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
• Planning paper

Equipment allowed
• QCAA-approved equipment

Directions
Do not write 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.

Inquiry topics:
- Australia’s relationship with Great Britain 1901 to 1919
- Australia’s relationship with the United States of America 1939 to 1975
- Australia’s relationship with Asia 1975 to present

Write the inquiry topic you selected for inquiry during your study.

Question 1
How does your inquiry topic highlight important features of Theme 4 of the syllabus, Studies of power?
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.

a. Definitions:

b. Sources:

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

d. Effects, interests and arguments:

e. Reflections and responses:
Question 3
Which key historical sources did you use in your investigation? Name actual authors, collections (including websites), and primary and secondary sources.

Question 4
After you completed 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
Briefly explain the reason for any changes in direction or emphasis. Alternatively, explain why no revision was necessary.

Question 6
Select one key challenge or opportunity that you encountered in the research. Explain how you dealt with this challenge or opportunity.

Question 7
Define and explain ‘critical reflection’ in the context of historical inquiry.
This December will mark the 75th anniversary of one of the most momentous developments in Australian foreign policy, war-time Prime Minister John Curtin’s famous turn to America.

As we relax after Christmas and tune in to the Boxing Day Test, it may be worth reflecting on Curtin’s New Year’s message to the Australian people, published in The Melbourne Herald on 27 December 1941. Writing three weeks after the Japanese attack on Pearl Harbor, Curtin declared: ‘Without inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.’

His statement was attacked by conservative political opponents, angered the British Prime Minister Winston Churchill, and astonished the American President Franklin Roosevelt.

For Curtin was ahead of the US in his thinking about strategy and priorities for the war in the Pacific. Yet his initiative boosted Australia’s defences against the threat of invasion, laid the ground for the post-war ANZUS treaty, and forged an alliance which has been central to Australian foreign policy and defence strategy ever since.

It is often said that the most weighty decision for any government is sending armed forces into harm’s way. These decisions involve the need to assess national interests, the security of the Australian people, the risk to defence personnel, the prospects of success, and the risks and consequences of failure.

But Curtin’s decisions were on an entirely different plane. National interest can be a complex, multi-layered, and often contested concept. Yet everyone would agree that a country’s most fundamental interest is to maintain its territorial integrity and political independence. This is the challenge that confronted Curtin. He remains the only Prime Minister to have led our nation through an existential threat, the only Prime Minister to have contemplated the imminent invasion, devastation and destruction of Australia.

He rightly described this as our darkest hour. ‘Men and women of Australia,’ Curtin said in a broadcast address to the nation to announce that Australia was at war with Japan. ‘The call is to you, for your courage; your physical and mental ability; your inflexible determination that we, as a nation of free people, shall survive. My appeal to you is in the name of Australia, for Australia is the stake in this conflict.’

A passionate anti-war campaigner during World War I, Curtin became an advocate of greater defence self-sufficiency for Australia in the face of Japanese militarisation in the 1930s. His decisions following the outbreak of the Pacific War were driven by a relentless focus on the defence of Australia. He defied Churchill by insisting on the return of Australian troops from other theatres; he forged a new military partnership with the US; and he insisted on a role for Australia in decision-making on the course of the war in the Pacific.

Forged in the crisis of the Pacific War, the alliance has endured and has been immensely valuable to both countries. The alliance’s enduring nature reflects the fact that Australia and the US have shared histories, mutual interests and common values. Those values include our commitment to democratic political systems, open economies, and free and just societies.
The alliance remains as central to Australia’s security today as it was in Curtin’s time. It acts as a deterrent to potential aggressors, provides our defence forces with leading edge technologies and opportunities for cooperation, training, and intelligence sharing, and gives Australia an ability to influence the world’s leading great power.

For the US, Australia is a trusted partner with a sophisticated and professional defence force capable of taking part in joint operations, a source of independent advice and counsel, and an important country in a region which is critical for world affairs.

Source: Wong, P 2016, 'John Curtin’s turn to America, 75 years on', The Interpreter published by the Lowy Institute. Published online: 1 October 2016 www.lowyinstitute.org/the-interpreter/john-curtins-turn-to-america-75-years

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

Part B assesses Communicating historical knowledge (criterion 3 of the Modern History Senior External Examination Syllabus 2008).

The following questions are derived from Theme 5 of the syllabus, Studies of cooperation. Respond to one question in 600–800 words.

Indicate which question you are responding to.

In your response, refer to and evaluate historical evidence.

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

Assess the effectiveness of the League of Nations’ ability to respond to Hitler’s foreign policy objectives in Europe from 1933.

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

Assess the significance of one or more selected events from 1963 to 1996 in the pursuit of land rights by Indigenous Australians.

or

Question 4 — The changing roles of the United Nations

Assess the effectiveness of the United Nations in achieving its stated aim of a cooperative approach to international security with reference to one or more events in either the period 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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<th>Criterion</th>
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<td>Planning and using a historical research process</td>
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<td></td>
<td>• identifies conceptually complex issues for investigation, devises and focuses historical research questions and appropriate sub-questions</td>
<td>• identifies significant issues for investigation and devises historical research questions and appropriate sub-questions</td>
<td>• devises or applies straightforward historical research questions and sub-questions that involve simple issues and familiar concepts</td>
<td>• uses closed, factually based historical research questions</td>
<td>• frames questions that are frequently irrelevant</td>
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<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>• selects few relevant sources</td>
<td>• identifies some information in sources provided.</td>
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<td>• demonstrates critical reflection during research to make valid choices about direction or emphasis.</td>
<td>• demonstrates reflection during research to make valid choices about direction or emphasis.</td>
<td>• responds to obvious issues that emerge in the research process.</td>
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When using written forms in examination conditions, the candidate:

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<td>Communicating historical</td>
<td>when using written forms in examination conditions, the candidate:</td>
<td>when using written forms in examination conditions, the candidate:</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>
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<td>knowledge</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>• presents coherent, credible historical arguments that:</td>
<td>• communicates some recalled or selected accurate definitions and descriptions of key historical concepts, terms, events, developments and people.</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, valid 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>– 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>• produces incomplete responses that do not meet stipulated requirements.</td>
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<td>– use extensive vocabulary in a succinct and effective manner</td>
<td>– use vocabulary effectively</td>
<td>– incorporate some direct reference to appropriate sources of historical evidence</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>– are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions</td>
<td>– use appropriate conventions of a recognised system of in-text referencing</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>– 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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<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 responses in most instances.</td>
<td>• produces responses that may not meet all of the stipulated requirements.</td>
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<td>– accurately use the conventions of a recognised system of in-text referencing</td>
<td>• communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people.</td>
<td>• meets all stipulated requirements of length and format of responses.</td>
<td>• communicates responses that may not meet all of the stipulated requirements.</td>
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