



SAMPLE ASSESSMENT TASKS

MODERN HISTORY

ATAR YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Modern History – ATAR Year 11

Task 1 – Unit 1 – Elective 7: Capitalism – the American Experience (1901–1941)

SOURCE BOOKLET

Source 1

(An illustration from the front page of the magazine *Judge*, 22 November 1902. The caption at the bottom reads: *PRESIDENT ROOSEVELT – “How can I cut the Gordian knot without creating disaster to all?”*. The term ‘Gordian knot’ is a proverbial term for a problem solvable only by bold action.)



PRESIDENT ROOSEVELT—“ How can I cut the Gordian knot without creating disaster to all?”

Roosevelt is dressed as a Greek soldier (presumably Alexander the Great) and carries a sword labelled ‘Executive Power’. He is watching two men engaged in a tug of war. On the left, a man labelled ‘Capital’ stands on top of a money bag; his side of the rope is labelled ‘Trade’. On the right, a man labelled ‘Labor’ stands on an anvil; his end of the rope is labelled ‘Business’. The knot is labelled ‘Trusts’.

Source 2

(An extract from a speech titled 'New Nationalism' given by Theodore Roosevelt in Kansas during the lead-up to the 1912 presidential election, in which he was a candidate.)

The absence of effective State, and, especially, national, restraint upon unfair money-getting has tended to create a small class of enormously wealthy and economically powerful men, whose chief object is to hold and increase their power. The prime need is to change the conditions which enable these men to accumulate power which is not for the general welfare that they should hold or exercise. We grudge no man a fortune which represents his own power and sagacity¹, when exercised with entire regard to the welfare of his fellows...

We grudge no man a fortune in civil life if it is honourably obtained and well used. It is not even enough that it should have gained without doing damage to the community. We should permit it to be gained only so long as the gaining represents benefit to the community. This, I know, implies a policy of a far more active governmental interference with social and economic conditions in this country than we have yet had, but I think we have got to face the fact that such an increase in governmental control is now necessary.

No man should receive a dollar unless that dollar has been fairly earned...

¹ **sagacity** – the ability to make good judgements

Source 3

(An extract from a journal article published in 2018 titled 'Hero, Champion of Social Justice, Benign Friend: Theodore Roosevelt in American Memory' by Katy Hull.)

As a master manipulator of his own reputation, Theodore Roosevelt cultivated each of the three images—the masculine leader, the benign figure, and the champion of social justice—assiduously, recognizing that all were essential for political success in the modern age. TR crafted himself as an embodiment of masculinity ... Embracing modern media, Roosevelt communicated his ranchman image to the public ...

Roosevelt ... used his personal warmth to great political effect: he charmed his audiences with what his biographer, Edmund Morris, describes as his “famous electricity,” and disarmed his opponents with unremitting exuberance...Perhaps the most enduring rendition of the benign Roosevelt is the Teddy Bear myth, which originates from a 1902 report that the president refused to shoot a wounded bear cub whilst on a hunting trip in Mississippi. Roosevelt, the man who shot and killed with almost unparalleled ardor, became the namesake for the most-loved children’s toy.

... [T]oward the end of his career, Roosevelt consciously crafted an image of himself as a champion of those oppressed by a system of unfettered capitalism. In Osawatimie, Kansas, in 1910, TR issued a call for greater government intervention in the economy to ensure a fairer system for all. His leadership of the progressive wing of the Republican Party after 1910, and his formation of a third party in 1912, provided him with an opportunity to cast himself as a savior of the people.

ACKNOWLEDGEMENTS

Task 1 – Unit 1 – Elective 7

- Source 1:** Adapted from: Hamilton, G. (1902). *President Roosevelt – “How can I cut the Gorian knot without creating disaster to all?”* [Cartoon]. Retrieved September, 2023, from https://archive.org/details/sim_judge_1902-11-22_43_1101/mode/2up
- Source 2:** Adapted from: Roosevelt, T. (1910). *The New Nationalism* [Speech]. Retrieved September, 2023, from http://www.presidentialrhetoric.com/historicspeeches/roosevelt_theodore/newnationalism.html
- Source 3:** Adapted from: Hull, K. (2018, October). Hero, champion of Social Justice, Benign Friend: Theodore Roosevelt in American Memory. *European Journal of American Studies*, 13-2. Retrieved September, 2023, from <https://journals.openedition.org/ejas/13403>
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Sample assessment task

Marking key for sample assessment Task 1– Unit 1 – Elective 7

(a) Identify the origin and explain the purpose of **Source 1**. (4 marks)

Description	Marks
Identifies the origin of Source 1	1
Articulates the purpose of Source 1	1
Identifies the elements of the source that supports its message	1–2
Total	/4
Answers may include:	
<ul style="list-style-type: none"> Source 1 is an illustration/cartoon from the front page of the magazine <i>Judge</i> published in November 1902. It depicts the challenge President Roosevelt faced in dealing with the trusts, symbolised through the Gordian knot. It suggests that Roosevelt was willing to take bold action to solve the problem. It shows that the dilemma of balancing the interests of big business with those of workers is a complex issue that Roosevelt grappled with in his presidency, symbolised through the tug of war. 	

(b) Discuss how **Source 2** and **Source 3** are reliable for a historian learning about the leadership of Theodore Roosevelt at the start of the period. (5 marks)

Description	Marks
Articulates the reliability of Source 2	1
Articulates the reliability of Source 3	1
Provides a discussion of the reasons for reliability in relation to the question asked. This may include a discussion of: <ul style="list-style-type: none"> Audience Context Perspective Motive Origin 	1–3
Total	/5
Answers may include:	
<ul style="list-style-type: none"> 'reliability' means how likely the source is to provide information that is accurate consideration of the reliability of the sources in terms of the theme of the source/s or historical force to be discussed articulation of the aspects of the source which make it reliable or unreliable as historical evidence more sophisticated analysis of how one source holds greater reliability over another Source 2 is reliable as a primary source as it is a speech delivered by Roosevelt in his cause to regain the presidency of the United States in 1912. He is concerned with the concentration of power and wealth in the hands of a few and is calling for more governmental intervention. The source reflects Roosevelt's own words and ideas and gives us a window into his thoughts and beliefs at the time, making it a highly reliable source for a historian to develop a better understanding of the President; however, it is worth 	

considering that when he was President, he stated he would never run for office again, which may call into question the reliability of his words

- Source 3 provides insights and opinions into the different images and personas cultivated by Roosevelt when he was President. As a secondary source, it provides a historical perspective on the way Roosevelt was perceived by the people at the time, in addition to Hull's argument that Roosevelt crafted his image carefully, embracing contemporary media of the time to present this to the public. This source is reliable, as it offers a historical interpretation on the way people perceived the President at the time, and further suggests that the image many had of the President was one that was carefully constructed. Hull has used historical evidence in her account to support her conclusions, such as Roosevelt presenting himself as an advocate for the oppressed. This adds greater reliability to the historical source.

- (c) Using your own knowledge of the period, evaluate the impact of leadership on capitalism at the start of the period. (6 marks)

Description	Marks
Provides an articulation of the impact that leadership had on capitalism	1
Provides an evaluation of the impact of the leaders depicted in the source set in relation to the context of the time	1–3
Provides an evaluation of the importance of the leaders depicted in relation to the themes/ideas/events of the broader time. This could involve a discussion of other leaders not present, but arguably equally as significant in terms of their impact	1–2
Total	/6

Note: to achieve full marks, the student needs to demonstrate a depth and breadth of knowledge of the time period and potentially discuss leaders not present in the sources but arguably equally or more significant. Responses should explore other significant leaders of the time period and their impact on capitalism at this time, such as the role of 'robber barons' like J.P. Morgan and J.D. Rockefeller. Responses should state that not all leaders of this period were advocates for progressive reform; the examples listed above are evidence of leaders resisting change and promoting a more laissez-faire capitalism.

Answers may include:

- identification of the leaders and/or leadership present in the sources and evaluation of their impact on capitalism by using evidence from the sources and linking this to a wider knowledge of the historical period
- leadership at the start of the period focused on debates about reform centred around regulating the excesses of capitalism and promoting a better, more equal society in terms of the distribution of wealth
- Theodore Roosevelt was an influential leader of the time who served as President of the United States from 1901–1909. He was known for his progressive policy and advocacy for greater government intervention in the economy (Source 2) to protect the rights of workers (Source 1)
- Roosevelt's impact on capitalism was significant as he promoted a more balanced and regulated form of capitalism, as an advocate of social justice and social equality (Source 3). For example, he supported anti-trust laws to break up monopolies.

Sample assessment task

Modern History – ATAR Year 11

Task 2 – Unit 1– Elective 7: Capitalism – the American Experience (1901–1941)

Assessment type:	Historical inquiry
Conditions:	Time for the task: Two weeks, including class time for research; 50 minutes for the in-class essay
Task weighting:	Part A: Inquiry and research 5% Part B: Validation 5% Total: 10% of the school mark for this pair of units

Part A: Historical inquiry and research (30 marks)

Complete a historical inquiry on changing American values in the 1920s. Use case studies to support your findings. You must use a research organiser, which will be assessed for the inquiry process.

Devise a hypothesis on the topic you have been given, and follow the research process outlined below in order to break down, summarise and present your research in a logical format.

Part B: Essay (30 marks)

Write an in-class validation essay responding to an unseen question examining the extent to which American society changed or stayed the same.

Part A – Research and planning**(30 marks)**

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

- Develop a proposition and focus questions to assess the extent to which American society changed or stayed the same during the 1920s.
- Exemplify the proposition with notes on the focus questions (ensure the notes support your proposition/thesis statement).
- Explain your proposition with supporting evidence for each inquiry question, using at least three sources. Ensure that the sources:
 - include primary and secondary material
 - reflect the topic in the focus question
 - present different perspectives
 - are correctly referenced in a bibliography
 - are annotated explaining their use:
 - origin
 - historical context
 - message
 - purpose
 - points of historical interpretation
 - perspective.
- Revise your thesis statement.
- Use in-text referencing and create a bibliography.

Part A – Social and cultural forces: Historical knowledge and understanding

Focus topics – in-class

Examine American society during the 1920s to gain a greater understanding of whether American society experienced rapid social change during the period, or core values and attitudes remained the same.

Select three case studies from the table below of a choice of six to prove/disprove the proposition.

You must select one from each column.

1	2	3
*The experiences of women <ul style="list-style-type: none"> • Social habits • Flappers • The vote (suffrage) • Work 	The Ku Klux Klan <ul style="list-style-type: none"> • The impact on African Americans • The Black Renaissance • Political movements: NAACP, UNIA 	Prohibition <ul style="list-style-type: none"> • Religious fundamentalism • Why it was introduced • Key developments (e.g. organised crime and corruption)
OR	OR	OR
The Red Scare, including Nativism	*The Jazz Age <ul style="list-style-type: none"> • A culture of change • Flappers 	Scopes' Trial (The Monkey Trial) <ul style="list-style-type: none"> • Religious fundamentalism • The trial

<ul style="list-style-type: none">• Its impact on immigrants• Immigration restrictions• The Sacco and Vanzetti case	<ul style="list-style-type: none">• Entertainment industry, e.g. radio, clubs and dancing• Experiences of African Americans	<ul style="list-style-type: none">• Its impacts
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*If you chose The experiences of women in Column 1, you cannot choose The Jazz Age in Column 2 (and vice versa).

Marking key for sample assessment task 2 – Unit 1 – Elective 7

Part A: Inquiry process

Description	Marks
Chronology, terms and concepts	
<p>Identifies relationships in comprehensive notes, in relation to the following criteria:</p> <ul style="list-style-type: none"> • nature and causes of social change • continuity and change • impacts of social change <p>Uses appropriate historical terms and concepts</p> <p>Evaluates the extent to which social/cultural forces created continuity and/or change</p> <p>Explains, using examples, why and how changing values and attitudes impacted the experiences of different individuals and/or groups in the defined time period</p>	5–6
<p>Identifies relationships in notes, in relation to most of the following criteria:</p> <ul style="list-style-type: none"> • nature and causes of social change • continuity and change • impacts of social change <p>Mostly uses appropriate historical terms and concepts</p> <p>Describes the extent to which the social forces created continuity and/or change</p> <p>Attempts to explain, using examples, how changing values and attitudes impacted the experiences of different individuals and/or groups in the defined time period</p>	3–4
<p>Identifies relationships to a limited degree in notes, in relation to at least some of the following criteria:</p> <ul style="list-style-type: none"> • nature and causes of social change • continuity and change • impacts <p>Displays a limited use of historical terms and concepts</p> <p>Attempts to outline the extent of social continuity and/or change</p> <p>Attempts to outline some of the changing values and attitudes for different individuals or groups within the time period</p>	1–2
Subtotal	/6
Historical questions and inquiry	
<p>Identifies, lists and describes areas of investigation in a well-developed note-taking framework</p> <p>Formulates, tests and modifies a proposition in order to investigate the extent to which American society changed or stayed the same in the 1920s</p> <p>Develops and frames sophisticated focus questions</p> <p>Identifies, locates and organises information in notes from a variety of sources</p> <p>Applies appropriate referencing techniques accurately and consistently, including in-text referencing throughout notes</p> <p>Develops a comprehensive bibliography with an excellent range of sources and reference types</p> <p>Practises ethical scholarship throughout research process</p>	3–4
<p>Identifies, lists and outlines areas of investigation in a developed note-taking framework</p> <p>Formulates, and makes attempts to modify a proposition, in order to investigate the extent to which American society changed or stayed the same in the 1920s</p>	1–2

<p>Develops and frames some focus questions for inquiry</p> <p>Uses, or cited in notes, a limited number of sources</p> <p>Attempts appropriate referencing techniques but makes a limited attempt at in-text referencing within notes</p> <p>Attempts to develop a bibliography, but it is limited in range and types of sources</p> <p>Attempts to practise ethical scholarship throughout research process</p>	
Subtotal	/4
Analysis and use of historical sources	
<p>Identifies, selects and organises a comprehensive range of sources that offer accurate insight into the topic</p> <p>Provides a comprehensive analysis of sources using sophisticated terms and concepts to illustrate the relevance of the sources to the topic</p> <p>Critically analyses the following where appropriate:</p> <ul style="list-style-type: none"> • message • origin, purpose and context • reliability and usefulness • perspectives and interpretations 	9–10
<p>Identifies, selects and organises a range and varying types of sources that offer mainly accurate insight into the topic</p> <p>Provides an analysis of sources using well-developed terms and concepts to illustrate the relevance of the sources to the topic</p> <p>Analyses the following where appropriate:</p> <ul style="list-style-type: none"> • message • origin, purpose and context • reliability and usefulness • perspectives and interpretations 	7–8
<p>Identifies and selects some sources that offer some accurate insight into the topic</p> <p>Applies some analysis using simple terms and concepts, that identifies simple relationships in the sources to the topic</p> <p>Begins to analyse, where appropriate:</p> <ul style="list-style-type: none"> • message • origin, purpose and context • perspectives <p>Where relevant, begins to identify some historical interpretations</p>	5–6
<p>Identifies and selects minimal and/or inaccurate sources that offer limited insight into the topic</p> <p>Makes an attempt to analyse sources with minimal detail, using inaccurate terms and concepts, displaying limited relevance to the topic</p> <p>Provides a limited analysis of:</p> <ul style="list-style-type: none"> • message • origin, purpose and context 	3–4
<p>Selects a source</p> <p>Provides a limited attempt to analyse the origin and/or message of the source</p>	1–2
Subtotal	/10

Perspectives and interpretations	Marks
Analyses and accounts for different perspectives of the time period in relation to the experiences of individual and/or groups Explains the significance of changing American values and attitudes in the 1920s	4–5
Attempts to briefly analyse, or recounts, some of the different perspectives of the time period in relation to the experiences of individual and/or groups Attempts to describe the significance of changing American values and attitudes in the 1920s	2–3
Briefly mentions the different perspectives of the time period in relation to the experiences of individual and groups Briefly mentions the significance of changing American values and attitudes in the 1920s	1
Subtotal	/5
Explanation and communication	Marks
Uses detailed and comprehensive annotations to explain the relevant event/ideas/people Explains why and/or how the historical perspective and/or interpretation present in the source/s links to the topic Provides evidence and an excellent level of detail in revised hypothesis to support the review of original thesis statement	4–5
Uses somewhat detailed annotations to describe the relevant event/ideas/people Describes how the historical perspective present in the source/s links to the topic Makes an attempt to use evidence and provides some level of detail in the form of a written explanation in a revised hypothesis to the original thesis statement	3
Provides limited annotations and links to events/ideas/people Provides limited links to historical perspectives present in the source Makes a limited attempt to revise original hypothesis	1–2
Subtotal	/5
Total	/30

Sample assessment task

Modern History – ATAR Year 11

Task 2 Part B – Unit 1 – Elective 7: Capitalism – the American experience (1901–1941)

Assessment type: Historical inquiry – in-class validation

Conditions: Time for the task: five minutes planning time and 45 minutes working time

Task weighting: 5% of the school mark for the pair of units

30 marks

Using three case studies, evaluate the following proposition in reference to 1920s American society:

‘Despite periods of significant change, the core values and attitudes of the society continued.’

Marking key for sample assessment task 2 – Unit 1 – Elective 7

Part B: Explanation marking key

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

Guide to marking responses	Marks
Thesis introductory paragraph	
Provides an introductory paragraph that develops a sophisticated thesis statement with understanding of the area/topic of the question, and proposes a logical structure for the essay	4
Provides an introductory paragraph that is clearly related to the area/topic of the question, demonstrating understanding of focus and key terms of the question, and gives a clear sense of the direction of the essay	3
Provides an introductory paragraph that gives a general indication that the topic is understood and includes a simple proposition	2
Provides an introductory paragraph consisting of a sentence or two outlining the 'who' or 'what' to be discussed in the essay	1
Subtotal	/4
Synthesised narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative, and the relationship between and the impact of forces, including people, events, ideas and structures, on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative, and the relationship between events, people, ideas and structures and their significance for continuity and change	4
Demonstrates a simple understanding of some of the major features of the historical narrative, for example that there are relationships between events, people, ideas and structures and/or continuity and change	3
Outlines some of the major chronological features of the historical narrative, with some identification of limited relationships between people, events, ideas, structures and/or continuity and change	2
Presents a very simple narrative which displays limited understanding of correct chronology and contains minimal reference to people, events, ideas and/or structures	1
Subtotal	/5
Argument	
Develops a sophisticated argument that consistently shows a depth of analysis throughout the essay, is logical and coherent, and demonstrates an understanding of the complexity of the topic	8
Develops a sustained argument that shows depth of critical analysis, is logical and coherent, and reflects the complexity of the topic	7
Develops an argument that is analytical, logical and coherent, and shows a clear understanding of the interconnectedness of the historical narrative	6
Develops an argument that is logical and coherent, and shows some understanding of the interconnectedness of the historical narrative	5

Develops a somewhat logically structured argument which responds to aspects of the question	4
Develops a basic argument with some appropriate terminology.	3
Develops a response to the question containing generalisations and statements with limited accuracy	2
Develops a response that is disjointed and suggests minimal understanding of the topic	1
Subtotal	/8
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence to assist critical analysis and evaluation Where appropriate, uses evidence to argue for and against a view/proposition Engages with different perspectives and interpretations of history to develop and strengthen arguments	10
Uses detailed, accurate and relevant evidence to assist analysis and evaluation and, where appropriate, to argue for and against a view/proposition Draws on different perspectives and interpretations of history to develop and strengthen arguments	9
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Refers to perspectives and interpretations of history to strengthen arguments	8
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Begins to refer to perspectives and interpretations of history to support arguments	7
Uses mostly accurate and relevant evidence to support analysis, including a range of historical examples, quotations and sources	6
Attempts to provide some accurate and relevant evidence to support response, which may include historical examples, quotations and sources	5
Attempts to provide accurate and relevant evidence	4
Attempts to provide some accurate and relevant evidence	3
Provides limited evidence	2
Provides minimal evidence	1
Subtotal	/10
Conclusion	
Effectively draws the essay's argument or point of view together	
Summarises the essay's point of view	
Generally reiterates the essay's thesis and key arguments	
Subtotal	/3
Total	/30

Sample assessment task

Modern History – ATAR Year 11

Task 3 – Unit 1 – Elective 7: Capitalism – the American experience (1901–1941)

Assessment type: Explanation

Conditions: Time for the task: five minutes planning time, 45 minutes working time

Task weighting: 15% of the school mark for this pair of units
30 marks

Question

Evaluate the extent to which all individuals and/or groups benefitted from Roosevelt's New Deal.

Marking key for sample assessment Task 3 – Unit 1 – Elective 7

Guide to marking responses	Marks
Thesis introductory paragraph	
Provides an introductory paragraph that develops a sophisticated thesis statement, demonstrating understanding of the area/topic of the question, and proposes a logical structure for the essay	4
Provides an introductory paragraph that is clearly related to the area/topic of the question, demonstrating understanding of focus and key terms of the question, and gives a clear sense of the direction of the essay	3
Provides an introductory paragraph that gives a general indication that the topic is understood and includes a simple proposition	2
Provides an introductory paragraph that consists of a sentence or two outlining the 'who' or 'what' to be discussed in the essay	1
Subtotal	/4
Synthesised narrative	
Demonstrates a comprehensive understanding of the major features of the historical narrative and the impact of forces, including people, events, ideas and structures, on continuity and change	5
Demonstrates a well-developed understanding of the major features of the historical narrative and the relationship between events, people, ideas and structures and their significance for continuity and change	4
Demonstrates a simple understanding of some of the major features of the historical narrative; for example, that there are relationships between events, people, ideas and structures, and/or continuity and change	3
Outlines some of the major chronological features of the historical narrative, with some identification of relationships between people, events, ideas and structures and/or continuity and change	2
Presents a very simple narrative, with limited understanding of correct chronology, and minimal reference to people, events, ideas and/or structures	1
Subtotal	/5
Argument	
Develops a sophisticated argument that consistently shows a depth of analysis that is logical and coherent, and demonstrates an understanding of the complexity of the topic	8
Develops a sustained argument that shows depth of critical analysis, is logical and coherent, and reflects the complexity of the topic	7
Develops an argument that is analytical, logical and coherent, and shows a clear understanding of the interconnectedness of the historical narrative	6
Develops an argument that is logical and coherent, and shows some understanding of the interconnectedness of the historical narrative	5
Develops a somewhat logically-structured argument that responds to aspects of the question	4
Develops a basic argument with some appropriate language of history	3

Develops a response to the question containing generalisations and statements with limited accuracy	2
Develops a response that is disjointed and suggests minimal understanding of the topic	1
Subtotal	/8
Supporting evidence	
Consistently uses detailed, accurate and relevant evidence to assist critical analysis and evaluation Where appropriate, uses evidence to argue for and against a view/proposition Engages with different perspectives and interpretations of history to develop and strengthen arguments	10
Uses detailed, accurate and relevant evidence to assist analysis and evaluation and, where appropriate, to argue for and against a view/proposition Draws on different perspectives and interpretations of history to develop and strengthen arguments	9
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Refers to perspectives and interpretations of history to strengthen arguments	8
Uses accurate and relevant evidence to assist analysis Where appropriate, uses evidence to argue for and against a view/proposition Begins to refer to perspectives and interpretations of history to support arguments	7
Uses some accurate and relevant evidence used to support analysis, including a range of historical examples, quotations and sources	6
Attempts to provide some accurate and relevant evidence to support response, which may include historical examples, quotations and sources	5
Attempts to provide accurate and relevant evidence	4
Attempts to provide some accurate and relevant evidence	3
Provides limited evidence	2
Provides minimal evidence	1
Subtotal	/10
Conclusion	
Provides a concluding paragraph that effectively draws the essay's argument or point of view together	3
Provides a concluding paragraph that summarises the essay's point of view	2
Provides a concluding paragraph that generally reiterates the essay's thesis and key arguments	1
Subtotal	/3
Total	/30
The answers could include:	
Urban workers	
Benefited	
<ul style="list-style-type: none"> Civilian Conservation Corps (CCC) – employed unemployed unmarried men aged between 18–25 to start with, extended to 28.3 million men employed by the CCC over the course of the 1930s. Provided shelter, clothing, food and a wage of \$30 per week 	

- Public Works Administration (PWA) and Works Progress Administration (WPA) provided jobs for approximately 8.5 million people
- *Wagner Act 1935* created Labour Relations Board to improve working conditions for workers; saw union membership increase to 9 million by 1940
- *Fair Labour Standards Act 1939* set minimum wages and regulation of child labour
- *Wagner-Steagall Act 1937* provided low-cost housing for low-income families
- *Social Security Act 1935* provided unemployment benefits from payroll taxes

Rural workers

Benefited

- Farm Security Administration, including the Farm Security Administration (FSA) photography, documented the lives of farmers and saw the creation and settlement of farming communities in fertile land
- Resettlement Administration provided loans so farmers could buy their farms
- Rural Electrification Administration 1935 provided low-interest loans to increase access to electricity in rural areas – 90% electrification by 1940
- Tennessee Valley Authority modernised poor farms and provided compensation to farmers who reduced output
- Agricultural Adjustment Agency (AAA) paid subsidies to leave some land idle (sharecroppers and tenant farmers did not benefit from the AAA)

Women

Benefited

- Roosevelt increased female representation in federal government; this included Frances Townsend and the role that Eleanor Roosevelt carved out for herself
- By 1934, 275 000 women gained employment in the Civil Works Administration; this increased by another 200 000 by the following year
- WPA employed up to 400 000 women by 1939
- In total, approximately 750 000 women gained work through New Deal relief agencies
- Federal Surplus Commodities and the food stamp program meant women could gain relief without having a job

Did not benefit

- However, women only accounted for approximately 15% of all employment. No women were employed in the CCC
- Many jobs created for women were gendered, e.g. sewing clothing and toys

African Americans

Benefited

- Approximately two million African Americans were employed under the CCC, Federal Emergency Relief Administration (FERA), Civil Works Administration (CWA) and PWA. However, CCC camps were segregated
- Harold Ickes had a quota system after 1936 to try to circumvent local administrations from excluding African Americans
- 425 000 African American relief workers employed by 1939
- *Bankhead-Jones Act 1937* allowed tenant farmers to purchase their own lands
- WPA built hospitals, schools etc. in impoverished African American communities
- Improvements in housing for the poorest African Americans through Farm Security Administration (FSA), Alley Dwelling Authority (ADA) and United States Housing Authority (USHA) – although these were all segregated

Did not benefit

- *Social Security Act 1935* excluded farm workers and domestic workers – it's estimated that this prevented 60% of African Americans in Southern States from accessing benefits
- Relief and employment opportunities open to all; however, local authorities in the South maintained Jim Crow laws and restricted access to programs
- African Americans restricted from accessing Homeowners Loan Corporation as integrated neighbourhoods were considered too risky for mortgage lending
- As a cost per dollar, less money was spent on African American communities than on white communities, which had an impact on maintaining generational poverty
- Roosevelt refused to pass anti-lynching laws

Native American people

Benefited

- *Indian* Reorganisation Act 1934*
 - Abolished the allotment program established in the *Dawes Act 1887*
 - Allowed Indian Nations* to purchase traditional lands
 - Some positive discrimination for Native American people when applying for jobs on reserves
 - Anthropologists hired to document Native American languages
 - Indian* Arts and Crafts Board 1935 created to preserve Native American cultural heritage
 - Civilian Conservation Corp Indian Division (CCC-ID) saw the employment of 85 000 Native American people to complete public works on their own land
 - *Johnson-O'Malley Act 1934* gave federal money to states with education and healthcare for Native American people
 - WPA built roads and other infrastructure through reserves

*This is the term used in the 1934 Act; however, it is now considered inappropriate by many people.

Note: students need to make a clear judgement regarding the New Deals and the extent to which they benefited all individuals and/or groups in society. Students may note that while many of the New Deal projects were not explicitly discriminatory, the local administration of federal policies did exclude groups and individuals from accessing benefits.