2017 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	B
3	C
4	A
5	B

Question 6

Criteria	Marks
• Outlines differing perspectives of TWO leaders chosen from Clemenceau, Lloyd George or Wilson • Uses Source *E* and own knowledge	3
• Identifies perspective of Clemenceau, Lloyd George or Wilson • Uses Source *E* and/or own knowledge	2
• Makes a general statement about the source	1

Answers could include:

Source E:

- Wilson – project of 'community of power'
- Wilson sought cooperation of world's nations in a common passion for a world peace
- Clemenceau – wanted to maintain the old system of the 'balance of power' in Europe.

Own knowledge:

- Wilson's 14 points and the League of Nations
- Internationalism
- Clemenceau – revenge
- Lloyd George – needed to satisfy the British home front to encourage diplomacy.

Question 7

Criteria	Marks
• Demonstrates sound knowledge of changing Allied tactics and how they contributed to victory • Provides a detailed explanation with specific use of BOTH sources and use of own relevant knowledge	6–7
• Demonstrates some knowledge of changing Allied tactics and how they contributed to victory • Provides an outline with specific use of BOTH sources and use of own relevant knowledge	4–5
• Makes generalisations about Allied tactics • Demonstrates relevant knowledge of at least one source	2–3
• Demonstrates some use of own knowledge AND/OR sources	1

Answers could include:

Source C:

- Allied armies employed immense infantry power
- Use of tanks, aircraft and flexible tactics
- Germany army forced back to Mons.

Source D:

- British Mark five tanks (development of technology)
- Move towards the Hindenburg line.

Own knowledge:

- Development of new technologies in battle of attrition on the Western Front
- Effective co-ordination of Allied campaigns in 1918
- Collapse of German morale.

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 perspectives 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 • Provides a detailed consideration of reliability and clear understanding of perspectives in the context of the question	7–8
• Attempts to make a judgement about the usefulness of BOTH sources to the question, with some reference to perspectives 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 perspectives 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

Answers could include:

Source	*Perspective*	*Reliability*	*Usefulness*
A	It is the American Government perspective. It is a propaganda poster. It was designed to encourage preservation of resources in the USA in light of German U-boat campaign.	An official government document. Similar characteristics to other propaganda posters at the time (ie it encourages civilian involvement in war effort). Clearly demonstrates the threat of the German U-boat campaign.	It shows the impact of the German U-boat campaign. Limited as it only provides one reason for the Allied victory and German collapse. Shows the US contribution to the Allied victory.
B	Hindenburg's perspective of Allied victory (German Army Chief). It is an extract from a post-war memoir.	First-hand account. Post-war memoir – issue of time past since events. A public political document.	Reasons provided by Hindenburg can be corroborated with other sources (eg complaints from home front, morale, exhaustion of resources). Hindenburg would have had a good understanding of reasons for German collapse in particular (experience and proximity to events).

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 THREE significant events that influenced the rise to prominence 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 THREE significant events that influenced the rise to prominence of the personality studied • Provides relevant and accurate historical knowledge using appropriate historical terms and concepts	7–8
• Presents a general description of at least TWO significant events that influenced the rise to prominence of the personality studied • Provides adequate and accurate historical knowledge incorporating some historical terms	5–6
• Presents a limited description of the rise to prominence of the personality studied 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 significance of the personality in history, supported by detailed, relevant and accurate historical knowledge • Communicates using a sustained, logical and cohesive assessment 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
• Makes a sound attempt at an evaluation of the accuracy of the statement as it relates to the significance of the personality in 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
• 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 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 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

2017 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	H.1.2, H.3.2
2	1	World War I 1914–1919	H.1.2, H.3.2
3	1	World War I 1914–1919	H.1.2, H.3.2
4	1	World War I 1914–1919	H.1.2, H.3.2
5	1	World War I 1914–1919	H.1.2, H.3.2
6	3	World War I 1914–1919	H.1.1, H.1.2, H.3.2, H.4.1, H.4.2
7	7	World War I 1914–1919	H.1.1, H.1.2, H.3.2, H.4.1, H.4.2

Section I — World War I 1914–1919
Part B

Question	Marks	Content	Syllabus outcomes
8	10	World War I 1914–1919	H.1.1, H.1.2, H.3.2, H.3.3, H.3.4, H.4.1, H.4.2

Section II — National Studies

Question	Marks	Content	Syllabus outcomes
9 (a)	25	Australia 1945–1983	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
9 (b)	25	Australia 1945–1983	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
10 (a)	25	China 1927–1949	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
10 (b)	25	China 1927–1949	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
11 (a)	25	Germany 1918–1939	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
11 (b)	25	Germany 1918–1939	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
12 (a)	25	India 1919–1947	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
12 (b)	25	India 1919–1947	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
13 (a)	25	Indonesia 1959–1998	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
13 (b)	25	Indonesia 1959–1998	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
14 (a)	25	Japan 1904–1937	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
14 (b)	25	Japan 1904–1937	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2

Question	Marks	Content	Syllabus outcomes
15 (a)	25	Russia and the Soviet Union 1917–1941	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
15 (b)	25	Russia and the Soviet Union 1917–1941	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
16 (a)	25	South Africa 1960–1994	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
16 (b)	25	South Africa 1960–1994	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
17 (a)	25	USA 1919–1941	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
17 (b)	25	USA 1919–1941	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2

Section III — Personalities in the Twentieth Century

Question	Marks	Content	Syllabus outcomes
18 (a)	10	Personalities in the Twentieth Century	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
18 (b)	15	Personalities in the Twentieth Century	H.1.1, H.1.2, H.2.1, H.3.4, H.4.1, H.4.2

Section IV — International Studies in Peace and Conflict

Question	Marks	Content	Syllabus outcomes
19 (a)	25	Anglo-Irish Relations 1968–1998	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
19 (b)	25	Anglo-Irish Relations 1968–1998	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
20 (a)	25	Conflict in Europe 1935–1945	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
20 (b)	25	Conflict in Europe 1935–1945	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
21 (a)	25	Conflict in Indochina 1954–1979	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
21 (b)	25	Conflict in Indochina 1954–1979	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
22 (a)	25	Conflict in the Pacific 1937–1951	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
22 (b)	25	Conflict in the Pacific 1937–1951	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
23 (a)	25	Arab–Israeli Conflict 1948–1996	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
23 (b)	25	Arab–Israeli Conflict 1948–1996	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
24 (a)	25	The Cold War 1945–1991	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
24 (b)	25	The Cold War 1945–1991	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
25 (a)	25	The United Nations as Peacekeeper 1946–2001	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2
25 (b)	25	The United Nations as Peacekeeper 1946–2001	H.1.1, H.1.2, H.2.1, H.4.1, H.4.2