



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

2012 HSC Modern History Marking Guidelines

Multiple-choice Answer Key

| Question | Answer |
|-----------------|---------------|
| 1 | C |
| 3 | D |
| 4 | B |
| 5 | A |
| 6 | A |

Section I — World War I 1914–1919

Part A

Question 2

| Criteria | Marks |
|--|-------|
| • Provides at least TWO reasons from the sources | 2 |
| • Provides ONE reason from the sources | 1 |

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 variety of attitudes to the war and how they changed over time in Britain and Germany | 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 variety of attitudes to the war and how they changed over time in Britain and Germany | 5–6 |
| <ul style="list-style-type: none">• Demonstrates relevant knowledge and makes reference to ONE or BOTH sources. May be uneven in use of sources• Makes generalisation about the variety of attitudes to the war and how they changed over time in Britain and Germany | 3–4 |
| <ul style="list-style-type: none">• Demonstrates some use of own knowledge and/or sources relying on simple description about the variety of attitudes to the war and how they changed over time in Britain and Germany | 1–2 |

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 its 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 |

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 9–17

| 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 |

Section III — Personalities in the Twentieth Century

Question 18 (a)

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Presents a detailed, relevant description of THREE significant factors which resulted in the 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 description in some detail of TWO or THREE significant factors which resulted in the prominence of the personality OR a detailed, comprehensive outline of the life of the personality which includes some specific reference to factors which resulted in the 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, relevant description of TWO or THREE significant factors which resulted in the prominence of the personality OR a general outline of the life 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 assessment of the extent to which the personality had a positive impact on their times, supported by detailed, relevant and accurate historical knowledge• Communicates using a sustained, logical and cohesive argument relating to the extent to which the personality had a positive impact on their times using a range of appropriate terms and concepts | 13–15 |
| <ul style="list-style-type: none">• Makes a sound attempt at an assessment of the extent to which the personality had a positive impact on their times with some details supported by relevant and accurate historical information• Presents a structured, logical argument relating to the extent to which the personality had a positive impact on their times using appropriate historical 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 extent to which the personality had a positive impact on their times (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 extent to which the personality had a positive impact on their times, 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

2012 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 | 2 | World War I 1914–1919 | H3.2, H4.1 |
| 3 | 1 | World War I 1914–1919 | H1.1, H3.2 |
| 4 | 1 | World War I 1914–1919 | H1.1, H3.2 |
| 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 |