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 Modern History).

Part A refers to an inquiry topic of your own choosing based on Theme 4: Studies of power (from the syllabus).

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:

...............................................................................................................

Question 1

How does your inquiry topic exemplify Theme 4: Studies of power?

Comment on how this topic highlights some of the important elements of the theme.

...............................................................................................................

...............................................................................................................

...............................................................................................................

...............................................................................................................

...............................................................................................................

Question 2

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

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

...............................................................................................................

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

...............................................................................................................

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

...............................................................................................................

...............................................................................................................

...............................................................................................................

...............................................................................................................

Question 2 continues overleaf
Question 3
With what historical evidence will you begin your initial investigation? (Name actual authors and primary and secondary sources that are relevant to the topic.)

Question 4
After the completion of the initial stage of investigation, develop a key research question and provide an initial hypothesis.

Key research question:

Initial hypothesis:
Question 5

Devise a plan to guide your research over the next stage of investigation.

In your response, refer to:

- time frames (including drafting process)
- where to research
- the types of sources and resources to consider that offer a range of perspectives.

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
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 7
Revise and refine your initial focus questions and hypothesis, clearly showing the development of your ideas.

Focus questions:
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................

Hypothesis:
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................
...............................................................................................................

Question 8
What is your understanding of “critical reflection”?

Question 9
Give examples of where you have critically reflected on your sources and on where you had to make choices about the direction and emphasis of the research process.

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

Part B assesses Communicating historical knowledge (syllabus criterion 3).
Questions 1–4 are derived from Theme 5: Studies of cooperation (from the syllabus).
Respond to one of the following questions in 600–800 words. Cross out any draft work that is not to be assessed.
In your response, refer to specific historical evidence or sources, and evaluations of this evidence and sources.
Planning space is provided.
Suggested time allocation: 1 hour 15 minutes.

Either

Question 1 — The League of Nations and the rise of Hitler’s Germany
Assess the significance of the League of Nations in the rise of Nazism.

or

Question 2 — The end of apartheid
Evaluate the importance of international factors in ending the policy of apartheid in South Africa.

or

Question 3 — Efforts to achieve land rights for Indigenous Australians
Evaluate the significance of events and movements from 1963 to 1996 in the gaining of land rights by Indigenous Australians.

or

Question 4 — The changing role of the United Nations
Assess the impacts of newly independent and developing nations on the nature and role of the United Nations Organisation in the period 1946 to 2001.

End of Part B

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

#### Paper One

<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning and using a historical research process</strong></td>
<td>The candidate:</td>
<td>The candidate:</td>
<td>The candidate:</td>
<td>The candidate:</td>
<td>The candidate:</td>
</tr>
<tr>
<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 and selects few relevant sources.</td>
<td>• frames questions that are frequently irrelevant</td>
</tr>
<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>• identifies some information in sources provided.</td>
<td>• identifies some information in sources provided.</td>
</tr>
<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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<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 usually:</td>
<td>When using written forms in examination conditions, the candidate usually:</td>
<td>When using written forms in examination conditions, the candidate usually:</td>
<td>When using written forms in examination conditions, the candidate usually:</td>
</tr>
<tr>
<td></td>
<td>• consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them</td>
<td>• communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates some recalled or selected accurate definitions and historical knowledge</td>
<td>• communicates some recall or selection of accurate historical knowledge</td>
</tr>
<tr>
<td></td>
<td>• presents coherent, valid historical arguments that:</td>
<td>• presents coherent, credible historical arguments that:</td>
<td>• presents coherent 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>
<td>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
</tr>
<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 direct reference to appropriate sources of historical evidence</td>
<td>• incorporates some recall or selection of accurate historical knowledge</td>
</tr>
<tr>
<td></td>
<td>- use extensive vocabulary in a succinct and effective manner</td>
<td>- use vocabulary effectively</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>• presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning</td>
</tr>
<tr>
<td></td>
<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>- use appropriate conventions of a recognised system of in-text referencing</td>
<td>- use appropriate conventions of a recognised system of in-text referencing</td>
<td>• produces incomplete responses that do not meet stipulated requirements.</td>
</tr>
<tr>
<td></td>
<td>- refer to evaluation processes without disrupting the argument</td>
<td>- incorporate direct and indirect reference to relevant historical evidence</td>
<td>• produces responses that may not meet all of the stipulated requirements.</td>
<td>• produces responses that may not meet all of the stipulated requirements.</td>
<td>- produces incomplete responses that do not meet stipulated requirements.</td>
</tr>
<tr>
<td></td>
<td>- incorporate direct and indirect references to diverse relevant historical evidence</td>
<td>- use appropriate conventions of a recognised system of in-text referencing</td>
<td>- meets stipulated requirements of length and format of responses.</td>
<td>- meets stipulated requirements of length and format of responses.</td>
<td>- produces superficial responses.</td>
</tr>
<tr>
<td></td>
<td>- accurately use the conventions of a recognised system of in-text referencing</td>
<td>- meets stipulated requirements of length and format of responses.</td>
<td>- produces superficial responses.</td>
<td>- produces superficial responses.</td>
<td>- produces superficial responses.</td>
</tr>
</tbody>
</table>