



SAMPLE ASSESSMENT TASKS

MODERN HISTORY
ATAR YEAR 12

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Sample assessment task

Modern History – ATAR Year 12

Task 4 – Unit 3 (Russia and the Soviet Union 1914–1945)

Assessment type: Historical inquiry

Conditions

Period allowed for completion of the task: two weeks, including class time

In-class validation essay: 45 minutes under test conditions. Students may use their annotated sources.

Task weighting

10% of the school mark for the pair of units

1. Develop a proposition related to the social/cultural changes which occurred in Russia/Soviet Union from 1917 to 1945.
2. Find between **five** and **seven** sources that provide evidence to support your proposition. Ensure that the sources:
 - include primary and secondary material
 - reflect the social/cultural changes
 - present different perspectives
 - are annotated explaining their use
 - are correctly referenced in a bibliography.
3. Outline your proposition with supporting evidence from the sources. Use a summary table to present information from each source, with annotations that link to, and explain the significance of, the information to the proposition.
4. Write an in-class validation essay in which you develop an argument in support of your proposition. Use evidence from your research and address the historical knowledge and understanding below.

Part A: Historical research

(25 marks)

Conduct your research using the following knowledge and understanding and skills from the course:

Historical Knowledge and Understanding

- the social/cultural impact of Bolshevism and Stalin’s Cultural Revolution to 1945, including women, nationalities, youth and education (*Komsomol*), the arts (including Social Realism) and religion

Historical Skills**Chronology, terms and concepts**

(6 marks)

- identify links between events to understand the nature and significance of causation, continuity and change over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

(5 marks)

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

Analysis and use of sources

(6 marks)

- identify the origin and purpose of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument

Perspectives and interpretations

(4 marks)

- analyse and account for the different perspectives of individuals and groups in the past

Explanation and communication

(4 marks)

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments
- apply appropriate referencing techniques accurately and consistently

Part B: Validation essay**(25 marks)**

Write an essay in which you develop an argument in support of your proposition. Include evidence from your research to support your view.

You may use your annotated sources.

Marking key for sample assessment task 4 – Unit 3

Part A: Historical inquiry process

Description	Marks
Historical questions and research	
Formulate, test and modify propositions to investigate social/cultural change	1
Frame questions to guide inquiry Develop a coherent research plan for inquiry	1–2
Identify, locate and organise relevant information from a range of primary and secondary sources	1
Practise ethical scholarship when conducting research	1
Subtotal	5
Analysis and use of sources	
Analyse, interpret and synthesise evidence from primary and secondary sources to develop and sustain an historical argument	1–2
Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support an historical argument	1–2
Annotate sources identifying their significance to the historical argument	1–2
Subtotal	6
Perspectives and interpretations	
Analyse and account for the different perspectives of individuals and groups that experienced change	1–4
Subtotal	4
Chronology, terms and concepts	
Identify links between events to demonstrate: <ul style="list-style-type: none"> the nature and cause of social/cultural continuity and change over time the impact of social/cultural continuity and change over time 	1–6
Subtotal	6
Explanation and communication	
Develop notes/texts that integrate appropriate evidence from a range of sources to: <ul style="list-style-type: none"> explain the past support and refute arguments 	1–2
Apply appropriate referencing techniques accurately and consistently	1–2
Subtotal	4
Total Part A	25

Part B: validation essay

The specific content will depend on the proposition and the focus of the class work.

Guide to marking responses	Marks
Introduction	
Provides an introductory paragraph clearly related to the area/topic of the question, demonstrating an understanding of the focus and key terms of the question, and gives a clear sense of the proposition and direction of the essay.	3
Provides an introductory paragraph containing a few sentences outlining the theme of the essay and includes a simple proposition.	2
Provides an opening paragraph that gives a general indication that the topic is understood and includes a simple proposition OR has a sentence or two outlining the 'who' or 'what; to be discussed in the essay.	1
Subtotal	3
Understanding of historical narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
Provides a mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
Provides a simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Demonstrates a sense of argument.	3
Provides a number of generalisations and some relevant statements.	2
Provides a disjointed discussion/argument that suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
Subtotal	6
Supporting evidence	
Provides detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction to debate or evaluate the proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Provides mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Provides some accurate and relevant evidence.	3–4
Provides limited evidence that is sometimes inaccurate or irrelevant.	1–2
Subtotal	9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus OR is very superficial, or vaguely summarises with the use of clichés, or merely repeats the proposition stated in the conclusion.	1
Subtotal	3
Total Part B	25
Final total	50

Sample assessment task

Modern History – ATAR Year 12

Task 10 – Unit 4 (The changing European world since 1945)

Assessment type: Explanation

Conditions

Time for the task: 45 minutes in class under standard test conditions

Task weighting

5% of the school mark for the pair of units

(25 marks)

Write an essay response to the following:

Critically evaluate the significance of developments that followed the end of the Cold War in 1989.

Marking key for sample assessment task 10 – Unit 4

Note: The specific content will depend on the focus of the class work, but should cover some of the following: break-up of the Soviet Union, re-unification of Germany, the break-up of the former Yugoslavia and/or the changing role of NATO.

Guide to marking essay responses	Marks
Introduction	
Provides an introductory paragraph clearly related to the area/topic of the question, demonstrating an understanding of the focus and key terms of the question, and gives a clear sense of the proposition and direction of the essay.	3
Provides an introductory paragraph containing a few sentences outlining the theme of the essay and includes a simple proposition.	2
Provides an opening paragraph that gives a general indication that the topic is understood and includes a simple proposition OR has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
Subtotal	3
Understanding of historical narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
Provides a mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
Provides a simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Demonstrates a sense of argument.	3
Provides a number of generalisations and some relevant statements.	2
Provides a disjointed discussion/argument that suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
Subtotal	6
Supporting evidence	
Provides detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction to debate or evaluate the proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Provides mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Provides some accurate and relevant evidence.	3–4
Provides limited evidence that is sometimes inaccurate or irrelevant.	1–2
Subtotal	9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus OR is very superficial, or vaguely summarises with the use of clichés, or merely repeats the proposition stated in the conclusion.	1
Subtotal	3
Total marks	25

Sample assessment task

Modern History – ATAR Year 12

Task 1 – Unit 3 (Russia and the Soviet Union 1914–1945)

Assessment type: Source analysis

Conditions

Time for the task: 45 minutes in class under standard test conditions

Task weighting

5% of the school mark for the pair of units

(25 marks)

Source 1

(Extract from The History of the Russian Revolution, by Leon Trotsky, published in 1930.)

About one-half of the industrial workers of Petrograd are on strike on the 24th of February. The workers come to the factories in the morning; instead of going to work they hold meetings; then begin processions toward the centre. New districts and new groups of the population are drawn into the movement. The slogan "Bread!" is crowded out or obscured by louder slogans: "Down with autocracy!" "Down with the war!" Continuous demonstrations on the Nevsky – first compact masses of workmen singing revolutionary songs, later a motley crowd of city folk interspersed with the blue caps of students. "The promenading crowd was sympathetically disposed toward us, and soldiers in some of the war-hospitals greeted us by waving whatever was at hand." How many clearly realised what was being ushered in by this sympathetic waving from sick soldiers to demonstrating workers? But the Cossacks constantly, though without ferocity, kept charging the crowd. Their horses were covered with foam. The mass of demonstrators would part to let them through, and close up again. There was no fear in the crowd.

Source 2

(Extract from a history website commenting on Russia in World War I.)

Russia's war effort began poorly and soon exposed some critical problems in how the army was being commanded, organised and equipped. Russia mobilised millions of troops quickly, indeed more quickly than their German enemies had expected – but many were not adequately prepared or supplied. Thousands of Russian infantrymen left for the front without critical equipment, including weapons, ammunition, boots or bedding. Some historical accounts suggest as many as one-third of Russian soldiers were not issued with a rifle; their standing orders were to pick one up from a dead colleague when the opportunity arose. In late 1914 Russia's general headquarters reported that 100,000 new rifles were needed each month, but that Russian factories were capable of producing less than half this number (42,000 per month). Soldiers were better armed with prayers ...

The Russian army's shortfall of equipment was compounded by poor leadership from its generals and officers. The army began an invasion of German East Prussia in the first month of the war but were defeated at the Battle of Tannenberg (August 1914). The Tannenberg campaign was riddled with tactical blunders. Russian officers sent out battle plans uncoded over radio, while the Russian generals leading the offensive (Samsonov and von Rennekampf) despised each other and refused to communicate.

Source 3

(Cartoon titled 'Kerensky to the rescue', by Clifford Berryman, published in the Washington Evening Star newspaper, 13 November 1917.)

**Source 4**

(Comment made by Historian Bamber Gascoigne, in HistoryWorld.)

The Bolsheviks have made little secret of their plans for seizing power, but Kerensky - with sublime but misplaced confidence - considers that any attempt is likely to be as feeble as the failed uprising of July. He even claims to look forward to such an event, as giving him a chance to crush the Bolsheviks once and for all. Indeed he appears deliberately to provoke this outcome when, in October, he announces plans to transfer the Petrograd garrison to the front - to forestall the danger of a German advance along the coast to Petrograd.

ACKNOWLEDGEMENTS

- Source 1** Trotsky, L. (1932). *The History of the Russian Revolution* (M. Eastman, trans.) (Chap. 7). Retrieved April, 2015, from www.marxists.org/archive/trotsky/1930/hrr/ch07.htm (Original work published 1930)
- Source 2** Llewellyn, J., Rae, J., & Thompson, S. (2014). *Russia in World War I*. Retrieved June, 2015, from <http://alphahistory.com/russianrevolution/world-war-i/>
- Source 3** Berryman, C.K. (1917). *Kerensky to the rescue* [Cartoon]. Retrieved December, 2015, from <https://catalog.archives.gov/id/6011301>
- Source 4** Gascoigne, B. (n.d.). *History of Russia: The February revolution*. Retrieved December, 2015, from www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=3401&HistoryID=ac14>rack=pthc

Use the **four** sources provided to answer the following questions.

- (a) Compare and contrast the messages of **Source 1** and **Source 2**. (4 marks)

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Source 1** and **Source 2** as representations of the internal divisions and crises within Russian society. (5 marks)

- (c) Explain the historical context of **Source 3**. Include the relevant events, people and ideas depicted or represented in the source. (4 marks)

- (d) Identify and account for the authors' perspectives in **Source 3** and **Source 4** regarding the internal divisions and crises within Russian society. (6 marks)

(e) Evaluate the extent to which the **four** sources give an accurate insight into the internal divisions and crises within Russian society. (6 marks)

Marking key for sample assessment task 1 – Unit 3

- (a) Compare and contrast the messages of **Source 1** and **Source 2**.

Description	Marks
Reference to the messages in Source 1 and Source 2	1–2
Points of comparison of the message(s) in Source 1 and Source 2	1
Points of contrast of the message in Source 1 and Source 2	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> The message of Source 1 is that the demonstrations in Petrograd had widespread popular support from industrial workers, students, city folk and soldiers, including the Cossacks sent to disperse the crowds, ‘the Cossacks constantly, though without ferocity, kept charging the crowd’ and ‘sympathetic waving from sick soldiers’ support this. The message of Source 2 is that Russia was not capable of fighting a modern war. <p>Similarities</p> <ul style="list-style-type: none"> Both sources reflect the hardships due to lack of provisions, the suffering experienced by most of the Russian population due to World War I and dissatisfaction with leadership shown by ‘down with autocracy’ in Source 1 and ‘poor leadership from its generals and officers’ in Source 2. <p>Differences</p> <ul style="list-style-type: none"> Source 1 reflects popular support for change. Source 2 outlines reasons why Russia could not fight successfully in WWI. <p>Note: Look for the message of each of the sources. Evidence should be sourced from the documents themselves to support message.</p>	

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Source 1** and **Source 2** as representations of the internal divisions and crises within Russian society.

Description	Marks
Provides example of a strength and weakness of Source 1 as a representation of the impact of internal divisions and crises	1–2
Provides example of a strength and weakness of Source 2 as a representation of the impact of internal divisions and crises	1–2
Evaluation of the usefulness of the sources	1
Total	5
Answer could include, but is not limited to:	
<p>Sources 1 and 2 are useful as they both identify societal divisions between official leaders and the general population, such as the demand in Source 1 ‘Down with autocracy’ and the comment in Source 2 regarding inept military leadership, ‘Russian officers sent out battle plans uncoded over radio’.</p> <p>A weakness of both sources is that they do not address other crises, such as those occurring in agriculture; nor do they refer to the internal division of the Duma or political parties supporting change, such as the Bolsheviks and the Soviets.</p> <p>Source 1</p> <ul style="list-style-type: none"> Source 1 is useful as a representation of internal divisions and crises as it highlights the widespread discontent existing in the capital city, the effect of food shortages, the contempt felt towards the Tsarist government and a strong anti-war sentiment. A weakness of Source 1 may be that it is limited to events in Petrograd or that it was written by Trotsky in 1930 and may be biased and/or inaccurate as an eye witness account. 	

Source 2

- The source is useful as it addresses the internal divisions within Russian forces in World War I and the crisis created by Russia's inadequate manufacturing industries.
- A weakness of the source is that it does not address any other crises occurring at the time.

Note: Higher marks should be awarded to answers that address both the strengths and weaknesses of the sources provided in terms of how they are representative of internal divisions and crises.

- (c) Explain the historical context of **Source 3**. Include the relevant events, people and ideas depicted or represented in the source.

Description	Marks
Identifies the focus of the source	1
Outlines the causes or events that led to the focus of the source	1
Provides specific details for the focus of the source, dates/events/people/place/ideas	1–2
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Source 3 portrays the Russian military, represented by a large, confused bear, being trapped between supporting Kerensky's call to continue fighting the Germans (with massive losses) in World War 1 or to abandon the war and face aggressive Bolshevik (German Marxist) control. • There was widespread political instability, internal divisions and crises throughout Russia in 1917, cumulating with the Bolshevik seizure of power in October. • The February revolution that ended the autocratic Tsarist regime created an unstable 'Dualist' Provisional Government that faced an ongoing power struggle with the powerful Petrograd Soviet of Workers' and Soldiers' Deputies representing factory workers and soldiers. • The Soviet Order No.1 issued in March 1917 stymied the Duma's control over the military. • Kerensky, a former Social Revolutionary, was appointed Minister of War within the Provisional Government replacing the conservative Cadet, Miliukov. As a member of the Petrograd Soviet Committee and an elected member of the Provisional Government, it was anticipated that Kerensky could play a significant role in creating some political and military unity. • Kerensky's commitment to continued Russian involvement in World War 1 proved a mistake and resulted in the disastrous June Offensive, the attempted seizure of political power in the July Days, the Kronstadt Revolt, and Kornilov's attempt to seize power and establish a military dictatorship. • The Kornilov Affair enabled the legitimate establishment of the Bolshevik Red Guards and increased public support for the Bolsheviks who promised an end to the war and subsequently won more seats in the Soviet. • The Bolshevik seizure of power in Petrograd on 'behalf' of the Soviets on the day preceding the meeting of the second All-Russian Congress of Soviets was a move calculated to prevent anti-Bolshevik opposition uniting and challenging their tenuous authority. • Significantly, Kerensky did not 'rescue' Russia and the Russian nation had little chance of obtaining liberty under the Provisional Government or Bolshevik Socialist rule. <p>Note: This question is concerned with the historical context in which the source is located. Answers should concentrate on what is in the source and explain the relevance/significance.</p>	

- (d) Identify and account for the authors' perspectives in **Source 3** and **Source 4** regarding the internal divisions and crises within Russian society.

Description	Marks
Articulation of the perspective of Source 3	1
Articulation of the perspective of Source 4	1
Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> • motives • bias • time • place • purpose 	1–4
Total	6
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Source 3 is a primary source published in the weeks following the October revolution. • The source portrays the power struggle within the Provisional Government that led to the Bolshevik seizure of power on behalf of the Soviets in October 1917 and has an anti-communist bias. • The source seeks to mock Kerensky with 'Kerensky to the rescue' and implies that the rise in Bolshevik political influence is the result of Kerensky's decision to continue fighting Germany. • The purpose of the source was to highlight the instability and fall of the Russian 'democratic' government and portray Bolshevik revolutionary rule (Marxist/communist as identified on the rope labelled 'Made in Germany') in a negative light, typical for an American newspaper such as the <i>Washington Evening Star</i>. • Source 3 conveys a sense of sympathy for the Russian military and suggests that brief time of liberty and democracy had been lost within Russia. • Source 4 is a secondary online source. The perspective is that of an historian, who, with the benefit of hindsight, makes generalisations about Kerensky, portraying him as ineffective and possibly arrogant as a leader. • The motive is to highlight Kerensky's role in enabling the Bolshevik coup. • Both sources reflect the political crises faced by the Provisional Government between the February and October revolutions, with specific links to Russian soldiers fighting the far superior German forces in World War 1. • Source 3 reflects the condemnation of the Provisional Government from a democratic perspective and places the blame for Russian military defeat and political unrest firmly on Kerensky. • Source 4 reflects a modern, revisionist perspective, but also blames Kerensky's military failures for the rise of the Bolsheviks. <p>Note: The last part of the question 'regarding' requires consideration of the perspective of the sources in terms of the theme/force of the source analysis.</p> <p>Answers should:</p> <ul style="list-style-type: none"> • articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) • use evidence of the perspective from the source • identify how the author shows the perspective in the source. 	

- (e) Evaluate the extent to which the **four** sources give an accurate insight into the internal divisions and crises within Russian society.

Description	Marks
Articulation of the different aspects of the internal divisions and crises that are shown	2
Identification of aspects of the impact of the internal divisions and crises that have been omitted	1
Evaluation of the extent to which the sources reflect the significant aspects of the internal divisions and crises being depicted in the sources in terms of their impact on society	1–3
Total	6
Answer could include, but is not limited to:	
<p>Collectively the sources provide an accurate insight into the internal divisions and crises within Russian society to a large extent, including:</p> <ul style="list-style-type: none"> • Russia in the early 20th century as a largely feudal nation in political and social structure as opposed to a modern, industrialised Europe; unable to manufacture, supply and deliver sufficient materials to the army or provide order in St Petersburg • the social, economic and political crises within the capital city St Petersburg reflecting the disorder across the former Russian Empire in 1917 • dissatisfaction with the autocratic rule of the Tsar, the chaos within St Petersburg and the 'spontaneous' nature of the February revolution • the impact of World War I as a catalyst for both the February and October revolutions • dissatisfaction with the rule of the Provisional Government within Russia and overseas, specifically the USA • Kerensky as the Minister of War within the divided Duma and his decision to honour pre-revolutionary commitments to support the Allies and continue fighting • the impact of revolutionary ideas and protests, and the political manoeuvres of the Bolsheviks. <p>Significantly, the sources do not reflect:</p> <ul style="list-style-type: none"> • the popular support and the galvanising political influence of the workers' Soviets and the impact of Soviet Order No. 1. The Bolshevik infiltration of many of the Soviets, including the key Petrograd Soviet, provided the opportunity for the Bolsheviks to seize power in their name • the widespread poverty, famine and political uprisings of the peasants is also not reflected in the four sources. <p>Note: The intent is to not have a list of what has been omitted.</p> <p>Answers should:</p> <ul style="list-style-type: none"> • focus on what the documents convey within the context studied • explain why it may have been significant to highlight that • the implication/impact of that on the society. <p>Students should include their own knowledge of the course studied to support their point of view as well as the sources provided.</p>	

Sample assessment task

Modern History– ATAR Year 12

Task 7 – Unit 4 (The changing European world since 1945)

Assessment type: Source analysis

Conditions

Time for the task: 45 minutes in class under standard test conditions
The task is based on **four** teacher-selected sources presenting different aspects of a theme/topic.
Both primary and secondary sources must be included.

Task weighting

5% of the school mark for this pair of units **(25 marks)**

Use the **four** sources provided to answer the following questions.

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

(b) Compare and contrast the purpose of **Sources 1 and 2**.

(5 marks)

(c) Explain the message of **Source 3**.

(3 marks)

Marking key for sample assessment task 7 – Unit 4

Note 1: Specific answers will depend on the sources selected by the teacher.

Note 2: When marking a student's work:

- not all points necessarily need to be in an answer for the student to gain full marks
- reward each salient point made by the student. Students may make different valid points of interpretation
- students are expected to refer to relevant supporting evidence from the sources.

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

Description	Marks
Identifies the focus of the source	1
Outlines the causes or event that led to the focus of the source	1
Provides specific details of the focus of the source, events/people/ideas/dates/places	2
Total	4
<p>Note: This question is concerned with the historical context in which the source is located. Answers should:</p> <ul style="list-style-type: none"> • focus on what is in the source • provide the big 'picture' for that source. 	

- (b) Compare and contrast the purpose of **Sources 1 and 2**.

Description	Marks
Identifies the purpose of Source 1	1
Identifies the purpose of Source 2	1
Identifies elements of comparison and contrast between the two sources	1–3
Total	5
<p>Note: This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Answers should:</p> <ul style="list-style-type: none"> • identify the issue/event/subject of each source • identify the message of the sources • identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) • use evidence from the source to support the response • explain how they compare (are similar) and contrast (are different) in terms of their purpose. <p>A strong answer will integrate comparisons and contrasts within the discussion of purpose.</p>	

- (c) Explain the message of **Source 3**.

Description	Marks
Explains the message of the source	3
Outlines the message of the source	2
Identifies an aspect of the message of the source	1
Total	3
<p>Note: Look for the message conveyed by the source. Answers should:</p> <ul style="list-style-type: none"> • consider all the elements of the source (title/author/date/location) • identify the issue/event/subject • identify the representation or opinion being expressed • provide evidence from the source to support the response. 	

- (d) Identify how, and discuss why, **Sources 3** and **4** are contestable.

Description	Marks
Identifies the element/s of contestability for Sources 3 and 4	1–2
Discusses the reasons for the contestability of Source 3	1–2
Discusses the reasons for the contestability of Source 4	1–2
Total	6
<p>Note: The concept of contestability requires a discussion of conflicting historical interpretations represented in source material, specifically why they are different and open to debate.</p> <p>Answers should:</p> <ul style="list-style-type: none"> demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the source/s can be disputed as historical evidence identify in each source the argument/s, biases, motives or perspectives that can be disputed. <p>Stronger candidates may discuss the nature of the contestability, perhaps by referring to alternative arguments or viewpoints on the interpretations presented by the sources, or by making comparisons between the two sources.</p>	

- (e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the **four** sources.

Description	Marks
Identification of the themes/ideas/events	1
Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Students should be able to demonstrate a breadth and depth of knowledge of the time period.	1–2
Evaluation of the themes/ideas/events in relation to those of the broader historical context	1–2
Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period	1–2
Total	7
<p>Note: This question does not require reiteration of the messages in the sources. Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources; relates to the other themes/ideas/events of the whole period.</p> <p>Answers should:</p> <ul style="list-style-type: none"> identify the themes/ideas/events 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-term and/or short-term effects of the theme/idea/event refer to elements of continuity and/or change evident in the theme/idea/event demonstrate a depth and breadth of knowledge for the whole time period. 	