



**BOARD OF STUDIES**  
NEW SOUTH WALES

## **2010 HSC Modern History Marking Guidelines**

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

<b>Question</b>	<b>Answer</b>
1	A
2	D
3	D
4	C
5	D
6	D

## Section I — World War I 1914–1919

### Part A

#### Question 7

Criteria	Marks
• Provides THREE reasons including at least ONE from the source	3
• Provides TWO reasons which may or may not be from the source	2
• Provides ONE reason which may or may not be from the source	1

#### Question 8

Criteria	Marks
• Provides a clear outline with specific use of BOTH sources and use of own relevant knowledge • Demonstrates sound knowledge of how experience of trench warfare changed soldiers' attitudes to the war over time	5–6
• Demonstrates relevant knowledge and makes reference to BOTH sources. May be uneven in the use of sources • Makes generalisations about how experience of trench warfare changed soldiers' attitudes to the war over time	3–4
• Demonstrates some use of own knowledge and/or sources relying on simple description about how experiences of trench warfare changed soldiers' attitudes to the war over time	1–2

**Question 9**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Makes a sophisticated 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 clear 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 10, 11, 12, 13, 14, 15, 16, 17, 18

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 well-developed knowledge and 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 knowledge and uses appropriate historical 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 knowledge 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 and accurate historical knowledge 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 knowledge</li> </ul>	1–5

### Section III — Personalities in the Twentieth Century

#### Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents a detailed, ordered description of the life of the personality</li><li>• Provides relevant and accurate historical knowledge using a range of appropriate historical terms and concepts</li></ul>	9–10
<ul style="list-style-type: none"><li>• Presents an ordered description of the life of the personality</li><li>• Provides relevant and accurate historical knowledge using appropriate historical terms and concepts</li></ul>	7–8
<ul style="list-style-type: none"><li>• Presents a general description of the life of the personality with some relevant detail</li><li>• Provides adequate and accurate historical knowledge incorporating some historical terms</li></ul>	5–6
<ul style="list-style-type: none"><li>• Presents a limited description of the life of the personality with simple use of historical knowledge 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 19 (b)

Criteria	Marks
<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 knowledge</li><li>• Presents a sustained, logical and cohesive 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 historical 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 knowledge</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>• Presents a limited description of historical events related to the chosen personality</li><li>• Communicates using 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

### Questions 20, 21, 22, 23, 24, 25, 26

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

## 2010 HSC Examination Mapping Grid

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

Question	Marks	Content	Syllabus outcomes
17 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
18 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
18 (b)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2

Question	Marks	Content	Syllabus outcomes
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**Section III — Personalities in the Twentieth Century**

19 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
19 (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**

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