



## **2011 HSC Modern History Marking Guidelines**

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

#### **Multiple-choice Answer Key**

<b>Question</b>	<b>Answer</b>
1	C
2	D
3	B
4	C
6	B
7	B
8	D

### Question 5

Criteria	Marks
• Provides TWO dangers apparent in the source	2
• Provides ONE danger apparent in the source	1

### Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear outline with specific use of BOTH sources and use of own relevant knowledge</li> <li>Demonstrates sound knowledge of the strategies and tactics used to break the stalemate on the Western Front</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates relevant knowledge and makes reference to BOTH sources. May be uneven in use of sources</li> <li>Makes generalisation about the strategies and tactics used to break the stalemate on the Western Front</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Demonstrates some use of own knowledge and/or sources relying on simple description about the strategies and tactics used to break the stalemate on the Western Front</li> </ul>	1–2

## Section I — World War I 1914–1919

### Part B

#### Question 10

Criteria	Marks
<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 11 (a), 13 (b), 14 (b), 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Addresses the question asked with a sophisticated and sustained argument supported by clear reasons, which demonstrates a comprehensive understanding of the issue(s) raised in the question</li> <li>Presents a logical, cohesive 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 and/or reasons, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question</li> <li>Presents a 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 identification of the 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

**Questions 11 (b), 12, 13 (a), 14 (a), 15, 16, 17, 18, 19 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>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</li> <li>Presents a logical, cohesive 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 a judgement and/or an argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question</li> <li>Presents a 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 identification of the 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 20 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Presents a detailed, relevant description of THREE significant events in 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 a relevant description of TWO or THREE significant events in the life of the personality in some detail OR a detailed, comprehensive outline 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, relevant description of TWO or THREE significant events in the life of the personality OR a general outline of the life of the personality</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 outline 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 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Makes a clear assessment of the contribution of the chosen personality, supported by detailed, relevant and accurate historical knowledge</li> <li>Communicates using a sustained, logical and cohesive argument relating to the contribution of the personality using a range of appropriate terms and concepts</li> </ul>	13–15
<ul style="list-style-type: none"> <li>Makes a sound attempt at an assessment of the contribution of the chosen personality in some detail supported by relevant and accurate historical information</li> <li>Presents a structured, logical argument relating to the contribution of the personality 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 relating to the contribution of the personality (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 contribution of the personality 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 21, 22, 23, 24, 25, 26, 27

Criteria	Marks
<ul style="list-style-type: none"> <li>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</li> <li>Presents a logical, cohesive 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 a judgement and/or an argument, which demonstrates a well-developed knowledge and understanding of the issue(s) raised in the question</li> <li>Presents a well-structured response drawing on relevant key features</li> <li>Provides detailed, relevant and accurate historical knowledge 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 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 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

# Modern History

## 2011 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	H3.2
3	1	World War I 1914–1919	H1.1, H3.2
4	1	World War I 1914–1919	H3.2
5	2	World War I 1914–1919	H1.1, H3.2, H4.2
6	1	World War I 1914–1919	H3.2
7	1	World War I 1914–1919	H3.2
8	1	World War I 1914–1919	H1.1, H3.2
9	6	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
10	10	World War I 1914–1919	H3.3, H3.4

### Section II — National Studies

Question	Marks	Content	Syllabus outcomes
11 (a)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
11 (b)	25	Australia 1945–1983	H1.2, H2.1, H4.1, H4.2
12 (a)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
12 (b)	25	China 1927–1949	H1.2, H2.1, H4.1, H4.2
13 (a)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
13 (b)	25	Germany 1918–1939	H1.2, H2.1, H4.1, H4.2
14 (a)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
14 (b)	25	India 1919–1947	H1.2, H2.1, H4.1, H4.2
15 (a)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
15 (b)	25	Indonesia 1959–1998	H1.2, H2.1, H4.1, H4.2
16 (a)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2

16 (b)	25	Japan 1904–1937	H1.2, H2.1, H4.1, H4.2
17 (a)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
17 (b)	25	Russia and the Soviet Union 1917–1941	H1.2, H2.1, H4.1, H4.2
18 (a)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
18 (b)	25	South Africa 1960–1994	H1.2, H2.1, H4.1, H4.2
19 (a)	25	USA 1919–1941	H1.2, H2.1, H4.1, H4.2
19 (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
20 (a)	10	Personalities in the Twentieth Century	H1.1, H4.1, H4.2
20 (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
21 (a)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
21 (b)	25	Anglo-Irish Relations 1968–1998	H1.2, H2.1, H4.1, H4.2
22 (a)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
22 (b)	25	Conflict in Europe 1935–1945	H1.2, H2.1, H4.1, H4.2
23 (a)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
23 (b)	25	Conflict in Indochina 1954–1979	H1.2, H2.1, H4.1, H4.2
24 (a)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
24 (b)	25	Conflict in the Pacific 1937–1951	H1.2, H2.1, H4.1, H4.2
25 (a)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
25 (b)	25	Arab–Israeli Conflict 1948–1996	H1.2, H2.1, H4.1, H4.2
26 (a)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
26 (b)	25	The Cold War 1945–1991	H1.2, H2.1, H4.1, H4.2
27 (a)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2
27 (b)	25	The United Nations as Peacekeeper 1946–2001	H1.2, H2.1, H4.1, H4.2