BOSTES BOARD OF STUDIES TEACHING & EDUCATIONAL STANDARDS NSW

2015 HSC Modern History
Marking Guidelines

IMPORTANT:
This resource was developed to support a previous version of the syllabus.
It may contain content that differs from the current syllabus.

Section I — World War I 1914–1919
Part A

Multiple-choice Answer Key

Question	Answer
1	D
2	A
3	B

Question 4

Criteria	Marks
• Makes a clear interpretative link between the text in Source *B* and the photo	2
• Makes a general statement about the photo and the text	1

Sample answer:

The text in Source *B* provides context to the picture and explains that the knitting occurring in the photo is an example of what the Queen wants more sewing guilds to do.

Multiple-choice Answer Key

Question	Answer
5	C
6	C

Question 7

Criteria	Marks
• Provides a detailed outline with specific use of BOTH sources and use of own relevant knowledge • Demonstrates sound knowledge of how attitudes to the war changed in Germany from 1914 to 1918	7–8
• Provides an outline with specific use of BOTH sources and use of own relevant knowledge • Demonstrates some knowledge of how attitudes to the war changed in Germany from 1914 to 1918	5–6
• Demonstrates relevant knowledge of at least one source • Makes generalisations about how attitudes to the war changed in Germany from 1914 to 1918	3–4
• Demonstrates some use of own knowledge and/or sources • Makes a relevant point about attitudes to war and/or sources	1–2

Sample answer:

The war was greeted by Germany with elation and excitement. Young men rushed to enlist, whilst those already conscripted took great pride in their duty, as it was believed to be their patriotic duty to go to war and defend the 'Fatherland'. As can be seen in Source *C*, which demonstrates Kaiser Wilhelm II speeding through the Western Front, Germany believed that the war would be over by Christmas, thus all rushed to become involved as they didn't want to miss out on the action. However, as the stalemate ensued into 1915 and total war began to penetrate all of aspects of Geman life, there was an increasing attitude of war-weariness.

The Allied Naval Blockade caused mass food shortages at the home front, worsened by the 'turnip winter' of 1916. This decreased productivity in Germany and hence the number of supplies reaching the soldiers diminished, decreasing morale at both the Western Front and the home fronts. Furthermore, the government's increased war spending, as can be seen in Source *D*, further worsened the poverty and starvation at home.

This sparked frustration and anger on the home front, as well as the Western Front, and by 1916 over one million workers striked against the war. As the war pushed on, the German army began to suffer mass mutinies, particularly in the parts of Kiel and Wilhelmshaven. As can be seen, German attitudes to the war rapidly changed as the war pushed on.

Section I — World War I 1914–1919
Part B

Question 8

Criteria	Marks
• 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
• Makes a clear judgement about the usefulness of BOTH sources to the question but may be uneven in their treatment • Provide consideration of reliability and clear understanding of perspective in the context of the question	7–8
• Makes a judgement of the usefulness of BOTH sources to the question, with some reference to perspective and reliability OR • Provides some consideration and evaluation of the usefulness of ONE source to the question and its perspective and reliability	5–6
• Generalises about the usefulness of the source(s) with few links to either reliability or perspective or the question • May paraphrase sources	3–4
• Some reference to the use of sources generally OR • Simple description or paraphrase of one or both sources	1–2

Sample answer:

Source *A* is King George V's message to the British Expeditionary Force on the 12 August 1914, reinforcing the soldiers that 'Duty is [their] watchword' and encouraging them before they go to battle. King George V was the British monarch and was in a high ranking position in British society. This message is also from not long after the onset of war. Therefore, King George's perspective is very anti-German, proud and protective over his Empire, placing Britain in a positively moral light. 'France is about to be invaded by the same powerful foe' demonstrates how Germany is antagonised, making this a biased and subjective source, compromising its factual reliability. King George's authority over Britain naturally leads to the perspective of one affirmed that their nation's will is correct and their enemies will be defeated because goodness will triumph.

He is trying to encourage and justify the war to his soldiers. Therefore the opinionated and prejudiced nature of this source renders it quite factually unreliable, however these words are straight from the hand of the King, making it reliable if the historian would like to know the attitudes of the British authorities. Therefore, Source *A* is useful for a historian who wants to study attitudes of authorities towards the Western Front but if they are looking for a source demonstrating attitudes 'towards a quick victory' they will need to find other sources, as in Source *A*, it is implied in 'I pray to God to … bring you back victorious', but it is unclear and a historian needs to find sources that are more relevant to attitudes towards a quick victory on the Western Front, as well as cross checking this source and being aware that it contains anti-German bias. Source *C*, a German cartoon thought to be from 1915, depicts the German general driving into victory with an angel on his car and a sign that says 'à Paris'. This perspective is strongly anti-French and has prejudice against the Allies; it may be a propaganda message intended to sway the German people into believing the power and

nobility of their army, and the angel also conveys that their fight is morally justified. This biased perspective decreases the factual reliability – it is a very nationalistic, skewed view, however it is reliable if the historian wants a direct example of attitudes and propaganda messages of the time as it effectively conveys the nationalistic attitude.

For a historian studying the attitudes towards a quick victory this cartoon would be useful because it portrays the attitudes of the Germans, their eagerness to conquer Paris, and by depicting them as powerful and France in dark ruins in the background, it strongly implies the belief that German strength will quickly prevail. However, the historian needs to supplement this source with other like it to improve reliability (of attitude, not factual reliability) and obtain sources where the message and attitude for a quick victory is conveyed with more clarity.

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
• 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
• 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
• 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
• Presents a generalised, mostly relevant narrative or descriptive response • Presents a simple response, with some mention of the key features • Provides limited, relevant and accurate historical knowledge incorporating some historical terms	6–10
• 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
• Presents a detailed, relevant description of the significant events in the life of the personality studied • Provides relevant and accurate historical knowledge using a range of appropriate historical terms and concepts	9–10
• Presents a relevant description of the significant events in the life of the personality studied • Provides relevant and accurate historical knowledge using appropriate historical terms and concepts	7–8
• Presents a general description of the significant events in the life of the personality studied • Provides adequate and accurate historical knowledge incorporating some historical terms	5–6
• Presents a limited description of the life of the personality with simple use of historical knowledge incorporating some historical terms	3–4
• Presents ONE or TWO relevant facts about the personality	1–2

Question 18 (b)

Criteria	Marks
• Makes a clear evaluation of the accuracy of the statement as it relates to the role of the personality in history, supported by detailed, relevant and accurate historical knowledge • Communicates using a sustained, logical and cohesive evaluation relating to the role of the personality within their period of national and/or international history using a range of appropriate terms and concepts	13–15
• Makes a sound attempt at an evaluation of the accuracy of the statement as it relates to the role of the personality in history, with some details supported by relevant and accurate historical knowledge • Presents a structured, logical argument relating to the role of the personality within their period of national and/or international history using a range of appropriate terms and concepts	10–12
• 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 role of the personality in history (may be implied) incorporating some historical terms	7–9
• Presents a limited description of historical events related to the chosen personality • Communicates using a descriptive narration which may refer to the role of the personality incorporating some historical terms	4–6
• 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
• 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
• 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
• 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
• Presents a generalised, mostly relevant narrative or descriptive response • Presents a simple response, with some mention of the key features • Provides limited, relevant historical knowledge incorporating some historical terms	6–10
• 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

2015 HSC Modern History 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	1	World War I 1914–1919	H1.1, H3.2
4	2	World War I 1914–1919	H3.2, H3.4, H4.1
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

Question	Marks	Content	Syllabus outcomes
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