Statistics

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General comments

The performance of candidates in the 2011 examination was greatly improved from previous years. Candidates’ overall achievement reflected effective preparation for the examination and a sound understanding of the assessment standards. The highest performing candidates demonstrated sophisticated, effective and skilful application of the understandings described in the assessment criteria:

- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

Candidates awarded VHAs demonstrated an understanding of the discipline of history. This was evident in essay responses that appropriately used historical language and terminology, and used the textual features and conventions of historical writing. These candidates showed a consistent understanding of the nature of historical sources, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge. The quality of their analysis and evaluation of sources, and their use of interpretations to develop valid and coherent historical arguments in Paper Two, showed skilful application of these understandings.

Previous assessment reports have commented on Paper One: Part A which assesses candidates’ understanding of historical inquiry and their application of these processes in a research task. Candidates’ responses are based on the five major aspects of inquiry described in the syllabus — Definitions; Sources; Backgrounds, changes and continuities: motives and causes; Effects, interests and arguments; and Reflections and responses.

It is important for prospective candidates to carefully consider and reflect on the inquiry topic on the aspect of Australian history — organised under “Theme 1: National history” or “Theme 4: Studies of power”. Candidates need to prepare for the style of written responses required to successfully complete this part of the paper and ensure the questions are clearly understood.
Sample responses published in previous assessment reports provide sound models. This part of the examination is the only opportunity for candidates to demonstrate the quality of their learning in Criterion 1: Planning and using a historical research process.

Paper One

Part A: Reflections on the research inquiry process

Candidates were required to refer to a topic of their choice from “Theme 1: National history” about Australia, including the evolution of a nation state from Federation to the end of World War I, the impact of immigration from 1945 to 1975, and the effect of changes in the workplace from 1972 to the present.

In Part A the performance of the majority of candidates showed sound preparation in terms of understanding the topic, analysing and evaluating sources and reflecting on the process of historical inquiry.

As stated in previous assessment reports, candidates need to make use of a greater range of sources in their inquiry and describe the evaluation of these sources clearly and thoughtfully. There is an extensive range of primary and secondary sources readily available for the inquiry topics listed above.

Part B: Extended written response to an unseen question

Part B assessed Communicating historical knowledge. Candidates were required to write an extended response to one question chosen from the four questions provided. The questions were based on “Theme 2: Studies of conflict”.

One candidate did not complete Part B.

Question 1 — The causes and outcomes of World War I

Nine candidates responded to this question and all wrote sound essays which demonstrated good knowledge and understanding of the topic. The candidates were able to move in varying degrees beyond the descriptive and make sound evaluations of issues and sources in response to the question. This assisted in the construction of valid arguments. Improvements to the quality of responses could have been made with more reference to actual sources or historical viewpoints in a broader sense.

Question 2 — The causes and outcomes of World War II

Seventeen candidates, including the majority of the highest performing candidates, responded to this question. Many candidates found this question challenging and their responses were hampered by attempts to write a broad sweep of the topic rather than focus on developing a specific argument that responded to the question. Some lower performing candidates focused too heavily on the personality of Adolf Hitler rather than the foreign policy under the Nazi regime. As with Question 1, responses could have been improved with more reference to sources and/or historical viewpoints.
**Question 3 — Women’s movements and feminism**

There were no responses to this question.

**Question 4 — The Arab–Israeli conflict**

There were no responses to this question.

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**Paper Two**

**Extended written response to historical evidence**

Paper Two was designed to allow candidates to demonstrate their understanding and experience of *Forming historical knowledge through critical inquiry*. Candidates were required to write an extended written response to one statement chosen from the three provided. The response could agree, disagree or qualify the views represented in the statement, and candidates had to use and reference relevant sources (both seen and unseen) in their response. The instructions to candidates stressed that sources were to be used critically. The statements provided referred to the study of China: The impact of Mao Zedong from “Theme 6: History of ideas and beliefs”. Each statement offered opportunities for candidates to explore different aspects of the impact of Mao Zedong and changes that shaped modern China.

Paper Two was the only part of the examination where candidates could demonstrate their achievement in Criterion 2. It was important for candidates to perform well to obtain a high overall result.

The highest quality responses were able to recognise, discuss and evaluate the positive and negative impacts of Mao Zedong on the development of modern China, and make considered judgments about the impacts. Good quality responses recognised the role of Mao Zedong in shaping and influencing the ideas of modern China without focusing solely on the negative events.

The majority of candidates produced responses that were at a sound level or better, with candidates generally performing better than in the extended response part of Paper One. Higher performing candidates demonstrated the development of hypotheses and the use of seen and unseen sources in a critical rather than descriptive manner. They also constructed arguments that featured the evaluation of sources and development of a position through analysis and synthesis of historical evidence and understanding.

Candidates need to focus on the critical evaluation of sources and the integration of sources into historical arguments. These skills are essential in demonstrating the Criterion 2 standards at high levels.

**Statement 1**

One candidate responded to this statement. This candidate performed at a very high level and was able to relate the key events in the statement to the source material and develop arguments about the nature of Mao’s Marxism (Mao Zedong Thought). Sources were particularly well used, critically evaluated and integrated into the text of the argument.
**Statement 2**

Five candidates responded to this statement. Although responses varied in quality, each candidate argued that Chinese communism drew on the traditionalism of the imperial past and were able to use the sources to support this position.

**Statement 3**

This was the most popular statement with 21 candidates responding to it, although the quality of responses varied. Some lower performing candidates focused superficially on Mao and expressed generalised views about the links between his ideas and contemporary China. The best responses discussed the movement from communism to state capitalism and framed arguments about the lasting impact of Mao and referenced a range of sources about Mao Zedong Thought, China’s recent past, and contemporary China.

**Sample responses**

The following response was selected from those scripts that met the A standard in all criteria in both papers. It has been reproduced exactly as written and therefore includes any spelling or grammatical errors made by the candidate.
Paper One

Part A — Reflections on the research inquiry process

Part A assesses your understanding and experience of Planning and using a historical research process (criterion 1 of the 2008 senior external syllabus for Modern History).

Part A refers to an inquiry topic of your own choosing based on Theme 1 of the syllabus: "National history".

Suggested time allocation: 1 hour 15 minutes.

Respond to all questions. The amount of space provided for each response is an indication of how much you are expected to write.

Write the topic you selected for inquiry during your study:

Immigration in Australia 1945-1975

Question 1

Comment on how your inquiry topic highlights some of the important elements of Theme 1: “National history”.

The official policy in Australia for 45 years prior had been "White Australia" policy. The post-WWII immigration influx directly changed Australia’s national identity, with multiculturalism replacing the previous mono-culture.

In attempting to maintain continuity and its national identity, Australia’s new immigration policies drastically changed the fabric of Australian society irreversibly.

Question 2

List the five initial focus questions that you used to guide an investigation into your topic, based upon the aspects of inquiry below.

Definitions: What are the definitions of “nationalism” and “national identity”? What were the basic features of the White Australia policy?

Sources: What primary and secondary sources are available, and will be valuable in a study of post-WWII immigration?

Backgrounds, changes and continuities — motives and causes:

What prompted the radical about-face on the Australian government’s part over the issue of immigration?

Question 2 continues overleaf
Effects, interests and arguments: How did the post-1945 immigration policy and its consequences produce changes in Australian society, culture and national identity?

Reflections and responses: How were the intended outcomes different to the actual outcomes, and to what extent has today’s modern Australia been shaped by the post-World War Two immigration influx?

Question 3

With what historical evidence did you begin your initial investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources that are relevant to the topic.

Primary sources: Federal laws (specific to write Australia’s policy) (1901), Speech transcripts from the Dept Immigration Website - Arthur Calwell’s “Immigration, Policy and Progress” (1949) and “Immigration Policy Statement” (1949)


Question 4

After the completion of the initial stage of investigation, what key research question did you develop and what was your initial hypothesis?

Key research question:

What impact did the post-WW2 immigration influx have on Australian culture, society, and national identity?

Initial hypothesis:

Immigration from 1945 onwards had a dramatic effect on Australian society and culture. Up to this point in time, Australia had viewed itself as “White-British” and “Superior” to other national groups with the high volume of foreign immigrants arriving in a relatively short space of time, that mono-cultural disappeared.
Question 5

Describe the planning that you used to guide your research over the next stage of investigation.

In your response, refer to:

- **sources** (including searching process)
- when you researched the topic
- the types of sources and resources considered that offer a range of perspectives.

This information can be represented in an appropriate format of your own choosing, such as a dot point summary, flow chart (visual organiser) or spidergram.
Question 6

Select one key challenge or opportunity that you encountered in the research of your chosen topic. Explain how you dealt with this challenge or opportunity.

One challenge I encountered was sourcing original Federal laws and government policies in their entirety, while excerpts are quoted in various historical textbooks. I found it necessary to read around these selected quotes and place them in context for myself after much searching—the best immigration websites (particularly their “archives” section) was invaluable. Original and complete documents have been preserved, scanned and reproduced as PDF documents for public access.

Focus questions:
- What was the social and political climate in Australia pre-1945?
- What were the basic features and prevailing “White Australia” policy?
- What prompted the government to introduce such large-scale immigration initiatives?
- Did the government’s official stance/policy match public opinion—what difficulties did this cause?
- How were new Australians received, what challenges faced them on arrival? Why did segregation take place with what effects? Was assimilation successful? What changes to Australian society did this bring about?

Hypothesis: Post World War Two immigration inexorably attended Australian society, culture and national identity. “Assimilation” was the official government expectation on new arrivals, but for various reasons, segregation was the result. This led to the disappearance of Australian identity, “White-British” national identity, and shaped a new, multicultural society.
Question 8

Define critical reflection in the context of historical inquiry.

Critical reflection involves identifying and responding to various problems/issues that arise during the research process. Evaluating and critiquing interpretations of a topic from different perspectives is important, as is being able to recognize my own preconceptions, those of other historians and their possible impact on my research.

Question 9

Give examples of your critical reflection during your research and on what you had to make about the direction and emphasis of the research process. How did your critical reflection change and/or confirm your research directions?

Critical reflection on my sources and choices helped my research stay focussed.

(Direction) Some information unearthed in my research process was interesting, and closely related to the attitudes of the day - the treatment of Indigenous Australians. For example, I needed to evaluate whether this information was helpful in answering my research question.

I decided that the closely linked topic of racial discrimination would deviate from my theme and topic in this instance.

(Reflection) Recognizing that values are ever changing in society, and that this affects history (and historians’ perceptions and accounts of it) was also vital. While the racially prejudicial “white Australia” rational was acceptable and even considered “scientifically enlightened” in the early 1900s, today these attitudes are considered grossly inappropriate and even abhorrent.

Thus, the same set of facts and occurrences (torture of the SS. MIR in 1946 with dark-skinned refugees) are viewed by historians and society in a totally different light today. (emphasis) I found, needed to eliminate one of my sub-questions on racism. Racism is an emotive subject, not easily quantifiable, and vulnerable to personal prejudices and interpretations.
Part B — Extended written response to an unseen question

Part B assesses Communicating historical knowledge (syllabus criterion 3).

The following questions are derived from Theme 2 of the syllabus: "Studies of conflict".

Respond to one question in 600–800 words.

In your response, refer to and evaluate historical evidence including specific sources.

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

Suggested time allocation: 1 hour 15 minutes.

Either

Question 1

Evaluate the degree to which the forces of nationalism, imperialism and militarism contributed to the outbreak of World War I.

or

Question 2

Evaluate the extent to which both German foreign policy under the Nazi regime and the Russian contribution to the onset of World War II.

or

Question 3

To what extent is “third” wave feminism similar and/or different to “first” and “second” wave feminism? Compare the methods and results of the three feminist movements.

or

Question 4

Evaluate, with reference to key events and policies, the degree to which Arab–Israeli relations changed between 1956 and 1973.

End of Part B

End of Paper One
Planning space

German Foreign policy:

Hitler's aims:
- Tear up Treaty
- Unite all speaking people 'Greater Germany'
- Create 'Lebensraum' or living space

(1934) We must rule Europe or fall apart as a nation.
We need space. (Hitler)

Reactions:
- Appeasement (Chamberlain)
- Reluctance to enter into another war.
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<th>EXPLAIN</th>
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<td>Invalidated Treaty</td>
<td>1934 Quelle</td>
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<td></td>
<td>Under Cm Speech, people lebensraum</td>
<td>Space 100 million block</td>
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<tr>
<td></td>
<td>(rush europe)</td>
<td></td>
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<tr>
<td></td>
<td>Do away with peace, League, co-operation</td>
<td>1928 Quelle</td>
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<td>When were the reactions to his foreign policy?</td>
<td>Appeasement</td>
<td>No weavers only Jews</td>
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<td>Chamberlain, wanted war at all costs</td>
<td>Peace for our time</td>
</tr>
<tr>
<td></td>
<td>Chamberlain believed he had appeased Hitler</td>
<td>Never mind — just begin</td>
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| How did the contribution to outbreak WW2? | Emboldened Hitler |印象深刻 90%
| | Brought him time while he seemed to agree | Mussolini 85% |
| | Stalled while he built up military strength | |
| | - was never going to work as Hitler did not want peace | |

Planning space
The outbreak of World War Two can no more be attributed to a single factor than the eruption of World War One, though there certainly were more indications of that inevitability in the years leading up to it. Right from the signing of the Versailles Peace Treaty in 1919 and the inception of the League of Nations a year later, the climate was not conducive to a lasting peace. Germany had vowed vengeance for the harsh terms imposed on her by the Versailles Treaty, and the desire for vengeance burned strongly in the breast of Adolf Hitler than in most. Hitler’s foreign policy was no less than “we must rule Europe or fall apart as a nation.” In the years following the bloodshed of the First World War, though no other nation had the will or the means to stop Hitler by force, the only kind of reaction Hitler would understand.

German foreign policy under Adolf Hitler in the late 1920s and early 1930s was threefold. Germany wanted to throw off the imposed terms of the Treaty of Versailles and rebuild as a nation. German politician Paul von Hindenburg spoke for Germany in 1919, saying the Treaty “was the German people crushed by material poverty, spiritually chained, and morally oppressed.” Hitler envisaged all German-speaking people being united in one
County - Greater Germany. He spoke in 1934 of creating a "block" of people, "100 million strong, indomitable and without flaw." To do this, Germany needed land, and a lot of it. The German term "Lebensraum" or "living space" was used, and in a conversation with a fellow Nazi officer in 1934, Hitler is reported to have shrieked: "We need more space!" It is telling that as early as 1928, Hitler revealed his attitude towards the possibility of future conflict. In an address to Nazi leaders, he spoke of "people of their pitiable belief in such possibilities as world peace, the League of Nations, and international cooperation." What could be done to stop such a ruthless and determined dictator?

After the lamentable loss of life and grand scale carnage of the First World War, appeasement was an appealing solution. Appeasement involved giving into the least objectionable demands of an aggressor, in the hope of averting armed conflict, and at the time was a popular notion. British Prime Minister Neville Chamberlain famously said: "In war there are no winners, only losers." It was Chamberlain's unenforceable "peace at the time to try to keep the fragile peace in Europe - the League of Nations had no real power on the world stage by the late 1930s. When Hitler took the
during step & re-occupy in the Rhineland (1936) in
direct defiance of the Treaty of Versailles, both
Britain and France did nothing to stop him.
By this time, most (including Chamberlain) had
come to view the Treaty terms as too harsh, and
felt Hitler was just "walking in his own
backyard." Likewise, when Hitler annexed
Austria in 1938 - thus achieving the forbidden
"Anschluss" - again there were no military moves...
...to prevent or remonstrate, and Hitler was further
emboldened and aided on his course. Speaker of
his genie to take back the Rhineland region in
1936, Hitler later revealed it was the most nerve-
racking 48 hours of his life. He later told a fellow
officer: "If France (had offered any resistance) we
would have had to withdraw with our tails
between our legs." By late 1938, Germany's next
move was to invade the Sudetenland - a part of
Czechoslovakia - and Chamberlain was obliged
to intervene. After meeting with Hitler at the
famous "Munich conference" in September 1938,
Chamberlain returned to England in an optimistic
mood... He felt he had averted a war by "reasoning"
and "negotiating" with Hitler, and declared "I
believe it is peace for our time." In reality, Hitler's
ally... Mussolini... wanted more time to gather his
forces - so the Munich talks fortuitously bought
Hitler the time he needed, while making him
appear 'reasonable'.
The fatal flaw in trying to appease Adolf Hitler was simple - he had no desire to, or intention of, being appeased. Neville Chamberlain felt that all reasonable leaders would feel the same as he did - a repugnance for war and loss of innocents. Chamberlain felt it was his "prime duty to strain every nerve to avoid a repetition of The Great War." As late as Sept/Oct 1938, he opined that in Hitler "here was a man who could be relied upon when he had given his word." Within six months of promising that the Sudetenland was "the last of his territorial aims in Europe," Germany had invaded the remainder of a helpless Czechoslovakia, and Appeasement was at an end.

While there were many complex and varied contributing factors to the outbreak of World War Two, it is reasonable to say that Germany's foreign policies were one of the main causes. While in hindsight, appeasement has taken on a negative connotation, at the time it was a very appealing alternative to another war. It is only after the fact that the full ruthlessness and evil nature of Adolf Hitler has been fully revealed. Perhaps appeasement would have been a successful and appropriate reaction if Germany's foreign policies had been in the hands of anyone other than Hitler, but sadly it was not the case.
Extended written response to historical evidence

Paper Two relates to your study of China: The impact of Mao Zedong from Theme 3 of the syllabus: "Studies of change".

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.

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. 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

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


or

Statement 2

"Despite the agony he caused, Mao was both a visionary and a realist. He ... (like) the Qin* after all, had established a united state from a universe in chaos. They (the Qin rulers) represented, like Mao, not the best that China had to offer, but something ruthless yet canny, with the power briefly to impose a single will on the scattered emotions of the vast multitude."

* Qin: Chinese dynasty 221 BC – 206 BC


or

Statement 3

Mao’s figure is largely symbolic both in China and in the global communist movement as a whole. During the Cultural Revolution, Mao’s already glorified image manifested into a personality cult that influenced every aspect of Chinese life. Even today, many Chinese people regard Mao as a God-like figure, who led the ailing China onto the path of an independent and powerful nation, whose pictures can expel the evil spirit and bad luck.


End of Paper Two
Planning space

STATEMENT 3 -

Mao symbol in China & for communism
Personality cult manifested in every aspect of Chinese life.
Today - Marx seen as God-like (larger than life).
China was all - set them on.
pot of independence & prosperity/power

Source A - Copy March map.
Source B - Letter.
Source P - Cech of Mao.
Source N - used to promote opp. ideals
Source F - Children revere Mao's picture.
Source I - Mao thought = contine revolution = chaos

Source 2 - Blanky resolution.
Source 6 - Red guards.
Source 9 - Mao's image present.
Source 10 - Mao poster (AD).
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<td>Revolutionary</td>
<td>Source A - Long March (hero)</td>
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<td>Mao - good qualities &amp; bad qualities?</td>
<td>Great leader - good</td>
<td>Source B - Glorified hero</td>
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<tr>
<td>What did he stand for?</td>
<td></td>
<td>Source D - Picture (quality)</td>
</tr>
<tr>
<td>Cared of Mao &amp; mistreatment in later years</td>
<td></td>
<td>Source E -</td>
</tr>
<tr>
<td>How represented after his death?</td>
<td></td>
<td>Source 6 - Red Guard</td>
</tr>
<tr>
<td>Image/person used to represent ideas he never stood for.</td>
<td>Children carrying Mao's picture</td>
<td>Source 8 - People had to chant 3 &quot;10,000's &quot; of how they fell.</td>
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<tr>
<td></td>
<td>As later self 50s</td>
<td>Source F -</td>
</tr>
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<td>Image is used everywhere</td>
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Few political figures in the Twentieth Century have been as controversial as China’s Mao Tse-Tung. During his lifetime, he was revered as a revolutionary hero, and adored by hundreds of millions of Chinese people. His actions as a national leader in later years, however, have led to comparisons with Josef Stalin and Adolf Hitler, overshadowing all of Mao’s successes and failures. Though his ever-enduring image, the personality cult that sprang up while Mao was still alive, lives on now some 35 years after his demise. In those 35 years, China has undergone dramatic social, political (though not in name) and economic changes, yet Mao’s image remains. The “Great Helmsman” posthumously steering a ship he never would have agreed to board while alive.

Mao, the man was a great revolutionary, and an ardent devotee of Marxist Socialism. He came to prominence and nationwide fame immediately as a great military leader, leading the Communist Army on the “Long March” of 1934-1935. Despite losing approximately 80% of his troops on the arduous 4,000+ km march, it was considered a success, largely due to Mao. His style of leadership, his prowess with guerrilla warfare tactics, and
his ability to capture the minds and hearts of the common people, inspired unwavering devotion in his followers. (Source A) After winning the long-running civil war in 1949, Mao consolidated his place in the national psyche by delivering on his promises of land reforms. The Times obituary was by nature favourably biased towards its subject because it is an obituary—spoke of the "great service" Mao rendered China. He gave "his country what it longed for after a century of chaos and indecision... the revolutionary leadership (and charismatic leader)" that could inspire "its rebirth" (Source D). Mao implemented the First Five Year Plan in 1953, targeting heavy industry and aiming to dramatically increase national output in a number of areas, while historians generally agree that official CCP statistics are questionable, and very likely to have been exaggerated, they still indicate that the Five Year Plan was a great success. Steel and oil production is reported to have more than tripled, while coal is said to have gone from 63 million tonnes in 1952 to 124 million tonnes in 1957 (Source E). Mao brought an improvement in the quality of life to the average Chinese peasant, and inspired the nation’s economy markedly, and the people loved him for it. By the mid-1950s, Mao’s portrait was everywhere, and he was seen as the man who "made the difference," and enabled "China to
become master of its destiny.” (Source N) Children
rewrote his portrait, and were urged to “worship
the chairman Mao.” (Source F) 

Even after
the debacle of the Hundred Flowers campaign in
1957, and the disastrous Great Leap Forward
that resulted in millions of people starving to
death, the “Cult of Mao” thrived. One of Mao’s
greatest stumbling blocks was his blind
adherence to Marxist ideals in the face of all
logic, and in the face of the disaster and
chaos that resulted. The Times editorial noted
that “Mao the nationalist was also Mao the
revolutionary, who believed that revolution
should be continuous.” (Source B) and this
was increasingly to the detriment of the very
people he claimed to serve, yet they loved him still.

By 1966, at the beginning of the
Cultural revolution, the Cult of Mao was at its
height. In October of that year, Mao’s “Little
Red Book” was first published, and its
quotations and sayings were regarded by many
as golden possession was almost mandatory. Mao’s
image became displayed almost everywhere,
present in homes, offices and shops.”

Mao’s persona was truly taking on “God-like
proportions. This was evident in the gospel-like
acceptance of his words, and in the religious
fervor and miracles at communist Party
meetings.” (Author Juang Chang in her...
Family memoir *Wild Swans* provides insight into what these were like. She says, "people were ordered to kneel and kowtow to a huge portrait of Mao", and detainees like her father were struck and abused. (Source 8) In the carnage and chaos of the Cultural Revolution, and the turbulent and often violent years preceding Mao’s death, it became apparent that Mao—the man—had made some serious mistakes.

Since Mao's death in 1976— and despite the catastrophic consequences of Mao's "mistakes", his legacy lives on. "Mao’s legacy... is not tainted", it is true, and it is "perfectly acceptable in official quarters to speak of Mao’s mistakes", however. The "Long Qq. Four" have become the (main) focus of blame. "Such is the potency of Mao’s image," as stated for (Source 9). Mao’s figure is largely symbolic today in China, and in the global communist movement, but even today, some regard him as the "never setting Red Sun". He has become a symbol of revolution, culture, and "influenced several generations", of Chinese people’s way of life. "In death, his "mistakes" are glossed over, and he remains an inspirational figurehead to many." (Source 13)

It is a great irony that Mao’s image is still used in modern China, but to promote values and a way of life and rule that he would have never endorsed. He remains as a symbol?
of the Communist Party, and on broader application Communist China as a whole, yet the brand of communism practiced today is almost a polar opposite of Mao’s ideals. Only two years after Mao’s death, Deng Xiaoping stated that “if we do not carry out reform now, our cause and socialism will be ruined.” (Source 14) The “socialism with Chinese characteristics” that has developed since Mao’s death is vastly different to Mao’s ideology. Deng Xiaoping has been quoted as saying “poverty is not socialism, being rich is glorious – a sentiment that would have been heaped on top of Mao laying in his glass coffin. The political cartoon “50 Years of Communism” depicting an oversized portrait of Mao being mistaken for an advertisement is very apt. (Source 10) It highlights the capitalist way of life now associated with “Communist” China, as well as foregrounding the irrelevance of Mao as anything other than a symbol in such an economy-focused nation.

Mao can truthfully be credited with leading “the ailing China onto the path of an independent and powerful nation.” While his glorified image is still a common sight in China, it is largely symbolic, and Mao (the man)’s ideas are not those of the country that still freely uses his image. It would seem though that
it is not Mao's image that expels bad spirits
and bad luck - modern China is a country
very much in charge of its own destiny, but
luck has nothing to do with it these days.