Modern History

Paper Two — Question and response book

Monday 5 November 2018
1 pm to 3:40 pm

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 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.

Candidate use
Print your candidate number here

Candidate number: 1 8 – – – –

Attach barcode here

Number of books used

Supervisor use only
Supervisor’s initials

QCAA use only
Marker number
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 Paper Two 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 primary and secondary seen and unseen sources in your response
• reference the sources you use with the source letter/number or the author of the source.
• refer to specific events from the mid-20th century to the present

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

Indicate which statement you are responding to.

Suggested time allocation:
• studying sources: 30 minutes
• planning and writing your essay response: 2 hours.

Either

Statement 1 — Nationalism

Though Mao Zedong clumsily used some of the rhetoric [language] of Marxism filtered through the prism of Stalinism, his thought is miles away from Marxism. Nationalism, not Marxism, was the main strand of Mao’s thought. Mao and the Chinese Communist Party (CCP) did exactly what Lenin had warned against in 1920: painted nationalism with communist colours.


or

Statement 2 — Marxism

While Marxism was the belief of the Chinese Communists and served as the guidance of domestic and foreign policy in Mao’s era, its influence gradually declined following implementation of the reform and open-up policy.


or

Statement 3 — Communism to capitalism

The ongoing metamorphosis [change] of China’s economic structure into capitalism has gradually done away with whatever traits Chinese socialism may have had, and what is left is only a socialist label, which the post-Deng leadership has to preserve as it is the only source of their power and political legitimacy. The current leadership is more concerned with the continuity of the Communist Party rule than with the realisation of communism.

Ho Kok Choi, R 2004, China’s Rebirth: Communist Myth, Capitalist Reality — A Historical Analysis of China’s Economic Reform, Concordia University, Montreal, Canada, p. 169

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>
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<tr>
<td>Forming historical knowledge through critical inquiry</td>
<td>In response to historical questions, the candidate: • uses a diversity of primary and secondary sources to: – comprehend and apply explicit and implicit meanings – analyse to identify implicit and explicit patterns of information and categorise evidence – perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of the production of a source – corroborate primary and secondary sources • evaluates the relevance, representativeness, likely accuracy and likely reliability of sources • synthesises evidence from primary and secondary sources to justify insightful decisions.</td>
<td>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 obvious decisions.</td>
<td>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 justify insightful decisions.</td>
<td>In response to historical questions, the candidate: • generally, when dealing with historical sources: – identifies basic explicit facts – comprehends some of the explicit meaning – groups information according to identified classifications • where decisions are made, supports them mainly with opinions.</td>
<td>In response to historical questions, the candidate: • includes some information relevant to the topic • comprehends some factual detail in a basic historical source • recognises information with some common characteristics in a basic historical source.</td>
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When using written forms in examination conditions, the candidate:

- consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them.
- presents coherent, valid historical arguments that:
  - incorporate concepts of change and continuity over time.
  - use extensive vocabulary in a succinct and effective manner.
  - accord closely with the style and conventions applicable to the format of the required response.
  - refer to evaluation processes without disrupting the argument.
  - incorporate direct and indirect references to diverse relevant historical evidence.
  - accurately use the conventions of a recognised system of in-text referencing.
- meets all stipulated requirements of length and format of responses.

When using written forms in examination conditions, the candidate usually:

- communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people.
- presents coherent, credible historical arguments that:
  - refer to the causes and consequences of changes and continuities over time.
  - use vocabulary effectively.
  - accord for the most part with the style and conventions applicable to the format of the required response.
  - incorporate direct and indirect reference to relevant historical evidence.
  - are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions.
- uses appropriate conventions of a recognised system of referencing.
- produces incomplete responses that do not meet stipulated requirements.