2013 Senior External Examination

Modern History
Paper Two — Question and response book

Wednesday 6 November 2013
1 pm to 3:40 pm

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

Examination materials provided
- Paper Two — Question and response book
- Paper Two — Historical sources book

Equipment allowed
- QSA-approved equipment

Directions
Do not write in this book during perusal time.
Paper Two requires an extended written response to historical evidence. There are three statements. Respond to one statement only.

Assessment
Paper Two assesses the following assessment criteria:
- Forming historical knowledge through critical inquiry
- 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
Extended written response to historical evidence

Paper Two relates to your study of China: The impact of Mao Zedong from Theme 3 of the syllabus: Studies of change.

Consider the sources in the historical sources book before responding to one of the statements below in 600–800 words.

Develop a hypothesis that demonstrates whether you agree or disagree with the selected statement, then write a response that justifies your hypothesis.

You must use a range of seen and unseen sources and reference them in your response. The referencing of sources can refer to the source letter/number or the author. It is important to use the sources critically, not just summarise them.

Planning space is provided. Cross out any draft work that is not to be assessed.

Suggested time allocation:

- studying the sources: 30 minutes
- planning and writing your essay response: 2 hours.

Either

Statement 1

“Despite the agony he caused, Mao was both a visionary and a realist.”


or

Statement 2

“Mao diluted Chinese communism with a massive dose of nationalism.”


or

Statement 3

“According to the official Chinese Communist Party’s 1981 re-evaluation of Mao Zedong, he was 70% right and 30% wrong.”


End of Paper Two
Statement
### Assessment standards from the Modern History Senior External Syllabus 2008

**Paper Two**

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<th>Criterion</th>
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<td><strong>Forming historical knowledge through critical inquiry</strong></td>
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<td>In response to historical questions, the candidate:</td>
<td>uses a diversity of primary and secondary sources to:</td>
<td>uses primary and secondary sources to:</td>
<td>uses primary and secondary sources to:</td>
<td>generally uses primary and secondary sources to:</td>
<td>generally, when dealing with historical sources:</td>
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<td>• comprehends and applies explicit and implicit meanings</td>
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<td>• analyses to identify implicit and explicit patterns of information and categorise evidence</td>
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<td>Communicating historical knowledge</td>
<td>When using written forms in examination conditions, the candidate: • consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them • presents coherent, valid historical arguments that: — incorporate concepts of change and continuity over time — use extensive vocabulary in a succinct and effective manner — accord closely with the style and conventions applicable to the format of the required response — refer to evaluation processes without disrupting the argument — incorporate direct and indirect references to diverse relevant historical evidence — accurately use the conventions of a recognised system of in-text referencing • meets all stipulated requirements of length and format of responses.</td>
<td>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 stipulated requirements of responses in most instances.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people • presents coherent responses that: — use some historical concepts — incorporate some direct reference to appropriate sources of historical evidence — are expressed in descriptive and explanatory language in which the meaning is sometimes discernible despite frequent errors in vocabulary, style and conventions • produces responses that may not meet all of the stipulated requirements.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recall or selection of accurate historical knowledge • presents responses to basic historical research questions that: — incorporate some reference to sources of historical evidence — convey meaning that is sometimes discernible despite errors in vocabulary, style and conventions • uses appropriate conventions of a recognised system of in-text referencing, with frequent inaccuracies • produces superficial responses.</td>
<td>When using written forms in examination conditions, the candidate usually: • communicates some recall or selection of accurate historical knowledge • presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning • produces incomplete responses that do not meet stipulated requirements.</td>
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