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 statements. Respond to one statement only.

Assessment
Assessment standards are at the end of this book.

After the examination session
The supervisor will collect this book when you leave.
Extended written response to historical evidence

Paper Two relates to your study of People’s Republic of China: Marxism and capitalism (1949 to the present) from Theme 6: History of ideas and beliefs (from the 2008 senior external syllabus for Modern History).

Study the sources in the historical sources book before responding to one of the following statements in 600–800 words. Your response can agree, disagree or qualify the views represented in the statement. Cross out any draft work that is not to be assessed.

You must use a range of seen and unseen sources and reference them in your response. The referencing of sources can refer to the letter/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: 30 minutes
- planning and writing your essay response: 2 hours.

Either

Statement 1

... Chinese communism during the wartime period was “a particularly virulent form of nationalism” — peasant nationalism — and the communist rise to power was “a species of nationalist movement”.

Colin McKerras, Eastern Asia: An Introductory History, 1992

or

Statement 2

The Communist revolution that raised the flag of the People’s Republic of China on Oct. 1, 1949, aimed at crushing this past and creating a perfect egalitarian society. But neither Mao nor Mr Deng seemed able or, indeed, willing to completely bury the imperial tradition.

Patrick E Tyler, Deng Xiaoping: A Political Wizard who put China on the Capitalist Road, 1997

or

Statement 3

Today Mao is officially revered as the founding father of modern China but is no longer promoted as an influence on policy.

Joseph Kahn, A textbook example of changes in China, 2006

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>• uses a diversity of primary and secondary sources to:</td>
<td>• uses 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>• generally, when dealing with historical sources:</td>
</tr>
<tr>
<td>– comprehend and apply explicit and implicit meanings</td>
<td>– comprehend explicit and implicit meanings</td>
<td>– comprehend explicit meanings</td>
<td>– comprehend explicit meanings</td>
<td>– identifies basic explicit facts</td>
<td>– includes some information relevant to the topic</td>
</tr>
<tr>
<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>– analyse to identify obvious themes or patterns</td>
<td>– comprehends some of the explicit meaning</td>
<td>– comprehends some factual detail in a basic historical source</td>
</tr>
<tr>
<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>– recognise relevant sources</td>
<td>– detect bias in sources</td>
<td>– groups information according to identified classifications</td>
<td>– recognises information with some common characteristics in a basic historical source</td>
</tr>
<tr>
<td>– corroborate primary and secondary sources</td>
<td>– corroborate secondary sources</td>
<td>– refers to mainly secondary sources to make obvious decisions.</td>
<td></td>
<td></td>
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<tr>
<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></td>
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<td></td>
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<tr>
<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></td>
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</table>

In response to historical questions, the candidate:

• uses primary and secondary sources to:
  – comprehend explicit and implicit meanings
  – analyse to identify explicit patterns and allocate information to categories
  – interpret values and motives and identify perspectives
  – corroborate secondary sources
  • evaluates the relevance, likely accuracy and likely reliability of sources
  • synthesises evidence from primary and secondary sources to make reasoned decisions.

In response to historical questions, the candidate:

• generally uses primary and secondary sources to:
  – comprehend explicit meanings
  – identify simple and familiar concepts, values and motives that are explicit
  – analyse to identify obvious themes or patterns
  – recognise relevant sources
  – detect bias in sources
  • refers to mainly secondary sources to make obvious decisions.
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Communicating historical knowledge</td>
<td>When using written forms in examination conditions, the candidate:</td>
<td>When using written forms in examination conditions, the candidate usually:</td>
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<td></td>
<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• communicates accurately recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected accurate definitions and historical knowledge</td>
<td>• communicates some recall or selection of accurate historical knowledge</td>
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<td></td>
<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents coherent responses that:</td>
<td>• presents 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>
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<td></td>
<td>– incorporate concepts of change and continuity over time</td>
<td>– refer to the causes and consequences of changes and continuities over time</td>
<td>– use some historical concepts</td>
<td>– incorporate some direct reference to appropriate sources of historical evidence</td>
<td>– incorporates some direct reference to appropriate sources of historical evidence</td>
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<td></td>
<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions</td>
<td>– convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions</td>
<td>– convey meaning that is sometimes discernible despite errors in vocabulary, style and conventions</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>– use appropriate conventions of a recognised system of in-text referencing</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
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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>– produces responses that may not meet all of the stipulated requirements.</td>
<td>– incorporates direct and indirect reference to relevant historical evidence</td>
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<tr>
<td></td>
<td>– incorporate direct and indirect references to diverse relevant historical evidence</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
<td>– produces superficial responses.</td>
<td>– use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies</td>
<td>– produces incomplete responses that do not meet stipulated requirements.</td>
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<td></td>
<td>– accurately use the conventions of a recognised system of in-text referencing</td>
<td>– meets stipulated requirements of responses in most instances.</td>
<td>– produces responses that may not meet all of the stipulated requirements.</td>
<td>– produces responses that may not meet all of the stipulated requirements.</td>
<td>– produces responses that may not meet all of the stipulated requirements.</td>
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<td>• meets all stipulated requirements of length and format of responses.</td>
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