Time allowed

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

Examination materials provided

- Paper One — Question and response book
- Notepaper

Equipment allowed

- QCAA-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 4 of the syllabus, Studies of archaeology.

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 4 of the syllabus, Studies of archaeology?

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Question 2

State the initial focus question/s for each of the Aspects of inquiry that you used to guide an investigation into your topic.

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

What archaeological and historical materials did you use in your investigation? Name actual authors, collections 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, what key research question did you develop and what was your initial hypothesis?

Key research question:

Initial hypothesis:

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.
**Question 6**

State your final focus questions and hypothesis. Briefly explain the reasons for any changes or why no revisions were necessary.

Focus questions:

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Hypothesis:

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**Question 7**

What is your understanding of ‘critical reflection’?
Question 8

How might you use the source below as part of your research process? Would it enhance or change the direction of your ideas stemming from your research? Explain how this might happen.

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Professional inaugural address: The purpose of archaeology — Graham E Connah

Abstract

Thank you Mr Chancellor for your kind introduction. Respected colleagues, ladies and gentlemen, I have chosen tonight to address a topic of fundamental relevance, rather than examining some particular aspect of my own research as I was tempted to do. This decision was prompted not only by the nature of inaugural lectures in general but by the special character of this lecture. The chair to which the University has done me the honour of electing me is a foundation chair, that is to say that I am the first to hold a position that will, I hope, have a long line of distinguished incumbents. It seems appropriate, therefore, to speak about what must be the major issue relevant to my discipline area: namely what do archaeologists think that they are trying to do, and what point is there in doing it. In choosing to talk about this, I shall of course be taking issue with such opinions as that of the American archaeologist, Albert Spaulding, who achieved fame some years ago by cynically remarking that ‘the only purpose of archaeology is to make archaeologists happy’ (Spaulding 1953:590).


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Question 8 continues
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 5 of the syllabus, Studies of conflict.
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
To what extent was the Amarna ‘revolution’ truly revolutionary?

or

Question 2 — Rome
To what extent is the ‘portrayal’ of Spartacus in film and television similar or different to the real ‘historical’ Spartacus?

or

Question 3 — Mesopotamia/Asia
To what extent was King Nebuchadnezzar the egotistical tyrant depicted in the Bible?

or

Question 4 — Medieval Europe
Was the First Crusade (1096–1099) caused primarily by religious devotion or by the desire for political and economic gain?

End of Part B

End of Paper One
Planning space
Planning space
Question
## 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>
</table>
| Planning and using a historical research process | The candidate:  
  - 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. | The candidate:  
  - 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. | The candidate:  
  - 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. | The candidate:  
  - uses closed, factually based historical research questions  
  - selects few relevant sources. | The candidate:  
  - frames questions that are frequently irrelevant  
  - identifies some information in sources provided. |
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<thead>
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<tbody>
<tr>
<td><strong>Communicating historical knowledge</strong></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 definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, credible 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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<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>– use some historical concepts</td>
<td>– incorporate some reference to 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>– 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>– 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</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>– convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions</td>
<td>– use appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies</td>
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<td>– refer to evaluation processes without disrupting the argument</td>
<td>– incorporate direct and indirect reference to relevant historical evidence</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</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>– incorporate direct and indirect references to diverse relevant historical evidence</td>
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