



MODERN HISTORY

GENERAL COURSE

Marking key for the Externally set task
The Industrial Revolution in Great Britain
Sample 2016

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Modern History

Externally set task – marking key

NOTE – When marking a candidate’s work:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

1. Identify the historical context of Source 1. You may consider the following:
 - the relevant event/s
 - the significant person/people
 - the key idea/s
 - the change/s depicted in the source.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to provide a clear identification of the historical context by EITHER: <ul style="list-style-type: none"> ▪ referring to all of the relevant factors listed above with some detail included OR <ul style="list-style-type: none"> ▪ giving detailed information of at least two of the factors listed above. 	4
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to identify some aspects of the historical context by EITHER: <ul style="list-style-type: none"> ▪ listing at least two of the above factors (events, person, idea, change) OR <ul style="list-style-type: none"> ▪ giving detailed information of one of the factors listed above. 	2–3
<ul style="list-style-type: none"> • Identifies a limited aspect of the historical context using no supporting evidence nor historical terminology. OR • Includes factually inaccurate information. OR • Describes what is in the source without identifying the historical context. 	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • The context of Source 1 is the changes brought about by the Industrial Revolution, in particular the changes in transport, including roads, canals and railways. • James Watt’s steam engine in 1776 and Stephenson’s Rocket in 1829 should be mentioned. • The railways in particular had a radical impact on industry and the spread of cities and towns because they were so much cheaper and quicker than alternative transport, even the improved roads and the canals. 	

2. Compare and contrast the message/s of Source 1 with the message/s of Source 2. You should:
- identify the message/s of both sources
 - show point/s of similarity
 - show point/s of difference.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ accurately identify the key message/s in both Source 1 and Source 2 ▪ identify points of similarity in the message/s ▪ identify points of difference in the message/s. 	5–6
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ identify the message of both sources with some inaccuracies ▪ identify a key point of comparison ▪ identify a key point of contrast. OR <ul style="list-style-type: none"> ▪ Accurately address the messages in detail, making minimal comparisons and/or contrasts between the two sources. 	3–4
<ul style="list-style-type: none"> • Partially identifies the message/s with limited supporting evidence. OR <ul style="list-style-type: none"> • Discusses either comparisons OR contrasts without considering the messages. 	1–2
Total	6
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Source 1 key message: Identifies that the improvement in transport, especially the railways, made transport cheaper, easier and quicker and led to even more expansion of industry and cities. It is a positive message. • Source 2 key message: Sees the railways negatively – a monster eating up the land, and people in its path, to make money for a few investors. • Similarity: Both sources are concerned with the expansion of the railways and their impact. • Differences: Source 1 only refers to the benefits brought by the improvements in transport and suggests all of society benefits. Doesn't refer to the pollution brought by the railways and comments on a variety of modes of transport. Source 2 is only about the railways and is a negative view, which suggests only a few rich investors will benefit. Suggests the railways pollute the atmosphere. 	

3. Comment on the usefulness, in terms of strengths and weaknesses, of Source 3 as historical evidence. Depending on the source, you may consider the following:
- the type of source
 - who produced the source
 - when the source was produced
 - the purpose of the source.

Description	Marks
<ul style="list-style-type: none"> • Makes an informed general statement on the usefulness of the source as historical evidence. • Comments on the strengths and weaknesses of Source 3 and includes an assessment of: <ul style="list-style-type: none"> ▪ strengths of at least two of the above considerations ▪ weaknesses of at least two of the above considerations. 	4–5
<ul style="list-style-type: none"> • Makes a simple statement on the usefulness of the source as historical evidence. • Shows some understanding of the strengths and weaknesses of Source 3, but: <ul style="list-style-type: none"> ▪ refers to the strength of one of the above considerations only ▪ refers to the weakness of one of the above considerations only. OR • Refers to strengths only OR weaknesses only. 	2–3
<ul style="list-style-type: none"> • Makes minimal reference to a strength or weakness of Source 3. OR • Simply describes Source 3 with no reference to the particular strengths or weaknesses. 	1
Total	5
Answer could include, but is not limited to:	
<p>Strengths</p> <ul style="list-style-type: none"> • Source 3 is from the time period and it is included in an autobiography of a person who worked in the mines as a child of eight, therefore it is being used to illustrate a personal experience. • It depicts the harsh conditions that child labour endured, showing how children were used in confined spaces because of their size. <p>Weaknesses</p> <ul style="list-style-type: none"> • There is no indication of who drew the source, or for what reason. • There is no way to check the accuracy of the drawing; especially the accuracy of the narrowness of the space in which the child is working, which could be exaggerated. • It doesn't indicate how common these conditions were. • It is a drawing so there may be some artistic licence. 	

4. Identify the perspective in Source 4 and give reasons for the perspective. Depending on the source, you may consider:
- the purpose of the source
 - where it was produced
 - when it was produced
 - who produced the source.

Description	Marks
<ul style="list-style-type: none"> • Uses evidence to accurately identify the perspective of Source 4. • Identifies the reasons for the perspective, which may include a brief discussion of: <ul style="list-style-type: none"> ▪ purpose of the source ▪ the significance of the where it was produced ▪ the significance of when it was produced ▪ by whom it was produced. OR • Accurately identifies the reasons for the perspective with a detailed discussion of at least two of factors listed above. 	4–5
<ul style="list-style-type: none"> • Uses some evidence to comment on the perspective, however with some inaccuracy. • Identifies one or two of the reasons for the perspective, making generalised comments on significance. 	2–3
<ul style="list-style-type: none"> • Attempts to identify the perspective with limited accuracy and no supporting evidence. OR • Limited identification of some of the reasons for the perspective with inaccuracies/misunderstandings present in the response. 	1
Total	5
Answer could include, but is not limited to:	
<p>The perspective is that of someone who is against the factory owners and the conditions in the factories in 1824.</p> <ul style="list-style-type: none"> • This article was published in a newspaper in 1824 before the various <i>Factory Acts</i> were passed, the first being in 1833. The author may have been trying to alert the public, or influence the government, to bring in such an Act. • It compares working conditions in the factories with slavery. • Uses highly emotive language to convey the point of view (miserable creatures, doomed, slave, murderous effect) and to influence the reader at the time. 	

5. Using the four sources as a starting point, discuss change in the society you have studied. You should consider:
- the changes shown in the four sources
 - other changes that have occurred in the society during the period of study
 - the importance of the changes that you have identified.

Description	Marks
Introduction	1
Includes a statement that identifies the changes to be covered OR an outline of the narrative.	1
The changes in society	5
Demonstrates an understanding of the changes which have occurred in the society, and their importance, by showing: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	4–5
Provides a chronological narrative with some content about: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2–3
Provides a simple, sometimes inaccurate, narrative with minimal reference to: <ul style="list-style-type: none"> • events, people, ideas OR • change. 	1
Evidence used to support the discussion	4
Uses accurate evidence and, where appropriate, cites the evidence in some coherent fashion to illustrate: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	3–4
Uses evidence to support the narrative, some of which is accurate, but contains some generalisations, to show: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2
Limited evidence is used to support the discussion.	1
Total	10
Context specific points	
<p>This question invites the student to write what they know about change during the whole period of study. The specific points made in the responses will depend on what has been taught in this unit.</p> <ul style="list-style-type: none"> • Responses should consider the particular changes that are shown in the sources (at least two per context are included). • The responses should then consider the other major changes that have occurred in the society they are studying. These changes may be political, economic, social/cultural, international relations and/or leadership. • The response then needs to consider the importance of the changes. 	