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

Paper One assesses the following assessment criteria:

- Planning and using a historical research process
- Communicating historical knowledge

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 Ancient History Senior External Syllabus 2008).

Part A refers to an inquiry topic of your own choosing based on Theme 1 of the syllabus: Studies of political structures (excluding Roman options). The regional area you choose in Part A must be different from the regional area you choose in Part B.

Respond to all questions in the order provided. The amount of space provided for each response is an indication of how much you are expected to write.

Suggested time allocation: 1 hour 15 minutes.

Write the topic you selected for inquiry during your study:

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Question 1

How does your inquiry topic highlight some of the important features of Theme 1: Studies of political structures?

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Question 2

List the five initial focus questions that you used to guide an investigation into your topic, based on the aspects of inquiry below.

i. Definitions:

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ii. Sources:

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

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iv. Effects, interests and arguments:

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v. Reflections and responses:

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Question 3

Which key historical sources did you use in your investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources.

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**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:

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Initial hypothesis:

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**Question 5**

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 6

How did you revise and refine your initial focus questions and hypothesis? Clearly show the development of your ideas.

Focus questions:

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Hypothesis:

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Question 7

Define “critical reflection” in the context of historical inquiry.

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Question 8

Critically reflect upon the following source. How might it change or confirm the direction and emphasis of your research process?

The concepts of power and organisational politics

John Gardner, writing about leadership and power in organisations, notes, “Of course leaders are preoccupied with power! The significant questions are: What means do they use to gain it? How much do they exercise it? To what ends do they exercise it?” He further states, “Power is the basic energy needed to initiate and sustain action or, to put it another way, the capacity to translate intention into reality and sustain it.” In a similar vein, Richard Nixon wrote, “The great leader needs … the capacity to achieve … Power is the opportunity to build, to create, to nudge history in a different direction.” Dahl writing about the pervasiveness of the concept of power states, “The concept of power is ancient and ubiquitous as any that social theory can boast.” He defined power “as a relation among social actors in which one actor A, can get another social actor B, to do something that B would not otherwise have done.” Hence, power is recognised as “the ability of those who possess power to bring about the outcomes they desire” (Salancik and Pfeffer 1977).

The concept of organisational politics can be linked to Harold Lasswell’s (1936) definition of politics as who gets what, when and how. If power involves the employment of stored influence by which events, actions and behaviours are affected, then politics involves the exercise of power to get something done, as well as to enhance and protect the vested interests of individuals or groups. Thus, the use of organisational politics suggests that political activity is used to overcome resistance and implies a conscious effort to organise activity to challenge opposition in a priority decision situation. The preceding discussion indicates that the concepts of power and organisational politics are related. Thus … we define organisational politics as the use of power, with power viewed as a source of potential energy to manage relationships.


Question 8 continues overleaf
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 — Mesopotamia: Sargon of Akkad**

How did Sargon of Akkad create the first empire in history, and why did it fall apart so quickly after his death?

_or_

**Question 2 — Egypt: Hatshepsut**

Modern academics regard Hatshepsut as an effective and successful ruler of Egypt. Why then did the Ancient Egyptians themselves try to eradicate her name and memory from history?

_or_

**Question 3 — Greece: Alexander**

“Alexander did nothing really new — he simply carried on where his father, Philip II, had left off (or intended to do).” Evaluate the validity of this statement.

_or_

**Question 4 — Asia/New World**

How did the Emperor Qin Shi Huangdi create and maintain his empire, and why did it collapse so quickly after his death?

_or_

**Question 5 — Period of the Middle Ages: Justinian**

In evaluating the reign of the Emperor Justinian, do his failures — particularly in the latter part of his reign — outweigh his earlier achievements?

End of Part B

End of Paper One
### Assessment standards from the Ancient History Senior External Syllabus 2008
#### 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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</thead>
<tbody>
<tr>
<td>Planning and using a historical research process</td>
<td>The candidate:</td>
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<tr>
<td></td>
<td>• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions</td>
<td>• identifies significant issues for investigation and devises historical research questions and appropriate sub-questions</td>
<td>• devises or applies straightforward historical research questions and sub-questions 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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<tr>
<td></td>
<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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<tr>
<td></td>
<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>
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<tr>
<td>Criterion</td>
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<td>Communicating historical knowledge</td>
<td>When using written forms in examination conditions, the candidate:</td>
<td>When using written forms in examination conditions, the candidate:</td>
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<td>When using written forms in examination conditions, the candidate:</td>
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<td>• consistently communicates accurately recalled or selected</td>
<td>• communicates accurately recalled or selected definitions, key</td>
<td>• communicates some recalled or selected accurate definitions and</td>
<td>• communicates some recalled or selected accurate definitions and</td>
<td>• communicates some recall or selection of accurate historical</td>
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<td>definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>descriptions and details of key historical concepts, terms, events, developments and people</td>
<td>descriptions and details of key historical concepts, terms, events, developments and people</td>
<td>knowledge</td>
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<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent responses that:</td>
<td>• presents responses to basic historical research questions that:</td>
<td>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
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<tr>
<td></td>
<td>− incorporate concepts of change and continuity over time</td>
<td>− refer to the causes and consequences of changes and continuities over time</td>
<td>− incorporate some historical concepts</td>
<td>− incorporate some reference to sources of historical evidence</td>
<td>• produces incomplete responses that do not meet stipulated requirements</td>
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<td></td>
<td>− use extensive vocabulary in a succinct and effective manner</td>
<td>− use vocabulary effectively</td>
<td>− incorporate some direct reference to appropriate sources of historical evidence</td>
<td>− convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions</td>
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<td>− accord closely with the style and conventions applicable to the format of the required response</td>
<td>− accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>− are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions</td>
<td>− use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies</td>
<td>• produces superficial responses.</td>
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<td>− refer to evaluation processes without disrupting the argument</td>
<td>− refer to the causes and consequences of changes and continuities over time</td>
<td>− incorporate direct and indirect reference to relevant historical evidence</td>
<td>− incorporate some reference to sources of historical evidence</td>
<td>• produces superficial responses.</td>
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<tr>
<td></td>
<td>− incorporate direct and indirect references to diverse relevant historical evidence</td>
<td>− use vocabulary effectively</td>
<td>− use appropriate conventions of a recognised system of in-text referencing</td>
<td>− convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions</td>
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<td>− accurately use the conventions of a recognised system of in-text referencing</td>
<td>− accord for the most part with the style and conventions applicable to the format of the required response</td>
<td>− use appropriate conventions of a recognised system of in-text referencing</td>
<td>− incorporate some reference to sources of historical evidence</td>
<td>• produces superficial responses.</td>
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<td>• meets all stipulated requirements of length and format of responses.</td>
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</table>

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 length and format of responses.