample answer:

Sources A and B are valuable for an historian looking at the methods used by the Nazis to spread their ideology. They are very different, both in terms of the intended audience and the specific method used by the creator to disseminate their ideas. Source A is a speech given by Goebbels to German women at the opening of a women's exhibition. The use of persuasive language for example 'in the best sense of the word' was used to convince women they are not sacrificing anything but rather stepping in the true and noble role of a woman. This shows how the Nazis sought to persuade people about their ideology. Source B on the other hand is seeking to address a young audience – children specifically – using images of the Nazi ideal for boys to show visually to children what they are to aspire to. There is none of the persuasive language rather a dignified presentation of how fun and heroic it is to be part of the Hitler Youth and so on board with the ideals of the Nazi Party. Therefore, Source A is valuable for understanding how the Nazis justified their roles to women whereas Source B is a typical example of the ways they embedded ideology for children.

### Answers could include:

- Content, perspective, origin, type, date, context and audience of the source.

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a clear and sustained judgement about the extent to which Source C is an accurate reflection of the impact of Hitler's dictatorship</li> <li>• Uses a wide range of relevant, detailed and accurate historical knowledge to support the judgement</li> <li>• Communicates historical ideas in a logical and well-structured response using a range of historical terms and concepts appropriately</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Makes a clear judgement about the extent to which Source C is an accurate reflection of the impact of Hitler's dictatorship</li> <li>• Uses a range of relevant and accurate historical knowledge to support the judgement</li> <li>• Communicates historical ideas in a logical and structured response using a range of historical terms and concepts appropriately</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Makes a judgement about the extent to which Source C is an accurate reflection of the impact of Hitler's dictatorship</li> <li>• Uses relevant and accurate historical knowledge in the response</li> <li>• Communicates historical ideas in a structured response using historical terms and concepts</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Provides a description about the accuracy of Source C and/or the impact of Hitler's dictatorship</li> <li>• Provides a response using some relevant historical knowledge, terms and concepts</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes a general statement(s) in relation to Source C and/or the impact of Hitler's dictatorship</li> </ul>	1–3

**Answers could include:**

Possible theses:

1. Adolf Hitler's rise to power in 1933 marked a turning point in German history, leading to profound transformation in various aspects of German society. Robert Ley encapsulates the essence of Hitler's impact on German society during the years from 1933–1939 when he said 'the broad large and great mass of our people has changed thoroughly. They have been transformed' (Source C). While the lives of many were transformed others were not.

OR

2. Robert Ley's quote in Source C is a substantially inaccurate interpretation of the impact of Hitler's dictatorship on German society, while people's lives were significantly changed, their beliefs were not transformed, they simply adhered to Nazi ideology for fear of what would happen if they did not. The Nazi regime altered the lives of German Jews, women and children to different extents.

- The ideology of the Nazi party permeated all elements of life
- Changes in the lives of workers eg lifting employment, increased working hours, lost protections of trade unions, forced to become part of the German Labour Front (DAF), subsidised holidays through Strength Through Joy Movement (KdF), etc

- Changes in the lives of women eg restricted professions, birth rates increased, role in creating the master race
- Changes in the lives of children (including education and youth organisations) eg schooling and curriculum changed, Hitler Youth was compulsory
- The impact of Nazi ideology on culture including books, music, art, architecture and film eg many artists were unable to stay in Germany
- Impact of the Nazi concept of race including Jews but also other racially inferior and superior people eg Jews were stripped of their citizenship and excluded from society, impact of Kristallnacht
- The impact of the Nazis on other minorities such as people with disabilities and homosexuals eg people with disabilities were sterilised
- The impact on religion (both the Nazi concept of religion and specific impact on Protestants and Catholics)
- People were constantly targeted by Nazi propaganda
- Nazi terror and repression including the SS, the Gestapo, concentration camps, the transformation of the legal system resulted in a society living in fear and/or targeted groups were significantly impacted
- Evidence that the 'masses' were not transformed include passive resistance, Germany was traditionally a conservative society so the lives of many were not transformed eg most women were housewives prior to the Nazis, resistance groups/individuals exist which show that not everyone was willing to conform.

## 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 4–11

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a well-reasoned, sophisticated and sustained judgement which demonstrates an extensive understanding of the issue(s) raised in the question</li> <li>Supports the argument with extensive and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Communicates through a well-structured, logical and cohesive response using a wide range of relevant historical terms and concepts appropriately</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Provides a reasoned and sustained judgement which demonstrates a sound understanding of the issue(s) raised in the question</li> <li>Uses a range of relevant and accurate historical information which may include interpretation to support the judgement</li> <li>Communicates through a structured and logical response using a range of relevant historical terms and concepts appropriately</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Provides a judgement which demonstrates some understanding of the issue(s) raised in the question</li> <li>Presents a range of accurate historical information in the context of the question</li> <li>Communicates through a structured response using some relevant historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Describes and/or narrates a range of historical information in the context of the question</li> <li>Communicates using some relevant historical terms and concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Provides some relevant historical information</li> </ul>	1–5

## Question 9

### Option F: Russia and the Soviet Union 1917–1941

#### Question 9 (a)

**Sample answer:**

Lenin's death in 1924 was a major catalyst for the emerging power struggle as he did not name a successor, creating a significant power vacuum. This initiated an intense period of competition and political manoeuvring to secure the leadership of the Society Union. Another significant contributing factor were the differing competing visions of Bolshevik leaders. The party was already fracturing under the strain of fierce debate between the left- and the right-wing factions who had vastly different ideas about ideology. Trotsky argued for rapid industrialisation and permanent revolution, whereas Stalin promoted Socialism in One Country and a continuation of the NEP. The ambitious nature of a range of contenders such as Stalin created the conditions for a 4 year struggle for control as to who was able to best exploit party dynamics.

**Answers could include:**

- Lenin did not name a successor either in his will or anywhere else, so this left a vacuum which allowed for a power struggle to emerge between various contenders
- The roots of the communist party were divided – from the time of the 1917 Revolution (between Mensheviks and Bolsheviks) which was exposed after the death of Lenin
- These groups had differing ideas about not only the Revolution of 1917 but also the ideological direction of the party
- The Civil War had exacerbated these divisions, despite securing the power of the communists in Russia
- There was division over especially the economic approach during the Civil War, with some promoting the more ideological War Communism and others the concessions allowed by the New Economic Policy (NEP)
- There was also division over the best approach to foreign policy – with some wanting a spread of the revolution (Permanent Revolution, led by Trotsky) and others wanting Socialism in One Country (led by Stalin)
- The power vacuum left by Lenin's death created the space for a struggle to see whose ideology and leadership would dominate the future of the party
- Stalin was able to suppress the reading of Lenin's last will and testament – this meant that Lenin's criticism that he wielded too much power went unacknowledged.

**Question 9 (b)****Sample answer:**

Stalin's foreign policy was moderately successful in achieving its aims between 1928–1941 but was hampered by the growing threat of fascism and war in the 1930s. Stalin's key aim was to initially re-establish the USSR as a recognised power in Europe and the world, which he achieved largely by the mid 1930s. In the face of the rise of fascism in the 1930s, Stalin aimed to stop the spread, which he failed to do, most notably in Russia's involvement in the Spanish Civil War. Pragmatically, he then re-established diplomatic relations with Germany in 1939, in order to achieve his now key aim – which was to avoid war as long as possible, especially a war on two fronts – with Japan and Germany. He was successful for a time until German attacked the USSR in 1941. As such, Soviet foreign policy was only moderately successful in achieving its aims between 1928–1941.

**Answers could include:**

- One aim was to pull back from the ideas of permanent revolution and focus on 'socialism in one country', and to shift the aim to recognition as a world power by the rest of the world – these aims were substantially achieved by changes made to Comintern (under Molotov) as well recognition by other nations (eg US in 1933) and joining the League of Nations in 1934
- Stalin initially, and then at various points throughout the 1930s, sought to establish diplomatic relations with Britain – this was unsuccessful until after the war began where the need for this alliance was recognised
- Another aim was to resist the rise of Fascism in Europe – this was largely unsuccessful, with the rise of major fascist powers in both Italy and Germany and substantially in the failure of the communist support of the Republicans in the Spanish Civil War, allowing the rise of Franco in Spain
- Stalin then made a pragmatic shift aimed to establish diplomatic relations with Germany (as it seemed that this was the best way to achieve his greater aim at this point of avoiding war for as long as possible) – this was achieved initially through secret meetings and then formally in the Nazi–Soviet Pact and a trade agreement with Germany in 1939
- Key aim from 1939 was to avoid war for as long as possible (as Stalin felt they were not ready) and especially to avoid war on two fronts (with Germany and Japan) which was achieved for the first two years of the war but ended when Russia was attacked by Germany in 1941
- Another aim was to take Poland to create a buffer with Germany and create a sphere of influence in Germany (this was achieved – at least partially in 1939) as a result of the Nazi–Soviet Pact.

## 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 12–17

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a well-reasoned, sophisticated and sustained judgement which demonstrates an extensive understanding of the issue(s) raised in the question</li> <li>Supports the argument with extensive and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Communicates through a well-structured, logical and cohesive response using a wide range of relevant historical terms and concepts appropriately</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Provides a reasoned and sustained judgement which demonstrates a sound understanding of the issue(s) raised in the question</li> <li>Uses a range of relevant and accurate historical information which may include interpretation to support the judgement</li> <li>Communicates through a structured and logical response using a range of relevant historical terms and concepts appropriately</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Provides a judgement which demonstrates some understanding of the issue(s) raised in the question</li> <li>Presents a range of accurate historical information in the context of the question</li> <li>Communicates through a structured response using some relevant historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Describes and/or narrates a range of historical information in the context of the question</li> <li>Communicates using some relevant historical terms and concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Provides some relevant historical information</li> </ul>	1–5

**Sample answer:****Option A: Conflict in Indochina 1954–1979****Question 12 (a)**

The conflict in Vietnam from 1954 emerged as a complex struggle, embedded in political and ideological factors. The region became a focal point of geopolitical tensions during the Cold War. The division of Vietnam at the 17th parallel by the Geneva Accords, set the stage for decades of conflict that would shape the course of the conflict. The many causes of the conflict in Indochina from 1954 requires the interaction between local aspirations for independence, the dynamics of Cold War geopolitics, and the strategies pursued by major international countries.

**Answers could include:**

Impact of French colonial rule in Indochina

- Emergence of nationalist sentiments among Indochinese people and the nationalist movements that follow in Vietnam
- Geneva Accords – division of Vietnam, elections in 1956 to unite Vietnam
- Rise of Communist insurgency in Vietnam and wanting independence – Ho Chi Minh, NLF, VC.

Military conflicts, including the First Indochina War

- North Vietnam under Ho Chi Minh: Communist consolidation and control, aspirations for reunification
- South Vietnam under Ngo Dinh Diem: Authoritarian rule and anti-communist stance
- Challenges to Diem's leadership
- Impact of external interventions on exacerbating the conflict – USA's support of South Vietnam and USSR and China's support of North Vietnam.

US policy – policy of containment, domino theory, military escalation – (military advisors, incremental escalation with Kennedy, Americanisation with Johnson), Vietnamisation with Nixon

- Growing commitment of US troops with escalation
- Gulf of Tonkin Incident and the US Congress resolution
- Operation Rolling Thunder and the commitment of US ground troops
- Influence of Cold War ideologies on Indochina – communism vs anti-communism
- Ideological divide – the western bloc adopting ideas of a liberal democracy that saw political parties compete in elections and an emphasis on individual freedoms; whereas the eastern bloc generally followed Soviet communism which saw the emergence of single state parties that exercised tight control over their populations
- Strategic influence of the USA – idealism and self-interest of America.

### **Question 12 (b)**

The emergence of anti-war movements in response to the war in Vietnam represents an essential period in the history of activism. The conflict, primarily involving the United States; intervention in Vietnam became a focal point for global attention and sparked opposition that transcended national borders. There were several reasons embedded in moral, political, and social factors. As the war in Vietnam unfolded against the Cold War tensions, the domino theory, and ideological divides, individuals and groups began to voice their disapproval to the military engagement, questioning its ethical foundations and challenging why America exacerbated the conflict further.

#### ***Answers could include:***

##### Political opposition

- Rejection of American intervention in Vietnam
- Support for self-determination and sovereignty of Vietnam
- Growing disillusionment with US government involvement and propaganda which also influenced Australia
- Martin Luther King Jnr and his opposition to the Vietnam War.

##### Social and ideological opposition

- Role of the media in shaping public opinion and awareness
- Student and youth organisation non-conformist movements and youth activism
- Civil disobediences
- Religious and pacifists groups
- Legal persecution of dissenters eg Muhammad Ali.

##### Military reasons

- Impact of the Tet offensive and changing public perceptions such as the unwinnable war
- Television war which highlighted the nature of the war
- Critique of US military tactics, including bombing and chemical warfare – Operation Rolling Thunder, use of napalm and Agent Orange.

## Option B: Conflict in the Pacific 1937–1951

### Question 13 (b)

The reasons that the US used the A-bomb on Japan in August 1945 is a complex and much debated question but ultimately it was a demonstration by the US of their power at the end of WWII and the start of the Cold War. The motivations behind the USA's decision to use atomic bombs included many factors some of which were military which focussed around forcing Japan to surrender, political reason which focussed on cementing their place as a superpower in the post war world and social reasons around saving American lives.

#### **Answers could include:**

##### Military strategy and strategic objectives

- Strategic situation in the final stages of World War II – Germany had already surrendered on 7 May 1945
- Military rationale behind the decision to use atomic bombs – caused Japan to surrender when it did
- Alternative strategies and their implications – conventional bombing of Japanese home islands, ground invasion of the Japanese home islands, demonstration of the Atomic Bomb on an unpopulated area.

##### Political considerations and diplomatic context

- Discussion of US objectives and interests in the Pacific theatre – US experience in the Pacific War (Iwo Jima and Okinawa) suggested the Japanese would fight to the death, element of vengeance for Pearl Harbor
- Diplomatic efforts to end the war with Japan
- Rapid Soviet advances in Manchuria carrying with them the threat of communism also impacted on US decision-making
- A show of US power (to the world and especially to the USSR) in the face of the growing superpower conflict.

##### Social reasons

- Saving the lives of US soldiers
- Ensuring the safety of US citizens and protecting them moving towards the nuclear age.

## Option C: Conflict in Europe 1935–1945

### Question 14 (a)

The conflict in Europe in 1939 had its roots in a complex web of unresolved issues from World War I resulting in nationalist aggression especially in Germany which sparked a second world war. By 1935, several significant factors converged, creating a precarious situation ripe for escalation. The aftermath of World War I, the Treaty of Versailles, imposed punitive measures on Germany, leading to widespread resentment and an atmosphere of instability across the continent. Against this backdrop, the resurgence of militarism and expansionist ambitions in key European powers including Germany and Italy, compounded by economic uncertainties and ideological tensions, set the stage for a series of events that would ultimately culminate in widespread conflict in Europe.

**Answers could include:**

The enduring legacy of World War I

- The Treaty of Versailles, which formally ended World War I in 1919, imposed harsh penalties on Germany, including territorial losses, military limitations, and significant reparations
- These punitive measures fostered resentment and a desire for revenge within Germany, creating fertile ground for the rise of nationalist and militaristic ideologies.

The rise of Dictatorships

- The economic and political instability that followed World War I provided an opportunity for the emergence of authoritarian regimes in several European countries. Adolf Hitler's Nazi Party ascended to power in Germany in 1933, promoting extreme nationalism, racial hatred, and aggressive expansionism
- Benito Mussolini, breaks with the Italian Socialists and establishes the nationalist Fasci di Combattimento, named after the Italian peasant revolutionaries, or 'Fighting Bands' from the 19th century. Commonly known as the Fascist Party, Mussolini's new right-wing organisation advocated Italian nationalism, had black shirts for uniforms, and launched a program of terrorism and intimidation against its leftist opponents.

The ineffectiveness of international cooperation

- The League of Nations, established after World War I to maintain peace and security, proved largely ineffective in deterring aggressive actions. The League's inability to enforce its mandates emboldened powers like Germany and Italy, further undermining the fragile peace in Europe
- Invasion of Abyssinia 1935
- Spanish Civil War 1936–1939
- Germany withdrew from League in 1933 leading to announcement of rearmament and reintroduction of conscription which was prohibited under the Treaty.

German Foreign Policy and Hitler's ambitions for expansion

- The Nazi drive to strengthen the German 'master race' for generations took several forms, including the military conquest of new territories
- German troops marched into Austria on 12 March 1938, and, with the enthusiastic support of most Austrians, the country was annexed to Germany the next day. There was little international resistance to this Anschluss, which many viewed as a natural union
- Britain's policy of Appeasement and the Czechoslovakia crisis in September 1938
- Danzig Crisis, the former German city of Danzig was established as a free city run by the League of Nations to serve as a major port for Polish trade
- The Nazi–Soviet Pact, also known as the Molotov–Ribbentrop Pact, a non-aggression treaty signed between Nazi Germany and the Soviet Union on 23 August 1939. The pact provided Hitler with assurance that he would not face Soviet intervention in his planned invasion of Poland, which subsequently took place on 1 September 1939, marking the beginning of World War II.

## 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 18–23

#### Part (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear description that addresses the question utilising specific, relevant and accurate historical knowledge</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides a clear description that addresses the question using relevant and accurate historical knowledge</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides a description in response to the question using relevant historical knowledge</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a basic description in response to the question</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant historical information</li> </ul>	1

**Sample answer:**

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

#### Question 19 (a)

Deng Xiaoping’s removal from politics during the Cultural Revolution in China (1966–1976) was primarily driven by his perceived deviation from Mao Zedong’s radical ideological stance. Deng was criticised for his pragmatic approach to economic and political reforms, which was seen as a departure from Mao’s revolutionary principles. Deng’s advocacy for expertise over ideological purity and his emphasis on economic modernisation clashed with the radical ideology promoted by the Red Guards and other radical factions during the Cultural Revolution. Accused of being a ‘capitalist roader’ and labelled as a counter-revolutionary, Deng faced intense political persecution, including physical and psychological abuse.

## **Option C: Civil Rights in the USA 1945–1968**

### **Question 20 (a)**

The Ku Klux Klan (KKK) played a significant role in opposing the civil rights movement in the period from 1945–1968. Some of the methods employed by the KKK were violence and intimidation such as bombings, shootings and physical abuse against individuals and civil rights groups. They also strongly opposed desegregation including resisting court orders such as *Brown vs Board of Education*. Their opposition was often institutionalised due to links with local authorities, key political candidates with racist ideologies and included actions such as suppressing attempts at voter registration.

## **Option F: Apartheid in South Africa 1960–1994**

### **Question 23 (a)**

The consequences of the Apartheid policies for urban communities included the creation of racially exclusive neighbourhoods for white people in cities. Shantytowns were created on the edge of cities to house black South Africans and provide cheap domestic labour for the white people. These had inadequate infrastructure and resources such as schools, healthcare facilities and public services. The policies of Apartheid also allowed for forced removals of black people. Entire communities were uprooted from their homes, and families were relocated to the remote Bantustans. Movement between urban and rural communities was restricted through the Pass System which fragmented communities. The shantytowns became political centres for resistance and led to the growth of both the African National Congress (ANC) and Pan-Africanist Congress (PAC).

## Part (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an in-depth discussion which clearly addresses the question</li> <li>Supports the discussion with specific, relevant and accurate historical information</li> <li>Makes explicit and relevant reference to the source</li> <li>Communicates ideas in a logical and structured way</li> <li>Uses a range of relevant historical terms and concepts appropriately</li> </ul>	8
<ul style="list-style-type: none"> <li>Provides a discussion which addresses the question</li> <li>Provides relevant and accurate historical information</li> <li>Makes explicit reference to the source</li> <li>Communicates ideas in a logical way</li> <li>Uses relevant historical terms and concepts appropriately</li> </ul>	6–7
<ul style="list-style-type: none"> <li>Provides a description in response to the question using relevant and accurate historical information</li> <li>Makes reference to the source</li> <li>Communicates using relevant historical terms and concepts</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides a basic description or narration which is relevant to the question</li> <li>May make reference to the source</li> <li>Communicates using basic historical terms and concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant historical information</li> </ul>	1

### **Sample answer:**

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

### **Question 19 (b)**

The Cultural Revolution, spanning from 1966 to 1976 in China, was a tumultuous period marked by radical social and political upheaval initiated by Chairman Mao Zedong. The movement aimed to reassert Maoist ideology, eliminate perceived bourgeois elements, and solidify his control over the Communist Party. The impact on Chinese society during this turbulent decade was profound, leaving lasting scars and reshaping the nation's cultural, educational, and social fabric.

### **Answers could include:**

- Ideological indoctrination and the creation of a cult of personality (as see in Source E)
- Radicalisation of youth (as see in Source E) used to enforce Maoist principles and purge counter revolutionaries
- Disruption of traditional Chinese culture and values including destruction of temples, artefacts and traditions leading to social change.
- Persecution of intellectuals, artists and professionals leading to decline in economic productivity
- Transformation of schools and universities.

## Option C: Civil Rights in the USA 1945–1968

### Question 20 (b)

Martin Luther King Jr's efforts during the Civil Rights Movement until his tragic assassination in 1968 were pivotal in shaping the course of American history and advancing the cause of racial equality. King was a symbol of hope and resilience, leading the charge against racial segregation and discrimination employing nonviolent civil disobedience as a potent tool for change.

King's most renowned contribution to the Civil Rights Movement was his leadership in the Montgomery Bus Boycott in 1955, sparked by Rosa Parks' refusal to give up her seat to a white man. The successful boycott culminated in the Supreme Court ruling that segregation on public buses was unconstitutional. This victory marked the beginning of King's prominence as a national figure and set the stage for his role as a key leader in the movement.

The Southern Christian Leadership Conference (SCLC), founded by King in 1957, became a crucial vehicle for organising nonviolent protests and advocating for civil rights. King's philosophy of nonviolent resistance drew inspiration from Gandhi and aimed to confront systemic racism without perpetuating violence. His commitment to this approach was evident in the marches and demonstrations he led, such as the 1963 March on Washington, as shown in Source F, where he delivered his iconic 'I have a dream' speech. Source F also encapsulates King's leadership in the unity of the movement where he and other leaders linked arms. This visual representation speaks volumes about the solidarity and determination of those fighting for civil rights. It exemplifies King's efforts to unite a diverse group of individuals to stand together against discrimination.

King was also tireless in his efforts, in conjunction with the collective activism of the movement, in pushing for legislation. One of the turning points in the Civil Rights Movement was his involvement as a voice for the passing of the Civil Rights Act of 1964, prohibiting discrimination based on race, colour, religion, sex, or national origin. This was also evidence of King's focus expanded beyond racial issues to address economic inequality, as seen in the Poor People's Campaign launched in 1968. Despite his death in 1968, King's efforts created a legacy which endured, leaving an impact on the ongoing struggle for civil rights.

Martin Luther King Jr's efforts during the Civil Rights Movement were characterised by his commitment to nonviolent resistance, leadership in key events, and his relentless pursuit of equality. He strived to fuel the movement's progress through collective strength and unity.

## Option F: Apartheid in South Africa 1960–1994

### Question 23 (b)

Between 1960 and 1994, South Africa's apartheid policies gathered widespread international condemnation. The UN implemented resolutions and encouraged countries across the globe to boycott South Africa economically and diplomatically, whilst across the period there was also a shift to isolate the regime through the economic, cultural and sport sectors.

#### **Answers could include:**

- Numerous countries, particularly in Africa, Asia, and the Americas, boycotted South Africa economically and diplomatically
- The cultural and sports sectors also played a role in isolating the regime, with artists and athletes boycotting sporting and cultural events, such as the Rugby World Cup and the

Olympics, and the Gleneagles agreement which discouraged all Commonwealth countries from sport with South Africa

- The anti-apartheid movement gained momentum globally, fostering solidarity and activism. (as seen in Source 1)
- Pressure on Governments and businesses to reconsider relationships with South Africa (as seen in Source 1)
- Boycott of South Africa by global companies including Coca Cola and General Motors
- Relations with neighbouring countries in South Africa and the Forward Defence policy aimed to destabilise neighbouring countries in order to protect themselves from interference (which was quite successful).

**Part (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes an insightful and sustained judgement about the success of the relevant feature</li> <li>• Uses detailed, specific, relevant and accurate historical information to support their judgement</li> <li>• Communicates ideas in a logical and well-structured form which uses a range of relevant historical terms and concepts appropriately</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Makes a well-reasoned judgement about the success of the relevant feature</li> <li>• Uses relevant and accurate historical information to support their judgement</li> <li>• Communicates ideas in a logical and structured form using relevant historical terms and concepts appropriately</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Makes a judgement about the success of the relevant feature</li> <li>• Uses relevant and accurate historical information</li> <li>• Communicates ideas in a logical and structured form using some historical terms and concepts</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Provides a description about the relevant feature</li> <li>• Uses some relevant historical detail including terms and concepts in their response</li> </ul>	3–5
<ul style="list-style-type: none"> <li>• Provides some relevant historical information</li> </ul>	1–2

**Sample answer:**

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

**Question 19 (c)**

Deng Xiaoping's economic reforms, initiated in the late 1970s, transformed China from a centrally planned, stagnating economy into one of the world's most dynamic and powerful economic forces making them extremely successful. Deng's pragmatic approach marked a departure from strict communist ideologies, focusing on economic pragmatism and modernisation. The success of his reforms was due to economic growth, social changes, and the global positioning of China during this period.

**Answers could include:**

- Introduction of market-based economy and foreign investment
- Creation of Special Economic Zones
- Household Responsibility System replacing collective farming contributed to productivity
- Emphasis on science and technology allowed China to emerge as a leader in various industries, including manufacturing, telecommunications, and information technology
- Open-door policy fostered growth
- One child policy focused resources on economy.

## Option C: Civil Rights in the USA 1945–1968

### Question 20 (c)

Civil Rights groups including the NAACP, CORE and the Black Power Movement used a range of methods to successfully make significant gains for African Americans. These groups employed various methods to combat racial segregation, discrimination, and inequality which were mostly non-violent, drawing attention to their cause. The success of these is marked by the nature of social and political change, the significance of legislative changes, and shifts in societal attitudes.

#### **Answers could include:**

Groups may include

- NAACP
- SNCC
- CORE
- Black Panthers.

Actions may include

- Non-violent direct action such as peaceful protests, sit-ins, marches eg Bus Boycott, March on Washington (evidence of success Civil Rights Act and Voting rights Act)
- Legal strategies challenging laws in courts eg Brown vs Board of Education, desegregation of Little Rock High School
- Grass roots actions
- Radical and Violent approach eg Black Panthers.

## Option F: Apartheid in South Africa 1960–1994

### Question 23 (c)

The period from 1960 to 1994 was marked by intense resistance to apartheid in South Africa from different sectors from both within and outside of society. Their success was limited until the 1990s, when the cumulative effect of resistance finally led to the breakdown of Apartheid. The apartheid system, which institutionalised racial segregation and discrimination, faced robust opposition from various groups within South Africa and globally during this time.

#### **Answers could include:**

- The impact of Sharpeville and Soweto drawing international attention
- The global anti-apartheid movement including economic and diplomatic pressure
- ANC domestic strategies including non-violent protests and armed resistance
- Rivonia trial as a symbol of unity
- SACC and UDF mobilised communities and led to Soweto
- The role of key individuals including Mandela
- The differing approach of Steve Biko and the BCM.

# 2024 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	MH12.3.9
2	6	Power and Authority in the Modern World 1919–1946	MH12.6, MH12.9
3	15	Power and Authority in the Modern World 1919–1946	MH12.1, MH12.2, MH12.7, MH12.9

## Section II — National Studies

Question	Marks	Content	Syllabus outcomes
4 (a)	25	Option A: Australia 1918–1949	MH12.3, MH12.4, MH12.7, MH12.9
	25	Option A: Australia 1918–1949	MH12.1, MH12.2 MH12.7, MH12.9
5 (a)	25	Option B: China 1927–1949	MH12.2, MH12.3, MH12.7, MH12.9
	25	Option B: China 1927–1949	MH12.2, MH12.5, MH12.7, MH12.9
6 (a)	25	Option C: India 1942–1984	MH12.2, MH12.3, MH12.7, MH12.9
	25	Option C: India 1942–1984	MH12.2, MH12.3, MH12.7, MH12.9
7 (a)	25	Option D: Indonesia 1945–2005	MH12.3, MH12.5, MH12.7, MH12.9
	25	Option D: Indonesia 1945–2005	MH12.2, MH12.3, MH12.7, MH12.9
8 (a)	25	Option E: Japan 1904–1937	MH12.2, MH12.3, MH12.7, MH12.9
	25	Option E: Japan 1904–1937	MH12.2, MH12.3, MH12.7, MH12.9
9 (a)	25	Option F: Russia and the Soviet Union 1917–1941	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option F: Russia and the Soviet Union 1917–1941	MH12.2, MH12.3, MH12.7, MH12.9
10 (a)	25	Option G: USA 1919–1941	MH12.2, MH12.3, MH12.7, MH12.9
	25	Option G: USA 1919–1941	MH12.2, MH12.3, MH12.7, MH12.9
11 (a)	25	Option H: Iran 1945–1989	MH12.2, MH12.3, MH12.7, MH12.9
	25	Option H: Iran 1945–1989	MH12.1, MH12.2, MH12.7, MH12.9

## Section III — Peace and Conflict

Question	Marks	Content	Syllabus outcomes
12 (a)	25	Option A: Conflict in Indochina 1954–1979	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option A: Conflict in Indochina 1954–1979	MH12.2, MH12.3, MH12.7, MH12.9
13 (a)	25	Option B: Conflict in the Pacific 1937–1951	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option B: Conflict in the Pacific 1937–1951	MH12.2, MH12.3, MH12.7, MH12.9
14 (a)	25	Option C: Conflict in Europe 1935–1945	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option C: Conflict in Europe 1935–1945	MH12.2, MH12.5, MH12.7, MH12.9

Question	Marks	Content	Syllabus outcomes
15 (a)	25	Option D: The Cold War 1945–1991	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option D: The Cold War 1945–1991	MH12.1, MH12.2, MH12.7, MH12.9
16 (a)	25	Option E: Conflict in the Gulf 1980–2011	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option E: Conflict in the Gulf 1980–2011	MH12.2, MH12.4, MH12.7, MH12.9
17 (a)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12.1, MH12.2, MH12.7, MH12.9
	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12.2, MH12.5, MH12.7, MH12.9

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

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