2014 Senior External Examination

Modern History
Paper One — Question and response book

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 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

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:

ii. Sources:

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

iv. Effects, interests and arguments:

v. Reflections and responses:

Question 3

Which key historical sources did you use in your investigation? Name actual authors, collections (including internet resource sites) and primary and secondary sources.
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
Define and explain ‘critical reflection’ in the context of historical inquiry.
There Goes the Neighbourhood

Of course there have been people from within Australian society who have strongly criticised the central tenets of the country’s foreign policy. Almost from its inception in September 1951, some Australians have argued for the repudiation of the American alliance. Critics charge the alliance with a range of offences: it drags Australia into America’s wars and makes it guilty by association for all of the atrocities done in the name of the American empire; by hosting United States listening bases on Australian soil, a country that should be remote from a nuclear exchange among the great powers becomes a primary target of attack; by associating with George W Bush’s ‘civilisational’ War on Terror, Australia has increased its own profile as a priority target for jihadist terrorist attack; by tying itself to American interests in the Pacific, Australia cuts itself off from developing intimate and lasting relationships with its Pacific neighbours.

Another strong line of critique has been directed towards Canberra’s development of close working relationships with undemocratic governments in Asia: by coddling dictators like Indonesia’s President Suharto, Australian governments cheapen the quality of democracy and liberty within Australia; by treating soft authoritarian Singapore as a normal state, Australia in effect endorses paternalistic, illiberal government elsewhere in the world; by treating the ‘butchers of Beijing’ with respect and even deference, Australian governments are showing that the country’s foreign policy stands for nothing but tawdry economic gain. And then there are the advocates of an extreme makeover in Australia’s foreign relations: Australia should abandon its adolescent dependence on the United States on the one hand, and its pragmatic, interest-based regional relations on the other, and fully embrace an Asian future. Whether this means a regional association or just a deeper engagement, it cannot be done in a half-hearted way, and must be embarked upon without reservations. These critiques have been around for a long time and have become familiar call-and-response routines played out on op-ed pages and talk shows.

Wesley, M 2011, There Goes the Neighbourhood: Australia and the Rise of Asia, University of New South Wales Press, Sydney

Question 8 continues
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 act on issues of international security between 1931 and 1939 allowed Hitler to undertake an expansionist foreign policy.

or

**Question 2 — The end of apartheid**

Assess the impact of actions initiated by governments of individual nations and the wider international community between 1960 and 1994 in ending the official policy of apartheid in South Africa.

or

**Question 3 — Efforts to achieve land rights for Indigenous Australians**

Evaluate the significance of specific events and movements from 1963 to 1996 in the gaining of land rights by Aboriginal peoples and Torres Strait Islander peoples.

or

**Question 4 — The changing role of the United Nations**

Assess the impact of newly independent and developing nations on the nature and role of the United Nations Organisation in either 1946–1991 (the Cold War period) or the period 1991–2010.

End of Part B

End of Paper One
Planning space
Planning space
### Assessment standards from the Modern History Senior External Syllabus 2008

#### Paper One

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<tr>
<th>Criterion</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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| Planning and using a historical research process | The candidate:  
- identifies conceptually complex issues for investigation, devises historical research questions and focuses historical research questions and appropriate sub-questions  
- demonstrates critical reflection during research to make valid choices about direction or emphasis. | The candidate:  
- identifies significant issues for investigation and devises straightforward historical research questions and appropriate sub-questions that involve simple issues and familiar concepts  
- demonstrates critical reflection during research and revises the process where necessary. | The candidate:  
- devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts  
- selects some relevant sources. | 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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<tr>
<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 discernible despite errors in vocabulary, style and conventions – use appropriate conventions of a recognised system of referencing • 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 recalled or selection of accurate definitions and 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 frequent errors in vocabulary, style and conventions – use 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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