2011 Senior External Examination

Modern History
Paper One — Question and response book

Friday 11 November 2011
9 am to 11:40 am

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 1 of the syllabus: “National history”.

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.

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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 1: “National history”.

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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: .................................................................

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

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

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**Question 2 continues overleaf**
Question 3
With what historical evidence 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.

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

Focus questions:

Hypothesis:
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. How did your critical reflection **change and/or confirm** your research choices?

End of Part A
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: “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**
Evaluate the degree to which the forces of nationalism, imperialism and militarism contributed to the outbreak of World War I.

_or_

**Question 2**
Evaluate the degree to which both German foreign policy under the Nazi regime and the reactions to this policy contributed to the onset of World War II.

_or_

**Question 3**
To what extent is “third” wave feminism similar and/or different to “first” and “second” wave feminism? Compare the methods and results of the three feminist movements.

_or_

**Question 4**
Evaluate, with reference to key events and policies, the degree to which Arab–Israeli relations changed between 1956 and 1973.

End of Part B

End of Paper One
Planning space
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>
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<tbody>
<tr>
<td>Planning and using a historical research process</td>
<td>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</td>
<td>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</td>
<td>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.</td>
<td>The candidate: • uses closed, factually based historical research questions • selects few relevant sources.</td>
<td>The candidate: • frames questions that are frequently irrelevant • identifies some information in sources provided.</td>
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<td>Communicating historical knowledge</td>
<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>
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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>• communicates accurately recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people</td>
<td>• communicates accurately 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>
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<td>• presents coherent, valid historical arguments that:</td>
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<td>• presents coherent, credible historical arguments that:</td>
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<td>– incorporate concepts of change and continuity over time</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>– refer to the causes and consequences of changes and continuities over time</td>
<td>– incorporate some historical concepts</td>
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<td>– use extensive vocabulary in a succinct and effective manner</td>
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<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– use vocabulary effectively</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 closely with the style and conventions applicable to the format of the required response</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>– 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 referencing, with frequent inaccuracies</td>
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<td>– refer to evaluation processes without disrupting the argument</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>– incorporate direct and indirect reference to relevant historical evidence</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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<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 superficial responses.</td>
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<td>– accurately use the conventions of a recognised system of in-text referencing</td>
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<td>• meets all stipulated requirements of length and format of responses.</td>
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<td>• meets all stipulated requirements of length and format of responses.</td>
<td>• produces incomplete responses that do not meet stipulated requirements.</td>
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