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2016 HSC Modern History
Marking Guidelines

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Section I — World War I 1914–1919
Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	A
3	C
4	B
5	A

Question 6

Criteria	Marks
• Provides characteristics and features of ONE impact of the Russian withdrawal on WWI • Uses Source *E* and own knowledge	3
• Outlines ONE impact of the Russian withdrawal on WWI • Uses Source *E* and/or own knowledge	2
• Makes a general statement about the source	1

Sample answer:

One impact was the fact that Germany now had 80 divisions in the East that could be moved to fight on the Western Front. This would provide increased manpower for Germany and a chance to break the stalemate.

Answers could include:

- Russia ceased to be a military factor
- German High Command could draw on 80 divisions in the East as reinforcement for the Western Front
- German morale improved
- Germany gained access to increased resources
- Provided more troops for future German offensives.

Question 7

Criteria	Marks
• Demonstrates sound knowledge of how the entry of the USA influenced WWI • Provides a detailed explanation with specific use of BOTH sources and use of own relevant knowledge	6–7
• Demonstrates some knowledge of how the entry of the USA influenced WWI • Provides an outline with specific use of BOTH sources and use of own relevant knowledge	4–5
• Demonstrates relevant knowledge of at least one source • Makes generalisations about how the entry of the USA influenced WWI	2–3
• Demonstrates some use of own knowledge and/or sources	1

Answers could include:

Source C

- USA troops reinforced the Allied soldiers who were tired and nerve-racked
- Affected German morale
- Improved Allied morale
- Avoided the continuation of the stalemate
- Removed the need for a negotiated peace.

Source D

- By early June 1918 the USA had divisional strength
- Inspired German resistance
- Physical comparison of American soldiers to German soldiers was obvious and impacted morale.

Own knowledge

- Increased availability of resources
- Poor tactical decision such as Ludendorff's Spring Offensive
- A key factor in Allied victory.

Section I — World War I 1914–1919
Part B

Question 8

Criteria	Marks
• Makes a sophisticated judgement which demonstrates a thorough understanding of BOTH sources in the context of their usefulness • Provides a comprehensive consideration of reliability and clear understanding of perspectives in the context of the question	9–10
• Makes a clear judgement about the usefulness of BOTH sources to the question but may be uneven in their treatment • Provides a detailed consideration of reliability and clear understanding of perspectives in the context of the question	7–8
• Attempts to make a judgement about the usefulness of BOTH sources to the question, with some reference to perspectives and reliability OR • Provides some consideration and evaluation of the usefulness of ONE source to the question and its perspectives and reliability	5–6
• Generalises about the usefulness of the source(s) with few links to either reliability or perspectives or the question • May paraphrase sources	3–4
• Some reference to the use of sources generally OR • Simple description or paraphrase of one or both sources	1–2

Answers could include:

Source	*Perspective*	*Reliability*	*Usefulness*
A	• It is the British Government perspective • It is a propaganda poster • It was designed to encourage women's participation in the WAAC (Women's Army Auxiliary Corps)	• An official government document • Similar characteristics to other propaganda posters at the time ie it appeals to patriotism through the Union Jack flag • Clearly demonstrates the Women's Auxiliary Army Corps appearance • As a propaganda poster it uses persuasive techniques by showing raised arms and smiling faces calling women to join.	• It shows the impact of the war on women's lives and experiences • Shows one way that women contribute to the war effort • Limited by the fact that they are not showing what tasks the women will be doing in the WAAC • Limited as it focuses more on government recruitment rather than the impact on the lives of the women.

B	• A historian's perspective that shows the impact of the war on the 19 year old Caroline Webb.	• It is reliable as it is a highly detailed source based on academic scholarship • Its purpose is to educate and does not include emotive language • Evidence presented by other sources that women worked and were exposed to dangerous conditions in munitions production is corroborated • The IWM is a highly reliable institution • The reliability of the embedded primary source can be called to question as it was an oral recording made 60 years after the war.	• A detailed source that gives a range of impacts on women's lives and experiences during the war • It shows the types of work done by women, their wages, the dangers they faced and the subsequent impact on their health • It also demonstrates the attitudes within some areas of society to working women • It describes the benefits of working on women's lives.

Section II — National Studies

Option A: Australia 1945–1983
Option B: China 1927–1949
Option C: Germany 1918–1939
Option D: India 1919–1947
Option E: Indonesia 1959–1998
Option F: Japan 1904–1937
Option G: Russia and the Soviet Union 1917–1941
Option H: South Africa 1960–1994
Option I: USA 1919–1941

Questions 9–17

Criteria	Marks
• Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question • Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features • Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
• Addresses the question asked with a sound attempt at a judgement and/or an argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question • Presents a well-structured response drawing on relevant key features • Provides detailed, relevant and accurate historical knowledge and uses appropriate historical terms and concepts	16–20
• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question • Presents a structured response, with some identification of the key features • Provides adequate, relevant and accurate historical knowledge incorporating some historical terms	11–15
• Presents a generalised, mostly relevant narrative or descriptive response • Presents a simple response, with some mention of the key features • Provides limited, relevant and accurate historical knowledge incorporating some historical terms	6–10
• Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete • May be disjointed AND/OR very brief • Provides very limited historical knowledge	1–5

Section III — Personalities in the Twentieth Century

Question 18 (a)

Criteria	Marks
• Presents a detailed, relevant description of THREE significant events in the life of the personality studied • Provides relevant and accurate historical knowledge using a range of appropriate historical terms and concepts	9–10
• Presents a relevant description of THREE significant events in the life of the personality studied • Provides relevant and accurate historical knowledge using appropriate historical terms and concepts	7–8
• Presents a general description of at least TWO significant events in the life of the personality studied • Provides adequate and accurate historical knowledge incorporating some historical terms	5–6
• Presents a limited description of the life of the personality with simple use of historical knowledge incorporating some historical terms	3–4
• Presents ONE or TWO relevant facts about the personality	1–2

Question 18 (b)

Criteria	Marks
• Makes a clear evaluation of the accuracy of the statement as it relates to the significance of the personality in history, supported by detailed, relevant and accurate historical knowledge • Communicates using a sustained, logical and cohesive assessment relating to the significance of the personality within their period of national and/or international history using a range of appropriate terms and concepts	13–15
• Makes a sound attempt at an evaluation of the accuracy of the statement as it relates to the significance of the personality in history, with some details supported by relevant and accurate historical knowledge • Presents a structured, logical argument relating to the significance of the personality within their period of national and/or international history using a range of appropriate terms and concepts	10–12
• Addresses the question with a relevant but largely narrative descriptive response supported by adequate and largely accurate historical knowledge • Presents a structured response relating to the significance of the personality in history (may be implied) incorporating some historical terms	7–9
• Presents a limited description of historical events related to the chosen personality • Communicates using a descriptive narration which may refer to the personality incorporating some historical terms	4–6
• Lists some historical events in the life/period of the chosen personality	1–3

Section IV — International Studies in Peace and Conflict

Option A: Anglo-Irish Relations 1968–1998
Option B: Conflict in Europe 1935–1945
Option C: Conflict in Indochina 1954–1979
Option D: Conflict in the Pacific 1937–1951
Option E: Arab–Israeli Conflict 1948–1996
Option F: The Cold War 1945–1991
Option G: The United Nations as Peacekeeper 1946–2001

Questions 19–25

Criteria	Marks
• Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question • Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features • Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts	21–25
• Addresses the question asked with a sound attempt at a judgement and/or an argument, which demonstrates a well-developed knowledge and understanding of the issue(s) raised in the question • Presents a well-structured response drawing on relevant key features • Provides detailed, relevant and accurate historical knowledge and makes use of appropriate terms and concepts	16–20
• Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question • Presents a structured response, with some identification of the key features • Provides adequate, relevant and accurate historical knowledge incorporating some historical terms	11–15
• Presents a generalised, mostly relevant narrative or descriptive response • Presents a simple response, with some mention of the key features • Provides limited, relevant historical knowledge incorporating some historical terms	6–10
• Attempts a narrative or description which may be only generally relevant AND/OR seriously incomplete • May be disjointed AND/OR very brief • Provides very limited historical knowledge	1–5

2016 HSC Modern History
Mapping Grid

Section I — World War I 1914–1919
Part A

Question	Marks	Content	Syllabus outcomes
1	1	The impacts of the war on women's lives and experiences in Britain	H3.2
2	1	The impacts of the war on women's lives and experiences in Britain	H3.2
3	1	Allied victory	H3.2
4	1	Impacts of the entry of the USA	H3.2
5	1	Impacts of the entry of the USA	H3.2
6	3	Impacts of the Russian withdrawal	H1.1, H3.2
7	7	Impacts of the entry of the USA and of the Russian withdrawal	H1.2, H3.2

Section I — World War I 1914–1919
Part B

Question	Marks	Content	Syllabus outcomes
8	10	The impact of the war on women's lives and experiences in Britain	H1.2, H3.2, H3.3, H3.4

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
9 (a)	25	The Australian Labor Party (ALP) split in 1954 and its consequences	H1.2, H2.1, H4.1 H4.2
9 (b)	25	The Labor Party in power: social, political and economic, policies The 1975 dismissal of the Whitlam government: an historical assessment of the Whitlam government	H1.2, H2.1, H4.1 H4.2
10 (a)	25	Political, economic and social issues in the Chinese republic in 1927–1937 Achievements and limitations of the Guomindang (GMD/Kuomintang) Nationalist Government	H1.2, H2.1, H4.1 H4.2
10 (b)	25	Differing aims and strategies of the GMD and CCP towards the Japanese invasion of China	H1.2, H2.1, H4.1 H4.2
11 (a)	25	Political, economic and social issues in The Weimar Republic to 1933	H1.2, H2.1, H4.1 H4.2
11 (b)	25	Impact of ideology on Nazi foreign policy to September 1939	H1.2, H2.1, H4.1 H4.2
12 (a)	25	The rise of communalism Growth of the All-India Muslim League	H1.2, H2.1, H4.1 H4.2
12 (b)	25	The impact of World War II on Anglo-Indian relations Reasons for and the nature of Independence	H1.2, H2.1, H4.1 H4.2
13 (a)	25	Sukarno's role in politics	H1.2, H2.1, H4.1 H4.2
13 (b)	25	Problems of East Timor and other regions	H1.2, H2.1, H4.1 H4.2
14 (a)	25	Impact of Japanese expansion: annexation of Korea	H1.2, H2.1, H4.1 H4.2
14 (b)	25	Political and economic impacts of the Great Depression	H1.2, H2.1, H4.1 H4.2

Question	Marks	Content	Syllabus outcomes
15 (a)	25	Power struggle between Trotsky and Stalin and its immediate aftermath: reasons for the triumph of Stalin as leader of the USSR	H1.2, H2.1, H4.1 H4.2
15 (b)	25	Impact of Stalinism on society, culture and the economy	H1.2, H2.1, H4.1 H4.2
16 (a)	25	Role and significance of Bantustans and independent black states	H1.2, H2.1, H4.1 H4.2
16 (b)	25	Problems facing the National Party and the ANC in the transition to democracy in South Africa	H1.2, H2.1, H4.1 H4.2
17 (a)	25	Republican economic policies: long-term causes of the Great Depression	H1.2, H2.1, H4.1 H4.2
17 (b)	25	Nature, aims and strategies of US foreign policy 1919–1941 Impact of domestic pressures on US foreign policy 1919–1941	H1.2, H2.1, H4.1 H4.2

Section III — Personalities in the Twentieth Century

Question	Marks	Content	Syllabus outcomes
18 (a)	10	Historical context and/or background and/or rise to prominence and/or significance and evaluation	H1.1, H4.1, H4.2
18 (b)	15	Significance and evaluation	H1.1, H3.4, H4.1, H4.2

Section IV — International Studies in Peace and Conflict

Question	Marks	Content	Syllabus outcomes
19 (a)	25	Reaction in Northern Ireland to Britain on the imposition of Direct Rule	H1.2, H4.1, H4.2
19 (b)	25	New approaches to the old problems of Northern Ireland: Tony Blair (UK) and Bertie Ahearn (Republic of Ireland)	H1.2, H4.1, H4.2
20 (a)	25	Dictatorships in Germany and Italy	H1.2, H4.1, H4.2
20 (b)	25	Battle of El Alamein and the significance of the conflict in North Africa to the European War	H1.2, H4.1, H4.2
21 (a)	25	Consequences of Vietnam's victory against the French Nature and developments of US policy towards Indochina generally and Vietnam in particular	H1.2, H4.1, H4.2
21 (b)	25	Aims and methods of Pol Pot	H1.2, H4.1, H4.2
22 (a)	25	Japanese foreign policy 1937–1941	H1.2, H4.1, H4.2
22 (b)	25	Allied Occupation of Japan to 1951	H1.2, H4.1, H4.2
23 (a)	25	Causes, course and consequences of the 1967 (Six Day) War	H1.2, H4.1, H4.2
23 (b)	25	The Intifada 1987–1994 Palestinian resistance and Israeli response	H1.2, H4.1, H4.2
24 (a)	25	Truman Doctrine and its consequences	H1.2, H4.1, H4.2
24 (b)	25	Nature and impact of crises: Cuba 1962 Czechoslovakia 1968	H1.2, H4.1, H4.2
25 (a)	25	Pursuit of nuclear disarmament	H1.2, H4.1, H4.2
25 (b)	25	Major challenges faced by the international community; racism, refugees, child soldiers, landmines, poverty, gender, inequity, war crimes, illiteracy, AIDS	H1.2, H4.1, H4.2