



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2009 HSC Modern History Marking Guidelines**

### **Section I — World War I 1914–1919**

#### **Question 1 (a) (i)**

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Luxembourg OR Belgium	1

#### **Question 1 (a) (ii)**

*Outcomes assessed: H3.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• It omitted the swing to the west of Paris	1

**Question 1 (b)**
*Outcomes assessed: H3.2*
**MARKING GUIDELINES**

Criteria	Marks
Any THREE of the following: <ul style="list-style-type: none"> <li>• paid insufficient heed to the problems of over extended supply lines</li> <li>• inadequate communication systems</li> <li>• fatigue of troops</li> <li>• unpredictability of battle</li> <li>• miscalculated the speed of Russian mobilisation</li> <li>• level of resistance which Belgian forces and civilians would offer</li> <li>• changes wrought by Moltke did little or nothing to improve it</li> <li>• changes made by Moltke undermined its already tenuous prospects of success</li> </ul>	3
Any TWO of the above	2
Any ONE of the above	1

**Question 2**
*Outcomes assessed: H1.2, H3.2, H4.2*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a clear explanation which demonstrates a breadth of own knowledge combined with specific use of BOTH sources</li> <li>• Demonstrates a sophisticated understanding of the reasons for the stalemate on the Western Front</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a clear explanation with use of BOTH sources and use of own relevant knowledge. May be uneven in the use of sources</li> <li>• Demonstrates sound knowledge of the reasons for the stalemate on the Western Front</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates relevant knowledge and makes specific reference to at least ONE source OR uses sources only OR uses own knowledge only</li> <li>• Makes generalisations about reasons for the stalemate on the Western Front</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited use of knowledge and or sources relying on simple description or narrative about reasons for the stalemate on the Western Front</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• ONE or TWO references to reasons for the Western Front</li> </ul>	1–2

**Question 3***Outcomes assessed: H3.3, H3.4***MARKING GUIDELINES**

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

## Section II — National Studies

### Questions 4, 5, 6, 7, 8, 9, 10, 11, 12

*Outcomes assessed: H1.2, H2.1, H4.1, H4.2*

#### MARKING GUIDELINES

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

### Section III — Personalities in the Twentieth Century

#### Question 13 (a)

*Outcomes assessed: H1.1, H4.1, H4.2*

#### MARKING GUIDELINES

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

**Question 13 (b)***Outcomes assessed: H1.2, H2.1, H3.4, H4.1, H4.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes a clear judgement about the statement in relation to the chosen personality, supported by detailed, relevant and accurate historical information</li><li>• Presents a sustained, logical and well-structured argument which effectively integrates the issues raised in the statement using a range of appropriate terms and concepts</li></ul>	13–15
<ul style="list-style-type: none"><li>• Makes a sound attempt at a judgement about the statement in relation to the chosen personality supported by detailed, relevant and accurate historical information</li><li>• Presents a structured, logical argument which integrates the issues raised in the statement using appropriate terms and concepts</li></ul>	10–12
<ul style="list-style-type: none"><li>• Addresses the question with a relevant but largely narrative, descriptive response supported by adequate and largely accurate historical information</li><li>• Presents a structured response which refers to the issues raised in the statement (may be implied) incorporating some historical terms</li></ul>	7–9
<ul style="list-style-type: none"><li>• Provides a limited description of historical events related to the chosen personality</li><li>• Presents a descriptive narration which may refer to the statement incorporating some historical terms</li></ul>	4–6
<ul style="list-style-type: none"><li>• Lists some historical events in the life/period of the chosen personality</li></ul>	1–3

## Section IV — International Studies in Peace and Conflict

### Question 14, 15, 16, 17, 18, 19, 20

*Outcomes assessed: H1.2, H2.1, H4.1, H4.2*

#### MARKING GUIDELINES

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

# Modern History

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I — World War I 1914–1919</b>			
1 (a)	2	World War I 1914–1919	H3.2
1 (b)	3	World War I 1914–1919	H3.2
2	10	World War I 1914–1919	H1.2, H3.2, H4.2
3	10	World War I 1914–1919	H3.3, H3.4
<b>Section II — National Studies</b>			
4 (a)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
4 (b)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
5 (a)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
5 (b)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
6 (a)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
6 (b)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
7 (a)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
7 (b)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
8 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
8 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
9 (a)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
9 (b)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
10 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
10 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
11 (a)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
11 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
12 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
12 (b)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2



<b>Section III — Personalities in the Twentieth Century</b>			
13 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
13 (b)	15	Personalities in the Twentieth Century	H1.2, H2.1, H3.4, H4.1, H4.2
<b>Section IV — International Studies in Peace and Conflict</b>			
14 (a)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
14 (b)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
15 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
15 (b)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
16 (a)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
16 (b)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
17 (a)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
17 (b)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
18 (a)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
18 (b)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
19 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
19 (b)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
20 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2
20 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2