

## 2019 HSC Modern History Marking Guidelines

### Section I — Power and Authority in the Modern World 1919–1946

#### Question 1

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an accurate description of THREE features common to dictatorships that emerged after WWI that demonstrates relevant historical knowledge</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides an accurate description of TWO features common to dictatorships that emerged after WWI that demonstrates relevant historical knowledge</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies THREE features of dictatorships that emerged after WWI that demonstrates some relevant historical knowledge</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes ONE general statement about features of dictatorships that emerged after WWI</li> </ul>	1

#### **Sample answer:**

A range of dictatorships emerged across the world after the First World War. Germany and Italy were ruled by charismatic leaders who used terror and repression to control their populations. Japan, Germany and Italy were fiercely nationalistic and had imperialist ambitions that dominated their foreign policy. All three nations were strongly militaristic and restricted individual liberty.

#### **Answers could include:**

- A single ruler
- One party state
- Planned economy
- Propaganda and censorship
- Ideology
- System of terror and repression
- Absence of individual liberty
- Nationalism
- Militarism

## Question 2

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly identifies how Nazi ideology is reflected in Source A</li> <li>Demonstrates explicit understanding of Nazi ideology about women</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies the way(s) Nazi ideology is reflected in Source A</li> <li>Demonstrates some understanding of Nazi ideology about women</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a comment about Nazi ideology</li> </ul> OR <ul style="list-style-type: none"> <li>Describes features of Source A</li> </ul>	1

**Sample answer:**

Source A clearly demonstrates a range of ways Nazi ideology about the role of women. The Nazis believed that women should return to more traditional roles, which were underpinned in propaganda such as the photograph in Source A. It shows a woman ironing her husband's military uniform, which clearly demonstrates the ideology that women should be primarily domestic, supporting their husbands as they served the Fatherland. It also shows her many children which she bears to fulfil the Nazi ideal of women as mothers. Her children also fulfil many racial ideals.

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear judgement about the value of both Sources <i>B</i> and <i>C</i> to a historian studying the impact of the Nazi regime on youth in Germany</li> <li>Clearly identifies a range of ways that Sources <i>B</i> and <i>C</i> are different</li> <li>Communicates ideas logically using a range of appropriate historical terms and concepts</li> </ul>	7
<ul style="list-style-type: none"> <li>Attempts a judgement about the value of both Sources <i>B</i> and <i>C</i> to a historian studying the impact of the Nazi regime on youth in Germany</li> <li>Identifies ways that Sources <i>B</i> and <i>C</i> are different</li> <li>Communicates ideas using some appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates some knowledge about the value of both Sources <i>B</i> and <i>C</i> to a historian studying the impact of the Nazi regime on youth in Germany</li> <li>Identifies at least one way that Sources <i>B</i> and <i>C</i> are different</li> <li>Uses some appropriate historical terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>General description of Source <i>B</i> and/or <i>C</i></li> </ul>	1–2

**Answers could include:**

Sources *B* and *C* are both valuable to a historian studying the impact of the Nazi regime on youth in Germany in differing ways.

Source *B* is valuable because:

- It contains a wide range of specific information about the impact of the Nazi regime on young people including: Gleichschaltung; the various organisations for different ages and genders that young people were bullied into joining; the Nazi use of education for indoctrination including Nazi textbooks and teachers; militarism
- It is written by a respected historian with expertise in research
- As a published text it has likely been edited or reviewed.

Source *C* is valuable because:

- It is a primary source, which is an authentic example of Nazi propaganda aimed at shaping the thinking of young boys in Germany
- It reinforces Nazi ideals of superiority, competition, athleticism, militarism, leadership, health, fitness as well as being an example of Nazi symbolism
- It is a visual image, which clearly conveys a message about the Hitler Youth and as such, helps to understand the emotional appeal to young people at the time.

## Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a well-developed and reasoned judgement about the extent to which the Nazi regime was successful in eliminating opposition in the period 1933–1939</li> <li>Effectively and explicitly integrates evidence from BOTH sources with relevant, detailed and accurate historical knowledge to support judgement</li> <li>Presents a well-structured and logical response using appropriate historical terms and concepts</li> </ul>	11–12
<ul style="list-style-type: none"> <li>Makes a reasoned judgement about the extent to which the Nazi regime was successful in eliminating opposition in the period 1933–1939</li> <li>Explicitly integrates evidence from BOTH sources with relevant and accurate historical knowledge to support judgement</li> <li>Presents a logical response using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Makes a judgement about the extent to which the Nazi regime was successful in eliminating opposition in the period 1933–1939</li> <li>Uses evidence from sources AND/OR relevant historical knowledge to support response</li> <li>Presents a response using historical terms and concepts</li> </ul>	6–8
<ul style="list-style-type: none"> <li>Describes some aspects of how the Nazi regime responded to opposition</li> <li>Makes some reference to the sources AND/OR historical knowledge</li> <li>Uses historical terms and concepts</li> </ul>	3–5
<ul style="list-style-type: none"> <li>Generalises about opposition to the Nazi regime</li> </ul> AND/OR <ul style="list-style-type: none"> <li>May paraphrase the source(s)</li> </ul>	1–2

### **Sample answer:**

#### *Sample opening paragraph*

The Nazi regime was able to eliminate most opposition in the period 1933–1939 but not entirely, as there were still minor pockets of resistance. The two main methods the Nazis used to control opposition were propaganda and the use of terror and repression as seen in Sources *D* and *E*. Propaganda was used to indoctrinate the German people to believe and support Nazi ideology. Harsh methods of terror and repression were employed to deal with those who opposed the regime, thus serving as a deterrent to further opposition.

#### *Example of a paragraph – integration of source*

The Nazis used a range of methods of terror and repression in an attempt to eliminate opposition between 1933–1939. The first step towards the elimination of opposition was the creation of a police state through the establishment of ‘police headquarters’ and ‘makeshift concentration camps’ by the Nazis as described in Source *D*. These worked effectively to limit opposition but did not eliminate it entirely, as seen in Source *E*. These statistics suggest that opposition still existed as many political prisoners were either executed (534 between 1934 and 1939 – Source *E*), arrested or imprisoned in concentration camps during this period.

***Answers could include:***

Reference to any of the following:

- Indoctrination of Nazi ideology
- Use of propaganda to gain support eg Fuhrer myth, rallies, speeches, use of radio to disseminate information
- Terror and repression including the expansive role of
  - Gestapo/SS
  - Concentration camps
- Organisations/government departments responsible for indoctrination, such as
  - Chamber of Culture
  - Ministry of Propaganda and Enlightenment
  - Education
  - Legal system
- Role of key individuals such as Hitler, Goebbels, Himmler
- Legislation which gave government greater powers eg Enabling Act, Law for the Protection of People and State
- Eradication of other political parties and Nazification of organisations such as trade unions
- Nature of opposition was fragmented and underground
- Opposition and co-operation of the Church. Catholic, Confessional and Reich churches. Church was limited to issues of doctrine
- Fear, culture of denunciations.

## Section II — National Studies

**Option A: Australia 1918–1949**

**Option B: China 1927–1949**

**Option C: India 1942–1984**

**Option D: Indonesia 1945–2005**

**Option E: Japan 1904–1937**

**Option F: Russia and the Soviet Union 1917–1941**

**Option G: USA 1919–1941**

**Option H: Iran 1945–1989**

### Questions 5–12

Criteria	Marks
<ul style="list-style-type: none"> <li>Addresses the question asked providing a clear explanation OR judgement based on a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Supports the argument with extensive and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Addresses the question asked providing an explanation OR judgement based on a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question</li> <li>Provides detailed and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Presents a well-structured response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Addresses the question asked with a relevant but largely narrative or descriptive response which may contain an implied understanding of the issue(s) raised in the question</li> <li>Provides relevant and accurate historical knowledge and understanding</li> <li>Presents a structured response using some appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Presents a generalised, mostly relevant narrative or descriptive response</li> <li>Provides some historical knowledge and understanding</li> <li>Communicates using some appropriate historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Makes general statement(s) in relation to the question</li> <li>May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

*Question 10 (a)*

Possible answers COULD include:

- Ability to utilise party structures
  - Role as General Secretary 1922 and in Politburo – patronage/loyalty
  - Administrative and political manipulation/cunning
- Exploited the weaknesses of opponents
  - Ruthless, cunning
  - Elimination of opposition, especially old Bolsheviks Kamenev, Zinoviev, Bukharin
  - Trotsky was seen as a possible dictator
  - Stalin used the hatred of Trotsky to turn other party members to support him
- Role of ideology
  - Power struggle with Trotsky: more appealing ideology – Permanent World Revolution versus Socialism in One Country
- Luck
  - Suppression of Lenin's Testament – Trotsky portrayed as enemy, arrogant, deceived not to attend funeral

Question 10 (b)

Possible thesis: Soviet foreign policy was highly successful in achieving traditional foreign policy aims of prosperity, sovereignty and security but unsuccessful in achieving the Marxist view of worldwide revolution.

Aims of Soviet foreign policy: twin aims – pragmatic and ideological

Pragmatic – alliances, economic agreements

Ideological – try to spread revolution

<i>Pragmatic</i>	<i>Ideological</i>
<ul style="list-style-type: none"> <li>Traditional view promoted need to establish good relations with strong capitalist nations to ensure the security of Soviet Union</li> </ul>	<ul style="list-style-type: none"> <li>Revolutionary aims of Lenin from 1917 (Internationalist Marxism, permanent world revolution)</li> </ul>
<ul style="list-style-type: none"> <li>March 1918 Treaty of Brest Litovsk was necessary but broke with aims</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of Comintern 1919</li> </ul>
<ul style="list-style-type: none"> <li>Avoid isolation – quest for allies and protect against Germany</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to push revolution into Poland during civil war but failed. Lenin abandons expansionist plans.</li> </ul>
<ul style="list-style-type: none"> <li>1922 Treaty of Rapallo necessary for survival, ability to export</li> </ul>	<ul style="list-style-type: none"> <li>Comintern unsuccessful in achieving aims</li> <li>21 Demands required foreign communists to use armed struggle therefore foreign communists were unpopular</li> </ul>
<ul style="list-style-type: none"> <li>Stalin's Socialism in One Country necessary to concentrate on Soviet interests, modernisation, consolidate power</li> </ul>	
<ul style="list-style-type: none"> <li>Allied with Britain and USA to ensure survival of USSR despite opposing ideologies</li> </ul>	<ul style="list-style-type: none"> <li>Revolutionary aims of Lenin from 1917 were abandoned under Stalin in 1930s to focus on safeguarding the Soviet Union and appealing to domestic nationalist concerns</li> </ul>
<ul style="list-style-type: none"> <li>League of Nations and Collective Security – avoid isolationism and threat from emerging Nazi Germany. However, Stalin was excluded from meetings with Allies (eg Munich Conference was a gathering of anti-Soviet nations) and increased their isolation</li> <li>Limited assistance in Spanish Civil War</li> </ul>	
<ul style="list-style-type: none"> <li>Nazi–Soviet Non-Aggression Pact 10 years, regained territorial losses 1918, despite contrary to Soviet aims ensured survival until invasion of Operation Barbarossa 1941</li> </ul>	



## Section III — Peace and Conflict

**Option A: Conflict in Indochina 1954–1979**

**Option B: Conflict in the Pacific 1937–1951**

**Option C: Conflict in Europe 1935–1945**

**Option D: The Cold War 1945–1991**

**Option E: Conflict in the Gulf 1980–2011**

**Option F: The Arab–Israeli Conflict 1948–1996**

### Questions 13–18

Criteria	Marks
<ul style="list-style-type: none"> <li>Addresses the question asked providing a clear explanation OR judgement based on a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Supports the argument with extensive and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Presents a well-structured, logical and cohesive response using appropriate historical terms and concepts</li> </ul>	21–25
<ul style="list-style-type: none"> <li>Addresses the question asked providing an explanation OR judgement based on a coherent argument which demonstrates a sound understanding of the issue(s) raised in the question</li> <li>Provides detailed and accurate historical knowledge and understanding including relevant evidence and interpretation</li> <li>Presents a well-structured response using appropriate historical terms and concepts</li> </ul>	16–20
<ul style="list-style-type: none"> <li>Addresses the question asked with a relevant but largely narrative or descriptive response which may contain an implied understanding of the issue(s) raised in the question</li> <li>Provides relevant and accurate historical knowledge and understanding</li> <li>Presents a structured response using some appropriate historical terms and concepts</li> </ul>	11–15
<ul style="list-style-type: none"> <li>Presents a generalised, mostly relevant narrative or descriptive response</li> <li>Provides some historical knowledge and understanding</li> <li>Communicates using some appropriate historical terms and/or concepts</li> </ul>	6–10
<ul style="list-style-type: none"> <li>Makes general statement(s) in relation to the question</li> <li>May use some historical terms and/or concepts</li> </ul>	1–5

**Answers could include:**

*Question 13 (a)*

<i>US failures</i>	<i>Vietnamese defence</i>
<ul style="list-style-type: none"> <li>• Failure to understand the nature of the war</li> </ul>	<ul style="list-style-type: none"> <li>• Nationalism</li> </ul>
<ul style="list-style-type: none"> <li>• Poor strategy and tactics – attrition, always on defence, strategic hamlets, search &amp; destroy, failure of hearts &amp; minds</li> </ul>	<ul style="list-style-type: none"> <li>• Effective strategies &amp; tactics – guerilla warfare, Ho Chi Minh Trail</li> </ul>
<ul style="list-style-type: none"> <li>• Ineffective use of technology – helicopters, chemical warfare, bombing</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic advantage of terrain, hearts &amp; minds of people</li> </ul>
<ul style="list-style-type: none"> <li>• Failure to justify conflict to home front</li> </ul>	<ul style="list-style-type: none"> <li>• Used Cold War to their advantage</li> </ul>
<ul style="list-style-type: none"> <li>• Inability to maintain clear strategy</li> <li>• Containment ineffective</li> </ul>	<ul style="list-style-type: none"> <li>• Good leadership</li> </ul>
<ul style="list-style-type: none"> <li>• Anti-war movement</li> </ul>	

*Question 15 (b)*

Possible thesis: While Allied strategies were important to their victory in war in Europe it was German failures throughout the war which determined the outcome of the war.

Supporting evidence COULD include:

Allied strategies such as:

- Allied strategic bombing of Germany throughout the war and its impact on German resources, production and morale
- Operation Bagration and the Russian counterattacks on the Eastern Front (strength and organisation)
- D-Day and the Western Fronts 1944–1945 – coordinated attacks under coordinated Allied command
- Coordination of timing between Eastern & Western Fronts in 1944–1945 (various Allied powers working together).

Other reasons for the Allied victory could include:

- Failure of Axis strategies (in the air, in Africa, on the Eastern Front)
- Extent of occupied territories and diversion of manpower needed to control them
- German loss of allies (especially Italy but also failures by Japan in the Pacific)
- The significance of the US coming to Europe to aid the Allies from D-Day onwards (both militarily and in terms of morale)
- German homefront challenges:
  - Late decision to go to Total war
  - Impacts of bombing
  - Distraction of the Holocaust
- Allied homefront successes – especially the British.

## Section IV — Change in the Modern World

### Option A: Pro-democracy Movement in Burma 1945–2010

### Option B: The Cultural Revolution to Tiananmen Square 1966–1989

### Option C: Civil Rights in the USA 1945–1968

### Option D: The Changing World Order 1945–2011

### Option E: The Nuclear Age 1945–2011

### Option F: Apartheid in South Africa 1960–1994

#### Questions 19–24

#### Part (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a detailed, accurate and relevant description of the focus in the context of the question</li> <li>Communicates using appropriate historical terms and concepts</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides an accurate and relevant description of the focus in the context of the question</li> <li>Communicates using appropriate terms and concepts</li> </ul>	4
<ul style="list-style-type: none"> <li>Provides some relevant description of the focus in the context of the question</li> <li>Communicates using some appropriate historical terms and concepts</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes a general statement relevant to the question</li> </ul>	1

#### **Sample answer:**

#### *Question 20 (a)*

Most official responses to Zhou Enlai's death in January 1976 were muted. Mao did not issue an official statement and he forbade staff from wearing black armbands. Mao did not attend the funeral and required the removal of public memorials and posters. Deng Xiaoping delivered the eulogy with a personal tribute, which was a subtle criticism of Mao. Condolences poured in from nations around the world. Outside official responses, there was general mourning amongst the public. Zhou had been revered amongst the Chinese people as a symbol of stability. Propaganda efforts to attack Zhou only strengthened the public's attachment to his memory.

#### *Question 21 (a)*

The 1964 Civil Rights Act was a landmark decision which ended segregation in public places and banned employment discrimination on the basis of race, colour, religion, sex, and national origin. It desegregated education and ensured that the constitutional right to vote was protected. While the Act was commenced by JFK, it was passed by LBJ.

**Part (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a well-developed explanation which clearly addresses the question</li> <li>• Supports the explanation with relevant and accurate historical knowledge</li> <li>• Presents a logical response using appropriate historical terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides an explanation which addresses the question</li> <li>• Provides accurate historical knowledge relevant to the question</li> <li>• Presents a response using appropriate historical terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides a description which is relevant to the question</li> <li>• Provides some accurate historical knowledge</li> <li>• Communicates using some historical terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements relevant to the question</li> </ul>	1–2

**Answers could include:**

*Question 20 (b)*

- Growing student protests led to hunger strikes
- Gorbachev’s visit, Perestroika in USSR
- Western media attention
- Escalating numbers of protesters
- Political turmoil/chaos
- Power struggle between reformists and hardliners
- Challenge to the CCP
- Concern about negative social influences

*Question 21 (b)*

- Federal order to desegregate and allow nine African–American students to attend the previously all-white school
- Governor Faubus refused to enforce desegregation due to security concerns, state versus federal laws
- Need for federal intervention, dialogue between federal Supreme Court and President Eisenhower = Faubus agreed to let in students
- Deep-seated racism >1000 white supporters blocked the entrance
- Violence shown on TV helped to shift public opinion in South and raise awareness in North
- Eisenhower sent in 101st Airborne to protect the rights of African–Americans students

## Part (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a well-developed and reasoned judgement which clearly addresses the question</li> <li>• Explicitly integrates evidence from the source with relevant, detailed and accurate historical knowledge to support judgement</li> <li>• Presents a well-structured and logical response using appropriate historical terms and concepts</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Makes a reasoned judgement which addresses the question</li> <li>• Integrates evidence from the source with relevant and accurate historical knowledge to support judgement</li> <li>• Presents a logical response using appropriate historical terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Makes a judgement which addresses the question</li> <li>• Uses evidence from the source AND/OR relevant historical knowledge to support response</li> <li>• Presents a response using historical terms and concepts</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Describes some knowledge and understanding in relation to the question (which may come from the source)</li> <li>• Presents a response using historical terms and concepts</li> </ul>	3–5
<ul style="list-style-type: none"> <li>• Makes a general statement in relation to the topic</li> </ul>	1–2

### **Answers could include:**

#### *Question 20 (c)*

<i>Achieved Mao's aims</i>	<i>Failed to achieve Mao's aims</i>
<ul style="list-style-type: none"> <li>• Reasserted Mao's authority</li> <li>• Preserved Mao in power</li> <li>• Mass struggle/violence</li> <li>• Mobilised youth support base</li> <li>• Dealt with power struggle</li> <li>• Settled personal scores</li> <li>• Revenge</li> <li>• Quashed bourgeois elements</li> <li>• Anti-intellectualism</li> <li>• Promoted role of peasants</li> </ul>	<ul style="list-style-type: none"> <li>• Mao's concept of revolution did not survive his death</li> <li>• Lack of clear successor led to ongoing political crisis</li> <li>• Permanent revolution damaged China's stability</li> <li>• Set China back economically</li> <li>• Destruction of social cohesion</li> </ul>

Question 21 (c)

<i>MLK</i>	<i>Malcolm X</i>
<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Preached tolerance of all ethnic groups and different religious groups</li> <li>• Blacks and whites should be equal within the same society – integration</li> </ul> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Aimed to highlight the inequality of segregation</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Passive resistance and peaceful protest</li> <li>• Marches, protests and rallies</li> </ul>	<p><b>Beliefs</b></p> <ul style="list-style-type: none"> <li>• Blacks should be separate from whites and equal</li> <li>• Member of Nation of Islam</li> <li>• Criticised passive resistance</li> </ul> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>• Create a Black state/Black Power</li> </ul> <p><b>Methods</b></p> <ul style="list-style-type: none"> <li>• Any means necessary should be used</li> <li>• Became more moderate after he left Nation of Islam</li> </ul>

# 2019 HSC Modern History Mapping Grid

## Section I — Power and Authority in the Modern World 1919–1946

Question	Marks	Content	Syllabus outcomes
1	3	Power and Authority in the Modern World 1919–1946	MH12-9
2	3	Power and Authority in the Modern World 1919–1946	MH12-6
3	7	Power and Authority in the Modern World 1919–1946	MH12-3, MH12-6, MH12-7, MH12-9
4	12	Power and Authority in the Modern World 1919–1946	MH12-1, MH12-3, MH12-5, MH12-6, MH12-7, MH12-9

## Section II — National Studies

Question	Marks	Content	Syllabus outcomes
5 (a)	25	Option A: Australia 1918–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
5 (b)	25	Option A: Australia 1918–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
6 (a)	25	Option B: China 1927–1949	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9
6 (b)	25	Option B: China 1927–1949	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
7 (a)	25	Option C: India 1942–1984	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9
7 (b)	25	Option C: India 1942–1984	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
8 (a)	25	Option D: Indonesia 1945–2005	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
8 (b)	25	Option D: Indonesia 1945–2005	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
9 (a)	25	Option E: Japan 1904–1937	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
9 (b)	25	Option E: Japan 1904–1937	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
10 (a)	25	Option F: Russia and the Soviet Union 1917–1941	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9
10 (b)	25	Option F: Russia and the Soviet Union 1917–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
11 (a)	25	Option G: USA 1919–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
11 (b)	25	Option G: USA 1919–1941	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
12 (a)	25	Option H: Iran 1945–1989	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
12 (b)	25	Option H: Iran 1945–1989	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9

**Section III — Peace and Conflict**

Question	Marks	Content	Syllabus outcomes
13 (a)	25	Option A: Conflict in Indochina 1954–1979	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
13 (b)	25	Option A: Conflict in Indochina 1954–1979	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
14 (a)	25	Option B: Conflict in the Pacific 1937–1951	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
14 (b)	25	Option B: Conflict in the Pacific 1937–1951	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
15 (a)	25	Option C: Conflict in Europe 1935–1945	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
15 (b)	25	Option C: Conflict in Europe 1935–1945	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
16 (a)	25	Option D: The Cold War 1945–1991	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
16 (b)	25	Option D: The Cold War 1945–1991	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-9
17 (a)	25	Option E: Conflict in the Gulf 1980–2011	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
17 (b)	25	Option E: Conflict in the Gulf 1980–2011	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
18 (a)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9
18 (b)	25	Option F: The Arab–Israeli Conflict 1948–1996	MH12-1, MH12-2, MH12-3, MH12-5, MH12-9

**Section IV — Change in the Modern World**

Question	Marks	Content	Syllabus outcomes
19 (a)	5	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-4, MH12-9
19 (b)	8	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-4, MH12-5, MH12-9
19 (c)	12	Option A: Pro-democracy Movement in Burma 1945–2010	MH12-3, MH12-7, MH12-9
20 (a)	5	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-9
20 (b)	8	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-2, MH12-9
20 (c)	12	Option B: The Cultural Revolution to Tiananmen Square 1966–1989	MH12-3, MH12-7, MH12-9
21 (a)	5	Option C: Civil Rights in the USA 1945–1968	MH12-9
21 (b)	8	Option C: Civil Rights in the USA 1945–1968	MH12-5, MH12-9
21 (c)	12	Option C: Civil Rights in the USA 1945–1968	MH12-4, MH12-7, MH12-9
22 (a)	5	Option D: The Changing World Order 1945–2011	MH12-9
22 (b)	8	Option D: The Changing World Order 1945–2011	MH12-2, MH12-9
22 (c)	12	Option D: The Changing World Order 1945–2011	MH12-5, MH12-7, MH12-9
23 (a)	5	Option E: The Nuclear Age 1945–2011	MH12-9
23 (b)	8	Option E: The Nuclear Age 1945–2011	MH12-5, MH12-9
23 (c)	12	Option E: The Nuclear Age 1945–2011	MH12-1, MH12-7, MH12-9
24 (a)	5	Option F: Apartheid in South Africa 1960–1994	MH12-9



<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
24 (b)	8	Option F: Apartheid in South Africa 1960–1994	MH12-4, MH12-5, MH12-9
24 (c)	12	Option F: Apartheid in South Africa 1960–1994	MH12-5, MH12-7 MH12-9