



## **SAMPLE ASSESSMENT TASKS**

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**MODERN HISTORY**

**ATAR YEAR 12**

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**Unit 3 – Elective 1: Australia 1918–49  
(the end of World War I to the 1949 election)**

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## Sample assessment task

### Modern History – ATAR Year 12

#### Task 1 – Unit 3: Australia 1918–49 (the end of World War I to the 1949 election)

|                         |   |
|-------------------------|---|
| <b>Assessment type:</b> | Explanation   |
| <b>Conditions:</b>      | Time for the task: 5 minutes planning time, 50 minutes working time under test conditions |
| <b>Task weighting:</b>  | 10% of the total weighting for this pair of units   |

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**(30 marks)**

Choose **one** of the following questions and write an essay response:

- a) Analyse the impact of the political responses to the Great Depression in Australia.  
**or**
- b) Assess the impact of the Great Depression on different groups in Australia.  
**or**
- c) Evaluate the impact of the Great Depression on the Australian nation.

## Marking key for sample assessment

### Task 1 – Unit 3: Australia 1918–49 (the end of World War I to the 1949 election)

| Description  | Marks     |
|--|-----------|
| <b>Introduction</b>  |           |
| Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure                                | 4         |
| Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction  | 3         |
| Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic  | 2         |
| Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed   | 1         |
| <b>Subtotal</b>  | <b>/4</b> |
| <b>Narrative</b>   |           |
| Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas and structures, and their significance on continuity and change | 5         |
| Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change                  | 4         |
| Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change      | 3         |
| Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures, and/or continuity and change   | 2         |
| Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures   | 1         |
| <b>Subtotal</b>  | <b>/5</b> |
| <b>Argument</b>  |           |
| Develops a sophisticated and sustained argument that demonstrates depth of critical analysis, which is logical, coherent, and demonstrates an understanding of the complexity of the topic                                       | 7–8       |
| Develops a sustained argument that is analytical, logical, coherent, and demonstrates a clear understanding of the topic   | 5–6       |
| Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic   | 3–4       |
| Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic  | 1–2       |
| <b>Subtotal</b>  | <b>/8</b> |

| <b>Supporting evidence</b>   |            |
|--|------------|
| Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition<br>Engages with different perspectives and interpretations of history to develop and strengthen arguments   | 9–10       |
| Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis<br>Incorporates perspectives and interpretations of history to strengthen arguments  | 7–8        |
| Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis<br>Begins to refer to perspectives and interpretations of history to support arguments  | 5–6        |
| Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response  | 3–4        |
| Provides minimal evidence and/or historical examples to support a limited response   | 1–2        |
| <b>Subtotal</b>  | <b>/10</b> |
| <b>Conclusion</b>  |            |
| Provides a conclusion that effectively draws the argument or point of view together  | 3          |
| Provides a conclusion that summarises the argument or point of view  | 2          |
| Provides a conclusion that generally restates the essay's point of view  | 1          |
| <b>Subtotal</b>  | <b>/3</b>  |
| <b>Total</b>   | <b>/30</b> |
| <b>Answers may include:</b>  |            |
| <b>Question A – Analyse the impact of the political responses to the Great Depression in Australia.</b>  |            |
| This response should go beyond a recount of the 'Battle of the Plans'.   |            |
| Analysis should include how effective or ineffective the political responses were, and the impact should include the effectiveness of the response on the Australian people at the time. High level analysis will investigate the relationships between the response and the impact, and the people and ideas involved. There will be an overall analysis of the responses and their impacts.  |            |
| <ul style="list-style-type: none"> <li>• The response needs to include some historical context around Australia's weak economy leading up to the Great Depression and an overreliance on primary industries, high borrowing from overseas to fund the Men, Money, Markets policies of the 1920s. The social impact of 30% unemployed by 1932 etc.</li> <li>• Reasons for dissent amongst the Labor Party to the approach to the Great Depression, the Labor Party Split, and the lack of experience of Scullin in dealing with the economic crisis. Earlier attempts by the Scullin Government to deal with the depression by credit creation were blocked by a hostile Senate in Parliament and by the Commonwealth Bank.</li> <li>• The eventual adoption of the Premiers' Plan in June 1931. Students should also analyse the collapse of the Scullin government, deeply divided on whether to approve the Premiers' Plan.</li> <li>• Response should refer to Otto Niemeyer and the paternalistic approach from the Bank of England. Students could discuss the political debate over how to deal with the debt owing to English bondholders and the controversy of the Niemeyer plan.</li> <li>• This dispute led to the Lang Laborites precipitating the fall of the Scullin government and subsequently to Lang being dismissed as NSW Premier by the State Governor.</li> <li>• In Western Australia, the political responses included the strong 'yes' vote in the secession referendum.</li> </ul> |            |

- The political response can be seen to have gradually reduced the blight of unemployment, but 10% were still out of work in 1939. Measures to stimulate the local economy through tariffs etc were limited in impact with the export-based economy having to rely on the global economic recovery to take place.

**Question B – Assess the impact of the Great Depression on different groups in Australia.**

The focus of the answer is an assessment of the impact of the Great Depression on different groups in Australia, and not its causes.

Students should point out that not all groups in society were affected equally. Students need to reference a minimum of two groups.

Answers could include reference to the following:

- The unemployed were arguably worst hit with many families suffering extreme hardship. Unemployment reached 30% in 1932.
- Relief for the unemployed varied from state to state, and students could discuss being on ‘the susso’ or searching for work by ‘jumping the rattler’.
- Evictions also increased during this period, and semi-permanent camps for the homeless appeared in many cities.
- The impact of the Great Depression led to increased social conflict demonstrated by radicalisation with the Lang Laborites on the left and the New Guard on the right.
- Women were forced not only to make ends meet on more limited means in their role as homemaker but also to act as ‘breadwinner’ in homes where men had lost their jobs. Women were also seen as vital in keeping families and communities together during this period.
- Aboriginal people arguably were already the most disadvantaged group in society but still suffered from increased unemployment yet were not eligible for dole payments in many states unlike their white counterparts.
- Middle class and wealthier groups were not as severely affected although many small business owners went bankrupt. The rich carried on much as before, highlighting the inequity in Australian society at the time.
- The political response should only be discussed with reference to its impact on different groups. Political parties such as the Australian Labor Party (ALP) can be considered a group for the purpose of this question.

**Question C – Evaluate the impact of the Great Depression on the Australian nation.**

The evaluation should include the depth of the impact on the Australian nation and the changes which occurred. The evaluation needs to make a judgement on the severity of the impact on the Australian nation. A high-level evaluation will use evidence to sustain their argument and develop their evaluation. The evaluation needs to judge individual impacts, but also the impact of the Great Depression on the Australian nation as a whole.

- This response should provide historical context around Australia’s weak economy leading up to the Great Depression and an over reliance on primary industries, high borrowing from overseas to fund the Men, Money, Markets policies of the 1920s. The social impact of 30% unemployed by 1932 etc.
- . The change in the standard of living and the concept of Australia being a Working Man’s Paradise was challenged as The Commonwealth Court of Conciliation and Arbitration announced a 10% reduction in the basic wage, in addition to reductions made by the fall in the cost of living index. The reduction was effective from 1 February 1931.
- Scullin announces a grant of £1 000 000 for the relief of unemployment to be distributed amongst the States on a population basis. The welfare of the unemployed is seen to be a State rather than a national responsibility. However, this changes as the depression continues.
- The impact of being on sustenance payments or ‘the susso’ on the national identity. Some men were too proud to receive the ‘susso’ and so families were subjected to further poverty.

- Rise of right-wing political movements (e.g. The New Guard), as people looked for alternative solutions to the economic crisis.
- Western Australians voted to secede from the Federation.
- The Great Depression could be seen as having a divisive impact on the Australian Nation as there was political division and instability.
- NSW Premier Lang becomes the first democratically elected Premier to be dismissed by the Governor in an extension of the King's powers in Australia.

## Sample assessment task

### Modern History – ATAR Year 12

#### Task 2 – Unit 3: Australia 1918–49 (the end of World War I to the 1949 election)

|                         |  |                   |
|-------------------------|--|-------------------|
| <b>Assessment type:</b> | Source analysis  |                   |
| <b>Conditions:</b>      | Time allowed for the task: 10 minutes reading time, 35 minutes working time<br><br>Provided: a source booklet consisting of three (3) sources which have been selected by the teacher and an answer booklet for students to write their responses in |                   |
| <b>Task weighting:</b>  | 10% of the school mark for this pair of units  | <b>(20 marks)</b> |

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#### Source 1

*(Extract from Professor David Black (2006), Biography of John Curtin).*

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In terms of international law and status, the passage of the Statute of Westminster Adoption Act in the second half of 1942 was of considerable legal significance. Even before its adoption by the Australian Parliament, the enactment of the statute by the British Parliament in 1931 amounted to a declaration ‘that the imperial parliament would exercise no supervisory powers over the legislation of self-governing dominions’. However, the Lyons and Menzies governments had made no formal moves to ratify the Act because of continuing dependence on British naval power in the event of a threat to Australia’s security.

Opposition by a number of non-Labor politicians to ratifying this statute was mainly on the grounds that it might have the long-term effect of weakening ties with Great Britain, but this was certainly never part of Curtin’s or Evatt’s intentions.



**Source 2**

*(Photograph of John Curtin and General Douglas MacArthur at an Advisory War Council meeting at Parliament House, Canberra, on 26 March 1942.)*

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**Source 3**

(Extract from Prime Minister Curtin's New Year message, published in *The Mercury*, on 29 December, 1941.)

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The Australian Government, therefore, regards the Pacific struggle as primarily one in which the United States and Australia must have the fullest say in the direction of the democracies' fighting plan.

Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.

We know the problems the United Kingdom faces. We know the constant threat of invasion. We know the dangers of dispersal of strength, but we know, too, that Australia can go and Britain can still hold on.

We are therefore determined that Australia shall not go and we shall exert all our energies towards the shaping of a plan, with the United States as its keystone, which will give our country some confidence of being able to hold out until the tide of battle swings against the enemy.

Summed up, Australian external policy will be shaped towards obtaining Russian aid, and working out with the United States, as a major factor, a plan of Pacific strategy, along with British, Chinese and Dutch forces.

- Source 1** Black, D. (2006). *Biography of John Curtin*. Retrieved November, 2024, from <https://jcpml.curtin.edu.au/resources/johncurtin/>
- Source 2** Canberra, ACT 1942–03–26. *General Macarthur and Mr Curtin at the Advisory War Council Meeting* [Photograph]. (1942). Retrieved November, 2024, from <https://www.awm.gov.au/collection/C14098>
- Source 3** The Mercury. (1941, December 29). Australia's Stand: "Looks To America Free Of Traditional Links" Mr. Curtin Outspoken. *The Mercury*. Retrieved November, 2024, from <http://trove.nla.gov.au/ndp/del/article/25894272>

Sample assessment task

Modern History – ATAR Year 12

Task 2 – Unit 3 – Elective 1: Australia 1918–49 (the end of World War I to the 1949 election)

|                         |  |
|-------------------------|--|
| <b>Assessment type:</b> | Source analysis  |
| <b>Conditions:</b>      | Time allowed for the task: 10 minutes reading time, 35 minutes working time<br>Provided: a source booklet consisting of three (3) sources which have been selected by the teacher and an answer booklet for students to write their responses in |
| <b>Task weighting:</b>  | 10% of the school mark for this pair of units <b>(20 marks)</b>  |

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Answer the questions (a) to (c) using the **three (3)** sources provided in the source booklet.

- (a) Explain the historical context of **Source 1**. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

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(b) Identify and account for the authors' perspectives in **Sources 2 and 3**.

(6 marks)

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(c) Using your knowledge of the whole period of study, evaluate the significance of the changes to foreign policy in the selected region, as represented in **Sources 1, 2 and 3**.

(10 marks)

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## Marking key for sample assessment

### Task 2 – Unit 3: Australia 1918–49 (the end of World War I to the 1949 election)

- (a) Explain the historical context of **Source 1**. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

| Description  | Marks     |
|--|-----------|
| Explains the historical context of Source 1, providing accurate and specific details about the relevant events, people and ideas represented in the source   | 4         |
| Outlines the historical context of Source 1, providing mostly accurate details about the relevant events, people and ideas represented in the source   | 3         |
| Makes a general comment about some relevant events or people or ideas represented in the source  | 2         |
| Identifies the focus of the source   | 1         |
| <b>Total</b>   | <b>/4</b> |
| <b>Markers' notes:</b>   |           |
| This question is concerned with the historical context in which the source is located. The focus of the source should be identified but does not need to be explicitly stated.   |           |
| The answer must concentrate on the relevant historical events/people/ideas and not rely on general statements. Accurate, specific details (causes/dates/events/people/place/ideas) need to be provided for candidates to achieve full marks.   |           |
| <b>Answers may include:</b>  |           |
| <ul style="list-style-type: none"> <li>• The Statute of Westminster Adoption Act was the act of adopting the Statute of Westminster 1931. This Statute enabled Dominions of the British Empire to self-govern and the Adoption Act was the formal implementation of this.</li> <li>• The idea of the changing relationships between Australia and Britain and the USA.</li> <li>• Previous governments didn't want to weaken the relationship with Britain.</li> <li>• World War II was underway, and Australia wanted the support of the British navy.</li> <li>• John Curtin was the Prime Minister at the time and was attempting to build relationships with the USA.</li> </ul> |           |

- (b) Identify and account for the authors' perspectives in **Sources 2** and **3**. (6 marks)

| Description   | Marks     |
|---|-----------|
| <b>Author's perspective Source 2</b>  |           |
| Identifies and accounts for the author's perspective in Source 2 supported by accurate and relevant evidence  | 3         |
| Identifies and outlines the author's perspective in Source 2 supported by limited evidence OR provides a general comment about the author's perspective supported by some relevant evidence | 2         |
| Identifies the author's perspective in Source 2 supported by limited evidence   | 1         |
| <b>Subtotal</b>   | <b>/3</b> |

| Description  | Marks     |
|--|-----------|
| <b>Author's perspective Source 3</b>   |           |
| Identifies and accounts for the author's perspective in Source 3 supported by accurate and relevant evidence   | 3         |
| Identifies and outlines the author's perspective in Source 3 supported by limited evidence OR provides a general comment about the author's perspective supported by some relevant evidence  | 2         |
| Identifies the author's perspective in Source 3 supported by limited evidence  | 1         |
| <b>Subtotal</b>  | <b>/3</b> |
| <b>Total</b>   | <b>/6</b> |
| <p><b>Markers' notes:</b></p> <p>'Account for' requires students to state the reasons for, in this context, students need to state the possible reasons for the author's perspective in the sources.</p> <p>'Identified' means that the students have articulated what the author's perspective is but have not provided reasons as to why.</p> <p>'Accounting for the author's perspective' could include a discussion of motives, bias, time, place, purpose.</p> <p><b>Answers may include:</b></p> <p><b>Source 2 Author's perspective:</b> That the two leaders (Curtin and MacArthur) have a collegial, equal relationship. Account for: Curtin was the Australian Prime Minister; MacArthur was the American commander in charge of all allied forces in the Pacific. Curtin had looked to America for support and Roosevelt had appointed MacArthur to take charge. While this photograph makes them look like equals, which was important at the time the photo was taken, it does not give a true indication of the relationship.</p> <p><b>Source 3 Author's perspective:</b> Curtin needed support in Australia's fight against the Japanese and believed that the USA was the best hope. Account for: British PM Churchill had 'abandoned' Australia and the relationship between Curtin and Churchill became frosty as their different ambitions for the war effort diverged. Churchill was focused on defeating Hitler in Europe, while Curtin was concerned with the advance of Japanese troops in southeast Asia.</p> |           |

- (c) Using your knowledge of the whole period of study, evaluate the significance of the changes to foreign policy in the selected region, as represented in **Sources 1, 2 and 3**. (10 marks)

| Description   | Marks      |
|---|------------|
| Evaluates clearly the significance of the changes to foreign policy represented in all three sources, by providing detailed, accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, including omissions from the sources | 9–10       |
| Discusses the significance of the changes to foreign policy represented in all three sources, by providing accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study, which may include some omissions from the sources      | 7–8        |
| Explains the significance of the changes to foreign policy represented in at least two of the sources, by providing some accurate and relevant evidence to reference aspects such as consequences, extent, duration and/or relevance within the whole period of study   | 5–6        |
| Outlines the significance of some changes to foreign policy represented in at least one of the sources by providing some relevant evidence to reference aspects such as consequences, extent and/or duration  | 3–4        |
| Identifies or provides a general comment on the changes to foreign policy as represented in one or more of the sources supported by limited evidence  | 1–2        |
| <b>Total</b>  | <b>/10</b> |

**Markers' notes:**

This question does not require reiteration of the messages in the sources. Students need to evaluate the importance of the changes in foreign policy.

Students should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions (particularly of other changes in foreign policy) will not suffice for higher marks.

Specific marks are not allocated to omissions from the source set.

**Answers may include:**

- Identify the changes in foreign policy in the sources
- Evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period
- Refer to the long and/or short-term effects of the changes
- Demonstrate a depth and breadth of knowledge for the time period.

The sources outline changes to foreign policy, particularly the shift away from Britain towards the USA. This marked the first significant change in Australia's foreign policy since federation, and the sources show the significance of both of those relationships.

The sources only give an Australian perspective; they do not show the motives of Britain or the USA at this time. The shift away from Britain towards the USA was significant as Australia had always had a very close link to Britain – to the extent that Britain was referred to as the mother country and when Britain declared war against Germany, Prime Minister Menzies also declared war. While there was a shift away from Britain, Australia did not completely sever ties with Britain. They remained an important trading partner with Australia, although they did not align as closely with them in terms of global conflict. The cultural connections and immigration from Britain was still highly encouraged.



## Sample assessment task

### Modern History – ATAR Year 12

#### Task 3 – Unit 3 – Elective 1: Australia 1918–49 (the end of World War I to the 1949 election)

|                         |  |
|-------------------------|--|
| <b>Assessment type:</b> | Historical inquiry   |
| <b>Conditions:</b>      | <p><b>Part A:</b> 2 weeks, including class time for research. You must use a research organiser which will be assessed for the inquiry process</p> <p><b>Part B:</b> 55 minutes for the essay to be written in class</p> |
| <b>Task weighting:</b>  | 10% of the total weighting for this pair of units  |

#### **Part A: Historical inquiry and research** (20 marks)

Conduct a historical inquiry on a significant leader during the period. Develop a plan and focus questions for your research. Follow the process outlined below to breakdown, summarise and present your research in a logical format. Use four sources to support your findings.

#### **Part B: In-class validation** (30 marks)

Write an in-class validation essay to an unseen essay question examining the impact of the leader on Australia during the period.

#### **Part A: Historical inquiry and research** (20 marks)

- Develop a plan and focus questions to assess the impact of a leader in Australia during the period.
- Locate at least four useful primary and secondary sources.
- Make use of appropriate note taking frameworks to organise your notes on the focus questions.

Ensure that the sources you locate:

- include primary and secondary material
- reflect the topic of the focus question/s
- present different perspectives
- are correctly referenced in a bibliography.

You will be given two class sessions to annotate your sources. You will have access to all your notes and focus questions to assist in the annotation of your sources. Your annotations need to include:

- origin
- historical context
- message
- purpose
- perspective/interpretations of history
- usefulness and reliability.

Sample assessment task

Modern History – ATAR Year 12

Task 3 – Unit 3 – Elective 1: Australia 1918–49 (the end of World War I to the 1949 election)

**Part B: In-class validation**

**(30 marks)**

**Conditions:** Time for the task: 5 minutes planning time, 50 minutes working time

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**Question**

Evaluate the role and impact of an Australian leader during the period.

## Marking key for sample assessment

### Task 3 – Unit 3 – Elective 1: Australia 1918–49 (the end of World War I to the 1949 election)

#### Part A: Inquiry process

| Description   | Marks     |
|---|-----------|
| <b>Inquiry questions and planning</b>   |           |
| <b>Historical questions and inquiry</b>   |           |
| Develops a coherent and detailed research plan and frames a comprehensive set of sophisticated questions that clearly address the focus of the inquiry topic  | 3         |
| Develops a clear and logical research plan and frames a relevant set of questions that address the focus of the inquiry topic   | 2         |
| Develops a structured research plan and frames a set of general questions that address the general nature of the inquiry topic  | 1         |
| <b>Subtotal</b>   | <b>/3</b> |
| <b>Inquiry notes</b>  |           |
| <b>Chronology, terms and concepts</b>   |           |
| Consistently uses appropriate historical terms and concepts throughout inquiry to demonstrate a well-developed historical knowledge and understanding, including identifying relevant links between events                          | 3         |
| Uses some relevant historical terms and concepts throughout inquiry to demonstrate a general historical knowledge and understanding, minimal links between events identified  | 2         |
| Uses minimal historical terms and concepts throughout inquiry demonstrating a limited historical knowledge and understanding, no identification of links between events   | 1         |
| <b>Subtotal</b>   | <b>/3</b> |
| <b>Historical questions and inquiry</b>   |           |
| Comprehensive set of notes making use of a wide range of relevant primary and secondary sources. Incorporates a range of synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks | 4         |
| Detailed set of notes making use of a range of relevant primary and secondary sources. Incorporates synthesised evidence from the selected sources, organised logically within multiple note-taking frameworks                      | 3         |
| General notes making use of a range of mostly relevant primary and secondary sources. Some evidence is incorporated from the sources, organised with some structure within a note taking framework                                  | 2         |
| Minimal notes making use of some relevant primary and/or secondary sources. Limited evidence from the sources is incorporated in brief notes that show minimal structure  | 1         |
| <b>Subtotal</b>   | <b>/4</b> |

| Description   | Marks      |
|---|------------|
| <b>Acknowledge and reference sources</b>  |            |
| Follows correct acknowledgment and reference of sources according to school protocols   | 2          |
| Compiles a list of the sources used   | 1          |
| <b>Subtotal</b>   | <b>/2</b>  |
| <b>Source annotation</b>  |            |
| <b>Analysis and use of historical sources</b>   |            |
| Comprehensive analysis and interpretation of all sources, including detailed annotations addressing the historical skills. Includes an accurate evaluation of the reliability and usefulness of the sources   | 4          |
| Detailed analysis and interpretation of all sources, including annotations addressing the historical skills. Includes an evaluation of the reliability and usefulness of the sources  | 3          |
| General interpretation of some sources, including annotations addressing most of the historical skills. Includes some analysis of the reliability and usefulness of the sources   | 2          |
| Minimal interpretation of historical sources. Brief annotations addressing some of the historical skills that attempt analysis of some of the sources   | 1          |
| <b>Subtotal</b>   | <b>/4</b>  |
| <b>Perspectives and interpretations</b>   |            |
| Comprehensive understanding of different perspectives and interpretations of history demonstrated by a detailed analysis and discussion of the different perspectives of individuals and/or groups in the past. Includes evaluation of the significance of ideas, events and people | 4          |
| Well-developed understanding of different perspectives and interpretations of history demonstrated by analysis and explanation of the different perspectives of individuals and/or groups in the past. Includes some evaluation of the significance of ideas, events and people     | 3          |
| General understanding of different perspectives and/or interpretations of history demonstrated by some explanation of some of the different perspectives of individuals and/or groups in the past   | 2          |
| Minimal understanding of different perspectives and/or interpretations of history demonstrated by a brief explanation of some of the different perspectives of individuals and/or groups in the past  | 1          |
| <b>Subtotal</b>   | <b>/4</b>  |
| <b>Part A total</b>   | <b>/20</b> |

**Part B: In-class validation**

| Description  | Marks     |
|--|-----------|
| <b>Introduction</b>  |           |
| Provides an introduction that develops a sophisticated proposition, demonstrating a clear understanding of the focus and key terms of the question, and proposes a logical and coherent structure                                | 4         |
| Provides an introduction that clearly identifies a proposition, demonstrating an understanding of the focus of the question, and gives a clear sense of the direction  | 3         |
| Provides an introduction that includes a simple proposition, demonstrating a general understanding of the topic  | 2         |
| Provides an introduction that consists of statements outlining the 'who' or 'what' to be discussed   | 1         |
| <b>Subtotal</b>  | <b>/4</b> |
| <b>Narrative</b>   |           |
| Demonstrates a comprehensive understanding of the major features of the historical narrative and evaluates the impact of forces, including people, events, ideas and structures, and their significance on continuity and change | 5         |
| Demonstrates a well-developed understanding of the major features of the historical narrative and discusses the significance of forces, including people, events, ideas and structures on continuity and change                  | 4         |
| Demonstrates a general understanding of some of the major features of the historical narrative and outlines some relationships between forces, including people, events, ideas and structures, and/or continuity and change      | 3         |
| Demonstrates some understanding of the historical narrative, and identifies minimal relationships between people, events, ideas and structures, and/or continuity and change   | 2         |
| Demonstrates limited understanding of the historical narrative, and makes limited reference to people, events, ideas and/or structures   | 1         |
| <b>Subtotal</b>  | <b>/5</b> |
| <b>Argument</b>  |           |
| Develops a sophisticated and sustained argument that demonstrates depth of critical analysis which is logical, coherent, and demonstrates an understanding of the complexity of the topic  | 7–8       |
| Develops a sustained argument that is analytical, logical and coherent, and demonstrates a clear understanding of the topic  | 5–6       |
| Develops a coherent argument with some analysis, and demonstrates a general understanding of the topic   | 3–4       |
| Develops a disjointed response with minimal sense of argument, containing generalisations and statements that suggests limited understanding of the topic  | 1–2       |
| <b>Subtotal</b>  | <b>/8</b> |

| <b>Supporting evidence</b>   |            |
|--|------------|
| Consistently uses detailed, accurate and relevant evidence including a wide range of historical examples, quotations, statistics and sources to assist critical analysis and evaluation and, where appropriate, argue for and against a view/proposition<br>Engages with different perspectives and interpretations of history to develop and strengthen arguments | 9–10       |
| Uses accurate and relevant evidence including a range of historical examples, quotations, statistics and sources to assist analysis<br>Incorporates perspectives and interpretations of history to strengthen arguments  | 7–8        |
| Uses mostly accurate and relevant evidence, including a range of historical examples, quotations, statistics and sources to support analysis<br>Begins to refer to perspectives and interpretations of history to support arguments  | 5–6        |
| Uses some accurate and relevant evidence which may include historical examples, quotations and/or sources to support the response  | 3–4        |
| Provides minimal evidence and/or historical examples to support a limited response   | 1–2        |
| <b>Subtotal</b>  | <b>/10</b> |
| <b>Conclusion</b>  |            |
| Provides a conclusion that effectively draws the argument or point of view together  | 3          |
| Provides a conclusion that summarises the argument or point of view  | 2          |
| Provides a conclusion that generally restates the essay's point of view  | 1          |
| <b>Subtotal</b>  | <b>/3</b>  |
| <b>Part B total</b>  | <b>/30</b> |