**Time allowed**

- Perusal time: **10 minutes**
- Working time: **2 hours 30 minutes**

**Examination materials provided**

- Paper One – Question and response book
- Notepaper

**Equipment allowed**

- QSA-approved equipment

**Directions**

Do not write in this book during perusal time.

Paper One has two parts:

- Part A: Reflections on the research inquiry process (respond to all questions)
- Part B: Extended written response to an unseen question (respond to one question only)

**Suggested time allocation**

- Part A: 1 hour 15 minutes
- Part B: 1 hour 15 minutes

**Assessment**

Assessment standards are at the end of this book.

**After the examination**

The supervisor will collect this book when you leave the examination room.
Planning space
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 Ancient History).

Part A refers to an inquiry topic based on Theme 1: Studies of political structures from page 17 of the syllabus. For this year’s examination, the Roman options inquiry topic is excluded. The regional area chosen in Part A must be different from that selected in Part B.

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:

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Question 1

How does your inquiry topic exemplify Theme 1: Studies of political structures? Comment on how this topic highlights some of the important elements of the theme.

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Question 2

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

Definitions: ..................................................................................................

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Sources: .....................................................................................................

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Backgrounds, changes and continuities: motives and causes: ..................

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Question 2 continues overleaf
Effects, interests and arguments: .................................................................
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Reflections and responses: .................................................................
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**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.)

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**Question 4**

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

Key research question:

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Initial hypothesis:

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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.
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.)

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End of Part A
Part B: Extended written response to an unseen question

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

Questions 1–5 are derived from *Theme 2: Personalities in history*.

Respond to one of the following questions. An extended written response of **600–800 words** is required. Clearly cross out any draft work that is not to be assessed.

The regional area that you select must be different from that chosen in Part A.

Make sure specific historical evidence or sources, and evaluations of this evidence and sources, are referred to in your response.

Planning space is provided.

Suggested time allocation: **1 hour 15 minutes**.

Either

**Question 1**

**Egypt** — “King of Kings, I am Ozymandias. If anyone would know how great I am and where I lie, let him surpass my works.”

*(Diodorus Siculus, *Histories*, 1.47)*

Evaluate this claim of Ramses II’s greatness and his accomplishments.

or

**Question 2**

**Greece** — To what extent can it be said that Perikles was a successful *demagogue* rather than a successful *democratic* leader?

or

**Question 3**

**Asia/New World** — “Montezuma contributed more to the demise of his own people than Cortes”.

How accurate is this statement?

or

**Question 4**

**Mesopotamia** — To what extent can it be argued that Nebuchadnezzar was not only responsible for the creation of the neo-Babylonian Empire, but also its fall?

or
Question 5

Period of the Middle Ages — “Charlemagne and myself founded empires; but on what foundation did we rest the creations of our genius? Upon force.”
(Napoleon Bonaparte)

Was conquest and force more important than religion and “civilisation” in the reign of Charlemagne?

End of Part B

End of Paper One
Planning space
<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>Planning and using a historical research process</td>
<td>The candidate:</td>
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<td></td>
<td>• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate subquestions</td>
<td>• identifies significant issues for investigation and devises historical research questions and appropriate subquestions</td>
<td>• devises or applies straightforward historical research questions and subquestions that involve simple issues and familiar concepts</td>
<td>• uses closed, factually based historical research questions</td>
<td>• frames questions that are frequently irrelevant</td>
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<td>• demonstrates ability to select varied primary and secondary sources that offer a range of perspectives</td>
<td>• demonstrates ability to select varied primary and secondary sources that offer different perspectives</td>
<td>• selects some relevant sources</td>
<td>• selects few relevant sources.</td>
<td>• identifies some information in sources provided.</td>
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<td>• demonstrates critical reflection during research to make valid choices about direction or emphasis.</td>
<td>• demonstrates reflection during research and revises the process where necessary.</td>
<td>• responds to obvious issues that emerge in the research process.</td>
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<td>Criterion</td>
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<td>Communicating historical knowledge</td>
<td>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.</td>
<td>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 – use appropriate conventions of a recognised system of in-text referencing • meets all stipulated requirements of responses in most instances.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: – use some historical concepts – incorporate some direct reference to appropriate sources of historical evidence – are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions • produces responses that may not meet all of the stipulated requirements.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recalled or selected accurate definitions and historical knowledge • presents responses to basic historical research questions that: – incorporate some reference to sources of historical evidence – convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies • produces superficial responses.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning • produces incomplete responses that do not meet stipulated requirements.</td>
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