



## **SAMPLE ASSESSMENT TASKS**

---

**MODERN HISTORY**

**ATAR YEAR 11**

---

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

---

## **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.

## **Copyright**

© School Curriculum and Standards Authority, 2023

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

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

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

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

## Sample assessment task

### 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**

The following is 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 sagacity<sup>1</sup>, 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...

<sup>1</sup> **sagacity** – the ability to make good judgements

**Source 3**

The following is 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 saviour of the people.

**End of sources**

- Source 1:** Adapted from: Hamilton, G. (1902). *President Roosevelt – “How can I cut the Gordian knot without creating disaster to all?”* [Cartoon]. Retrieved September, 2023, from [https://archive.org/details/sim\\_judge\\_1902-11-22\\_43\\_1101/mode/2up](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](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>  
Used under [Creative Commons Attribution-NonCommercial 4.0 International licence](https://creativecommons.org/licenses/by-nc/4.0/)







---

---

---

---

---

---

---

## 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
<b>Origin</b>	
Identifies the origin of Source 1	1
<b>Subtotal</b>	<b>/1</b>
<b>Purpose</b>	
Explains the purpose of Source 1 by providing detailed, accurate and relevant evidence	3
Outlines the purpose of Source 1 by providing accurate and relevant evidence	2
Identifies or provides a general comment about the purpose of Source 1	1
<b>Subtotal</b>	<b>/3</b>
<b>Total</b>	<b>/4</b>
<b>Answers may include:</b>	
<ul style="list-style-type: none"> <li>The origin of Source 1 is an illustration/cartoon from the front page of the magazine, <i>Judge</i>, published on 22 November 1902.</li> <li>It depicts the challenge President Roosevelt faced in dealing with the trusts, symbolised through the Gordian knot and suggests that Roosevelt was willing to take bold action to solve the problem.</li> <li>The purpose of the source is to paint Roosevelt in a positive light based on the actions he is willing to take to solve a complex problem.</li> <li>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.</li> </ul>	

(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. (6 marks)

Description	Marks
<b>Reliability of sources</b>	
Discusses the reliability of both sources in relation to Theodore Roosevelt, supported by detailed, accurate and relevant evidence	6
Explains the reliability of both sources in relation to Theodore Roosevelt, supported by mostly accurate and relevant evidence	5
Describes the reliability of both sources in relation to Theodore Roosevelt, supported by some evidence	4
Describes the reliability of both sources, using some supporting evidence for one of the sources	3
Identifies the reliability of both sources without any supporting evidence	2
Identifies the reliability of one source without any supporting evidence	1
<b>Total</b>	<b>/6</b>
<b>Answers may include:</b>	
<ul style="list-style-type: none"> <li>discussion of audience, context, perspective, motive and origin</li> <li>clarification that 'reliability' means how likely the source is to provide information that is accurate</li> <li>consideration of the reliability of the sources in terms of the theme of the source/s or historical force to be discussed</li> <li>articulation of the aspects of the source which make it reliable or unreliable as historical evidence</li> </ul>	

- 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, and with reference to **Sources 1, 2 and 3**, evaluate the impact of leadership on capitalism at the start of the period. (10 marks)

Description	Marks
Evaluates clearly the impact of leadership on capitalism at the start of the period as 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. Discussion includes omissions from the sources	9–10
Discusses the impact of leadership on capitalism at the start of the period as 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. Discussion may include some omissions from the sources	7–8
Explains the impact of leadership on capitalism at the start of the period as 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 impact of leadership on capitalism at the start of the period as 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
Provides a general comment on the impact of leadership on capitalism at the start of the period as represented in at least one of the sources, supported by limited evidence	1–2
<b>Total</b>	<b>/10</b>
<p><b>Answers may include:</b>            Note: to achieve full marks, the student needs to demonstrate a depth and breadth of knowledge of the period and potentially discuss leaders who are not present in the sources but arguably equally or more significant. Responses should explore other significant leaders of the 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.</p>	

## Sample assessment task

### Modern History – ATAR Year 11

#### Task 2 – Unit 1– Elective 7:

#### Capitalism – the American Experience (1901–1941)

<b>Assessment type</b>	Historical inquiry
<b>Conditions</b>	Time for the task: two weeks, including class time for research; 50 minutes for the in-class validation essay
<b>Task weighting</b>	10% of the school mark for this pair of units

#### Part A: Historical questions and inquiry

(20 marks)

Examine American society during the 1920s to gain a greater understanding of the nature of American capitalism and the shaping of American values.

Follow the historical inquiry process as outlined below.

- Using the case study table, select three case studies to examine the nature of American capitalism.
- Read all the requirements and develop an inquiry plan to examine the nature of American capitalism using the three case studies.
- Develop inquiry questions to examine the nature of American capitalism.
- Select a variety of note-taking templates to organise information. You should use one note-taking template per case study.
- Find sources of supporting evidence for each inquiry question. You must use at least six different bibliographical references (e.g. textbooks, websites, newspapers, articles etc.) including three historical sources.

Using your sources of supporting evidence, identify, locate and organise information relevant to your inquiry questions into your note-taking frameworks.

Ensure the information in your note-taking frameworks:

- includes a range of primary and secondary material
  - reflects the topic in the inquiry question
  - presents different perspectives
- Document all the sources you have used in an annotated bibliography.

#### Part B: In-class validation

(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 – Historical questions and inquiry

#### 1. Case study selection

Select three case studies from the table below to examine the nature of American capitalism. You must select one case study from each column.

<b>1</b>	<b>2</b>	<b>3</b>
<ul style="list-style-type: none"> <li>• Film and fashion</li> <li>• The vote (suffrage)</li> <li>• Work</li> </ul>	<ul style="list-style-type: none"> <li>• The Ku Klux Klan</li> <li>• Jim Crow laws</li> <li>• The Black Renaissance</li> <li>• Political groups: NAACP, UNIA</li> </ul>	<ul style="list-style-type: none"> <li>• Prohibition</li> <li>• Religious fundamentalism</li> <li>• Amendment 18</li> <li>• Key developments (e.g. organised crime and corruption)</li> </ul>
<b>OR</b>	<b>OR</b>	<b>OR</b>
<ul style="list-style-type: none"> <li>• The land of opportunity/ The American Dream</li> <li>• Nativism and its impact on immigrants</li> <li>• Immigration restrictions</li> </ul>	<ul style="list-style-type: none"> <li>• The Jazz Age</li> <li>• A culture of change</li> <li>• Flappers</li> <li>• The entertainment industry, e.g. radio, clubs and dancing</li> <li>• Experiences of African Americans</li> </ul>	<ul style="list-style-type: none"> <li>• Social Darwinism</li> <li>• Religious fundamentalism</li> <li>• The Scopes “Monkey” trial and its impacts</li> </ul>

#### 2. Inquiry plan

Use the template below to plan your historical inquiry process. Be as specific as possible.

You need to allocate time for research and writing your annotated bibliography.

<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>
<b>Lesson 5</b>	<b>Lesson 6</b>	<b>Lesson 7</b>	<b>Lesson 8</b>

### 3. Inquiry questions

For each case study, develop inquiry questions using the Five Ws charts below.

Who	What	When	Where	Why	How

### 4. Note taking

Choose a variety of note-taking frameworks, using one note-taking template per case study.

Suggested note-taking frameworks (not an exhaustive list)

- Cornell notes
- Structured overview
- Mind maps
- Fishbone

5. Find supporting evidence – identify, locate and organise relevant information for each inquiry question, (you must make use of at least six different bibliographical references (e.g. textbooks, websites, newspapers, articles etc.) including three historical sources. Include one primary source per case study.

Ensure the information in your note-taking frameworks:

- is from a range of primary and secondary material
- reflects the topic in the inquiry question
- presents different perspectives
- is correctly referenced.

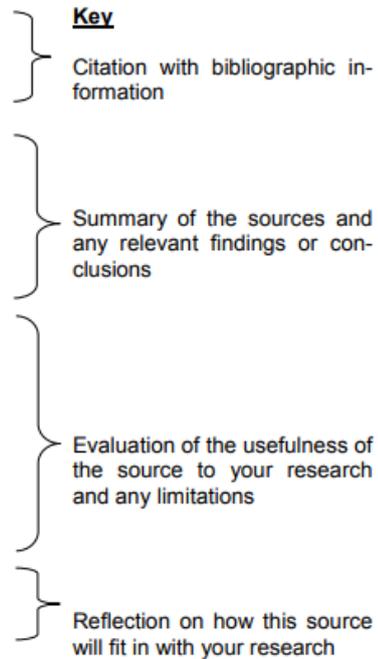
6. Annotated bibliography

Document all the sources you have used in an annotated bibliography. An annotated bibliography is a list of references that have been used in the inquiry process, with annotations describing the usefulness of each reference.

E.g.

**Flavin, M 2012, 'Disruptive technologies in higher education', *Research in Learning Technology*, vol. 20, pp. 102-111. Available from: <http://www.researchinlearningtechnology.net/> [24 August 2016].**

Flavin's article discusses the impact of disruptive technologies in higher education. It reports that students and lecturers tend to use a narrow range of technologies familiar to them, rather than the wide range of teaching and learning technologies provided by their institutions. According to the author, these findings have important implications for higher education institutions and the monitoring of student learning. Flavin's article is relevant and useful because it links directly to my research question on the impacts of and responses to disruptive technologies on higher education. It seems reliable and credible, given that the article was published in the peer-reviewed *Research in Learning Technology* journal, and the argument is supported by research and references to the literature. Moreover, the information is relatively up-to-date, with the article published in 2012. A limitation of the article, however, is its small sample size, with the conclusions based on 48 surveys, 7 observation studies and 5 interviews at King's College in London. As such, it would need to be supplemented by similar studies at other institutions. Nevertheless, it provides a useful foundation for my own research.



**Annotated bibliography**

<b>Bibliographic citation</b>	
<b>Summary of the source</b>	
<b>Evaluation of usefulness</b>	

<b>Bibliographic citation</b>	
<b>Summary of the source</b>	
<b>Evaluation of usefulness</b>	

<b>Bibliographic citation</b>	
<b>Summary of the source</b>	
<b>Evaluation of usefulness</b>	

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

---

**Part B: In-class validation**

**(30 marks)**

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

‘The nature of American Capitalism led to significant change during the time period.’

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

### Part A: Historical questions and inquiry

(20 marks)

Description	Marks
<b>Inquiry 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>	
Presents a 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
Presents a 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
Presents 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>Perspectives and interpretations</b>	
Demonstrates a comprehensive understanding of different perspectives and interpretations of history 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	5
Demonstrates a well-developed understanding of different perspectives and interpretations of history 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	4
Demonstrates a general understanding of different perspectives and/or interpretations of history by some explanation of some of the different perspectives of individuals and/or groups in the past	3
Demonstrates minimal understanding of different perspectives and/or interpretations of history by a brief explanation of some of the different perspectives of individuals and/or groups in the past	2
Demonstrates limited understanding of different perspectives and /or interpretations of history by selecting different perspectives evident in historical sources but without providing any supporting explanation of the different perspectives presented	1
<b>Subtotal</b>	<b>/5</b>
<b>Annotated bibliography</b>	
Acknowledge and reference sources, as appropriate	
Presents a comprehensive list of bibliographical sources (including those not used in notes), accurately following the required format. Annotations provided are of appropriate length and include the content of the sources and a comprehensive analysis of the reliability and usefulness of the selected sources	5
Presents a detailed list of bibliographical sources following the required format, that is mostly accurate. Annotations provided are of appropriate length and include the content of the sources and a well-developed analysis of the reliability and usefulness of the selected sources	4
Presents a sufficient list of bibliographical sources, with some level of accuracy, mostly following the required format. Brief annotations provided include the content of the sources and some general analysis of the reliability and usefulness of the selected sources	3
Presents a brief list of bibliographical sources mostly following the required format. Brief annotations provided that include the general content of the sources used	2
Compiles a brief list of the sources used, no annotation of the sources	1
<b>Subtotal</b>	<b>/5</b>
<b>Part A Total</b>	<b>/20</b>

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

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

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>

Description	Marks
<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 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 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 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>

## Sample assessment task

### Modern History – ATAR Year 11

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

<b>Assessment type</b>	Explanation
<b>Conditions</b>	Time for the task: five minutes planning time, 45 minutes working time
<b>Task weighting</b>	15% of the school mark for this pair of units

---

#### Question

**(30 marks)**

Evaluate the extent to which Roosevelt's New Deal was an effective response to the Great Depression for all individuals and/or groups.

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

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 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 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 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 could include:</b>	
<b>Urban workers</b>	
Benefited	
<ul style="list-style-type: none"> <li>• 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</li> <li>• Public Works Administration (PWA) and Works Progress Administration (WPA) provided jobs for approximately 8.5 million people</li> <li>• <i>Wagner Act 1935</i> created Labour Relations Board to improve working conditions for workers; saw union membership increase to 9 million by 1940</li> <li>• <i>Fair Labour Standards Act 1939</i> set minimum wages and regulation of child labour</li> <li>• <i>Wagner-Steagall Act 1937</i> provided low-cost housing for low-income families</li> <li>• <i>Social Security Act 1935</i> provided unemployment benefits from payroll taxes</li> </ul>	
<b>Rural workers</b>	
Benefited	
<ul style="list-style-type: none"> <li>• 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</li> <li>• Resettlement Administration provided loans so farmers could buy their farms</li> <li>• Rural Electrification Administration 1935 provided low-interest loans to increase access to electricity in rural areas – 90% electrification by 1940</li> <li>• Tennessee Valley Authority modernised poor farms and provided compensation to farmers who reduced output</li> <li>• Agricultural Adjustment Agency (AAA) paid subsidies to leave some land idle (sharecroppers and tenant farmers did not benefit from the AAA)</li> </ul>	
<b>Women</b>	
Benefited	
<ul style="list-style-type: none"> <li>• Roosevelt increased female representation in federal government; this included Frances Townsend and the role that Eleanor Roosevelt carved out for herself</li> </ul>	

- 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.

## Acknowledgements

### Sample assessment task 1 – Unit 1 – Elective 7

- Source 1:** Adapted from: Hamilton, G. (1902). *President Roosevelt – “How can I cut the Gordian knot without creating disaster to all?”* [Cartoon]. Retrieved September, 2023, from [https://archive.org/details/sim\\_judge\\_1902-11-22\\_43\\_1101/mode/2up](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](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>  
Used under [Creative Commons Attribution-NonCommercial 4.0 International licence](https://creativecommons.org/licenses/by-nc/4.0/)