Statistics

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General comments

The 2009 Modern History examination was the first based on the revised 2008 senior external syllabus. A sample paper was published in 2008 to assist candidates and teachers with preparation for the 2009 examination.

The overall performance of candidates reflected effective preparation for the examination and a sound understanding of the assessment criteria and standards. As in previous years, the highest performing candidates demonstrated a sophisticated understanding and application of Planning and using a historical research process (criterion 1) and Forming historical knowledge through critical inquiry (criterion 2). Candidates who performed well demonstrated in-depth understandings of the subject (Communicating historical knowledge — criterion 3).

Paper One Part A assessed candidates’ understanding of and experiences in procedures used in historical research. It followed 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). Many candidates found Part A challenging. Candidates needed to prepare for the style of written responses required to successfully complete this aspect of the paper. Prospective candidates should consider the study of the inquiry topic on the aspect of Australian history (organised under Theme 1: National history or Theme 4: Studies of power) as an essential one third of course content.

Paper One

Part A: Reflections on the research inquiry process

Part A assessed Planning and using a historical research process. Candidates were required to refer to a topic of their choice from Theme 1: National History. The syllabus topics are based on Australia’s national history and range from the evolution of Australia as a nation state (Federation) through developments to the present, and include Australia’s involvement in World War I, the impact of immigration and the effect of changes in the workplace.
This part of the examination is the only part where candidates can demonstrate their achievement in Criterion 1, so it is important for candidates to perform well to achieve a Sound Achievement or better.

The performance of candidates in Part A varied greatly with some candidates not completing many or any of the questions. As in previous years, it was essential that candidates prepared well for this part of the examination in terms of understanding the topic, analysing and evaluating a range of sources and reflecting on the process of historical inquiry that is central to studying history.

Of interest is the difficulty many candidates encountered with Questions 6 and 7. These questions required candidates to revisit the steps in their inquiry and to understand and apply the process of critical reflection. The majority of candidates did not demonstrate this understanding and did not support implicit understandings with examples, e.g. they did not refine their hypothesis or give actual examples where they reconsidered sources or the way in which they engaged in the inquiry process.

**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*.

**Question 1 — Causes and outcomes of World War I**

Four candidates responded to this question and wrote sound essays which demonstrated good knowledge and understanding of the topic. Additionally, these 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 — Causes and outcomes of World War II**

The remaining candidates, with the exception of one who did not complete Paper One, responded to this question. The two candidates awarded Very High Achievement completed this question with their responses displaying an excellent knowledge and understanding of the topic. The remaining responses to this question varied in quality. A defining aspect of responses, aside from the understanding of the topic, was the ability to adjust a prepared response to the actual question. Another defining aspect was the ability to show analysis, synthesis and evaluation of the topic. 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 — Israel and the Arab world**

There were no responses to this question.
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 statements 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 3: Studies of Change. Each statement offered opportunities for students to explore different aspects of the impact of Mao Zedong on modern China.

This part of the examination was the only part where candidates could demonstrate their achievement in Criterion 2, and like Paper One Part A, it was important for candidates to perform well to influence their overall result.

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.

A key area for prospective candidates to consider is the critical evaluation of sources and the integration of sources into historical arguments. These skills are essential in meeting the standards of Criterion 2.

Statement A

Three candidates responded to this statement. These candidates were able to relate the key events in the statement to the source material and develop arguments about the impact on Mao on pre- and post-1976 China. Sources were particularly well used and critically evaluated.

Statement B

Eleven candidates responded to this statement. Although responses varied in quality, each candidate attempted to link the ideas of Mao’s Marxism (Mao Zedong Thought) to key events and to the analyses of ideology and pragmatics in some of the sources.

Statement C

Two candidates responded to this statement. Both responses included sound arguments about the lasting impact of Mao’s changes and referenced a range of sources about Mao Zedong Thought, China’s recent past, and contemporary China.

Sample responses

The responses on the following pages have been published to assist teachers and prospective candidates.
Response 1

Response 1 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

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: National History from the syllabus.

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:

Australia: The evolution of a nation-state from Federation to the end of WWI

Question 1

How does your inquiry topic exemplify Theme 1: National History?

Comment on how this topic highlights some of the important elements of the theme.

A study of the birth of Australia's independence as a nation-state, and the issues which confronted it in its first two decades is crucial to understanding its National History. These issues became the foundation of Australia, and through them, the country developed its own distinctive identity.

Question 2

Develop five initial focus questions that could guide an investigation into your topic, based upon the aspects of inquiry below.

Definitions: What specific aspect of change in nationalism is the focus of this inquiry topic?

Sources: What primary and secondary sources provide valuable insight into political doctrine and social reactions during this period?

Backgrounds, changes and continuities: motives and causes: What were the most significant factors that influenced the development of Australia? How did these shape its national identity?

Question 2 continues overleaf
Effects, interests and arguments: What were the major changes in Australian social and political environments during this period? How have these become the foundations for more modern development?

Reflections and responses: Has an understanding of the evolution of federated Australia to World War I provided you with insight into contemporary Australian society?

**Question 3**

With what historical material will you begin your initial investigation? (Name actual authors and primary and secondary sources that are relevant to the topic.)

**PRIMARY SOURCES:** The Bulletin Magazine (July 1901), Speech Transcript: Alfred Deakin 'A White Australia' (Sept. 1901), The Monthly Review (July 1904), Labour Call (August 1914), The Courier-Mail (August 1916), Advocate - article by Dr. Mannix (December 1917)


**Question 4**

After the completion of the initial stage of investigation, develop a key research question and provide an initial hypothesis.

**Key research question:** What were the key elements in the development of Australia from federation in 1901 to the end of WWI in 1919?

**Initial hypothesis:** The evolution of Australia from 1901 to 1919 was largely shaped through the issues of its time. Australia developed through a social and political struggle between democracy, war, and conscription, internal and external value relations.
Question 5

Devise a plan to guide your research over the next stage of investigation.

In your response, refer to:

- time frames
- where to research
- the types of sources and resources to consider that offer a range of perspectives
- when/what to start writing.

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

What limitations or difficulties have you encountered in the research of your chosen topic?

Revise and refine your initial focus questions and hypothesis, clearly showing the development of your ideas.

Further research uncovered:

- Post-World War II no longer sees Australia as an extension of Britain - but a nation with its own distinctive identity and problems
- World War 2 - incredibly significant in Australia's development and independence
- Conscription issue reveals a unique aspect of Australia's democratic responsibilities - despite their commitment to winning the war and loyalty to Britain

Race Relations

- Stuart Macintyre's hypothesis: Australia, "is a nation shaped out of fear of invasion and concern for the purity of the race"
- Failure to deal with problems posed by Aboriginals

The issues that confronted Australia in its first two decades: War and conscription and race relations defined the nation and saw triumphs and failures of its democratic responsibilities. The previously formed focus questions and hypotheses are very general and do not provide an analytical enough approach to the struggle for democracy. Suggested key research questions: How did issues of war and conscription, internal and external race relations test the democratic responsibilities of Australia? What were the justifications of Australia's contradictory political ideals as shown in primary sources?
Question 7

What is your understanding of “critical reflection”? How might critical reflection enhance the quality of both your research investigation and your finished written assignment? (Give examples in your response of where you have critically reflected on your sources and on the research process.)

Critical reflection during the research process will enable my hypothesis to evolve and become more focused. Thus, a final essay will provide a logical, reasoned and well-balanced approach to the historical events being studied.

Professor Stuart Macintyre's theory of the formation of Australia revolves purely around Australia's internal and external race relations during this period. Although this is a very significant factor of Australia's development, it may overlook the genuine efforts towards democracy and social justice. Australia had a progressive attitude, giving women the right to vote and introducing a complex social welfare system. Primary sources, especially The Bulletin, promote an understanding of Australia's political contradictions like these. However, Australia's first prime minister, Edmund Barton, made the statement: "I do not think the doctrine of equality was ever really intended to include racial equality." This discriminatory dichotomy of Australia's social and democratic responsibilities and their treatment of indigenous Australians corroborate Macintyre's hypothesis to a strong degree. As put forward in my hypothesis, Australia was developed through a social and political struggle between democracy, war and conscription, and both internal and external race relations.
Question 2

Evaluate the degree to which the Treaty of Versailles and the failure of the League of Nations contributed to the onset of WW2.

The outbreak of World War 2, two decades after the resolution to its devastating predecessor, was inevitable considering the significant factors which influenced it. The Treaty of Versailles and the failure of the League of Nations had extremely negative impact on the fragile peace they sought to create. The effects of these two factors alone might not have caused a war themselves. However, they provided the ground for the rise of Hitler, and along with the Great Depression, led the world into the second catastrophic war of the 20th century.

The Treaty of Versailles’ harsh treatment of Germany was a significant factor contributing to the Second World War. Upon the conditions of the Treaty, Germany was forced to pay reparations, accept war guilt, lose its armaments almost completely, and suffered an imposed loss of territory. The Treaty was not harsh enough to ensure Germany could not re-arm, but was harsh enough to create a bitter national resentment towards the Allies. This provided the ground for the rise of Hitler, who manipulated the resentment of his nation.
The Treaty, harsh conditions of the Treaty, made his early aggression seem justified. The Treaty of Versailles also instilled resentment in Japan and Italy towards the Allies. Both countries were insulted by their territorial claims going unrecognized. The Treaty had a significant influence on the outbreak of WWII.

The failure of the League of Nations had a massive contribution to the Second World War. The ineffectiveness of the League was demonstrated when Japan invaded Manchuria in 1931. Finally, the League's continued failure to act against Japan resulted in Japan's resignation. The League of Nations failed to provide collective security and act in the face of aggressor states. The failure of the League may also be accounted by the isolationist stance of the USA. It was deprived of a superpower that could have been used as economic and military leverage against Japan, and later, Italy and Germany. The League of Nations provided no resistance against aggressive states and was deprived of a world superpower. The Treaty of Versailles and the League of Nations played a significant role in ensuring that WWII would occur.

The Great Depression amplified ultra-nationalistic values that were formed in the first World War.
Fanatical patriotism was the driving force behind fascist movements, personified by Mussolini and Hitler. Although it did not instigate a dramatic change of government in Japan, ultra-nationalism became doctrine within its military. Using the resentment created by the Treaty of Versailles, Hitler rekindled hope and pride in his people with his fascist movement. These were the very same emotions dwindling in Great Britain and France in the Great Depression. Hitler’s rearmament of Germany appeared justified, and the militarisation of his nation provided employment. Despite long hours and low pay, fascism acted on the economic crisis where democratic countries could not.

In the 1930’s saw the rise and dominance of fascism and communism in European countries. The Allies, fearing these movements, became obsessed with gaining collaboration with the USSR, to no avail, to maintain the ‘peace’ achieved by the Treaty of Versailles. The Hoare-Laval Proposal of 1935 was a first attempt by Great Britain at a policy of appeasement. It sought to allow Italy a portion of Abyssinia in exchange for a cease fire, and their recognition of the rest of the country as an independent state. This did not appeal to the people or their government, and was considered weak.
In 1937, Prime Minister Chamberlain pursued policies of appeasement and the rearmament of his nation. He had a series of negotiations with Hitler over Czechoslovakia, which were unpopular and proved ineffective. Hitler and Mussolini's intentions of expansion and domination were not to be stopped by policies of appeasement.

Although the Treaty of Versailles and the failure of the League of Nations played a significant part as causes of WW2, it is not certain whether they could have caused a war by themselves. The Great Depression and the ultra-nationalism it spurred, the crisis of democracy, and the policies of appeasement adopted by Great Britain, made the outbreak of the second world war inevitable. The prophetic words of a fleeing German figure in the wake of WW1:

"This is not a war to end all wars, but a peace to end all peace."
In 1978, two years after the death of Mao Zedong, most elders of the Chinese Communist Party (CCP) rejected significant aspects of Mao's visions, movements and theories on economic socialism. In the wake of these discussions, China abandoned features of Maoism, and pushed economic reforms that led China into their relatively recent status as a world superpower. Although China would not have seen new capitalist developments under Mao, he created the platform for it to launch into its current economic status, and must be credited with its success to some degree. Mao's establishment of the CCP's control of China and the industrialisation of the country were huge successes. Despite the devastating effects of Mao that were recognised by the CCP in 1978, his contributions to modern China cannot be overlooked.

In 1933, fears of the rising CCP culminated for the then ruling Nationalist Party (GMD); the GMD attacked the CCP's base in Jiangxi. Mao Zedong directed tactical movements that saved the communist cause in China; he led a full-scale retreat that became known as the Long March. The route, as detailed in Source 2, covered a huge portion of Mainland China. Not only did this epic feat establish Mao's control of the Party, it enabled it to spread the leadership...
'seeds of communism' among the 'dormant' peasantry Mao's revolution depended on. To these people, the Long March signified the dedication of the CCP to establish a new, equitable society. Although Mao's visions of this society were rejected by the CCP in its 1978 statement, it appealed to the Chinese people. In 1949, the CCP won control of mainland China, and this success must be credited to Mao Zedong.

Communism in China offered what a Feudalist-Imperialist government could not. It promised strong leadership, relative equality, and "the confidence and moral support of belonging to a world movement." (Source 3). However, The Times' observation that "Marxism had to be remade in a Chinese image" is an accurate one. Marxism-Leninism relied on revolutionary action from the proletariat class. This was not viable in China, where this class was a minority in comparison to its peasant population. Mao recognised this, and his adaptation was a huge success - one that cannot be overlooked after his death. The politically biased Source 4 states that "without a revolutionary party [CCP]... it is impossible to lead the working class and the broad masses of people to defeat imperialism. In terms of creating a stable platform for China, it rings true. (and the success of Marxism)"
The CCP's rejection of the 'emphasis on heavy industry' under Mao cannot be entirely justified. With assistance from China's 'elder brother' Russia, Mao directed the first Five Year Plan from 1953-1957. With 'heavy industry targeted as being in need of major reform' (Source 6), the Plan sought to industrialise China and pay off Russian loans. It was an enormous success, as demonstrated in Source 6, most of the targets were met, and it revolutionised China's economy to much benefit. Although the 5 year Plan was later blamed in the Great Leap Forward, this success of Mao's emphasis on heavy industry cannot be overlooked, particularly.

Mao's One Hundred Flowers Campaign in 1956 served to promote a diversity of thought within China. In response to this public invite, many intellectuals and academics voiced widespread criticism on the Party's governmental structure, and suggested different ways to implement change. The criticism was a huge shock to Mao, who was still basking in the success of the first Five Year Plan. He later maintained that the campaign was to 'lure snakes out of their lairs' and introduced the Anti-Rightist campaign which aimed to eliminate contradicting thought within the country. The harsh crackdown created a total fear and mistrust of the CCP. 1958's Great Leap Forward, as publicised in propaganda such as Source 7, sought to revive
the glory of the first Five Year Plan and re-unite China. In the wake of the Anti-British campaign, the Chinese were too afraid to alert Mao when the Great Leap Forward was a complete disaster. The people suffered silently as a disastrous famine swept throughout China. The magnitude of this failure killed millions of people, and the CCP’s 1978 condemnation of it is a justified one.

The “collectivization of agriculture” gave the people no incentive to work in the Great Leap Forward.

The Cultural Revolution sought to modernise China and raise the cultural and educational level of its people. Instead, it widely humiliated intellectuals and academics and imposed a cruel equality where they were made to work like peasants. This Peking Review, a strongly socialist primary source, published persuasive and emotive articles supporting the Cultural Revolution. It states that “rebellion is the soul of Mao Tse-Tung’s thought,” which demonstrates how contradictory Mao’s political thought was. In 1978, when the CCP rejected the “unending class struggle of the Cultural Revolution,” it made a justified observation, and changed the Chinese political mindset for the benefit of its people. The Cultural Revolution was a mistake of Mao’s of epic proportions and virtually destabilised the social and political fabric of modern China.
In 1978, the year the CCP rejected many aspects of modern China, Deng Xiaoping made the statement “If we do not carry out reform now, our cause of modernisation and socialism will be ruined.” A loyal right-hand man for Mao during his failures, Deng’s recognition of the need to reform coincides with his Party’s rejections. His movement for a “regime change” for the “development of productive forces” (Source 13) was an economically beneficial one, but would not have been possible without the stable platform Mao created. Source 16 advocates China’s “advance into the 21st Century” and shows Jiang Zemin waving in both a celebratory and symbolic way. The technocratic leadership of modern China, demonstrated by Jiang, Hu Jintao, and Wei Jiabao, represent the acceptable faces of communist China—a development Mao would not have succeeded with.

Two years after his death, the CCP rejected many elements of Mao Zedong’s leadership and political theory. On account of movements such as the Great Leap Forward and Cultural Revolution, this was very justified. However, one may overlook his enormous contributions, without which economic success would not have been viable. The rejections signify a new era in Chinese communism, which is “different in all but its name” (Source 17).
Response 2

Response 2 was developed by the Modern History examining team as an example of an indicative A Standard response for Paper Two.

Paper Two — Extended written response to historical evidence

Response to 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

China has undergone substantial change since the death of Mao in 1976 and it is clear that ideology and policy, along with the leaders that set them, no longer adhere strongly to “Marxist-Leninism-Mao Zedong thought” (M-L-M thought). Though still referred to as Communist China their ideas have changed and their leaders have charted a new course. The focus on revolution as central to the political process and as a core justification for the regime no longer exists. Similarly, the ideological conformity and purity demanded, especially in the Great Leap Forward and Cultural Revolution, is no longer emphasised in daily life. Finally, though economic development is still as important as it was in Mao’s time, the free market is now the mechanism for such growth. These three aspects give evidence to the claim that M-L-M Thought is largely devoid of faith and the faithful.

Revolution and struggle were a dominant theme of the Mao era, but in the post-Mao era these ideas no longer framed the politics of China. The Long March of 1934-5, as evidenced in Source 1, was an extraordinary effort of political mobilisation to move the then Communist insurgents across China to the north around Yan’an. The source portrays without bias the staggering effort involved and shows struggle was the foundation for the Mao era. Marx emphasised the ongoing nature of revolution, the constant struggle that defines change and both of these ideas are encompassed in sources from within China and from the West. The Great Leap Forward was a rallying cry for economic change and the nature of that change was revolutionary. In Source 7 the bugler is rallying workers like troops using the phrases “military footing”, “war footing” and “collective footing” that emphasise the all-encompassing focus of the revolution. This government-produced poster accurately reveals its intentions for change — revolution from the cornerstone. The Times corroborates this idea in its obituary to Mao in 1976 when it talked about “Mao the revolutionary who believed that revolution should be continuous” (Source 5). As a respected commentator on international affairs, its observation is not representing a criticism, but a realistic look at Mao’s methods. This idea of continuous revolution is backed up by the Peking Review’s cautionary warning that “not to rebel is revisionism…” (Source 10) which again shows that revolution is central to the regime, quite clearly as it is articulated in a state magazine.

Revolution is no longer the central tenet of faith in the post-Mao era. Deng Xiaoping himself talks about the need for “reform” and the necessity for “change in the political process” (Source 13). He is more concerned with “(hampering) the development of productive forces” than maintaining revolution. Coming from the leader himself, the words clearly represent the significant loss of “faith” — faith in Mao. The motives, of course, are clear as seen in the stunning celebration of progress, both economic (the building) and scientific (the rocket) in Source 16. The faith has changed and the faithful wear a tailored suit.

Ideological conformity and purity were always emphasised in the “old religion”. In Milston’s secondary work he emphasises the significance of Marxism-Leninism in China as giving them “confidence and moral support” (Source 3). As a natural complement to the idea of revolution,
Mao emphasised the need “to create public opinion, to do work in the ideological sphere” (Source 10). The Peking Review, naturally supporting the Chairman, shows that the idea was central to the “religion” of Marx. People had to believe and be given little room not to believe if strength was to be maintained and a new order constructed. Hence the powerful message in Source 9, which backs up Mao’s view showing the young patriot reading the authoritative word on Communism, The Little Red Book. Thought is clearly the weapon. By contrast, the website CSmonitor.com notes that the Communist party no longer dotes on The Little Red Book but is “undergoing major alterations to its core ideology and identity” (Source 17). The change is about China entering the world market, competing in it and being successful. The inward nature of old philosophy is no longer important. Authority is still at the heart of government, as Wu Bangguo said in 2009, China will “never introduce a system of multiple parties”, a telling statement from the deputy about the nature of power, but ideology is no longer focused on the old ways.

Economic development has always been important in the 20th Century, but whereas old-style production targets were once the focus, it is now a place in a global market that dominates thinking. Though slightly exaggerated, the cartoon in the New York Times Book Review shows how far China has changed. This viewpoint from the West recognises that China has embraced the market, though Mao is probably not forgotten. The original 5-year plans saw all production levels increase and most targets met by 1957 (Source 6). The economy has changed and though the urban population is still relatively small, those people earn more than twice the income of rural workers (Source 12). The economic change is of course a mirror of the political and China has clearly lost faith in the old ways of Mao.

It is certainly clear that, as the old proverb alludes to in Source 17, the name may not have changed, but the substance has. China has clearly altered direction and clearly the Marxist-Leninist-Mao Zedong thought is not practised as it once was. Revolution has been replaced by reform, ideology by the more pragmatic idea of progress and the economy is no longer an isolated internal monolith.