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 session

The supervisor will collect this book when you leave.
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 of your own choosing based on Theme 6 of the syllabus: “The influence of groups in ancient societies” (excluding Roman ancient societies). The regional area you choose in Part A must be different from the regional area you choose 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**

Comment on how your inquiry topic highlights some of the important elements of Theme 6: “The influence of groups in ancient societies”.

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**Question 2**

**List the five initial focus questions** that you used to 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**
Question 3

With what historical materials (both archaeological and text) did you begin your initial investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources that are relevant to the topic.

Question 4

After the completion of the initial stage of investigation, what key research question did you develop and what was your initial hypothesis?

Key research question:

Initial hypothesis:
Question 5

Describe the plan that you used to guide your research over the next stage of investigation.

In your response, refer to:

- time frames (including drafting process)
- where you researched the topic
- the types of sources and resources considered that offer a range of perspectives.

This information can be represented in an appropriate format of your own choosing, such as a dot point summary, flow chart (visual organiser) or spidergram.
Question 6
Select one key challenge or opportunity that you encountered in the research of your chosen topic. Explain how you dealt with this challenge or opportunity.

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Question 7
How did you revise and refine your initial focus questions and hypothesis to clearly show the development of your ideas?

Focus questions:
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Hypothesis:
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Question 8
Define “critical reflection” in the context of historical inquiry.

Question 9
Give examples of your critical reflection on your sources and on choices you had to make about the direction and emphasis of the research process.
Part B — Extended written response to an unseen question

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

The following questions are derived from Theme 2 of the syllabus: “Personalities in history”. The regional area you choose in Part B must be different from the regional area you choose in Part A.

Respond to one question in 600–800 words.
In your response, refer to and evaluate historical evidence including specific sources.
Planning space is provided. Cross out any draft work that is not to be assessed.
Suggested time allocation: 1 hour 15 minutes.

Either

Question 1 — Egypt

Given the substantial bias against Cleopatra from Roman sources, can it be argued that she was an effective ruler of Egypt?

or

Question 2 — Greece

Evaluate the importance of Themistocles’ contribution to the Greek victory in the 2nd Persian War of 480–479 BC.

or

Question 3 — Asia/New World

“The biggest factor in the conquest of the Aztecs was not the technological superiority of the Spanish, but the weak and ineffective leadership of Montezuma”. Assess the validity of this statement.

or

Question 4 — Mesopotamia

To what extent is the hostile Biblical view of Nebuchadnezzar confirmed or contradicted by other historical material?

or

Question 5 — Period of the Middle Ages

To what extent can it be said that Abelard’s achievements in theology and philosophy stemmed from his relationship with Heloise?

End of Part B

End of Paper One
Planning space
Planning space
Assessment standards from the 2008 senior external syllabus for Ancient History

**Paper One**

<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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<td>• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate subquestions • demonstrates ability to select varied primary and secondary sources that offer a range of perspectives • demonstrates critical reflection during research to make valid choices about direction or emphasis.</td>
<td>• identifies significant issues for investigation and devises historical research questions and appropriate subquestions • demonstrates ability to select varied primary and secondary sources that offer different perspectives • demonstrates reflection during research and revises the process where necessary.</td>
<td>• devises or applies straightforward historical research questions and subquestions that involve simple issues and familiar concepts • selects some relevant sources • responds to obvious issues that emerge in the research process.</td>
<td>• uses closed, factually based historical research questions • selects few relevant sources.</td>
<td>• frames questions that are frequently irrelevant • identifies some information in sources provided.</td>
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