2018 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	C
2	A
3	D
4	B
5	D

Question 6

Criteria	Marks
• Provides relevant and accurate characteristics and features of the impact of artillery on trench warfare • Uses Source *A* and own knowledge	3
• Provides some characteristics and features of the impact of artillery on trench warfare • Uses Source *A* and own knowledge	2
• Makes a general statement about the source	1

Sample answer:

In Source *A* the impact of artillery can be seen in the damage to the landscape in the enormous shell hole that the soldiers are sitting in. Trenches were also damaged and were often full of debris. In addition, artillery impacted soldiers through shellshock and devastating casualties.

Answers could include:

Source *A:*

- Damage to landscape eg shell hole/craters/destruction of vegetation
- Damage to trenches/trench systems
- Casualties
- Debris.

Own knowledge

- Shellshock
- Prolonged stalemate
- Changing tactics.

Question 7

Criteria	Marks
• Demonstrates sound knowledge of the experience of life in the trenches for both Allied and German soldiers • Provides a detailed description with specific use of BOTH sources and use of own relevant knowledge	6–7
• Demonstrates some knowledge of the experience of life in the trenches for both Allied and German soldiers • Provides a description with specific use of BOTH sources and use of own relevant knowledge	4–5
• Makes generalisations about the experience of life in the trenches for both Allied and German soldiers • Provides a limited description with use of at least one source	2–3
• Demonstrates some use of own knowledge and/or sources	1

Answers could include:

Source *B*:
- Types of food eaten by soldiers
- Limited nature of diet
- Cooking methods
- Weather
- Scarcity of food.

Source *C*:
- Clothing
- Tools and weapons
- Structure of trenches
- Mateship.

Own knowledge:
- Boredom, monotony
- Camaraderie
- Rats, lice
- Disease, trenchfoot
- Shellshock
- Experience depends on location
- Change over time
- Experiences could be different in Allied and German trenches.

Section I — World War I 1914–1919
Part B

Question 8

Criteria	Marks
• Makes a sophisticated judgement which demonstrates 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 in relation 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 in relation to the question with some reference to perspective and reliability OR • Provides some consideration and evaluation of the usefulness of ONE source in relation to the question and its perspective and reliability	5–6
• Generalises about the usefulness of the source(s) in relation to the question with links to either perspective or reliability • 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*
D	• German General • Memoirs • 1920	• Close proximity to event • Can be corroborated • Provides detail • Honest assessment • Some regret evident	• Insight into desperation of German position in 1918 • Importance of Amiens and Villiers-Bretonneux as a turning point • Lack of German capacity to wage war by 1918 • Impact of morale
E	• Secondary source • 2003	• Highly detailed • Academic scholarship • Purpose to educate • Can be corroborated • Objective language	• Provides a range of reasons for German military failure • Comprehensive consideration of a range of factors • Limited assessment of the Spring Offensive as a turning point • Fails to consider Allied response

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 historical 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 • Provides a structured response, with some identification of key features • Provides adequate, relevant and accurate historical knowledge and 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

Answers could include:

Question 11 (a)

- Significant extent – gave legitimacy to forces opposing the WR government
- Ebert-Groener Pact 1919 – destabilises WR, creates a 'state within a state'. Government reliant on army to suppress opposition eg Spartacist Uprising, however Kapp Putsch 1920 shows army subverts democracy when its own influence is at stake (however WR still has support of the workers therefore army not completely responsible)
- Role of Hindenburg legitimises role of army in 1920s
- Other contributing factors: economic crises – hyperinflation, Great Depression
- Constitutional weaknesses – proportional representation, instability, Article 48 Emergency decree, exploitation of weaknesses by Hitler
- Humiliation of Versailles, Article 231 November Criminals, dolschstosslegende
- Liberalism and cultural flowering of Stresemann's Golden Era
- Role of conservative elites and leniency of judicial system towards right wing
- Anti-communist sentiment
- Emergence of Hitler and the NSDAP, underestimation of Hitler by Hindenburg's advisers, realisation that power needed to be obtained legally rather than by force
- Rise of militarism, violence in the streets, role of SA
- Potsdam – Hitler gains support from army
- Role of nationalism.

Question 11 (b)

- Instruments of repression, terror and propaganda highly influential
- Propaganda: to support regime. Role of Goebbels as Minister for Propaganda and Enlightenment. Censorship, control of media, arts and literature, music, cinema. End to liberal Golden Era and return to conservative
- Fuhrer myth – elevated Hitler to god-like status, patriarchal society, return to traditional family values eg Mother Cross, medals to increase birth rate. 'Kinder, Kirche, Kuche'.
- Mein Kampf, Nazi salute, flags, images of Hitler compulsory
- Hitler Youth and BDM to indoctrinate and reinforce the ethos of the German State
- Propaganda, terror and repression created Volksgemeinschaft and anti-semitism/Nuremburg Laws
- Terror highly organised and effective in controlling the majority of people. Use of Gestapo, SS, SA to intimidate and enforce Nazi control
- Propaganda created paranoia and increased popularity of regime. Fear of Gestapo although propaganda suggests that there were more officers than reality
- Some opposition eg White Rose, Eldeweiss Pirates, Swing Youth
- Concordant of Church – Nazism as state religion
- Key events: Night of Long Knives 1934 and later purges of army leadership created fear within society
- Propaganda targeting workers eg Strength through Joy campaign
- Repression brought political change eg banning of parties, removal of Jews from Civil service, book burnings as propaganda.

Answers could include:

Question 15 (a)

- Significant extent, essential in combating both internal and external opposition
- Without victory in the civil war the Bolsheviks would have been unable to consolidate
- Defeat of external international enemies example
- War communism – gained control of the economy
- Role of Trotsky, propaganda train, leadership of the Red Army
- Gave Bolsheviks legitimacy – rid of foreign invaders and established themselves as the rightful government
- Role of Red Army – spread propaganda of the revolution, creation of political officers – Comrade
- Role of terror – creation of Cheka (internal instrument of coercion)
- Civil war created the infrastructure to allow the Bolsheviks to deal with opposition
- Gained support of the people – defeating the Whites/ pro Tsarist supporters and spreading the ideas of Marxism
- However: while victory in the civil war did contribute it came at a huge cost – famine, toughness of grain requisitioning, Red terror, conscription into Red Army, 1921 workers' opposition meant NEP needed
- NEP significant in the consolidation – necessary breathing space for the longer leap forward.

Question 15 (b)

- Show trials and 'the Terror' shaped the Soviet Union to an enormous extent as they completely changed the nature of BOTH the communist party and Soviet society
- Show trials – Communist party: elimination of internal and legitimate threats to Stalin, old Bolsheviks, party members with the deepest understanding of Marxist ideologies are gone
- Show trials – Soviet society. Paranoia – idea that no one is above the purging, unsettled society that great communist leaders were now traitors to the cause. Broadcasting of show trials as Stalinist propaganda, coercion of defendants to confess to give legitimacy to the trials
- Cements Stalin's authority in the eye of the people / cult of personality
- The Terror: Kirov Decrees allowed for increased police state
- Impact of the Terror on the Communist party – members make up the highest percentage of victims, established a party of 'Yes' men who now owe their position to Stalin. Destabilises Communist party, allows for restructure under Stalin. Party transformed to people in it for their own gain rather than traditional Marxist ideology (people settle old scores by informing on their colleagues)
- Impact of the Terror on society – paranoia and fear, increased role of the NKVD to arrest and detain, decrease of personal liberty, enormous number of murder victims, sent to Gulags, exile. Sentenced without trial. Loss of expertise eg engineers, teachers, artists, scientists. Purge of the army, loss of leadership. Destruction of family life, propaganda to encourage citizens to turn in each other
- Rise of the cult of personality and dominance of Stalin
- Students could also consider other factors that shaped Soviet society, such as economic factors, social and cultural policy eg The Great Retreat.

Section III — Personalities in the Twentieth Century

Question 18 (a)

Criteria	Marks
• Presents a detailed, relevant outline of THREE key ideas AND/OR individuals that shaped 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 outline of THREE key ideas AND/OR individuals that shaped the life of the personality studied • Provides relevant and accurate historical knowledge using appropriate historical terms and concepts	7–8
• Presents a general outline of at least TWO key ideas AND/OR individuals that shaped the life of the personality studied • Provides adequate and accurate historical knowledge incorporating some historical terms	5–6
• Presents a limited outline of the life of the personality studied 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 assessment of the extent to which the personality's positive contribution to history is overshadowed by their weaknesses, supported by detailed, relevant and accurate historical knowledge • Communicates using a sustained, logical and cohesive assessment relating to the personality's contribution 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 assessment of the extent to which the personality's positive contribution to history is overshadowed by their weaknesses, supported by some relevant and accurate historical knowledge • Presents a structured, logical argument relating to the personality's contribution 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 personality's contribution within their period (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: The 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 historical 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 • Provides a structured response, with some identification of key features • Provides adequate, relevant and accurate historical knowledge and 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

Answers could include:

Question 20 (a)

- Far greater impact on Britain than WWI. More frequent direct attacks eg Battle of Britain and the Blitz
- Increased government interference in daily life, increased censorship
- Increased civilian casualties, 1 million houses destroyed = homelessness
- Increase of foreign soldiers in Britain
- 1.5 million children evacuated to the countryside
- Home Guard established to maintain order
- Blackouts, sandbags, pillboxes, air-raid wardens, Anderson shelters, gas masks
- Rationing and women enabled the economy to continue. 65 000 women Land Army, 2 million women worked in factories
- Rationing saw Victory Gardens and the rise of the black market
- Wages doubled and living standards increased. Worker canteens
- Impact of German bombing on British cities was extensive but strengthened resolve – 'we can take it' mentality. German bombing never critically threatened the British economy like British bombing did to Germany
- Increased birth rates, emergency hospital saw health improved as mortality rates dropped
- Collapse of the German Homefront was a contributing reason for German defeat
- Germany late to switch to total war (unlike Britain which benefited from implementing it from the beginning). 'Business as usual' and reliance on supplies from occupied territories
- Morale: propaganda about early blitzkrieg successes became more racist towards the end of the war
- Final Solution – Hitler diverted supplies away from the war effort to maintain his racist policies
- German cities: evacuated children, fire drills, air raid wardens and blackouts
- German police-state (Gestapo and propaganda) ensured cooperation of the people
- Allied bombing of Germany had a bigger impact than the Blitz – Hamburg, Dresden destroyed
- Nazi ideology, persecution of minorities affected society
- German economy affected, factories moved underground, move to total war from 1943. Speer prolonged the war effort up to a year implementing rationalisation etc
- Loss of 750 000 German civilian casualties had a disastrous impact on the German war effort
- Hitler's insistence that women remain in the home meant they didn't enter the workforce until the end of the war.

Answers could include:

Question 20 (b)

- Was of decisive importance – showed the weaknesses of Germany
- Germany faced a war on multiple fronts. 1943 Tehran Conference: Stalin needed Churchill and Roosevelt to launch Operation Overlord to open a second front in the west to assist with the 1944 Russian counteroffensives in the east
- Hitler knew an invasion was imminent – overstretched his defences (Atlantic War) which overextended German resources
- Allies required naval and air superiority to enable Operation Overlord which contributed to end of conflict
- Allied superiority of manpower and Germany's inability to replace its losses. Allied ability to claim the beachheads and advance inwards saw the Allies able to transport 1 million troops into France by July (overwhelm Germany)
- 100 000 German troops in Falaise pocket, by August 2 million Allied soldiers were in France enabling the liberation of France on 25 August
- Liberation of France marked the beginning of the end of the war in the west. Germany was now retreating.

Other reasons:

- Allied victory in the Battle of Britain kept Britain in the war
- North African campaign – Italy shown to be a weak ally, further drain on German resources, Rommel's Afrika Korps sent to assist. Denied the Axis powers access to Suez Canal/oil
- Russian campaign and Soviet counteroffensives – massive war of attrition and inability to replace devastating losses
- Allied bombing campaign – devastating impact on civilian morale and German economy
- Germany overextended, drained resources and unable to replace losses, fighting a war on multiple fronts
- Superior leadership of Allies – Zhukov, Montgomery. Hitler's incompetence/mistakes.

Answers could include:

Question 21 (a)

The ineffectiveness of US and South Vietnamese strategies hastened communist victory, though account may also be taken of the success of the strategies and tactics adopted by the North Vietnamese.

Strategies

- US always on defence
- War of attrition
- Winning Hearts and Minds failed partly due to Strategic Hamlets program and agrovilles
- Credibility of US crippled as aims constantly shifted
- Policy of containment ineffective
- Vietnamisation
- US saw conflict in global terms, not as a local conflict
- US fundamentally misunderstood the nature of warfare in Vietnam, relied too heavily on helicopters, mobility, mass bombing, technological solutions
- Pacification undermined by search and destroy missions and bombing
- Growing anti-war sentiment in US.

Tactics

- US not well trained in jungle warfare, unsuitable equipment
- SVA essentially only in policing roles and backup to US forces
- Cedar Falls 1967, search and destroy missions, carpet bombing, Operation Junction City 1967
- Effectiveness of Vietcong guerrilla warfare and NVA use of Ho Chi Minh Trail
- Sophisticated weaponry and devastating the environment not equal to NV strategic advantage of familiar terrain, hearts and minds of people.

Question 21 (b)

US policies played a significant role in Pol Pot's rise to power.

- 1959 Khmer Rouge had little popular support
- Sihanouk balanced Cambodia's neutrality
- Vietnam War spilt over to Cambodia, Ho Chi Minh Trail extended into Cambodia
- US secret bombing of Cambodia, Nixon Doctrine, killing thousands of innocent civilians, destroyed rice, weakened economy
- Lon Nol coup, end of neutrality, became aligned with US, repressive, corrupt
- Sihanouk links with Khmer Rouge, adding legitimacy
- US withdrawal from Vietnam in 1973 and Paris Peace Agreements had immense effect on fragile Khmer Republic – led to overthrow of Lon Nol regime
- Carpet bombing by US B-52s led to collapse of agriculture and two million refugees into Phnom Penh, inflation, drove many new recruits to Khmer Rouge.

Answers could include:

Question 24 (a)

To a huge extent – crises were often a catalyst for changing policies and strategies of the USA and USSR.

Berlin 1961

- Berlin was a Cold War hot spot. It was a source of tension since the end of WW2. USSR angered that there was a bastion of capitalism within their sphere of influence. USA would defend to the hilt eg response to 1948 blockade
- 1961 marked a change in the relationship and strategy towards Berlin
- Crisis – Khrushchev needed to stem the flow of expertise draining from East to West. Problematic to defend superiority of communist system when people are fleeing
- Building of the wall improved relations.

USSR	*USA*
• Use of physical barrier • Felt secure so could move into other areas such as the third world eg Cuba • Money could be spent domestically.	• Berlin question was temporarily decided • Eased tensions – wall a lot better than a war • Wall acted as a tool for propaganda • Europe is settled as a Cold War battleground.

Cuba 1962

- Biggest crisis – huge significant change in relations after intense conflict actually improved relations

USSR	*USA*
• Change in policy – massive retaliation to MAD • Change in strategy – never interfered in each other's sphere of influence again • Communications improved with the hotline so leaders could communicate with each other • Arms race – test ban treaty.	• Change in policy – massive retaliation to MAD • Change in strategy – never interfered in each other's sphere of influence again • Communications improved with the hotline so leaders could communicate with each other • Economic – began small trade • Arms race – test ban treaty.

Czechoslovakia

- Russian troops invaded and the US let them.

USSR	*USA*
• Introduction of the Brezhnev doctrine – pattern used again in Afghanistan.	• No response reinforced the change in policy from Cuba – no interference in each other's sphere of influence.

Other possible reasons/factors

- Leadership
- Domestic issues – economic/political problems in both countries eg peaceful coexistence as a result of de-Stalinisation, Kennedy can't be soft on communism
- Arms race
- Involvement in the third world (USA did not interfere in Czechoslovakia because about to escalate involvement in Vietnam).

Answers could include:

Question 24 (b)

Vietnam

- USA intervention in Vietnam problematic – domestic politics/economically
- Needed to improve relations with the USSR
  - Had to find a way to get out of the war with honour
  - Can't fight the Soviets and contain communism in SE Asia
  - Can't spend lots of money on arms race and pay for Vietnam
- Russia – not concerned with Vietnam – happy US bogged down but need better relations so that they can deal with economic/social issues

Sino-Soviet split

- USSR – split meant that they could no longer be seen as the monolithic Marxist force that the US feared
- Split meant that they had to look at improving relations especially when Nixon began 'rapprochement' with China
- USA – split allowed for rapprochement with China and resulted in a triangular relationship
- Able to leverage/exploit situation to push for better relations that they needed as a result of Vietnam and economic problems.

Other factors

- Economic problems
- Genius of Nixon/Kissinger
- Arms race too expensive.

2018 HSC Modern History Mapping Grid

Section I — World War I 1914–1919
Part A

Question	Marks	Content	Syllabus outcomes
1	1	World War I 1914–1919	H1.1, H3.2
2	1	World War I 1914–1919	H1.1, H3.2
3	1	World War I 1914–1919	H1.1, H3.2
4	1	World War I 1914–1919	H1.1, H3.2
5	1	World War I 1914–1919	H1.1, H3.2
6	3	World War I 1914–1919	H1.1, H3.2, H4.1
7	7	World War I 1914–1919	H1.1, H3.2, H4.1, H4.2

Section I — World War I 1914–1919
Part B

Question	Marks	Content	Syllabus outcomes
8	10	World War I 1914–1919	H1.2, H3.2, H3.3 H4.1, H4.2

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
9 (a)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
9 (b)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
10 (a)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
10 (b)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
11 (a)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
11 (b)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
12 (a)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
12 (b)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
13 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
13 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
14 (a)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
14 (b)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
15 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
15 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
16 (a)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
16 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
17 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
17 (b)	25	USA 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	Personalities in the Twentieth Century	H1.1, H2.1, H4.1, H4.2
18 (b)	15	Personalities in the Twentieth Century	H1.2, H2.1, H3.4, H4.1, H4.2

Section IV — International Studies in Peace and Conflict

Question	Marks	Content	Syllabus outcomes
19 (a)	25	Anglo–Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
19 (b)	25	Anglo–Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
20 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
20 (b)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
21 (a)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
21 (b)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
22 (a)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
22 (b)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
23 (a)	25	The Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
23 (b)	25	The Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
24 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
24 (b)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
25 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2
25 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2