



## EXAMINERS' REPORT ON THE 2001 TERTIARY ENTRANCE EXAMINATION

### SUBJECT: HISTORY

#### STATISTICS

| Year | Number<br>Who Sat | Non-Examination Candidates | Did Not Sit |
|------|-------------------|----------------------------|-------------|
| 2001 | 2968              | 98                         | 187         |
| 2000 | 2856              | 92                         | 190         |
| 1999 | 2852              | 84                         | 190         |

The Examiners' Report is written by the Chief Examiner (or another Examiner on their behalf) to comment on matters relating to the Tertiary Entrance Examination in their subject. The opinions and recommendations expressed in this report are those of the Chief Examiner and not necessarily representative of or endorsed by the Curriculum Council.

The Marking Guide provided at the end of this report was prepared for markers and may have been substantially amplified by discussions held in the pre-marking meeting. It is not intended as a set of model answers, and is not exhaustive as regards alternative answers. Some of the answers are less than perfect, but represent a standard of response that the examiners deemed sufficient to earn full marks. Teachers who use this guide should do so with its original purpose in mind.

#### *SUMMARY/ABSTRACT*

The 2001 History examination paper, the fifth for the new syllabus, followed closely the format and pattern which has evolved over the past few years though a rewording of the last part question in each of the alternative Australian documents sections should serve as a reminder to teachers and candidates alike that changes of this order are possible from one year to the next. Generally speaking, the exam paper seems to be regarded as fair and reasonable in its demands and providing fair options for candidates regardless of their study areas while the Curriculum Council staff should again be commended for the very high quality of the reproduction of cartoons/maps/photographs in the examination paper.

The number of candidates who sat for the examination was a little higher than in 1999 and 2000 while the mean average score of 59.3% was almost identical with the previous two years i.e. 59.3% in 2000 and 59.5% in 1999. As in the last few years, markers commented on the paucity of really high quality papers. Moreover, although it was again possible to recruit a small number of new markers, it is becoming increasingly difficult to persuade experienced markers to return given the very tight marking deadlines.

Once again, four of the seven alternative content areas specified for Sections Two and Four continue to be bypassed by all but a handful of candidates. This situation has reached the point where a major reconsideration of the syllabus content seems urgently overdue.

Comments by markers concerning the structure of the paper and the performance of candidates were diverse and sometimes contradictory, but most markers expressed concern that the candidates all too often failed to address explicitly the actual questions asked.

#### *GENERAL COMMENTS*

##### *Organisation*

In 2001 the examination panel consisted of Professor David Black (Curtin University) as Chief Examiner, Peter Jones (Education Department) as Deputy Chief Examiner, and Dr Helen Brash of Murdoch University. As in 1999 and 2000, Brian Jenkin (formerly of Edith Cowan University) and David Black acted as joint Chief Markers. A

further 32 markers (five of whom marked half loads) assisted the panel in the marking process, and the individual marking loads this year were close on 200 papers, a little higher than in 2000.

In accordance with the usual practice, after an initial sample marking session, markers were paired in order to achieve some balance between harder and easier markers while taking account of home and work addresses to minimise travel for markers when exchanging scripts. Two markers marked each exam script independently and the marks for each script were compared and reconciled, question-by-question, as well as in terms of the total marks awarded.

As in the last few years, the examiners' marks were entered directly on to computer-read sheets and all the reconciliation processes took place centrally at the end of the first and second marking, a process that worked well. As in the last few years, all the markers operated in a highly professional manner, and it was not necessary for the Chief Examiner/Markers to adjust any sets of marks to achieve comparability of standards. The members of the Examining Panel and the associate Chief Marker would like to thank the markers for their ready cooperation in every aspect of the process.

#### *Structure of the Examination*

The structure of the exam was essentially identical with that used in 1999 and 2000 though the wording of question 1(f) and 2 (f) was varied from previous years in an attempt to obtain a more overall approach rather than answers structured on a document-by-document basis. In the International Relations section, all three essay options were reasonably popular choices but, in both of the other sections, the choice of questions to answer was more lopsided than the panel would have preferred.

#### *Candidates' Performance*

The overall raw mean score for the paper in 2001 was 59.0%, virtually identical with the previous two years (59.3% in 2000 and 59.5% in 1999). While this is a highly satisfactory average in terms of ensuring minimum score adjustments during the scaling process, it is disappointing that fewer than 1% of all candidates secured a raw score of 85% or better.

A Curriculum Council analysis of the 'fairness' of the examination paper in terms of candidate scores compared with options chosen suggested that the paper provided 'optional questions reasonably close in difficulty' and provided 'fair' options for candidates regardless of their study area'.

As has generally been the case in recent years, when comparing the mean scores out of 25 for individual questions, candidates again scored significantly higher on the document questions on Australia in Section One (a mean score of 16.23 out of 25) than on the other three parts of the paper — Section Two with 14.49, the essay questions on Australia in Section Three (a mean score of 14.62) and the essay questions in Section Four (mean score of 13.71). Comparing the scores on individual questions and allowing for individual abilities, Question 8 was probably the 'easiest' question and Question 12 (the international aspects of the revolution) the most difficult. While 'the plots for Europe, Russia and China' in the documentary Question 3 were very close, indicating that [the] International Document Study was 'fair', there were insufficient numbers in some areas to apply the same analysis concerning Section 4.

In the Australian history section, 70% of candidates wrote on the pre 1945 period, virtually the same percentage as in 2000 and slightly lower than in 1997. Here again, statistical analysis indicates that options of equivalent difficulty were provided for those studying each of the two broad time periods.

Disappointingly, however, there was a significantly lopsided pattern in the choice of content area for questions in Sections Two and Four under the headings of International Affairs or Revolutions.

#### *Section Four (number of questions attempted for each course content option)*

##### International Relations

| Year        | 1998        | 1999        | 2000        | 2001        |
|-------------|-------------|-------------|-------------|-------------|
| Europe      | 745 (26.3%) | 788 (28.1%) | 680 (24.7%) | 658 (22.9%) |
| Middle East | 53 (1.9%)   | 66 (2.4%)   | 69 (2.5%)   | 60 (2.1%)   |
| Asia        | 30 (1.1%)   | 6 (0.2%)    | 47 (1.7%)   | 11 (0.4%)   |
| SUBTOTAL    | 828 (29.3%) | 860 (30.6%) | 796 (29.0%) | 729 (25.4%) |

## Revolutions

| Year            | 1998                | 1999                | 2000                | 2001                |
|-----------------|---------------------|---------------------|---------------------|---------------------|
| French          | 53 (1.9%)           | 42 (1.5%)           | 23 (08.%)           | 41 (1.4%)           |
| Russian         | 1467 (51.8%)        | 1585 (56.5%)        | 1566 (57.0%)        | 1804 (62.9%)        |
| Chinese         | 398 (14.0%)         | 272 (9.7%)          | 317 (11.5%)         | 274 (9.5%)          |
| American        | 87 (4.3%)           | 47 (1.7%)           | 47 (1.7%)           | 22 (0.3%)           |
| <b>SUBTOTAL</b> | <b>2005 (67.6%)</b> | <b>1946 (70.7%)</b> | <b>1953 (71.0%)</b> | <b>2141 (74.6%)</b> |

These figures indicate acceleration in the trend towards an almost total concentration on three of the seven specified content areas, and in particular the Soviet Union. It can also be noted that the proportion of candidates writing essays dealing with Asian history in one form or other has fallen in four years from one in six to one in eight. It is necessary to make again the same point as in the last two reports, that given the sheer size of the examination paper, and the time-consuming task for the Examining Panel in selecting documents to cover seven content areas, the fact that in total just over 4% of all candidates answered questions from four of the seven topics suggests the need for urgent reconsideration of the syllabus specifications.

Concerning the candidates' performance as a whole, comments from markers indicate that there are still significant grounds for concern in the essay sections at the failure of large numbers of candidates to ensure that their answers are relevant and specifically address the issues raised in the question. There still appear to be a significant number of prepared answers, but the major problem is simply failure to answer questions in their own terms e.g. when candidates are asked to 'evaluate', write on the 'extent to which' and or 'assess a proposition', this simply does not occur. In one or two instances, the wording of the question created a problem particularly in relation to specific revolutionary time periods and the Examining Panel will pay particular attention to avoiding these problems in 2002.

### **COMMENTS ON SPECIFIC SECTIONS AND QUESTIONS**

Specific comments on each section are introduced by a set of statistics for each question. The comments represent a compilation of markers' observations.

#### **SECTION ONE: Australian History - Documentary Questions**

| Question Number | Population | Mean  | Standard Deviation |
|-----------------|------------|-------|--------------------|
| 1               | 2085       | 16.24 | 3.14               |
| 2               | 880        | 16.23 | 3.20               |
| Total           | 2965       | 16.23 | 3.20               |

As has become the norm for several years, these two questions produced the highest mean scores of any on the paper (the mean for all questions taken together was 14.76, a fraction lower than in 2000). One reason for the higher mean score in Section One is possibly that candidates tend to spend more time in answering these questions than is warranted in terms of the mark allocation while it is also relatively easier to score high marks in the small mark sections of these questions. Interestingly, despite concerns expressed by some markers, the statistics indicate no special advantage to those choosing to write on the 1900 to 1945 period.

A relatively limited number of candidates dealt specifically with the issue of 'tone' in Sources 1 (6) and 1 (7) while Source 2 (3) was an effective discriminator in that only better candidates recognised the tension between Robertson's acceptance of the need for reliance on the USA with his nostalgia for the era when Britain was Australia's main source of protection. Source 2(9) also proved difficult for all but the better candidates in dealing with the same issue in different eras.

The part ('f') section in Questions 1 and 2 continues to be a source of controversy with some markers concerned that in its present form it focuses on comprehension skills rather than historical knowledge. Other markers, however, contended that in its new form the question required candidates to pay greater attention to an overall

assessment of the set of documents rather than looking at each individually, and that it did provide plenty of opportunity for better candidates to demonstrate an overall historical understanding of the period. While question (f) may remain in this form in 2001, teachers would be unwise to prepare candidates to answer exactly the same question (f) as in 2001 (and for that matter the exact wording of questions in Section Two) as examiners reserve the right to vary the wording though not the overall structure of Questions 1, 2 and 3 from year to year.

Technically, there was an error in the number of lines allowed in the answer book for certain part questions in Question One. Steps will be taken in 2002 to ensure a consistent number of lines per marks possible are allowed for answers to each part question.

### **SECTION TWO: International Relations and Revolutions - Documentary Questions**

| Question Number | Population | Mean  | Standard Deviation |
|-----------------|------------|-------|--------------------|
| 3               | 2951       | 14.57 | 3.63               |

These statistics broadly correspond with those for the corresponding section in the 1999 and 2000 papers. There was some concern at the visual presentation of the map cartoon used for the European Cold War section of this question; these problems were surprising given that the identical cartoon was used without complaint in a TEE examination paper in the mid 1990s.

The answers to questions in this section had much the same strengths and weaknesses as in 2000. One table that did cause some confusion was that showing changes in population structure in the USSR where quite a number of candidates assumed the table related to people who had been eliminated by Stalin.

### **SECTION THREE: Australian History - Essay Questions**

| Question Number | Population | Mean  | Standard Deviation |
|-----------------|------------|-------|--------------------|
| 4               | 408        | 14.13 | 3.91               |
| 5               | 591        | 15.04 | 3.39               |
| 6               | 1942       | 14.80 | 3.69               |

Mean score for Australian essay questions = 14.75

The choice of questions this year was unfortunately rather more lopsided than in 2000 with 66% of candidates choosing to write on Question Six focussing on 'at least one international influence'. In terms of study areas, Question 5 dealing with economic change was attempted by only 10% of candidates writing on the 1945 to 1990 period by contrast with Question 4 which was answered by more than 26% of those attempting the 1945 to 1990 area, but only 8% of those dealing with the earlier years. Taking the section as a whole, however, the analysis of the candidates' performance suggests candidates were confronted with options of equal difficulty whichever area of study was chosen.

Question Four was probably more difficult for candidates dealing with the pre 1945 period since it was, for example, easier to discuss the influence of Gough Whitlam in terms of 'the social and cultural profile of Australian society' than was the case with W M Hughes in the earlier period. This was in fact probably the most difficult of the three essay topics in the section.

Question Five on economic change at one level posed fewer problems, but very few candidates made any real attempt to 'evaluate the proposition'. It seems necessary that, following appropriate warnings to teachers, candidates need to be penalised more in the marking process than is currently the case if they make no real attempt at these higher order skills.

Question Six was far and away the most popular in the section allowing, as it did, for general essays on either or both World Wars for those writing on the earlier years, and the Vietnam War for those choosing the 1945 to 1990 period. It should be noted that to answer the question effectively, with relation to World War Two, required candidates to go beyond 1945 in affecting the manner in which it 'shaped' Australian society.

## SECTION FOUR: International Relations - Essay Questions

| Question Number | Population | Mean  | Standard Deviation |
|-----------------|------------|-------|--------------------|
| 7               | 186        | 15.50 | 3.74               |
| 8               | 180        | 14.82 | 3.82               |
| 9               | 375        | 14.36 | 4.01               |

Mean score for International Relations essay questions = 14.76

This section, attempted by only one quarter of all the candidates, was quite well handled and the responses were reasonably distributed across the three questions.

Question Seven was more manageable for many candidates given that it dealt with a relatively restricted time frame whereas Questions Eight and Nine embraced the whole period and hence required a more selective analytical approach.

### Revolutions - Essay Questions

| Question Number | Population | Mean  | Standard Deviation |
|-----------------|------------|-------|--------------------|
| 10              | 1211       | 13.73 | 3.97               |
| 11              | 682        | 14.11 | 4.05               |
| 12              | 270        | 12.97 | 4.73               |

Mean score for Revolution essay questions = 13.71

This was undoubtedly the most disappointing section both in terms of the relatively low mean score (compared with 14.15 in 2000) and the very lopsided choice of questions.

The most disappointing aspect of answers to the most usual choice, Question 10 dealing with 'the people and events which acted as the catalyst for the revolution', was the failure by almost all candidates to give any explicit consideration to what is meant by the word 'catalyst' in this context. The question was not intended to be used merely as a springboard for discussing, for example, (in the case of Russia) the role of Lenin and the various stages of the revolution, but also to focus specifically on the way in which change was facilitated during the critical period.

Question 11 posed some very real problems in the instances where candidates focussed on the consolidation of the revolution during, as well as in the years following, the critical period. This problem was particularly evident when candidates were writing on the Russian Revolution, and it is fair to say that, in this instance, the Examining Panel was at fault in not wording the question, for example, to focus on consolidation 'during and following the critical period'. Such changed wording would have eliminated all of the difficulties. For the 2002 examination, the Examining Panel will aim to ensure that the wording of the question does not create similar problems. In turn, markers will be instructed that, where specific revolutionary periods are specified in the question, candidates should not be able to earn reasonable marks unless they write specifically on the period identified.

The response to Question 12 was disappointing both in terms of the number of candidates and the quality of the answers especially since the question seemed to offer good opportunities for brighter candidates.

### **POINTS FOR CONSIDERATION BY THE SYLLABUS COMMITTEE**

1. That the Syllabus Committee give urgent consideration to dealing with the situation where less than 5 percent of all candidates wrote on four of the seven content areas (and less than 10 percent on a fifth area) specified in the International Relations and Revolutions sections of the syllabus. Teachers who have positive suggestions as to how this issue can be dealt with are asked to forward these to the examining panel (through the Curriculum Council) and also to the Syllabus Committee.
2. That specific attention needs still to be given to
  - the need for candidates to read each question carefully to ensure the answer is explicitly directed to the areas of interest and the specific processes asked for;

- what is entailed in analysing and assessing a proposition and the presenting of evidence to support or refute the proposition;
- the syllabus directions as to the particular phases of revolutions and the need to clearly distinguish which periods are relevant to the question.

Markers will be instructed to penalise those candidates who do not make a genuine attempt to answer questions bearing these considerations in mind.

3. Attention should also be given to preparing candidates for the last question in the Australian documents section and parts (c) and (d) in the non-Australian document section focusing on how to evaluate the documents as a whole rather than one-by-one. **Teachers are advised again that, while the structure of Questions 1, 2 and 3 will not be altered without prior warning, the Examining Panel reserves the right to modify the wording of part questions such as 1(f), 2 (f) and the four part questions in Section Two.**

David Black  
January 2002

#### **2001 Examining Panel**

Chief Examiner: A/Prof David Black

Deputy: Mr Peter Jones

Third Member: Dr Helen Brash

Chief Markers: A/Prof David Black and Mr Brian Jenkin

#### **Howlers were again few and far between!**

‘It was not until Stalin died that he could be overthrown.’

‘Whitlam’s approach to government was very left-winged.’

‘The man looks big and fat, conveying that he must have been well-fed’.

‘Khrushchev was prompted to place tactile missiles in Cuba.’

## HISTORY TEE 2001 MARKING GUIDE

### TEE HISTORY MARKERS= GUIDE 2001 C PART ONE

#### EXPECTATIONS OF CANDIDATES and MARKERS

#### A. OVERVIEW COMMENTS

Candidates are being examined primarily on their capacity to demonstrate understandings, skills and knowledge.

##### a. Conceptual Understandings

Generally about the concepts of change, continuity, causation, evidence and social memory and more specifically in relation to the key understandings of the relevant units they have studied.

##### b. Process Skills

- ☐ in collecting, organising and analysing information;
- ☐ in responding critically and creatively; and
- ☐ in communicating ideas and information clearly, logically and with empathy.

##### c. Relevant Knowledge

In demonstrating a and b, candidates should be able to demonstrate knowledge of sufficient historical information to discuss the issue or topic in a meaningful way. This knowledge in turn should enable candidates to illustrate their mastery of the understandings.

#### D. General

1. Historical skills which should have been fostered in the TEE course, and evidence of which should be revealed in the scripts include:

- ☐ careful and precise **reading comprehension**;
- ☐ the marshalling of **relevant evidence**;
- ☐ the organisation of evidence into a **coherent account**;
- ☐ the lucid **literate exposition** of the material;
- ☐ the explicit interpretation of evidence and the demonstration of some **critical facility** with the development of a more -or- less sustained argument;
- ☐ a capacity to recognise and accept **different points of view** (in sources, among historians);
- ☐ an **interest** in and **empathy** with the past;
- ☐ a desire to **understand the past** and an awareness that simple judgments based on contemporary criteria will not achieve this; and
- ☐ the capacity for **independent thought**.

2. When assigning an overall numerical value to written answers, markers should refer to the **attached list of descriptors with a nominal allocation of marks (from 0 to 25)**. **These descriptors are relevant for both the Document Study questions and the Essay questions.**

3. Candidates should not be penalised for untidy writing. Under the existing examination system, poor writing style cannot be considered a major criterion for judging a candidate's capabilities. On the rare occasions when the answers are to a large extent illegible, they should be referred to the Chief Examiner for adjudication.

#### B. SECTIONS ONE and TWO: DOCUMENT STUDY C GENERAL COMMENTS

The internal mark allocation for questions divided into a number of parts has been provided to give the candidate a guide to time allocation and the comparative length of answers required, as do the number of lines provided in the answer booklet for each answer. At the same time, the number of lines is only meant as an approximate guide to the length of answer required.

## HISTORY TEE 2001 MARKING GUIDE

After the parts to each set of questions have been marked, the answer should be considered as a whole and its **overall worth** assessed. This step is necessary because it is easy for the total of the parts to understate the overall worth of the answers. It is advisable to refer to the attached list of descriptors.

Where a candidate discusses issues within a part question which are relevant to another part question, credit can be given accordingly.

No matter how few marks are awarded for each part question it should still be marked in terms of assessing what the candidate has written. Do not (as there could be a tendency to do) mark against a checklist of essential points. As with an essay, it is the quality of what is there that counts.

### SECTION ONE: DOCUMENT STUDY

#### Document Set 1 and Document Set 2 Question 1 and Question 2

Candidates are required to answer either Question 1 or Question 2 using the relevant document set (each with nine sources). Both questions have six parts to them. The part questions are worth anywhere between 2 and 6 marks.

Part questions worth 2 or 3 marks (in both Question 1 and Question 2) refer candidates to one of the sources only in the document set. These questions typically require candidates to describe and explain the views, attitudes or messages being conveyed. On occasion they may be required to account for or make judgement on those views.

Part questions worth 4 or 5 marks (three in both Question 1 and Question 2) refer candidates to two or more of the sources in the document set. Candidates are required to compare and contrast sources in explaining and accounting for the views, attitudes or messages being conveyed. The additional marks are for the comparative analysis required.

The final part question in both Question 1 and Question 2 is worth 6 marks and requires something different of candidates. This part question requires candidates to reflect on two things and examine their degree of compatibility. Firstly, they should ask themselves what do the nine sources say about this period and, secondly, how consistent, compatible and/or representative of this period are these sources in light of the candidates broader understanding of this period. This requires a higher order synthesis and evaluation.

### SECTION TWO: DOCUMENT STUDY

#### Document Sets Nos 3, 4 and 5 (International Relations) and Nos 6, 7, 8 and 9 (Revolutions)

The critical consideration in marking this section is to determine the extent to which the candidate has discriminated between the questions. HOW the candidate has interpreted and answered each question in testing candidates process skills. Repetition from question to question should not be well rewarded.

Candidates are required to respond to the same four questions irrespective of which Document Set (3, 4, 5, 6, 7, 8 or 9) is used. This section is a detailed and in-depth interrogation concerning two sources, one graphic and one text.

#### QUESTION 3

##### Question 3(a)

Basically the WHAT and HOW question. Candidates are expected to identify and communicate the key message or messages of each of the sources. What is it trying to say? To whom? To what extent are these contrasting and/or similar messages?

Better candidates would also enlarge on the nature of the messages by describing and contrasting the techniques being used in each to communicate the message or messages identified. Is it (are they?) in strong language? Complex jargon? Simple and repetitive? Emotive? Clinical? Using metaphors? Symbols? Analogies?

Candidates need to demonstrate fundamental skills of document analysis.

## HISTORY TEE 2001 MARKING GUIDE

### Question 3(b)

Basically the WHY question. Candidates explain the motive/s behind the sources. Why was that speech made? Why was that cartoon drawn with that message at that time? What inspired or motivated the author? Was there bias? Candidates are being asked to reflect on the accuracy of the sources. Were the facts being deliberately presented to promote a particular viewpoint or group perspective rather than as an attempt to provide an objective assessment (or vice versa)? Have they been taken out of context? Does it matter that they are primary or secondary sources? Do they reflect the mood(s) of the time or the views of a select group or an individual?

Candidates need to demonstrate an ability to critically examine and question evidence.

### Question 3(c)

Basically the WHO, WHEN, and WHERE question. Candidates now describe the events, the times, the situation, the people who were involved: that is, they now provide the historical context for each source. When was the speech made or when was the cartoon drawn? Who drew it? Does it make a difference? Did it work? Did it lead to something else? Was it of special historical significance? What do I (the candidate) know about the people and events, surrounding this source? What was happening at the time or in the years leading up to the source? Who were the key players?

Candidates need to demonstrate a broad knowledge of the situation depicted in these sources.

### Question 3(d)

Basically the SO WHAT question. The response should provide an overview of the period as depicted by and in the sources. Candidates should clearly identify the main themes and issues. The best responses will make a judgment about the degree/extent to which the sources reflect these main themes and issues. Where did the situation fit within the period or area of study? To what extent do the sources accurately reflect the main themes and issues?

Candidates need to step back and assess the situation in the broader context and demonstrate an understanding of the period or area of study as a whole. Responses which simply re-list the sources and go over the same information as in other parts of the question will not score high marks.

## C. SECTIONS THREE AND FOUR: ESSAYS

First and foremost, markers should assess a question in terms of the quality of the answer that is provided, rather than deducting marks against a checklist of pre-determined points for aspects which have not been dealt with.

In this regard, flexibility is absolutely essential whenever the marker is confronted with an answer which follows a different format or line of reasoning than might normally have been expected. Given the range of historical contexts and perspectives that potentially have been studied by candidates, markers must be flexible in expecting and rewarding a range of different approaches and responses to the essay questions.

It will be noted that many of the essay questions require a significant degree of emphasis on analytical skills. In these cases, examiners should ensure that students who provide a fair degree of relevant factual information should be able to secure a reasonable mark, though obviously only those candidates who explicitly address higher order skills can be rewarded with higher marks.

All the essay questions require candidates to strive towards higher order thinking and exposition with descriptors like >analyse=, >evaluate=, >examine=, >explain= and >assess=. This means that overall, markers will be judging each candidate's performance on the extent to which those higher order skills are demonstrated.

Overall, essays will be marked on the extent to which the candidates' responses:

- ☒ address all the components of the question;
- ☒ organise relevant evidence into a coherent account;
- ☒ use clear and concise Standard Australian English in a literate exposition;
- ☒ recognise, where appropriate, different interpretations and viewpoints;
- ☒ demonstrate a capacity for reflective and independent thought; and
- ☒ communicate an interest in and empathy with the past; and
- ☒ demonstrate historical knowledge and an in-depth understanding of key historical concepts.

## HISTORY TEE 2001 MARKING GUIDE

**Please remain alert for the regurgitated model answer** which very frequently does not quite relate to the question at issue. In all cases what the examiners are most looking for is an explicit attempt by the candidate to relate the subject content selected to the actual question. Also markers should give the highest possible consideration to candidates who try to compare, contrast or weigh up different information and interpretations on any period or incident.

It would be appropriate for markers to refer to the grade-related descriptors for the course (attached) X as all teachers do in their monitoring and assessment of student performance. This should obviously be done within the context of the examination environment and examination process the candidates find themselves in.

### D. CONCLUDING COMMENTS

In summary, markers should at all times be asking the question: *Does the answer illuminate me?* They should not be too concerned about the presence of detailed factual information but give considerable attention to the candidates = abilities to communicate their understandings effectively.

To put this another way, any candidate who shows an ability to interpret, define and direct the shape of an answer should be rewarded. Remember, though, this is a reward for those who do it, not a penalty for those who do not. If a question is so shaped, then the candidate will very likely be trying to argue a case towards a logical conclusion. Any candidate setting out on such an argument, selecting evidence and combining it to present a consistent case should be rewarded as highly as possible. Each case is to be determined on its own merits and markers should feel free to exercise their discretion so that **the candidates get the maximum possible benefit at all times**. For the most part, markers should remember that a good argument usually arises from a sound grounding in the subject, and that factual argument need not be shown in full for its presence to be demonstrated.

The marking guide outlines some key advice on what to look for in answers to questions. It does not purport to provide model answers nor all the key points necessary nor the one right way to approach each question. It is difficult, given the nature of the syllabus, to attempt to predict all the possible subject matter that may be relevant to any particular question or all the different ways questions may be answered. **Essentially, the message to markers is to be flexible in terms of accepting related or relevant subject matter that is selected and to be open to a variety of approaches in how the questions are answered.**

## HISTORY TEE 2001 MARKING GUIDE

### GRADE RELATED DESCRIPTORS

#### CONCEPTUAL UNDERSTANDING

**Generalised cognitive level excellent knowledge and understanding characterised by detailed, analytical and critical synthesis (recognition of patterns and structures) of knowledge and process [20B25]**

Accurate recall and understanding of the most abstract concepts the course presents.

- ☒ Sound analysis X detailed integration of knowledge, concepts and explanations.
- ☒ Able to analyse viewpoints critically, relate to values.
- ☒ Distinguishes theories from facts.
- ☒ Able to solve problems, apply skills and knowledge to a range of situations.
- ☒ Demonstrates empathy with the historical experiences of others.
- ☒ Evaluates motives of groups and individuals.

**Substantial knowledge and understanding characterised by detailed development of concepts, clear explanations (linking cause and effect) and the ability to apply knowledge and concepts in limited contexts [15B20]**

Achieves high marks on lower order tasks e.g. recall, outline, list, describe. Selects for importance,

- ☒ Higher order learning outcomes understood fairly clearly.
- ☒ Able to interpret meaning, detect bias.
- ☒ Able to clarify values.
- ☒ Able to make some >what if?= statements, make predictions.
- ☒ Accurate explanation.
- ☒ Limited analysis, generalisation to other contexts, ability to hypothesise.

**Conceptual understanding is indicated by accurate recall and sound comprehension (ability to grasp meaning) [10B15]**

- § Easily achieves pass marks on lower order tasks,
- ☒ Capable of comprehension X some concepts formed.
- ☒ Higher order learning outcomes are not presented clearly or accurately,

**Conceptual understanding is limited to >recall= (memory of factual information) [0B10]**

- ☒ Fairly consistent ability to recall, although this may be inaccurate or incomplete.
- ☒ Answers tend to be >lists=.
- ☒ Higher learning outcomes not achieved.
- ☒ Brief and incomplete answers.
- ☒ Lack of accuracy and relevance.

## **HISTORY TEE 2001 MARKING GUIDE**

### **GRADE RELATED DESCRIPTORS**

#### **COLLECTION, ORGANISATION and ANALYSIS of INFORMATION**

##### **[20B25]**

- ☒ Able to find and use selectively a wide variety of material.
- ☒ Critically reviews material.
- ☒ Interprets implicit meanings in both primary and secondary material.
- ☒ Recognises relationships between evidence on both explicit and implicit bases.
- ☒ Recognises the role of cultural contexts in shaping perceptions of the past.
- ☒ Evaluates the reliability of evidence by reference to context, motive and intention of the source/s.
- ☒ Able to draw conclusions and make judgements from information used.

##### **[15B20]**

- ☒ Can formulate hypotheses as the basis of investigation of a historical issue
- ☒ Uses both primary and secondary sources
- ☒ Uses a variety of sources
- ☒ Selects material appropriate to the needs of a task
- ☒ Comprehends the meaning of evidence accurately
- ☒ Able to sequence information
- ☒ Recognises symbolic elements of a representation (e.g. values, attitudes, ideologies, culture, identity)
- ☒ Sometimes interprets implicit meaning.

##### **[10B15]**

- ☒ Summarises evidence and make notes mechanically, but accurately.
- ☒ Based on limited reference X may have copied chunks.
- ☒ Recognises how documents/stimulus material represent people and events in a literal sense.
- ☒ Recognises similarities and differences between representations in documents.
- ☒ Able to manipulate information e.g. table to graph.
- ☒ Uses open and closed questions and can recognise information / evidence.

##### **[0B10]**

- ☒ Disorganised approach to collection and organisation of information and evidence.
- ☒ Limited evidence of reading or learning.
- ☒ Concentrates on secondary sources.
- ☒ Does not manipulate information to suit task.
- ☒ Limited ability to categorise information (e.g. social, political, economic).
- ☒ Little evidence of reading.
- ☒ Repeats parts of documents when asked for evidence.

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### **GRADE RELATED DESCRIPTORS**

#### **COMMUNICATING IDEAS and INFORMATION**

##### **[20B25]**

- § Considerable planning and preparation evident.
- ≡ Answers all parts of the question and directly/explicitly addresses all the required aspects.
- ≡ Provides a balanced and representative account.
- ≡ Accomplished presentation skills.

##### **[15B20]**

- ≡ Well structured, but not fully developed.
- ≡ Deals with most major aspects of the question X either explicitly or implicitly.
- ≡ Contains accurate and relevant detail, but not always used to best advantage.
- ≡ Able to select appropriate means of presenting various types of information.

##### **[10B15]**

- ≡ Largely relevant to task set.
- ≡ Mainly accurate and relevant.
- ≡ Quite substantial, but showing little development of ideas.
- ≡ Descriptive and straight forward in style.
- ≡ Some use of appropriate terminology.

##### **[0B10]**

- ≡ Brief and incomplete X little structure.
- ≡ Represents some effort to complete the task.
- ≡ General, descriptive statements X may not be logical or complete.
- ≡ Infrequent use of specialised terminology.
- ≡ Lack of accuracy and relevance.

TEE HISTORY MARKERS' GUIDE 2001 C PART TWO

SPECIFIC COMMENTS C DOCUMENTS

Document Sets Nos 1 and 2 C Australia in the Twentieth Century

Question One refers to Document Set 1 (Australia 1900B 1945)

**Question 1(a) C Outline the message about Australian society conveyed in Source 1 and Source 2. (4 marks)**

Candidates should indicate that both **Source 1** and **Source 2** convey a similar message: that Australian society is a benevolent and democratic one where families, the aged and the workers are supported and protected through legislative measures. While **Source 1** is a general account of the various social benefits available in the newly federated Australia, **Source 2** is a more specific account of the reasons for a basic wage. Some candidates may note that both sources make much of the equation between such welfare and legislative measures and progressive and civilised communities. Some of the better candidates may also note the different audiences of the two sources. **Source 1** was intended to publicise the new Australia and uses pictures as part of its emotive appeal whereas **Source 2**, as a court judgement, provides a more rational examination of the need for a minimum wage. **Source 2** also indicates that official processes now exist to protect the wages of workers and to ensure that working people benefit from the prosperity of their employers.

**Question 1(b) — Identify the limitations of welfare as indicated in Source 3 and Source 4. (4 marks)**

All candidates should indicate that these two sources show the wide range of people who did not benefit from wage regulation and welfare benefits. Candidates should be able easily to identify the different categories of people excluded from receiving the old age pension in **Source 3** X the better candidates may also identify that those excluded were considered undesirable citizens for Australia or the British Empire. **Source 4** is a more complicated account of the losers in the regulation of wages. Women, according to this source, had limits placed upon their wages that restricted their pay to three-fifths that of men. The writer complains that this denies that the requirements of women are exactly those of men X i.e. the need for food, shelter and clothing. Some candidates may comment that there is a tone of dismay that the reforms that came so easily to men must be fought for by women.

**Question 1(c) — Explain the viewpoint expressed in the poster in Source 5. (2 marks)**

The poster expresses the clear message that immigration to Australia equals unemployment for Australians. The wave of immigrants disembarking from a ship matches the mass of unemployed departing from a now closed factory. As an election poster from 1928, it is a very clear message that a vote for Labor would be a vote for Australians keeping their jobs. The better candidates may note that this form of advertising very emotively links in with fears of the time, i.e. the belief that immigrants were negative for the economy.

**Question 1(d) — Compare and contrast the messages and tone of Source 6 and Source 7. (4 marks)**

All candidates should note that both sources present a similar message regarding the winners and losers in Australian society during the Depression. The message is essentially that there was little equity in Australian society in the 1930s, and little understanding amongst the wealthy of the problems experienced by those suffering hardship. As both cartoons are by the same cartoonist and were published in the same paper the similarity in message is not surprising and all candidates should make note of the similar genesis of both images. The tone of the sources is, however, quite different. **Source 6** highlights the hypocrisy of industry and banks who are unwilling to make sacrifices yet exhort others to do so. **Source 7** has a tone of despair and desperation where men down on their luck are forced to scavenge in bins outside cafes. **Source 7** also alludes to the basic wage that supposedly protected Australians from lives of poverty. In 1931 the fact of so much poverty highlights the irony of a basic wage.

**Question 1(e) — Describe and account for the different messages conveyed in Source 8 and Source 9. (5 marks)**

**Source 8** and **Source 9** convey different messages about the position of Aboriginal people in Australian society. **Source 8** lists various Government policies to be implemented in protecting Aboriginal communities within Australia. These policies are essentially aimed at segregating Aboriginal and non-Aboriginal Australians, thereby ensuring the preservation of non-Aboriginal economic and social position. In this sense the Aboriginal people of

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Australia are portrayed as passive; people cared for by the government. **Source 9**, however, shows Aboriginal people making a stand for their rights as citizens, not only in terms of acting together to mourn their losses, but also in campaigning to participate fully in Australian society. Aboriginal people here are portrayed as having an active role to play in their fight for citizenship. The different messages are conveyed in part by the different nature of sources. **Source 8**, an official government document, delineates policy and an ideal, whereas the photo in **Source 9** portrays a more complex situation where Aboriginal people are clearly participating in non-Aboriginal Australia. Better candidates may note the discrepancy between the description of Aboriginal people in **Source 8** as semi-civilised/ detribalised and the appearance of Aboriginal people in the **Source 9** as educated, literate members of society.

**Question 1(f) — Identify and illustrate with appropriate examples from the sources what you consider to be the main theme or issue linking the nine sources throughout the period. (6 marks)**

Markers should look for some attempt to find a common theme in the sources. Candidates should be rewarded for coming up with a credible theme that links the different sources. While the theme chosen by the candidate may not necessarily be one that is clear to the marker, their use of the sources should be considered to see how well they explain the theme. Themes may include; Australia as a social laboratory, Australia and welfare, social disadvantage in Australia, or the impact of government policy on different groups in society. Some of the better candidates may note that the tone of the sources changes throughout the period. While **Source 1** and **Source 2** depict Australia in positive terms at the turn of the century, the remaining sources show a more pessimistic and divided Australia.

**Question Two refers to Document Set 2 (Australia 1945 B 1990)**

**Question 2(a) C Compare and contrast the messages and tone of Source 1 and Source 2. (4 marks)**

Both sources, **Source 1** set in 1950 and **Source 2** a few years later, convey the message that Australia faced a serious threat in the first half of the 1950s from communism deriving particularly from the founding of the People's Republic of China in 1949. **Source 1** goes further with the contention that the Communist threat emerging in Asia is akin to that in Europe and in this regard Spender's speech gives an early indication of the government's concern that communism was likely to spread from one South-East Asian country to another encompassing Malaya, Thailand, Burma and Indonesia.

In **Source 1** the tone of Spender's remarks is measured but none the less designed to convey a sense of urgency to his audience. By contrast, the *Bulletin* cartoon in **Source 2** is inflammatory and playing on crude prejudices with the image of the never-ending procession portrayed in terms of the concept of the Chinese 'river'. The cartoonist has suppressed individuality and the faces in the cartoon are drawn to suggest primitive hostility towards China (and this in an era when the White Australia Policy was still firmly in place).

**Question 2(b) C Explain the attitudes expressed in Source 3. (3 marks)**

Robertson's speech (made at a time midway between **Source 1** and **Source 2**) conveys his considerable regret at the declining influence of Britain and its Empire but at the same time his realistic acceptance of Australia's dependence for security on the United States of America. The speech was made in the course of the debate on the proposed ANZUS treaty which excluded Great Britain while providing for the treaty partners to assist each other if attacked in accordance with their normal 'constitutional processes'. Robertson's attitude would have been typical of many Australians of the day, given that it was barely a decade since Australia for the first time had to turn to the United States as its first line of defence against possible attack.

**Question 2(c) C Explain the similarities and differences of attitudes demonstrated in Source 4, Source 5 and Source 6. (4 marks)**

All three sources deal with aspects of Australia's involvement in SouthEast Asia, and especially Vietnam, as part of the 'forward defence' approach outlined by Menzies in **Source 4**. All three sources, directly or indirectly, are concerned with Australia's involvement in overseas wars as part of the nationalistic and strategic decision to provide active support to first Britain and then the United States. While **Source 4** presents a favourable view of this strategy the cartoonist in **Source 6** is suggesting that the close involvement with the USA and President Lyndon Johnson is leading Australia to a disastrous outcome and he is highly critical of such unquestioning support. **Source 5** is also portraying the cost in human lives in Vietnam which the cartoonist suggests is in the same tradition as Australia's earlier involvement in both World Wars and in the Korean War (in the last three of which the reliance was on the United States).

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**Question 2(d) — Evaluate the significance of the situation portrayed in Source 7. (3 marks)**

The significance of the photograph of Gough Whitlam and Mao meeting in Beijing arises from the decades of hostility and non-recognition between Australia and Mainland China which preceded the easing of tensions which began in the late 1960s and early 1970s and culminating with the official Australian recognition of Communist China by the Whitlam government at the end of 1972.. Candidates should be able to explain that the photograph taken at the first ever official meeting between the leaders of the two countries epitomises a period of increasing rapprochement of which Whitlam was one of the main instigators even before he became Prime Minister. Better candidates may also take the opportunity to point out that the new found links with China did not foreshadow any real diminution with the American alliance.

**Question 2(e) C Describe and account for the contrasting messages in Source 8 and Source 9. (4 marks)**

**Source 8** provides what is virtually a classic statement of the Evatt viewpoint during and after the Second World War that Australia should develop its own independent foreign policy and became an effective player in its own right in the councils of the United Nations. While conceding that Australia must maintain its links with the British Commonwealth and with the United States (in the Pacific) Evatt insists that Australia >should not concede to any other country the right to dominate its own policy= and he bemoans the fact that Australia has not demonstrated more independence in foreign affairs..

In **Source 9**, by contrast, historian Stuart Macintyre is attempting to evaluate the aspirations for an independent Australia foreign policy during the late 1980s when another Labor Foreign Affairs minister Gareth Evans was pursuing independent foreign policy objectives and attempting to play a role in international forums. Unlike Evatt, Macintyre is emphasising his contention that such aspirations >were always constrained= by the >absolute commitment to the Western Alliance=. Where Evatt was asserting that Australia should endeavour to play an effectively independent role as a medium power, Macintyre writes of >the burdens of a medium-sized power= and the need for >uncritical support of the United States=.

**Question 2(f) C Identify and illustrate with appropriate examples from the sources what you consider to be the main theme or issue linking the nine sources throughout the period. (6 marks)**

The prime intention of this question is to have candidates seek to identify a major theme or issue (or themes or issues) which can be illustrated from the sources and gives some overall coherence to their selection. Central to all the sources is the issue of Australian security in its own region and the part played in this regard as a consequence of Australia=s dependence on the support of a great power, which in this period was almost invariably the United States. Candidates should identify sources in which this dependence is welcomed and others in which it is seen as a regrettable necessity. An integral part of the theme too is that the major threat was posed by the emergence of Communist China both in terms of the fear of such a large population and the threat it posed through the spill over effect into the countries of South-East Asia. There are also examples in the sources of those advocating an independent Australian foreign policy and those who considered such an aspiration of limited value. Another sub-theme is the improvement of relations with China by the 1970s and a consequential greater focus on local conflicts without the connection to the cold war which characterised the 1950s and 1960s. Candidates might also refer to the marked decline in the importance of Britain in the making of Australian foreign policy.

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### Document Set 3: International Relations in Europe

#### Question 3(a) C Compare and contrast the message in each of the pictorial and text sources. (6 marks)

- **Source 1** refers to the ongoing conflict between USA and USSR resulting in the destruction of Europe. **Source 2** argues about the need for arms control but also, for the moment, for the Soviet Union to remain armed as a deterrent to potential enemies.
- **Source 1** is an American cartoon which is critical of both sides in the conflict. The comment made by the cartoonist is obviously ridiculous (where in nuclear conflict you could just destroy Europe). This is a deliberate technique to show how continued arms development will lead to mutually assured destruction.
- **Source 2** is a discussion by USSR ex-Premier Khrushchev. The message in the first part of the source is similar to **Source 1**, namely that 'We must ... press for arms control'. Khrushchev argues that significant progress has been made towards this objective. The major contrast between the two documents is in the argument that the USSR must maintain missiles 'to maintain the balance of fear'. Students may comment on this internal contradiction.

#### Question 3(b) C Explain the purpose of each source and comment on any evidence of bias or motive (6 marks)

- **Source 1** is an American source and **Source 2** is a Soviet source, both from the early 1970s and both commenting on the state of arms control.
- The purpose of **Source 1** is to point out the dangers of a continued arms race. The message is intended to convey an unrealistic possibility in the event of nuclear war. By using this technique the cartoonist is trying to convey a view of the superpowers' policies as unwise. The cartoon is not biased in favour of one side or the other but merely condemns both. The motive is to point out the foolhardiness of the current policies.
- **Source 2** is one man's interpretation of events in the arms control negotiations. Khrushchev sets out to show how important he was in bringing about agreement and test bans during his 'political career'. His purpose is also to warn about the need to keep missiles as a deterrent. As Khrushchev's motive is to enhance his place in history and belittle the actions of the United States bias is evident. Examples of bias and use of emotive language are 'imperialists', 'balance of fear' and 'that faithful dog of capitalism Dulles'.

#### Question 3(c) C Explain the context for each of the sources. Identify the relevant events, people and actions during that time. (7 marks)

- The context for both sources is the same. Both refer to the 1960s and early 1970s.
- The sources are commenting on the arms race, arms control and the failure to reduce the risk.
- Both refer essentially to USA, USSR and Europe but the implications are worldwide.
- The American cartoonist is commenting on the policies of the USA and USSR. Khrushchev is doing likewise but has references to himself and John Foster Dulles (US Secretary of State from 1953 to 1959).
- Better answers will include references to, for example, the progress of arms control, SALT, detente, trade, and Helsinki. Despite these developments both sides continued to build and maintain large nuclear arsenals.

#### Question 3(d) C To what extent are the sources representative of the main themes and issues of the period? (6 marks)

The ongoing tension, rivalry and competition between the Superpowers was the result of many factors but the arms race represents the factor which generated most fear and mistrust. These sources represent only one of the main issues of the period. Candidates are expected to make a judgement. Discussion might centre around;

- the arms race and arms control;
- the development of detente;

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- other issues such as territorial, diplomatic, trade, economic, strategic (eg Vietnam, China) developments (ie broader context).

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### Document Set 4: International Relations in the Middle East

#### Question 3 (a) C Compare and contrast the message in each of text and pictorial sources.

(6 marks)

- **Source 1** shows Jews arriving in Palestine soon after the end of World War II and their hopes for a homeland, one year before the actual event. **Source 2**, twenty years later, shows that Arab leaders still do not accept a Jewish homeland in the Middle East. The messages in the two sources are in stark contrast to each other.
- **Source 1** is a photograph which shows a crowded ship of Jewish immigrants in 1947. The message is that these people have suffered great hardship and are continuing to do so. The banner is appealing to the British troops and government to allow these immigrants to settle in Palestine as part of their campaign to gain support for the establishment of a Jewish homeland.
- **Source 2** comprises comments by Arab leaders about the right of Israel to exist. The message, twenty years after the creation of the state of Israel, is that the Arab leaders still do not, nor seemingly ever will, accept recognition of that state. According to these views Israel makes no sense and the Arab states will continue a policy of non-recognition.

#### Question 3(b) C Explain the purpose of each source and comment on any evidence of bias or motive. (6 marks)

- **Source 1** is a newspaper photograph from 1947 and **Source 2** includes a collection of quotes from Arab leaders in 1967 and 1968.
- The purpose of **Source 1** is to report on events in Palestine in the late 1940s. The purpose of those on board the ship is to evoke sympathy and empathy from those onshore. The banner is the central feature designed to influence. The publisher of this photograph demonstrates bias for the Jewish immigrants and may be seen as promoting their cause. Arguably, the photograph presents the Jews as powerless innocents despite powerful backing for their cause.
- **Source 2** is representative of the other side of the conflict over the right of the Israeli state to exist. As with **Source 1** it represents a very biased viewpoint. The purpose of the statements is to demonstrate a united rejection of Israel by the Arab leaders. Candidates may comment that the level of antipathy or bias may be enhanced given that the comments were made at a time soon after the Six Day War.

#### Question 3(c) C Explain the context for each of the sources. Identify the relevant events, people and actions during that time. (7 marks)

- The context of **Source 1** is about the right to create an Israeli state in Palestine and the Source is located in 1947 in the midst of the series of events which led to the foundation of Israel in May 1948. The context of **Source 2** is about the ongoing refusal by the Palestinians and their supporters twenty years later in 1967 and 1968 in the wake of military defeat to accept the right of Israel to exist. Reference is also made to the Suez Crisis and British involvement in Palestine dating back to World War One.
- The participants in **Source 1** are the British and the Jewish immigrants and in **Source 2** the Arab states and Israel.
- **Source 1** reflects part of the struggle of Jews to create a Jewish state during the late 1940s within a post-Holocaust context involving the ongoing struggle with the British, objections from Arab neighbours and world debate.
- The major context of the Arab responses in **Source 2** was the heavy defeats of the Six Day War leading to the reaffirmation of their original objections to the establishment of Israel.

#### Question 3(d) C To what extent are the sources representative of the main themes and issues of the period? (6 marks)

The sources represent the essential basis of tension, rivalry and mistrust between the Jews/Israelis and the Arabs. **Source 1** is a pictorial representation of the reaction of a boatload of Jews to the hardship and struggle endured by the Jews during and after the Second World War while **Source 2** represents the ongoing determination of the Arabs to deny the right of Israel to exist. Candidates are expected to make a judgement. Discussion might centre around:

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- the struggle to establish and then maintain a Jewish homeland;
- Arab objections to Israel, leadership and unity;
- the aftermath of the Holocaust;
- specific flashpoints, esp. first Arab-Israeli War and Six Day War
- international implications.

The sources do not deal with the involvement of world powers in 1967 nor any peace deals.

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### Document Set 5: International Relations in Asia

#### Question 3 (a) C Compare and contrast the message in each of text and pictorial sources.

(6 marks)

- Source 1 has two parts. The first is a letter from the Japanese Prime Minister to John Foster Dulles, at the end of 1951, while the second is John Foster Dulles' testimony to Congress a few weeks later in January 1952 at a time when the US was debating a proposed peace treaty and security treaty with Japan. Source 2 is a map purporting to show Chinese imperialist pressure in 1961, shortly before the outbreak of the Vietnam War. The message in both sources is about fears of Chinese Communist aggression and the identification of the places where this aggression is likely to be felt the most.
- Source 1 specifically identifies fears about the threat of Chinese aggression against Japan and the stated intention of the Japanese not to enter into any agreement with the communist regime in China. The Japanese Prime Minister seeks to reassure the Americans that Japan will support United Nations measures and points out that they feel threatened, for example, by Chinese backing of the Japanese Communist Party. John Foster Dulles in turn asserts the strategic importance of Japan as a >dependable member= of the >community of free nations=. The proposed peace and security treaty Dulles argues will tie Japan to this community but he also accepts that to counteract Chinese overtures to Japan with >attractive economic bait= there must be the right "economic conditions" for Japan to maintain that alliance.
- Source 2 is a map showing those Western Bloc countries under direct threat from >Chinese Communist Imperialist Pressure=. This source is produced some ten years later than Source 1 however the message remains the same. Communist China is an aggressive and expansionist regime and those countries nearby are likely to be overrun. Japan is again specifically identified though as one among several areas of concern.

#### Question 3(b) C Explain the purpose of each source and comment on any evidence of bias or motive.(6 marks)

- The purpose of both sources is to point out the threat of Chinese Communist aggression and the need to develop and comply with international obligations. Both sources are centred on US concern with this threat and (by implication in Source 2 which was published in an American book) how it should be responded to.
- In Source 1, Part (a) the Japanese leader seeks to alert the Americans as to the danger of the Chinese backing the Japanese Communist Party and Japan's willingness to support United Nations recommendations. The use of emotive language such as >seeking violently to overthrow the constitutional system and the present government of Japan= is designed to appeal to the Americans who would want to defend the system they, themselves, had put in place. (Better students might comment that the Japanese Prime Minister is seeking to tell the Americans what they want to hear. Source 1, Part (b) reinforces the message of Part (a) when Dulles points out the need to provide economic conditions for Japan that will assist it to resist the >economic bait= of mainland China. The motive is primarily to promote support in the US Congress for the signing of the treaty with Japan making the latter a bulwark against Chinese Communist expansionism. Both parts are biased in the sense that both the Japanese Prime Minister and Dulles leaders are arguing a case.
- The purpose of Source 2 is to show graphically the Chinese Communist threat to surrounding countries. The map shows a clearly divided Asia with the arrows of aggression reaching out from Peiping (Beijing). The map shows obvious bias by this graphic technique and the use of >imperialist= to identify the Chinese motives.

#### Question 3(c) C Explain the context for each of the sources. Identify the relevant events, people and actions during that time. (7 marks)

- The context of both sources is in relation to fears about Communist Chinese aggression.
- Source 1 occurs in 1951/52 at a time when the US was seeking to have signed the Japanese Peace Treaty placing the Japanese firmly in the anti-Communist camp while Source 2 is produced in 1961 during the years leading up to the Vietnam war and in the aftermath of Chinese threats to Taiwan.
- Source 1 includes the Japanese Prime Minister, John Foster Dulles (future Secretary of State), China, USA, Japan and the Japanese Communist Party. Source 2 shows many Asian countries but specifically identifies

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Chinese Communism as the aggressor and Japan, Taiwan, South East Asia and Tibet and the Indian sub-continent as the main geographical areas of concern. The author is presumably American.

- The events and actions for Source 1 might include the Treaty of San Francisco (these sources occur between the negotiations and signing), the Security Treaty, the Communist victory on Mainland China, the Korean War, containment and the wider Cold War. Source 2 might include reference to these but also the Indo-China conflict, Domino Theory, Chinese occupation of Tibet and ongoing tension in Korea for example.

### **Question 3(d) C To what extent are the sources representative of the main themes and issues of the period? (6 marks)**

Candidates are expected to make a judgement about the extent to which the sources are representative. Both sources represent one side of the Cold War in Asia namely American and Japanese fear and mistrust of Communist China. There is no balance as the Chinese views are not represented. Together the documents do identify the major areas of conflict and the nature of the American response insofar as Japan is concerned. Discussion might centre around;

- Japanese treaty and security
- The implications of the Communist Chinese victory for the Asian continent and the Cold War

and include reference to

- Korean War
- Japanese economic resurgence
- Indo-China conflict
- Tibet
- Taiwan

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### Document Set 6: French Revolution

#### Question 3(a) C Compare and contrast the message in each of the pictorial and text sources.

(6 marks)

- Both **Source 1** and **Source 2** deal with the experiences of the rural population of France in the period before the start of the revolution in 1789. They depict different messages, however, concerning the burdens placed upon the population by land-owners.
- The message of **Source 1** is very clearly one of the anguish existent in the rural areas of France and of the gap between those who owned land and those who worked on it. The crippling burden of taxes, service charges and labour dues ensures the continuation of poverty and a miserable existence, and discourages people from marrying. Some candidates may note that **Source 1** lays the blame for such poverty at the feet of greedy, uncaring landowners.
- Source 2** tempers the message of **Source 1** somewhat by showing the great variation in feudal dues owed in France on the eve of the Revolution. While some areas paid dues as large as 33.3% of gross production, others paid minimal dues of 4% of gross production.

#### Question 3(b)- Explain the purpose of each source and comment on any evidence of bias or motive. (6 marks)

- Source 1** and **Source 2** have quite different purposes and candidates should have little difficulty identifying how the genesis of the different sources affects the message presented. While **Source 1** is a contemporary document from 1789, **Source 2** is an 1990s analysis of the economic situation in all of France on the eve of the revolution.
- The purpose of **Source 1** for those submitting the petitions of grievance is to convince the Estates General of the hardships endured by the landless at the hands of their landlords and masters. The use of emotive language such as >petty tyrants=, >crippling and servile exactions=, and >enfeebled men, whose faces are withered by poverty= serves to emphasise the despotic nature of rule in the provinces, and the way in which wealth of the few was generated through the poverty of the many.
- Source 2** is intended to show a more complex story of the variations in experience amongst rural workers. As this is a table constructed by a historian in the 1990s, using sources from throughout France, the attempt is being made to provide an objective view of the varied levels of feudal dues throughout France before the revolution. The attempt is to avoid bias and leave the user of the table to draw his or her own conclusions.

#### Question 3(c) — Explain the context for each of the sources. Identify the relevant events, people and actions during that time. (7 marks)

- Both **Source 1** and **Source 2** have as their context the period just before the beginning of the French Revolution; 1788B 1789.
- The sources relate to the economic crisis in France in the 1780s which resulted in rising grain prices and declining standards of living; peasant dissatisfaction with government taxation, feudal dues, and tithes; and enormous inequities in wealth between landowners and peasants.
- The relevant period dates from the 1787 meeting of the Assembly of Notables which dismissed attempts for tax reform; the meeting of the Estates General at Versailles in 1789; and the calling by Louis XVI for peasants to send petitions outlining their grievances to the Estates General.
- People and groups include Calonne, Louis XVI, the three estates.

#### Question 3(d) — To what extent are the sources representative of the main themes and issues of the period. (6 marks)

- All candidates should make a judgement as to the representativeness of the two sources. Highest marks should be awarded for those who integrate a discussion of the sources with the wider issues of the period. Both sources are commenting solely on the plight of the peasants.
- In this instance candidates should comment that both sources highlight the severe economic position of many peasants in French society on the eve of the revolution and that these economic problems to a

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significant extent underpinned the Revolution. At the same time **Source 2** indicates that not all parts of rural France suffered equally from exploitation by landowners.

- Candidates should also note that little is made of some of the other issues underpinning the Revolution such as the revolutionary feelings amongst the bourgeoisie. The focus is entirely upon rural problems.
- Better candidates may note that feelings of dismay felt by many peasants resulted in a Peasants Rebellion in many parts of rural France after the storming of the Bastille in Paris in July 1789.
- Some candidates may also note that during the course of the revolution feudal dues were abandoned.

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### Document Set 7: Russian Revolution

#### Question 3(a) C Compare and contrast the message in each of the pictorial and text sources.

(6 marks)

12. Source 1 refers to the social transformation of Russian class structure between 1913 and 1939 while Source 2 gives an interpretation of how that was achieved in the latter part of the period. The two sources contrast in that one is merely a statistical representation while the other elaborates on methods used by those in power.
13. The message of Source 1 is that there had been significant changes in the class structure of Russia in the 26 year period as a result of Soviet policies (infer). Some classes seem to have disappeared such as the nobility, clergy and merchants. Some such as professionals and senior public servants are probably listed under intelligentsia in 1939. Peasants have largely moved from individual to collective farms and the size of the urban working class has more than doubled.
14. The message in Source 2 is that these changes were achieved through applying harsh and ruthless methods. Millions died through execution, murder, suicide, labour camps and famine as a result of Stalin's policies. Many others (8 million) were still in the >unbelievable conditions of the Stalin terror camps=.

#### Question 3(b) C Explain the purpose of each source and comment on any evidence of bias or motive.

(6 marks)

15. Source 1 is a table from a textbook used to demonstrate change in class structure while Source 2 is an extract from a book published in the UK commenting on the methods used by Stalin to bring about these changes.
16. The purpose of Source 1 is to simply inform. The motive of the compiler is not necessarily known but there is a clear attempt to show that the old elite (nobility, clergy, merchants) do not exist in the Soviet Union by 1939. It may be that some of these were simply not officially recognised. Better candidates will challenge the reliability of the data.
17. The title of Source 2 *The World's Wickedest Men*, gives a strong indication as to the purpose of the author, namely to represent the actions of his subjects in the worst possible light. Evidence of bias is apparent through the use of emotive language such as >slaughtered=, >administrative murder=, >Stalin terror camps=, and >political massacres=.

#### Question 3(c) C Explain the context for each of the sources. Identify the relevant events, people and actions during that time.

(7 marks)

18. The context of both sources is the social transformation of Russia by 1939. Source 1 covers the period from 1913 to 1939 while Source 2 particularly details the means by which Stalin achieved control in the decade from 1929 to 1939.
19. The sources refer to all of those in the Soviet Union while Source 2 looks more specifically at those who were purged.
20. Source 1 reflects the period from before the revolution and WW1 to the end of the first full decade of Stalin's rule and so therefore may indicate the impact of WW1, revolution, Civil War, War Communism, NEP and Stalin's period in power.
21. Source 2 covers the period of industrialisation, collectivisation and the purges.

#### Question 3(d) C To what extent are the sources representative of the main themes and issues of the period?

(6 marks)

The sources reflect the characteristics of a period of consolidation in which:

22. there is suppression of opposition;
23. there is consolidation of ideology and power through social, political and economic forces;
24. the political, economic and social impact of consolidation on the lives of the people is apparent;

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25. measures are introduced and actions taken to bring about revolutionary change to society.

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### Document Set 8: Chinese Revolution

#### Question 3(a) C Compare and contrast the message in each of the pictorial and text sources. (6 marks)

26. **Source 1** is a photograph of Red Army soldiers sleeping on the streets to avoid disturbing the local population. **Source 2** is an extract from Mao's writing explaining why the Communists will win the >revolutionary war=. **Source 2** outlines why this is so while **Source 1** is an example of a Communist strategy in action.
27. The message portrayed in **Source 1** is that the Communists are very considerate of local populations when the Red Army travels through their area. Although they sleep in great discomfort on the streets and they are fighting for the local population they do their utmost to >avoid disturbing the population=. This is one example of how the Communists obtain the support of the population.
28. **Source 2** identifies peasant support, base areas, great fighting capacity, fighting for own interests and political unity of officers and men as the reasons why the communists will win the revolutionary war. Mao then goes on to say the Guomindang do not have these and will lose.

#### Question 3(b) C Explain the purpose of each source and comment on any evidence of bias or motive.

(6 marks)

29. **Source 1** is an American source from the late 1940s and **Source 2** is an extract from the writings of Mao Zedong during the 1930s. Both sources are identifying reasons why the Communists will win the war against the Guomindang.
30. **Source 1** is a photograph taken by an American who was probably sympathetic to the Communist cause. If this was the motive for releasing the photograph that could make it propaganda. Along with the caption it shows the Red Army in a positive way and is therefore biased in their favour.
31. The purpose of **Source 2** is to analyse the specific strategic advantages of the Communists as opposed to the Guomindang. The motive for Mao would be to point out to his followers their advantages and thus encourage them. This source is taken from one point of view and therefore its reliability and representativeness is questionable. It is biased towards the Communists.

#### Question 3(c) C Explain the context for each of the sources. Identify the relevant events, people and actions during that time. (7 marks)

32. The context of both sources is the >revolutionary war= between the Guomindang and the Red Army (Communists) in China.
33. This war could be considered as having continued from 1927 to 1949. **Source 1** occurred in the late 1940s. **Source 2** was written in the 1930s but the strategies outlined are exemplified in **Source 1**.
34. People include the Red Army (Communists), Guomindang and army and the peasantry.
35. Specific events and actions that might be discussed are Encirclement Campaigns, the Long March, rural bases, Xian Crisis, Japanese aggression, WW2, Civil War and the eventual Communist victory (explained in part by the content of the sources).

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**Question 3(d) C To what extent are the sources representative of the main themes and issues of the period?  
(6 marks)**

All candidates should make a judgement as to the representativeness of the two sources. Highest marks should be awarded for those who integrate a discussion of the sources with the wider issues of the period. The sources do not represent the widely varying views on this struggle but they do represent some of the main issues and differences between the Communists and Guomindang in the critical period before 1949. Candidates may take varying approaches;

36. Thematic - outline the differences; Communist advantages including peasant support, base areas, great fighting capacity, fighting for own interests and political unity of officers and men.
37. Chronological X Encirclement Campaigns, Long March, rural bases, Xian Crisis, Japanese aggression, WW2, Civil War and Communist victory.

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### Document Set 9: American Revolution

#### Question 3(a) C Compare and contrast the message in each of the pictorial and text sources.

(6 marks)

38. Both **Source 1** and **Source 2** present a message regarding the economic impact of the end of the War of Independence on the United States. **Source 1** presents a positive message regarding the trade gains made by the United States while **Source 2** considers the economic difficulties encountered by the USA following the 1783 peace treaty.
39. **Source 1** presents a clear message concerning the trading benefits enjoyed by the United States, now it is a nation in its own right. The title of the source >America Triumphant and Britannia in Distress= enunciates a vision of the >healthy= commerce that will now ensue between the USA and other nations. This, according to **Source 1**, will be at the expense of Britain and its Empire. Better candidates might note the constant reference to the United States as a nation Xclearly taking on other nations of the world on similar terms.
40. **Source 2** presents a more complex picture of the period post 1783. The source focuses on the economic turmoil of the period with the collapse of US overseas trade, especially with the British Empire. These losses were not only felt in the export of crops and ships from the United States but also in the restrictions placed on US ships in Britain. Some candidates may also note that the source comments that some of the problems in the USA emanated from the ad hoc approach adopted by the various states, in lieu of an overall national trade strategy.

#### Question 3(b) — Explain the purpose of each source and comment on any evidence of bias or motive.

(6 marks)

- ! **Source 1** and **Source 2** have quite different purposes and candidates should have little difficulty identifying how the genesis of the different sources affects the message presented. While **Source 1** is from a US magazine published in 1782, **Source 2** is a US historian's 1995 analysis of the economic situation in the USA after the signing of the 1783 peace treaty with Britain.
41. All candidates should note the clear bias of **Source 1**. Published in a US magazine on the eve of the 1783 peace treaty with the British it exudes pride at the defeat of the British and announces the many trade benefits now anticipated by the US. Candidates should also note the title of the picture and the use of the words >Triumphant= and >Distress=. The better candidates may comment on the symbols within the picture; i.e. the olive branch, the cap of liberty, the broken down British flag. Its purpose is clearly to celebrate the beginning of a new, free nation and to stick the boot into the British.
42. **Source 2**, as a historian's analysis of the period post 1783, is intended as an objective assessment of this period. Its bias is therefore less obvious. The source provides a more balanced account of the difficulties faced by the USA in the period following the peace treaty and indicates that problems arose from the inability of the newly formed states to act together as a nation. Better candidates might suggest that it is perhaps understating the long term significance of the US achievement of independence.

#### Question 3(c) — Explain the context for each of the sources. Identify the relevant events, people and actions during that time.

(7 marks)

- ! Both **Source 1** and **Source 2** have as their context the period around the signing of the peace treaty with the British in 1783. As there are few key events on which candidates can focus their answer to this section, markers should look for candidates who show some understanding of the events leading up to the signing of the treaty and of the economic difficulties encountered following 1783 X especially the problems in determining the rights of trade between the states and the new Republic.
43. Events and action may include: signing of the peace treaty between the US and Britain on 3 September 1783; the surrender of Cornwallis to Washington at Yorktown Virginia in 1781; the decrease of Congressional power following the peace in 1783; the international weakness of the Republic without the protection of the British flag; trade problems of the new Republic as the mercantilist empires of Europe generally remained closed to them; internal squabbling between states and the Congress over trading issues.
44. People may include: John Adams, Thomas Jefferson, George Washington, General Cornwallis, John Jay.

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**Question 3(d) — To what extent are the sources representative of the main themes and issues of the period?  
(6 marks)**

All candidates should make a judgement as to the worth of the two sources. Top marks should be awarded for those who integrate a discussion of the sources with the wider issues of the period. Candidates should note that the focus of the sources on the defeat of the British by the United States, the ability to negotiate a peace settlement and the ensuing dilemmas over trade responsibilities were all key issues of the period and are thus representative of main themes of that time. More broadly speaking, the sources illustrate the ongoing debate over the short term gains and losses of independence for the American colonies.

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### TEE HISTORY MARKERS' GUIDE 2001 C PART THREE

#### SPECIFIC COMMENTS C ESSAYS

#### SECTION 3 X AUSTRALIA IN THE TWENTIETH CENTURY

##### Question 4

**Assess the nature and extent of the influence of one political leader on the social and cultural profile of Australian society.**

This question asks candidates to consider the part played by individuals in shaping Australian society. Candidates need to establish therefore the extent to which individuals can affect social and cultural issues or whether situations shape outcomes. It is important that candidates deal with both the >nature= and the >extent= of the influence of the political leader. I.e. that they outline the event, policy, etc. of the political leader AND consider the way in which this affected Australia=s social and cultural profile. While the phrase >social and cultural profile= is fairly wide ranging, higher marks should be awarded to candidates who clearly enunciate the social and cultural changes that resulted from these individual actions.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify a political leader;
- outline the actions/events/policies implemented by this leader;
- clearly describe the outcome of these actions/events/policies in terms of the social and cultural profile of Australian society;
- reach some overall conclusion as to the extent to which this political leader affected the social and cultural profile of Australian society;
- attempt an analysis of the relative influence of individuals over wider social, economic, cultural factors in shaping Australian society.

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### Question 5

**Evaluate the proposition that economic change in Australia has consistently had far-reaching consequences.**

The wording of the question offers a position or stance and the candidate needs to respond to this from the beginning of the essay. However, candidates could respond to the proposition in different ways. They could support the proposition and provide evidence of justification; reject the proposition and, supported by evidence, supply an alternative position; or question the proposition and provide alternative perspectives that may not reach a clear cut position. Candidates may cover the entire period of study (1900B 1945; 1945B1990), or focus on one event such as the 1930s Depression. The phrase >far-reaching consequences = can refer to political, economic, social, cultural or intellectual changes.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- spend some time at the beginning analysing and defining the proposition for their purposes;
- outline one or a number of instances of economic change in Australia;
- analyse the impact of these changes whether it be political, economic, social, cultural or intellectual and whether these may be seen as far-reaching consequences;
- assert where they stand on this proposition at some point in the essay B beginning or end.

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### Question 6

**With reference to at least one international influence evaluate the extent to which it has been important in shaping Australian society.**

This question is quite straight forward in terms of asking candidates to determine whether or not Australian society has been shaped by any international factors. Candidates at some point in their essay do need to assert a position regarding the question and a number of different positions may be sustained with the appropriate selection and use of evidence. Positions could range from arguing an international influence has had a major impact on Australian society through to arguing for a minimal impact. Note that candidates may choose one or a number of international influences.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify one or a number of international influences?this may be an event such as WWI or a movement such as the development of the civil rights movement in the USA ? that has affected Australian society;
- outline how it has affected Australian society?this could be politically, economically, intellectually, socially or culturally;
- reach some overall conclusion as to the extent to which this influence has affected Australian society;
- Better candidates may attempt an analysis of the relative impact of international influences over domestic issues in shaping Australian society.

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### SECTION 4 X INTERNATIONAL RELATIONS

#### Question 7

**From the perspective of each of the major powers account for their foreign policies in the late 1940s and the 1950s.**

Candidates may take a variety of approaches to answering this question. The major expectation is that they give reasons for (account for) the foreign policies that emerged. Markers should be flexible on the time frame as certain areas of study have apparent beginning and end dates.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify which major powers will be discussed;
- outline the time frame;
- outline the main elements of the foreign policies;
- identify the dominant political ideology;
- identify the economic interests in the region;
- describe the nature of leadership in the major power;
- define spheres of influence and changes in balance of power;
- identify relevant regional influences.

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### Question 8

**Analyse the changing relationships between the major powers in the region and the significance of these changes by the end of the 1980s.**

This question requires the candidate to take a >big picture= view of the area of study. Candidates will be expected to track major shifts in policy, significant turning points and make a judgement about the extent and consequences of change.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify which major powers will be discussed;
- outline the time frame;
- identify major foreign policy periods and shifts;
- identify the dominant political ideology;
- trace the changing economic interests;
- describe the changes in the spheres of influence;
- define changes in balance of power;
- identify the international significance of these changes by the end of the 1980s;
- analyse the legacy of these changes.

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### Question 9

**Illustrate with appropriate examples the extent to which national foreign policies of the major powers in the region contributed to international tensions and rivalries.**

Candidates will need to define the breadth of their response. They may choose to take an overview of the period or they may choose a period when a specific conflicting set of foreign policies was particularly contributing to escalated tensions and rivalry. A candidate who simply gives their model flashpoint answer should not score high marks.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify which major powers will be discussed;
- outline the time frame;
- identify national foreign policies;
- identify the dominant political ideology;
- trace the origins of rivalry;
- outline the context and major power reactions;
- describe the crises ? cause, events, consequences
- assess the extent to which foreign policies contributed to tensions and rivalry.

**SECTION 4**

**Questions 10 to 12 Revolutions**

**Question 10**

**Critically examine the people and the events which acted as the catalyst for the revolution in the critical period.**

In broad terms candidates having defined catalyst in this context (>something or someone that facilitates a change=) will need to list and explain the relevant people and events in the critical period.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- explain what is meant by a catalyst and what constitutes the critical period in terms of the revolution being discussed;
- identify the relevant people and events;
- explain the manner in which they acted or occurred to act as a catalyst for revolution;
- assess the relative importance of each in bringing about the revolution.

As an example such as list pertaining to the critical period of the Russian Revolution would include the Tsars, World War One, competing ideologies and political groups, revolutionary leaders including Lenin and Trotsky, the state of the economy including problems in the agrarian economy and consequences of industrialisation. Candidates might draw the conclusion that Russia=s involvement in World War One was the prime element and catalyst in bringing about the 1917 revolutions along with the organisational skill and influence of Lenin.

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### Question 11

**Evaluate the extent to which the revolution was consolidated following the critical period by suppression of opposition.**

This question can be read as embracing an evaluation of the process of consolidation both in the syllabus-designated >Consolidation period= and in the >Post-Revolutionary period i.e. that is in all the relevant years >following the critical period=. At the same time markers can accept answers which deals solely with the Consolidation period (China mid 1950s to 1976; France 1795 to 1799; USSR 1922 to 1928; and USA 1784-1799). In order to >evaluate the extent= that the process of consolidation was achieved through suppression of opposition candidates will need to make reference to other aspects of the process.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- a definition of the time period in question with relation to the critical period;
- a preliminary assessment of how the revolutions was consolidated in the years following the critical period
- an examination of the specific form taken with the suppression of opposition in the relevant revolution:-

Thus, for example (a) the use of armed force (e.g. Napoleon=s >whiff of grapeshot= in France in 1795), (b) a power struggle for leadership with the elimination by death or exile of a defeated leadership contender (as with Stalin and Trotsky in the Soviet Union) (c) campaigns directed against a particular group or groups such as the anti-intellectual campaigns in the Chinese Cultural Revolution, or (d) hostility towards groups regarded as counter revolutionary as with the anti-Loyalist reaction after the end of the American War of Independence;

- an assessment of other means by which >ideology and power= were consolidated in the aftermath of the revolutionary critical period (e.g. constitution making in the United States, New Economic Policy in the USSR prior to >socialism in one country=) and assess the significance of these >other means=.
- an assessment of the relative significance of the suppression of opposition as against the other aspects outlined above.

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### Question 12

#### **Assess the impact of international influences on the revolution.**

The question implies that there are international influences on each revolution though the nature and extent of these will vary significantly depending on which revolution is the focus of study. At the same time the question is broad-based and candidates should assume that there may be international influences at any or all stages of the revolution.

Candidates would be expected to include some or all of the following elements, to varying degrees of sophistication, in their essays:

- identify what they consider to be international influences on the revolution including ideas, military and/or diplomatic involvement by other powers;
- delineate at which stage or stages of the revolution the international influences were significant;
- assess the impact of the influences being discussed;
- suggest factors which limited the international influences;
- assess the importance both short and long term of international influences compared with other factors.