Time allowed

- Perusal time: 10 minutes
- Working time: 2 hours 30 minutes

Examination materials provided

- Paper Two – Question and response book
- Paper Two – Historical sources book

Equipment allowed

- QSA-approved equipment

Directions

Do not write in this book during perusal time.
Paper Two requires an extended written response to historical evidence. There are three questions. Respond to one question only.

Assessment

Assessment standards are at the end of this book.

After the examination

The supervisor will collect this book when you leave the examination room.
Study the sources in the historical sources book before responding to one of the following questions.
Extended written response to historical evidence

Paper Two refers to your study of *China: the impact of Mao Zedong* from *Studies of Change* (Theme 3 of the 2008 senior external syllabus for Modern History).

Choose one of the following statements. An extended response of 600–800 words is required. Your response can agree, disagree or qualify the views represented in the statement. You must use relevant sources and reference them in your response. The referencing of sources can refer to the source number or the author. It is important to use the sources critically, not just summarise them.

Planning space is provided.

Suggested time allocation:

- studying the sources in the historical sources book: **30 minutes**
- planning and writing your essay response: **2 hours**.

**Either**

**Statement A**

After the Third Plenum of the Eleventh Central Committee (of the CCP) in December 1978, most of the elders rejected not only Mao’s utopian visions of the egalitarian society of the Great Leap Forward and the unending class struggle of the Cultural Revolution but also the Stalinist model of state control of the economy, collectivization of agriculture, and emphasis on heavy industry that China had followed since the 1950s.

Goldman M and MacFarquhar R (eds), *The Paradox of China’s Post-Mao Reforms*

**or**

**Statement B**

Mao has been portrayed as the greatest Marxist of the mid-twentieth century, and his Marxism as the fulfillment of the Marxian revolutionary idea, the articulation in practice of Marx’s theory of revolution.

Dirlik A, *The Predicament of Marxist Revolutionary Consciousness: Mao Zedong, Antonio Gramsci and the Reformulation of Marxist Revolutionary Theory*

**or**

**Statement C**

Though “Marxism-Leninism-Mao Zedong thought” remains the official state religion, it is a religion largely devoid of faith and faithful, its true believers having dwindled to a mere handful of … old men.

Baum R, *Burying Mao: Chinese politics in the age of Deng Xiaoping*

End of Paper Two
Planning space
### Assessment standards from the 2008 Senior External Syllabus for Modern History

**Paper Two**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Forming historical knowledge through critical inquiry</strong></td>
<td>In response to historical questions, the candidate:</td>
<td>In response to historical questions, the candidate:</td>
<td>In response to historical questions, the candidate:</td>
<td>In response to historical questions, the candidate:</td>
<td>In response to historical questions, the candidate:</td>
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<tr>
<td></td>
<td>• uses a diversity of primary and secondary sources to:</td>
<td>• uses primary and secondary sources to:</td>
<td>• generally uses primary and secondary sources to:</td>
<td>• generally, when dealing with historical sources:</td>
<td>• includes some information relevant to the topic:</td>
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<td></td>
<td>-- comprehend and apply explicit and implicit meanings</td>
<td>-- comprehend explicit and implicit meanings</td>
<td>-- comprehend explicit meanings</td>
<td>-- identifies basic explicit facts</td>
<td>• comprehends some factual detail in a basic historical source:</td>
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<td></td>
<td>-- analyse to identify implicit and explicit patterns of information and categorise evidence</td>
<td>-- analyse to identify explicit patterns and allocate information to categories</td>
<td>-- identify simple and familiar concepts, values and motives that are explicit</td>
<td>-- comprehends some of the explicit meaning</td>
<td>• recognises information with some common characteristics in a basic historical source:</td>
</tr>
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<td></td>
<td>-- perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source</td>
<td>-- interpret values and motives and identify perspectives</td>
<td>-- analyse to identify obvious themes or patterns</td>
<td>-- groups information according to identified classifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-- corroborate primary and secondary sources</td>
<td>-- corroborate secondary sources</td>
<td>-- recognise relevant sources</td>
<td>-- where decisions are made, supports them mainly with opinions.</td>
<td></td>
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<td></td>
<td>• evaluates the relevance, representativeness, likely accuracy and likely reliability of sources</td>
<td>• evaluates the relevance, likely accuracy and likely reliability of sources</td>
<td>• detect bias in sources</td>
<td></td>
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<tr>
<td></td>
<td>• synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td>• synthesises evidence from primary and secondary sources to make reasoned decisions.</td>
<td>• refers to mainly secondary sources to make obvious decisions.</td>
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</table>


### Communicating historical knowledge

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
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<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>When using written forms in examination conditions, the candidate:</td>
<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• presents coherent, valid historical arguments that:</td>
<td>• communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• communicates some recalled or selected accurate definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recall or selection of accurate historical knowledge</td>
</tr>
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<td></td>
<td>• presents coherent, valid historical arguments that:</td>
<td>– incorporate concepts of change and continuity over time</td>
<td>• presents coherent responses to basic historical research questions that:</td>
<td>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
<td>• produces incomplete responses that do not meet stipulated requirements.</td>
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<td></td>
<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– incorporate some reference to sources of historical evidence</td>
<td>– incorporates some direct reference to appropriate sources of historical evidence</td>
<td>[Continued]</td>
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<td></td>
<td>– accord closely with the style and conventions applicable to the format of the required response</td>
<td>– accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>– are expressed in descriptive and explanatory language in which the meaning is discernible despite frequent errors in vocabulary, style and conventions</td>
<td>– use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies</td>
<td>• produces superficial responses.</td>
</tr>
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<td></td>
<td>– refer to evaluation processes without disrupting the argument</td>
<td>– incorporate direct and indirect reference to relevant historical evidence</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
<td>• produces responses that may not meet all of the stipulated requirements.</td>
<td>[Continued]</td>
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Acknowledgments


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