Modern History
Paper Two — Question and response book

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

- QCAA-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

Paper Two assesses the following assessment criteria:

- Forming historical knowledge through critical inquiry
- Communicating historical knowledge

Assessment standards are at the end of this book.

After the examination session

The supervisor will collect this book when you leave.
Planning space
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 of the syllabus: History of ideas and beliefs.

Study the sources in the historical sources book before responding to one of the statements below in 600–800 words.

Develop a hypothesis that indicates whether you agree or disagree with the selected statement, then write a response that justifies your hypothesis.

You must:

• use a range of seen and unseen sources in your response
• use the sources critically; do not just summarise them
• reference the sources you use
• also refer to specific events in the time frame 1949 to the present.

The referencing of sources can refer to the source letter/number or the author.

Planning space is provided. Cross out any draft work that is not to be assessed.

Suggested time allocation:

• studying the sources: 30 minutes
• planning and writing your essay response: 2 hours.

Either

Statement 1 — Image and reality
‘The ultimate and all-important objective remains to maintain Chinese Communist Party (CCP) rule over China, and it seems that the Party is adaptable on every other front in order to support this goal. Whilst still relying upon the rhetoric of Marxism–Leninism–Mao Zedong Thought, the reality bears little resemblance, and the implicit ideology of economic development directly contradicts the Party’s roots in many ways.’


or

Statement 2 — Change and continuity
‘China has a long history of authoritarian rule that has penetrated every facet of society, from the early emperors to the present governing elite. Indeed it could be argued that the CCP represents a modern manifestation of a traditional dynastic succession and that the extant [existing] political system is a continuation of the ancient Confucian hierarchical order.’

Moles, BW 2012, Chinese Nationalism and Foreign Policy: A Cause for Concern or Patriot Games?, www.e-ir.info, accessed 3 April 2014

or

Statement 3 — Revolutionaries and managers
‘The Chinese Communist Party, which started in 1921 as a revolutionary organisation with a dozen founders, is now a technocracy* with 80 million members and distinctly aristocratic tendencies. … the party has built its legitimacy on managerial competence and national strength, particularly with economic growth and engineering prowess.’


* A social system in which scientists, engineers and technicians have high social standing and political power.

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

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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</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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<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>
<td>• includes some information relevant to the topic</td>
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<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>
<td>• comprehends some factual detail in a basic historical source</td>
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<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>– groups information according to identified classifications</td>
<td>• recognises information with some common characteristics in a basic historical source</td>
<td>• recognises information with some common characteristics in a basic historical source</td>
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<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>– where decisions are made, supports them mainly with opinions.</td>
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<td>– corroborate primary and secondary sources</td>
<td>– corroborate secondary sources</td>
<td>– recognise relevant sources</td>
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<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>
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<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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<tr>
<td>Criterion</td>
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<td><strong>Communicating historical knowledge</strong></td>
<td>When using written forms in examination conditions, the candidate:</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, 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>• 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>– 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 reference to sources of historical evidence</td>
<td>– incorporates some direct reference to appropriate sources of historical evidence</td>
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<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>– are expressible in descriptive and explanatory language in which the meaning is discernible despite frequent errors in vocabulary, style and conventions</td>
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<td>– accord closely with the style and conventions applicable to the format of the required response</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>
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<td>– refer to evaluation processes without disrupting the argument</td>
<td>– use appropriate 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 incomplete responses that do not meet stipulated requirements.</td>
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<td>– incorporate direct and indirect references to diverse relevant historical evidence</td>
<td>• meets all stipulated requirements of length and format of responses.</td>
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