

2022 Year 9 History Topic Test

Australia and Asia – Asia and the World

Time allowed: 1 hour

Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1

Which of the following is **not** one of the 'five virtues' (*Wuchang*) of Confucianism?

- A. Knowledge.
- B. Strength.
- C. Integrity.
- D. Honesty.

Question 2



'Opium Den in China' illustration. Source: <https://www.abc.net.au/news/2018-08-31/opium-den-in-china/10174420?nw=0>

The First Opium War between the British and Chinese ended in 1842 with the signing of the _____.

The appropriate word in the gap is

- A. Treaty of Versailles.
- B. Treaty of Shimonoseki
- C. Treaty of Nanjing.
- D. Treaty of Beijing.

Question 3

Which of the following products did China **not** export to foreign nations for trade before the 20th century?

- A. Coffee.
- B. Tea.
- C. Silk.
- D. Porcelain.

SECTION B – SHORT ANSWERS (4 questions, total 20 marks)**Question 1 (5 marks)**

- a.** Describe the hierarchical structure of traditional Chinese society, referring to at least one of the ‘four occupations’ – the *Shi*, the *Nong*, the *Gong*, and the *Shang*. 3 marks

- b.** Did women and men have equal rights in traditional Chinese society? Why or why not? 2 marks

Question 2 (7 marks)

- a.** Fill in the blanks in the paragraph. There are eight options in the word bank to choose from, but only four are correct. 4 marks

Ming; southern China; First Opium War; Qing; Second Opium War; Hong Xiuquan; northern China; Qin Shi Huangdi

The Taiping Rebellion began in 1850, mostly affecting _____. Led by _____, the aim of the rebellion was to overthrow the _____ dynasty. The dynasty was overwhelmed by the combination of the Rebellion and the _____. France and Britain supplied the dynasty with military aid which led to the suppression of the Rebellion in 1864.

- b.** Describe the causes of the Boxer Rebellion in China in the late 19th century. 3 marks

Question 1 (10 marks)

To what extent do you agree with the above statement?

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2022 Year 9 History
Australia and Asia – Asia and The World
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	B
2	C
3	A
4	D
5	C
6	B
7	D
8	B
9	C
10	A

Question 1

The five virtues, or *Wuchang*, are knowledge, integrity, honesty, humanity and manners. Strength is not one of the five virtues of Confucianism.

Answer is **B**.

Question 2

The First Opium War between the British and Chinese ended in 1842 with the signing of the Treaty of Nanjing. The Treaty of Versailles was signed at the end of WWI, and the Treaty of Shimonoseki ended the first Sino-Japanese War.

Answer is **C**.

Question 3

Coffee is not a product which China exported to other nations (namely Britain). Silk, porcelain and tea were the main trading goods.

Answer is **A**.

Question 3 (4 marks)

- Award up to 3 marks for discussion of treatments in Medieval Europe, depending on detail and accuracy.
- Award up to 3 marks for reference to the source and its significance.

Answer may include:

1. How the Chinese were wary of British influence in the nation. China was reasonably self-sufficient, didn't need to trade with other nations, the only Europeans who had influenced China until the 18th century were the Portuguese.
2. British were adamant at establishing trade connections with China, sent Sir Macartney to visit the emperor, however, emperor was steadfastly against establishing connection (as seen by the source).

Question 4 (4 marks)

- Award up to 3 marks for discussion of the events of the Sino-Japanese War.
- Award up to 3 marks for discussion of the impact of the Sino-Japanese War.

Answer may include:

1. Fought over Korean territory – Joseon.
2. Ended with the signing of the Treaty of Shimonoseki.
3. Japan had greater military and naval success, led to humiliation of Qing dynasty/China.
4. Link to the 1911 Xinhai revolution, decline of the Qing dynasty.
5. Worsened relations between Japan and China – Japan continued their territorial expansion throughout 20th century, link to the Manchurian Crisis, Second Sino-Japanese War, etc.

2022 Year 9 History Topic Test

Australia and Asia – Making a Nation

Time allowed: 1 hour

Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1



Saladin, Painted by Cristofano dell'Altissimo, c. 1525-1605 CE, Uffizi Gallery, Florence. Published on worldhistory.org, 2018

Which of the following statements about Vida Goldstein is **incorrect**?

- A. Vida Goldstein ran two women's rights magazines during the early 20th century.
- B. Vida Goldstein became the president of the Women's Suffrage League in 1889.
- C. Vida Goldstein heavily supported conscription and British involvement in the war.
- D. Vida Goldstein supported ideologies of feminism and pacifism, demonstrated in her creation of the Women's Peace Army in 1915.

Question 2

Which of the following statements about the Shearers' Strikes is **incorrect**?

- A. The strikes were concentrated in Queensland.
- B. The strikes occurred in the 1890s.
- C. The strikes occurred due to economic instability and low wages, causing tensions between shearers and pastoralists.
- D. The strikes were concentrated in New South Wales.

Question 7

'Eureka Stockade Riot'. Source: <https://www.nma.gov.au/defining-moments/resources/eureka-stockade>

Which of the following statements about the battle at Eureka Stockade (or Eureka Rebellion) is most accurate?

- A. There were no fatalities in the battle.
- B. The battle lasted for over a week, resulting in many fatalities.
- C. The battle was instigated by gold miners who were unhappy with the colonial government's unfair mining licenses.
- D. The battle was a clash between the police force and Australian armed soldiers.

Question 8

In what year were women granted the right to vote in Australian federal elections?

- A. 1902.
- B. 1895.
- C. 1910.
- D. 1908.

Question 9

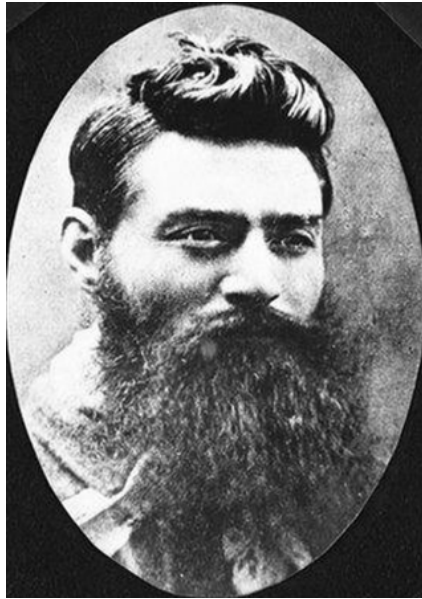
Which of the following statements about the 'White Australia' policy is **incorrect**?

- A. Former Prime Minister W.M. Hughes supported the 'White Australia' policy through his opposition to Japan's campaign for racial equality following World War I.
- B. The *Pacific Islander Labourers Act*, one of the first federal laws, caused the deportation of many Pacific Islanders, reinforcing the 'White Australia' policy.
- C. Former Prime Minister W.M. Hughes was heavily against the 'White Australia' policy, and made amendments to the *Immigration Restriction Act* in order to make it less discriminatory.
- D. The *Immigration Restriction Act*, passed by the federal government in 1901, aimed to limit the amount of people of colour from entering Australia, encouraging British and white European emigration.

Question 10

Who was the first woman to be elected to Australian Parliament in 1921?

- A. Margaret Wintringham.
- B. Edith Cowan.
- C. Mary Reibey.
- D. Vida Goldstein.

Question 3 (4 marks)

'Ned Kelly: the outlaw who divides a nation'. Source: <https://www.bbc.com/news/magazine-21077457>

What is the 'Kelly Legend'? Outline how Ned Kelly became such a notable figure in Australian history.

Question 4 (4 marks)

Describe the significance and achievements of trade unions from the mid-19th century onwards. Refer to at least one specific trade union in your response, such as the *Stonemasons Union*, *Australian Council of Trade Unions*, and/or the *Melbourne Tailoresses' Union*.

2022 Year 9 History
Australia and Asia – Making a Nation
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	C
2	D
3	B
4	A
5	B
6	D
7	C
8	A
9	C
10	B

Question 1

Vida Goldstein played a significant role in cultivating women's rights in the late 1800s and early 1900s. She was the president of the Women's Suffrage League and a prominent pacifist and feminist during WWI. She did not support conscription or Australian's participation in violence during the war.

Answer is **C**.

Question 2

The shearer's strikes occurred in Queensland during the 1890s, as a result of poor economic conditions and unfair treatment of unionised shearers.

Answer is **D**.

Question 3

Andrew Paterson, who was nicknamed 'Banjo', was a notable Australian writer who produced works such as *Waltzing Matilda* and *Clancy of the Overflow*.

Answer is **B**.

SECTION B – SHORT ANSWERS (4 questions, total 20 marks)**Question 1 (7 marks)****a.** 3 marks

Term	Definition
Suffrage	The right to vote.
Annexation	A term to describe the possession and takeover of territory by another state.
Egalitarianism	A philosophy/school of thought which focuses on equality and the notion that humans are created and should be treated equally.
Bill	A proposal for new laws in Parliament – if passed, becomes an Act of Parliament

*- Award 1 mark for each correct answer.***b.** 3 marks*- The ideal response includes a detailed description about Pemulwuy's contribution to Aboriginal peoples' resistance towards the British.*

Answer may include:

1. Led a series of guerrilla-style attacks on colonial settlements and farms between 1790 and 1802.
2. Motivations likely were revenge for the European's brutality and atrocities committed.
3. Was wanted by the colonial government, murdered in 1802. Recognised as a brave warrior in the resistance.

Question 2 (5 marks)**a.** 2 marks*- Award up to 2 marks for a reasonable and detailed explanation of federalism, e.g. type of government system; two levels of government, in context of Australia – federal government, state governments (and local governments); federal government makes laws that apply to Australia/the nation as a whole; Australia still a British dominion – Queen represented by the Governor-General at federal level.***b.** 3 marks

- Award up to 2 marks for details on Australia's journey to federalism.
- Award up to 2 marks for reference to reformatations.

Answer may include:

1. Became a federation on 1st January 1901, six colonies uniting under the Commonwealth of Australia.
2. Reasons for federation – stronger national defence, immigration issues, nationalism and unity.
3. Negative impacts – reformatations included the White Australia Policy, discriminatory reforms e.g. the Immigration Restrictions Act and discouraging non-white/Europeans from emigrating to Australia, further discrimination of First Nations Australians.
4. Positive impacts – free interstate travel and trade, stronger combined national military defence force, laws specific to each colony could be passed, better suit the needs of the people who lived there.

2022 Year 9 History Topic Test

Australians at War - World War I

Time allowed: 1 hour
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1

Which country declared war on Russia on the 1st of August 1914?

- A. Serbia.
- B. Germany.
- C. Britain.
- D. Austria-Hungary.

Question 2

One of the widely regarded short term causes of World War I (WWI) was the _____ of Archduke Franz Ferdinand in Sarajevo, _____.

The appropriate words in the gaps, listed in order are

- A. Abdication, Austria-Hungary
- B. Abdication, Bosnia
- C. Assassination, Bosnia
- D. Assassination, Austria-Hungary

Question 3



Trench warfare in World War I. Source: <https://www.theworldwar.org/learn/wwi/trenches>

Historians consider WWI to be a war of attrition. Which of the following statements most accurately defines 'war of attrition'?

- A. A war of attrition is a war that involves the crushing defeat of one side and ends within one year.
- B. A war of attrition is a long period of conflict where both sides are gradually worn down by a series of attacks.
- C. A war of attrition involves only guerrilla warfare – no artillery weapons are used.
- D. A war of attrition is a war which ends when the enemy's monarch or leader is assassinated.

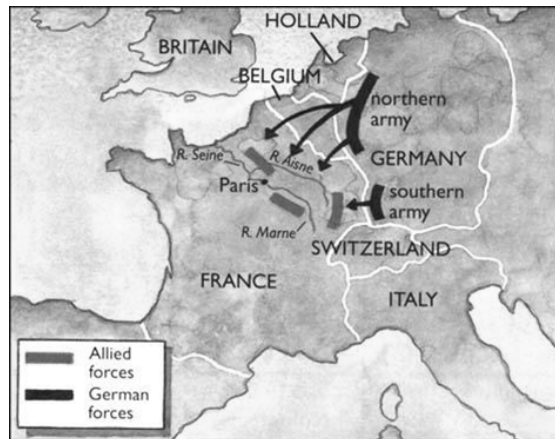
Question 3 (6 marks)

a. State two members of the Triple Entente.

2 marks

b. Describe the effectiveness of Germany's Schlieffen Plan in 1914.

4 marks



Map of the Schlieffen Plan. Source: <https://spartacus-educational.com/FWWschlieffenP.htm>

Question 4 (5 marks)

What issues arose in Australia as a result of conscription during WWI? Refer to reasons for and against conscription in your response.

Question 1 (10 marks)

Evaluate the statement above, referring to other short- and long- term contributing factors.

[illegible]

2022 Year 9 History
Australians at War - World War I
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	B
2	C
3	B
4	D
5	A
6	D
7	B
8	A
9	C
10	A

Question 1

Germany declared war on Russia on the 1st of August 1914, following Russia's mobilisation of troops in support of Serbia on the 30th of July.

Answer is **B**.

Question 2

One of the widely regarded short term causes of World War I (WWI) was the **Assassination** of Archduke Franz Ferdinand in Sarajevo, **Bosnia**. A notable abdication which occurred during/as a result of WWI was Kaiser Wilhelm II (see question 6).

Answer is **C**.

Question 3

A war of attrition is best described by option B – prolonged and gradual breakdown of enemy lines. WWI fits into this category, as long as being classified as a 'total war'.

Answer is **B**.

SECTION B – SHORT ANSWERS (4 questions, total 20 marks)**Question 1 (4 marks)**

Term	Definition
Propaganda	The spread of information that is skewed or biased, usually to further a specific agenda. Employed by many nations during WWI to alter public perception of foreigners and maintain domestic morale.
Bolsheviks	A term for members of the far-left faction of the Russian Social Democratic Party, which gained power during the October Revolution in 1917.
Pacifists	A term that describes people who morally oppose war and/or violence. People who refused to fight in WWI were known as ‘conscientious objectors.’
U-Boat	A special type of submarine which the Germans used to destroy enemy ships during WWI.

- Award 1 mark per correct answer.

Question 2 (5 marks)

- Award up to 3 marks for discussion of events of the ANZACs in Gallipoli.
- Award up to 3 marks for discussion of impact of the ANZACs in Gallipoli.
- Award marks for other reasonable points and details.

Answer may include:

1. Events/details: *(award 1 mark for each, up to 3)*

- Planned invasion of Turkey in order to threaten Austria-Hungary
- Campaign planned by Winston Churchill
- Campaign began 25 April (ANZAC Day), lasted until December
- Steep cliffs at landing points made the first attack difficult/confusing
- Series of attacks and counterattacks however no clear victory possible
- Evacuation after 7 months – highly successful, done secretly without enemy knowledge.

2. Impact: *(award 1 mark for each, up to 3)*

- Negative impacts – many ANZAC troops lost their lives over an ultimately failed campaign.
- Historians disagree on the successfulness/impact of the Gallipoli landing.
- ANZAC Day – 25th April, commemorate the soldiers who fought at Gallipoli, important day for Australians and New Zealanders.
- Australia’s first land campaign during WWI

2022 Year 9 History Topic Test

Making a Better World? – Industrial Revolution

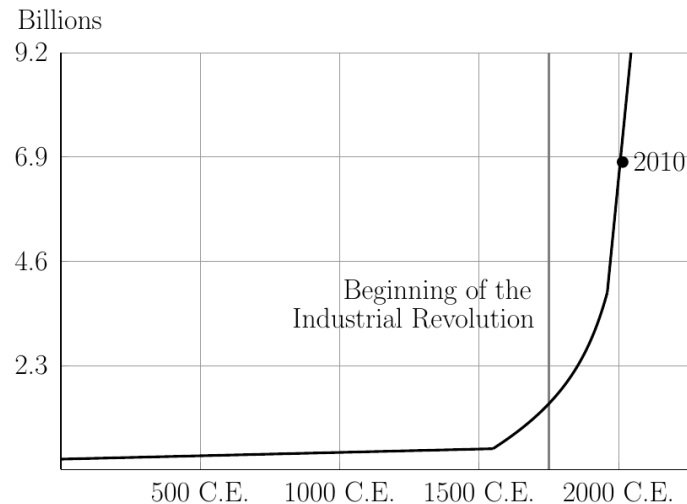
Time allowed: 1 hour

Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1

World Population Growth



Source: 'Population Growth and Urbanisation During the Industrial Revolution', published by M. Beckham, A. O'Brien, and M. Mendes, 2015.

Which of the following was not a contributing factor to the 'population explosion' during the Industrial Revolution?

- A. Improvements in farming, food quality and access to food.
- B. An increase in famine and lower standard of living.
- C. Parents were motivated to have more children so they could support the family financially.
- D. Improvements in medical science, hygiene and the elimination of the plague.

Question 2

Some children who worked in textile factories were known as '_____'. Their job was highly dangerous and involved fixing broken threads on sewing machines.

The appropriate word in the gap is

- A. Piecers
- B. Hurriers
- C. Threaders
- D. Trappers

SECTION B – SHORT ANSWERS (4 questions, total 20 marks)**Question 1 (4 marks)**

Bell pit; Patent; Fallow; Capitalism

Write down the correct term from the list above for each of the following definitions.

Term	Definition
	A highly influential economic principle developed in the 18 th century. Economist Adam Smith is known to be the ‘father’ of this principle.
	The shallow area where coal was mined before developments in coal extraction during the Industrial Revolution.
	A legal protection of an inventor’s creations.
	A term for the field which was not used for crops in the subsistence method of farming.

Question 2 (6 marks)

Source: <https://historyatnormandale.wordpress.com/2017/05/10/child-labor-and-mortality-rates-in-the-industrial-revolution/>

- a.** Name one of the jobs a child laborer would do during the Industrial Revolution, and explain the negative impacts that arose from this job. 3 marks

- b.** Describe how the Mines Act came into effect and the impact it had on women and children’s working rights. 3 marks

2022 Year 9 History
Making a Better World? – Industrial Revolution
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	B
2	A
3	D
4	C
5	A
6	B
7	C
8	A
9	C
10	B

Question 1

Due to greater access to food as a result of better agricultural practices and output, there was a decrease in famine and a raised standard of living.

Answer is **B**.

Question 2

Some children who worked in textile factories were known as ‘Piecers’. Their job was highly dangerous and involved fixing broken threads on sewing machines. ‘Trappers’ and ‘Hurriers’ refer to children who worked in the mining industry.

Answer is **A**.

Question 3

Subsistence farming was the primary traditional method of farming before the Agricultural/Industrial Revolution, which involved only producing enough for the inhabitants of the farm. Crop-rotation was developed during the Agricultural Revolution.

Answer is **D**.

Question 3 (5 marks)

- Award up to 2 marks for reference to specific colonies.
- Award up to 4 marks for discussion of how the empire allowed Britain's industrial sector to flourish.
- Marks are allocated largely up to the examiner's discretion – accuracy and detail is favoured.

Answer may include:

1. How despite loss of American colonies, Britain's empire was sizeable – including Malaysia, Canada, Ceylon (Sri Lanka), New South Wales/Australia, India.
2. Raw materials and commodities would be exported to Britain for manufacturing.
3. Manufactured goods would be sold to colonies, provided a stable and reliable market for goods.
4. Reference to specific industries e.g. the cotton industry, or raw materials from colonies (e.g. sugar from Jamaica, timber from Malaysia, India, Ceylon).

Question 4 (5 marks)

- Award up to 3 marks for commentary on power sources before steam was introduced.
- Award up to 3 marks for details about the impact of steam power and the steam engine had on society.

Answer may include:

1. Water, wind and horsepower as the three main traditional sources of power (1 mark for each).
2. Important role of horses in agriculture – ploughs and threshing machines, windmills, etc.
3. Steam power – development of the 'atmospheric engine' by Thomas Newcomen, which was subsequently improved by James Watts in 1769 (as seen in the source).
4. Role in mining – engine used to pump excess water out of mines, allowed for coal extraction to become deeper/more efficient/greater quality coal.
5. Benefits in relation to transport in the 1800s – steam engine trains allowing for long distance travelling, transport of materials and manufactured products quickly.

2022 Year 9 History Topic Test

Making a Better World? – Movement of Peoples

Time allowed: 1 hour

Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1

What was the Middle Passage?

- A. The passage across the Atlantic Ocean by which enslaved Africans were transported to the Americas.
- B. The passage across the Indian Ocean by which British convicts were transported.
- C. The passage Captain Cook took from Britain to Australia in 1770.
- D. The name for the passage between the Americas and Europe by which raw materials such as sugar and oil were transported.

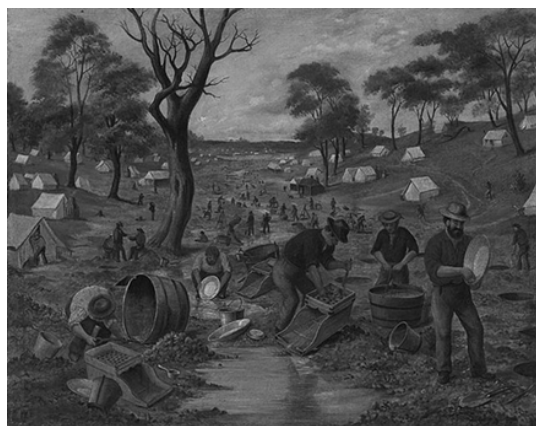
Question 2

_____ is an example of a secondary punishment area where convicts would be sent if they reoffended. They were often subject to harsh physical punishments.

The appropriate word in the gap is

- A. Darwin
- B. Norfolk Island
- C. Port Arthur
- D. Perth

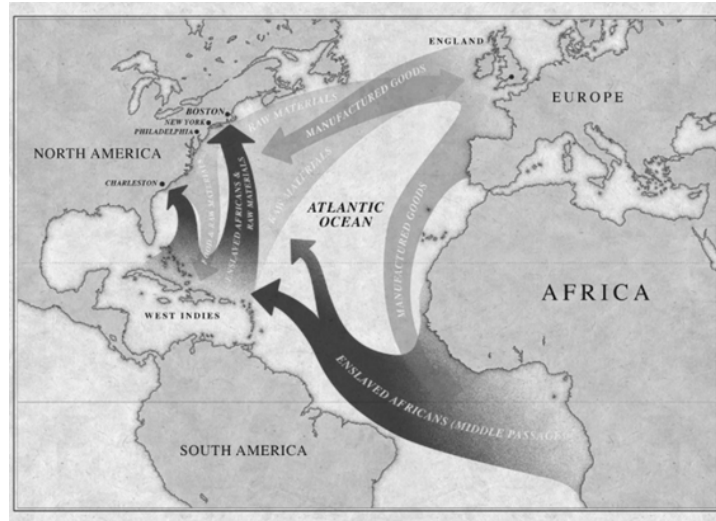
Question 3



Painting by Edwin Stockqueler, 'Gold Rush', source: <https://www.nationalgeographic.org/thisday/feb12/australian-gold-rush-begins/>

In what year did Edward Hargraves find gold in New South Wales, prompting the Australian gold rush?

- A. 1873
- B. 1839
- C. 1851
- D. 1799

Question 3 (4 marks)

Map depicting the triangular slave trade. Source: <https://www.nps.gov/articles/the-middle-passage.htm>

What role did slavery and the triangular slave trade play in facilitating the Industrial Revolution?

Question 4 (4 marks)

Describe emigration and the treatment of foreigners, such as the Chinese, during the Australian Gold Rush period.

2022 Year 9 History
Making a Better World? – Movement of Peoples
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	A
2	B
3	C
4	D
5	A
6	C
7	A
8	C
9	C
10	B

Question 1

The Middle Passage is one stage of the transatlantic slave trade. After European ships docked on the African coast with materials, they would then enslave Africans and transport them to the Americas to work on plantations.

Answer is **A**.

Question 2

Norfolk Island is an example of a secondary punishment area where convicts would be sent if they reoffended. They were often subject to harsh physical punishments. Alternatively, another place known for psychological punishment was called Port Arthur.

Answer is **B**.

Question 3

Hargraves first discovered gold in 1851, prompting the Australian gold rush which proceeded the Californian gold rush.

Answer is **C**.

SECTION C – LONG ANSWERS (1 question, total 10 marks)**Question 1 (10 marks)**

- *Marks are awarded largely up to the examiner's discretion.*
- *As a compare and contrast question, similarities and difference should be discussed.*
- *Ideal responses should have a thesis or main point expressing whether the student believes there are more similarities than differences, or vice versa, with at least three main points to support/refute their argument.*

Answer can include:

1. Similarities: Transportation conditions were both extremely unhygienic (however slave ships were marginally more inhumane); punishments for bad behaviour included flogging and physical punishment; both exploited for labour/economic reasons.
2. Differences: Convicts were being punished for a crime whereas enslaved people had done nothing wrong; convicts were punished by the Crown/their own government whereas slaves were enslaved by foreigners as a result of racial discrimination; transatlantic slave trade occurred between the Americas/Africa/Europe whereas the convicts were British/Irish individuals going to areas in Oceania; undertook different occupations in different industries.

2022 Year 9 History Topic Test

Making a Better World? – Progressive Ideas and Movements

Time allowed: 1 hour
Total marks: 40 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question 1



Map of the Austro-Hungarian Empire. Source: <https://dailynewshungary.com/what-if-the-austro-hungarian-empire-reunited-today-video/>

Which of the following modern-day countries was not part of the Austro-Hungarian empire in central Europe?

- A. Croatia.
- B. Czech Republic.
- C. Norway.
- D. Slovakia.

Question 2

_____ was a British reformer who had socialist ideals, particularly regarding workers' rights during the Industrial Revolution.

The appropriate word in the gap is

- A. Robert Owens.
- B. Frederick Engels.
- C. Adam Smith.
- D. Abraham Lincoln.

SECTION B – SHORT ANSWERS (4 questions, total 20 marks)**Question 1 (7 marks)****a.** Write down the correct term from the list below for each of the following definitions.

4 marks

Luddites; Bourgeoise; Chartist; Industrialisation

Term	Definition
	A movement which developed in early 19 th century, calling for greater responsibility and accountability of Parliament and the political system.
	Anti-industrialisation factory workers who conducted protests in the early 19 th century.
	The societal shift from a predominantly agricultural economy to a manufacturing/industrial society, as demonstrated in 18 th century Europe.
	A term for the middle/wealthy class that owns the means of production, usually used in conjunction with 'proletariat'.

b. Briefly describe who Karl Marx was and his viewpoint on the social classes.

3 marks



'Organise and take the big bag' Cartoon by John Lynch, 1925. Source: <https://www.booksontrial.com/the-communist-manifesto-in-photos/>

2022 Year 9 History
Making a Better World? – Progressive Ideas and Movements
Total marks: 35 marks

SECTION A – MULTIPLE CHOICE (10 questions, 1 mark each)

Question	Answer
1	C
2	A
3	C
4	D
5	B
6	A
7	C
8	B
9	C
10	A

Question 1

Students may be able to infer from the map the extent of the Austro-Hungarian empire, as well as the clue provided in the question – ‘central Europe’ – Norway is in the Scandinavian area.

Answer is **C**.

Question 2

Robert Owens was a British reformer who had socialist ideals particularly regarding workers’ rights during the Industrial Revolution. Engels is a German philosopher who contributed to socialist ideals, Lincoln is an American, and Adam Smith was a prominent capitalist.

Answer is **A**.

Question 3

The Industrial Revolution (IR) saw the expansion of the middle class, their wealth and investment bolstering the production, consumption which allowed the IR to be maintained.

Answer is **C**.

Question 2 (5 marks)**a.**

2 marks

Answer may include:

1. All people are created equal.
2. All people should have equal human rights
3. Proposed during the Enlightenment period.

- Award marks for similar and/or reasonable answers.

b.

3 marks

- Award up to 3 marks for commentary on the role of egalitarianism in the French Revolution. Detail and accuracy is favoured.

Answer may include:

1. Reference to popular revolutionary slogan 'Liberty! Equality! Fraternity!'
2. The rejection of the social structure which divided society, rejection of monarchy and feudalism.
3. Culmination in the *Declaration of the Rights of Man and of the Citizen, 1789*.
4. Favouring meritocracy – ability/achievement as social indicators.

Question 3 (4 marks)

- Award marks based on discretion, accuracy and detail along with four distinct points.

- Reference to the *Declaration of the Rights of Man and of the Citizen Aug 1789* as seen in the source is favourable.

Answer may include:

1. A brief outline of what nationalism is.
2. Rejection of the monarchy across Europe, especially in France (discussion of source with this point), putting the nation first, overthrow of societal structure.
3. Annexed nations dissent toward the empires, calls for independence fuelled by nationalism.
4. The nationalist revolution of 1848.
5. Nationalism hindered by the restoration of old European empires after the Napoleon Wars in early 19th century.
6. Unification of Italy, Germany, independence of Greece from Ottoman Empire in 1829, Belgian independence in 1831, or reference to other specific nations.