

2014 HSC Modern History Marking Guidelines

Section I — World War I 1914–1919 Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	A
3	D

Question 4

Criteria	Marks
• Names and describes ONE feature of trench warfare that made it difficult to break the stalemate	2
• Names ONE feature of trench warfare from Source <i>D</i>	1

Sample answer:

Barbed wire made it difficult for soldiers to advance through No Man's Land.

Answers could include:

- Artillery fire
- Machine guns in block houses
- Mud in no-man's land
- Shell holes
- Use of aircraft/planes
- Network of trenches
- Deep dug-outs
- Water-filled shell holes

Multiple-choice Answer Key

Question	Answer
5	D
6	B

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed outline with specific use of BOTH sources and use of own relevant knowledge Demonstrates sound knowledge of the strategies and tactics used to break the stalemate on the Western Front 	7–8
<ul style="list-style-type: none"> Provides an outline with specific use of BOTH sources and use of own relevant knowledge Demonstrates some knowledge of the strategies and tactics used to break the stalemate on the Western Front 	5–6
<ul style="list-style-type: none"> Demonstrates relevant knowledge of at least one source and reference to the second source may be implied Makes generalisations about the strategies and tactics used to break the stalemate on the Western Front 	3–4
<ul style="list-style-type: none"> Demonstrates some use of own knowledge and/or sources relying on simple description about strategies and tactics used to break the stalemate on the Western Front 	1–2

Answers could include:**Source A:**

- The use of tanks and panic created by tanks, grenades and guns
- Men prepared to die for the cause
- Use of weapons (guns, bayonets)

Source D:

- Introduction of new technology (aircraft)
- Artillery
- Full-on frontal attack

Own knowledge

- Military tactics (creeping barrage, bite and hold, leap frog)
- Use of new technology (gas, mines)
- Diversionary campaigns
- Improved communication

Section I — World War I 1914–1919

Part B

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Makes a sophisticated judgement which demonstrates a thorough understanding of BOTH sources in the context of their usefulness Provides a comprehensive consideration of reliability and clear understanding of perspective in the context of the question 	9–10
<ul style="list-style-type: none"> Makes a clear judgement about the usefulness of BOTH sources to the question but may be uneven in their treatment Provides a detailed consideration of reliability and clear understanding of perspective in the context of the question 	7–8
<ul style="list-style-type: none"> Attempts an assessment of the usefulness of BOTH sources to the question, with some reference to perspective and reliability OR <ul style="list-style-type: none"> Provides some consideration and evaluation of the usefulness of ONE source to the question and its perspective and reliability 	5–6
<ul style="list-style-type: none"> Generalises about the usefulness of the source(s) with few links to either reliability or perspective or the question May paraphrase sources 	3–4
<ul style="list-style-type: none"> Some reference to the use of sources generally OR <ul style="list-style-type: none"> Simple description or paraphrase of one or both sources 	1–2

Answers could include:

Source	Perspective	Reliability	Usefulness
C	<ul style="list-style-type: none"> British newspaper article describing an archaeological dig in eastern France of the remains of a German trench network from 1918 	<ul style="list-style-type: none"> Newspaper report – written by reporter rather than archaeologist – reporter quotes archaeologist who has found and is discussing what he claims to be remains of a German trench network and German soldiers Online source which Historian would need to verify. Historian could verify this source by visiting site and/or interviewing the archaeologist Historian would need to establish any bias/prejudice of newspaper and journalist The account of the archaeological dig is current Example of an event and consequence related to the nature of trench warfare 	<ul style="list-style-type: none"> Useful because it is of the time and moment ie 1918 when trench shelled by French Useful for size/depth/nature of German trenches in this location in 1918 Useful or bipartisan use of language – it is an account about information that is verifiable (see Reliability)

<i>Source</i>	<i>Perspective</i>	<i>Reliability</i>	<i>Usefulness</i>
		<ul style="list-style-type: none"> • Date/location of dig and site known • Historian would want to see pictorial or other evidence to support claims made in article. 	
<i>E</i>	<ul style="list-style-type: none"> • Primary source from an Allied soldier • Personal piece of writing for personal/wider reading? • Presents a perspective of a ‘newcomer’? (Not sure he is a “newcomer”) 	<ul style="list-style-type: none"> • Historian would want to establish how long Lindsay was at the front (newcomer?) • Language not of someone who is war-weary • Eyewitness account • Historian could verify using other sources the accuracy of information presented • Language seems atypical (enthusiastic) for this late in the war • Reliable as date and location specified • Less reliable as an extract → reliability of website would need to be verified • Almost positive mindset in which source is written is at odds with the gravity of events described? Historian would need to verify if this was due to being a newcomer or having shell shock? 	<ul style="list-style-type: none"> • Useful for view of Western Front at this particular time and this particular place • Useful as individual not official perspective • Useful as provides an account of hazards and nature and extent of impact of warfare • Useful giving Historian an understanding of impact on surrounding towns • Useful → Front line account of nature and success of the barrage tactic • Useful for reflecting Allied soldiers’ perspective on German military tactics

Section II — National Studies

Option A: Australia 1945–1983

Option B: China 1927–1949

Option C: Germany 1918–1939

Option D: India 1919–1947

Option E: Indonesia 1959–1998

Option F: Japan 1904–1937

Option G: Russia and the Soviet Union 1917–1941

Option H: South Africa 1960–1994

Option I: USA 1919–1941

Questions 9, 10, 11 (a), 12–17

Criteria	Marks
<ul style="list-style-type: none"> Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> Addresses the question asked with a sound attempt at a judgement and/or an argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question Presents a well-structured response drawing on relevant key features Provides detailed, relevant and accurate historical knowledge and uses appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question Presents a structured response, with some identification of the key features Provides adequate, relevant and accurate historical knowledge incorporating some historical terms 	11–15
<ul style="list-style-type: none"> Presents a narrative or descriptive response, which is largely relevant but may be generalised AND/OR incomplete Presents a simple response, with some mention of the key features Provides limited, relevant and accurate historical knowledge incorporating some historical terms 	6–10
<ul style="list-style-type: none"> Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete May be disjointed AND/OR very brief Provides very limited historical knowledge 	1–5

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Addresses the question asked, making a clear explanation based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question • Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features • Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> • Addresses the question asked with a sound attempt at an explanation and/or an argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question • Presents a well-structured response drawing on relevant key features • Provides detailed, relevant and accurate historical knowledge and uses appropriate historical terms and concepts 	16–20
<ul style="list-style-type: none"> • Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question • Presents a structured response, with some identification of the key features • Provides adequate, relevant and accurate historical knowledge incorporating some historical terms 	11–15
<ul style="list-style-type: none"> • Presents a narrative or descriptive response, which is largely relevant but may be generalised AND/OR incomplete • Presents a simple response, with some mention of the key features • Provides limited, relevant and accurate historical knowledge incorporating some historical terms 	6–10
<ul style="list-style-type: none"> • Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete • May be disjointed AND/OR very brief • Provides very limited historical knowledge 	1–5

Section III — Personalities in the Twentieth Century

Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Presents a detailed, relevant outline of the background and rise to prominence of the personality • Provides relevant and accurate historical knowledge using a range of appropriate historical terms and concepts 	9–10
<ul style="list-style-type: none"> • Presents a relevant outline of the background and rise to prominence of the personality • Provides relevant and accurate historical knowledge using appropriate historical terms and concepts 	7–8
<ul style="list-style-type: none"> • Presents a general outline of the background and rise to prominence of the personality • Provides adequate and accurate historical knowledge incorporating some historical terms 	5–6
<ul style="list-style-type: none"> • Presents a limited outline of the life of the personality with simple use of historical knowledge incorporating some historical terms 	3–4
<ul style="list-style-type: none"> • Presents ONE or TWO relevant facts about the personality 	1–2

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear evaluation of the accuracy of the statement as it relates to the significance of the personality within their period of national and/or international history, supported by detailed, relevant and accurate historical knowledge • Communicates using a sustained, logical and cohesive evaluation relating to the significance of the personality within their period of national and/or international history using a range of appropriate terms and concepts 	13–15
<ul style="list-style-type: none"> • Makes a sound attempt at an evaluation of the accuracy of the statement as it relates to the significance of the personality within their period of national and/or international history, with some details supported by relevant and accurate historical knowledge • Presents a structured, logical argument relating to the significance of the personality within their period of national and/or international history using a range of appropriate terms and concepts 	10–12
<ul style="list-style-type: none"> • Addresses the question with a relevant but largely narrative, descriptive response supported by adequate and largely accurate historical knowledge • Presents a structured response relating to the significance of the personality within their period of national and/or international history (may be implied) incorporating some historical terms 	7–9
<ul style="list-style-type: none"> • Presents a limited description of historical events related to the chosen personality • Communicates using a descriptive narration which may refer to the significance of the personality incorporating some historical terms 	4–6
<ul style="list-style-type: none"> • Lists some historical events in the life/period of the chosen personality 	1–3

Section IV — International Studies in Peace and Conflict

Option A: Anglo-Irish Relations 1968–1998

Option B: Conflict in Europe 1935–1945

Option C: Conflict in Indochina 1954–1979

Option D: Conflict in the Pacific 1937–1951

Option E: Arab–Israeli Conflict 1948–1996

Option F: The Cold War 1945–1991

Option G: The United Nations as Peacekeeper 1946–2001

Questions 19–25

Criteria	Marks
<ul style="list-style-type: none"> Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts 	21–25
<ul style="list-style-type: none"> Addresses the question asked with a sound attempt at a judgement and/or an argument, which demonstrates a well-developed knowledge and understanding of the issue(s) raised in the question Presents a well-structured response drawing on relevant key features Provides detailed, relevant and accurate historical knowledge and makes use of appropriate terms and concepts 	16–20
<ul style="list-style-type: none"> Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question Presents a structured response, with some identification of the key features Provides adequate, relevant and accurate historical knowledge incorporating some historical terms 	11–15
<ul style="list-style-type: none"> Presents a narrative or descriptive response, which is largely relevant but may be generalised AND/OR incomplete Presents a simple response, with some mention of the key features Provides limited, relevant historical knowledge incorporating some historical terms 	6–10
<ul style="list-style-type: none"> Attempts a narrative or description which may be only generally relevant AND/OR seriously incomplete May be disjointed AND/OR very brief Provides very limited historical knowledge 	1–5

Modern History

2014 HSC Examination Mapping Grid

Section I — World War I 1914–1919

Part A

Question	Marks	Content	Syllabus outcomes
1	1	World War I 1914–1919	H1.1, H3.2
2	1	World War I 1914–1919	H 1.1, H3.2,
3	1	World War I 1914–1919	H1.1, H3.2
4	2	World War I 1914–1919	H3.2, H4.1
5	1	World War I 1914–1919	H1.1, H3.2
6	1	World War I 1914–1919	H1.1, H3.2
7	8	World War I 1914–1919	H1.1, H1.2, H3.2, H4.2

Section I — World War I 1914–1919

Part B

Question	Marks	Content	Syllabus outcomes
8	10	World War I 1914–1919	H3.3, H3.4, H4.2

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
9 (a)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
9 (b)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
10 (a)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
10 (b)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
11 (a)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
11 (b)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
12 (a)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
12 (b)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
13 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
13 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
14 (a)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
14 (b)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
15 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
15 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
16 (a)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
16 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
17 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
17 (b)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2

Section III — Personalities in the Twentieth Century

Question	Marks	Content	Syllabus outcomes
18 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
18 (b)	15	Personalities in the Twentieth Century	H1.2, H2.1, H3.4, H4.1, H4.2

Section IV — International Studies in Peace and Conflict

Question	Marks	Content	Syllabus outcomes
19 (a)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
19 (b)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
20 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
20 (b)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
21 (a)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
21 (b)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
22 (a)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
22 (b)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
23 (a)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
23 (b)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
24 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
24 (b)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
25 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2
25 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2