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 Modern 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 power.

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

Comment on how your inquiry topic highlights some of the important elements of Theme 4: Studies of power.

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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.

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

With what historical sources 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.

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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? Give your reasons for the development of this hypothesis.

Key research question:

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Initial hypothesis:

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Reasons for hypothesis:

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**Question 5**

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

Present this information in an appropriate format of your own choosing, such as a dot point summary, flow chart (visual organiser) or spidergram.

Refer to time frames and the types of sources and resources used.
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? 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

Reflect on the source below and explain how it might have changed or confirmed the direction and emphasis of your research process.

The search for collective security

The most striking result of this pattern of immigration and popular identity is the inclination of Australians to identify themselves, in terms of civilisation and culture, with distant parts of the world rather than with Australia’s own region. Until well into the twentieth century, Australians identified themselves primarily as part of the British Empire. The association with Britain was far more than an alliance for security; it was a fundamental assertion of identity.

…

The key point is that Australians have generally taken the view that Australia is an isolated country which cannot afford isolationist attitudes. As we will discuss below, there have always been critics of this mainstream view, but most Australian governments have been strong, instinctive supporters of the principles of collective security. With the general support of the electorate, Australian leaders have consistently argued that, if this isolated and vulnerable country wanted support from the collection of countries or states with whom we identified ourselves — whether that collection was the British Empire, or the Western alliance led by the United States, or a coalition of democratic countries under a United Nations mandate — then Australia would have to contribute to the security demands of that collective. During the Vietnam War, many commentators described this approach as ‘paying the premium on Australia’s insurance policy’, but the essential idea had been the basis of Australia’s international behaviour long before the 1960s. For example, it lay behind the contribution of a contingent from the colony of New South Wales to the British military expedition to the Sudan in 1885. Leaving aside the special case of the conflict between the European settlers and the Aboriginals after 1788, Australians have never had to fight a war for their nation’s security and integrity on the soil of the Australian continent (although several cities and towns endured Japanese bombing raids during World War II). But this profound sense of collective security has ensured that Australians have been willing to go far from their continent to the cockpits of international conflict — Europe, the Middle East, different parts of Asia — in what they saw as the defence of Australia’s national interests.

Mediansky, FA 1997, Australian Foreign Policy: Into the New Millennium, MacMillan Education Australia Pty Ltd, Melbourne, pp. 4–7
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 5 of the syllabus: Studies of cooperation.
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 — The League of Nations and the rise of Hitler’s Germany
Evaluate the extent to which the failure of the League of Nations to meet the challenges facing international security facilitated Hitler’s foreign policy objectives.

or

Question 2 — The end of apartheid
Assess the importance of selected internal and external social, economic and political factors in ending the policy of apartheid in South Africa.

or

Question 3 — Efforts to achieve land rights for Indigenous Australians
Evaluate the contributions of specific movements in the second half of the 20th century to the gaining of recognition and land rights for Aboriginal peoples and Torres Strait Islander peoples.

or

Question 4 — The changing role of the United Nations
Assess the effectiveness of the methods used by the United Nations to achieve its stated aim of a cooperative approach to international security in either the period 1946–1991 (the end of the Cold War) or the period 1991–2010.

End of Part B

End of Paper One
Planning space
### Assessment standards from the Modern 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>
</tr>
</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. |
<table>
<thead>
<tr>
<th>Criterion</th>
<th>A</th>
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<th>C</th>
<th>D</th>
<th>E</th>
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</thead>
<tbody>
<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>
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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, 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>
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<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></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>– incorporate some direct reference to appropriate sources of historical evidence</td>
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<td></td>
<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</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>
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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>– 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>
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<td>– refer to evaluation processes without disrupting the argument</td>
<td>– incorporate direct and indirect reference to diverse relevant historical evidence</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</td>
<td>– produces responses that may not meet all of the stipulated requirements.</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>– accurately use the conventions of a recognised system of in-text referencing</td>
<td>– products of responses that may not meet all of the stipulated requirements.</td>
<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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<td>– accurately use the conventions of a recognised system of in-text referencing</td>
<td>• meets stipulated requirements of responses in most instances.</td>
<td>• meets stipulated requirements of responses in most instances.</td>
<td>• meets all stipulated requirements of length and format of responses.</td>
<td>• produces superficial responses.</td>
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