



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC Modern History Marking Guidelines

Section I — World War I 1914–1919 Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	B

Question 3

Criteria	Marks
• Provides at least TWO reasons from the source	2
• Provides ONE reason from the source	1

Answers could include:

- The need to release men from agriculture for the Front
- German U-boat sinking of British ships led to food shortages

Multiple-choice Answer Key

Question	Answer
4	B
5	A
6	A

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 reasons for Allied victory and German collapse	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 reasons for Allied victory and German collapse	5–6
<ul style="list-style-type: none">• Demonstrates relevant knowledge and makes reference (may be implied) to at LEAST ONE source. May be uneven in use of sources• Makes generalisation about the reasons for Allied victory and German collapse	3–4
<ul style="list-style-type: none">• Demonstrates some use of own knowledge and/or sources relying on simple description about the reasons for Allied victory and German collapse	1–2

Answers could include:**Source C:**

Discusses – numerical superiority, Allies have more men at the Front

Introduction of the USA to the Western Front, effective propaganda of the Allies, German morale impact, German people were turning against the Kaiser and the war effort. Mutinies taking place in October–November in Germany 1918.

Source D:

Impact of the British naval blockade on Germany. German people facing hardship at home leads to unrestricted submarine warfare and gives rise to reinstated successful convoy system. Britain saved from threat of starvation.

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:

<i>Source</i>	<i>Perspective</i>	<i>Reliability</i>	<i>Usefulness</i>
E	<ul style="list-style-type: none"> Description by a foreign visitor cited in a secondary source about life for civilians in Germany during the 'turnip winter' of 1916-1917 	<ul style="list-style-type: none"> Eyewitness account Specific example of an event related to the hardships faced by the German people on the homefront. First hand non German perspective coupled with some general information from a secondary source. Perspective of writer of the primary source is not fully known, we only know they are non-German, their context and role very subjective 	<ul style="list-style-type: none"> Contemporary view of the situation on the German Homefront. Eyewitness account – primary source providing example to support historian's comment in secondary section of the source. General secondary source overview to set context for the eyewitness account. It is how a foreign visitor might have perceived the incident, historians would have to look at other sources to corroborate this event
F	<ul style="list-style-type: none"> Primary source British cartoon showing how life has changed for all groups in society Piece of propaganda-reflecting the impact of the war on British civilians 	<ul style="list-style-type: none"> It is a British perspective about the British homefront The publishing date is not known, but it is thought to be 1917 or later and may have been published after the war. Need to have collaborated evidence across time and perspective to verify the evidence presented. 	<ul style="list-style-type: none"> Does show changes that took place on the British homefront for civilians eg girls forming the land army and young men being conscripted Does demonstrate the increasing impact of food shortages. Total war had an impact on many aspects of society It is a perspective of the upper class experience of total war The historian may also seek to discover if the middle class and working class experiences were different which may or may not impact on the usefulness of the source.

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 the 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 description of the 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 description of the 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 description 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 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 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

2013 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	2	World War I 1914–1919	H3.2, H4.1
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