



SAMPLE ASSESSMENT TASKS

**MODERN HISTORY
GENERAL YEAR 12**

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Sample assessment task

Modern History – General Year 12

Task 7 – Unit 4 (The civil rights movement in the USA 1941–1971)

Assessment type: Historical inquiry

Conditions

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

Task weighting

10% of the school mark for the pair of units

1. Select a particular civil rights group which was active in the civil rights movement between 1941 and 1971 and investigate a particular protest/action undertaken by that group.
Research the group, the action taken and the effects. Comment on how effective the action was in creating change within society.

Part A: Historical research

(25 marks)

Record your research in an organised folder.

2. Use the following focus questions to plan your inquiry: (2 marks)
 - **The group:** Describe the group carrying out the action
Who was involved? Who was in charge? What did it stand for? How did it originate?
Why did members act on their beliefs?
 - **The plan:** Identify the purposes of the action
What did group members want to achieve and why? How and why did they decide on this form of action? What were the short-term and/or long-term goals?
 - **The action/s:** Outline the events leading up to and comprising the action
What happened to motivate the group? What preparations and plans were made prior to the action? How did the events of the action unfold?
 - **The response:** Identify responses to the action
What were the short-term and longer-term responses to the action? How did different people respond to the action?
 - **The effect:** Assess the effectiveness of the action
To what extent did the group achieve its goals? What worked well? How did the action contribute to change in society? What didn't change? How effective was the civil rights movement in creating change?

3. Identify, locate and organise relevant information from a range of primary and secondary sources. Sources must show a variety of perspectives. (6 marks)
4. Use an appropriate retrieval and/or note-making chart to take notes, using your focus questions as a guide. Ensure that the: (7 marks)
 - sources are recorded following school protocols and annotated explaining their use
 - research notes address the focus questions
 - research notes are clear and ordered (headings can be used)
 - research notes cover all aspects of the inquiry.
5. Show and account for the different perspectives of individuals and groups. (2 marks)
6. Draw conclusions from the information concerning the effectiveness of the action in contributing to change in society and the civil rights movement. (6 marks)
7. Construct a bibliography following school protocols. (2 marks)

The research notes and the bibliography are to be submitted at the same time as you make your presentation.

Presentation of findings

- present your findings as an oral report. Use points 1–6 above as the plan for your presentation
- analyse your sources
- show the different perspectives of the event from the time
- evaluate the effectiveness of the action supported by evidence

Part B: Class presentation

(20 marks)

Develop a 5–10 minute oral presentation to the class that outlines your findings. The presentation can be supported by items such as a PowerPoint presentation, a display and/or handouts for the class. It should:

- outline clear and accurate information about the chosen group and protest/action, identifying key aspects in terms of the people, place, events and/or ideas over time (6 marks)
- express the information clearly and in an organised way, using historical terminology and appropriate language (3 marks)
- refer to/analyse evidence from primary and secondary sources (3 marks)
- refer to/analyse three different perspectives supporting or opposing the group and its actions (3 marks)
- outline your conclusions regarding the impact of the chosen group and the protest/action on change and continuity, and the civil rights movement, supported by evidence from the sources. (5 marks)

Marking key for sample assessment task 2 – Unit 3

Part A: Historical inquiry process

Description	Marks
Historical questions and research	
Develops a coherent research plan for inquiry	2
Develops a simple plan for inquiry	1
Subtotal	2
Selection of sources	
Selects and annotates a range of primary and secondary sources that provide clear and accurate information and evidence on the chosen topic	5–6
Selects and generally annotates a few primary and secondary sources that provide some information and evidence on the chosen topic	3–4
Uses one or two sources, without annotation, that provide limited information and evidence about the chosen topic	1–2
Subtotal	6
Selects sources that show a variety of perspectives	2
Selects sources that provide some differences in perspectives	1
Subtotal	2
Inquiry notes	
Notes are relevant to the key areas of the inquiry, and: <ul style="list-style-type: none"> show an understanding of the chronology, key people, events and/or ideas identify continuity and change throughout the period and the causes identify different perspectives/points of view that existed at the time and/or now 	3–5
Notes address the focus questions	2
Notes contain some links to the focus questions	1
Subtotal	5
Presents notes clearly, using an appropriate retrieval and/or note-making framework	2
Presents notes in some order	1
Subtotal	2
Conclusion	
Identifies links between events to draft conclusions/judgements based on the inquiry findings about continuity and change for the chosen topic	5–6
Attempts to draw some general conclusions/judgements about the chosen topic	3–4
Develops a general conclusion	1–2
Subtotal	6
Bibliography	
Bibliography is consistent with school protocols	2
Bibliography includes inaccuracies or is inconsistent with school protocols	1
Subtotal	2
Total Part A	25

Part B: Class presentation

Description	Marks
Historical knowledge and understanding	
Provides accurate information about the chosen topic, identifying and linking key aspects in terms of people, place, events and/or changes over time	5–6
Provides information about the chosen topic, identifying and linking some aspects in terms of people, place, events and/or changes over time	3–4
Provides some information about the chosen topic, identifying a few aspects in terms of people, place, events and/or changes over time	1–2
Subtotal	6
Historical skills chronology, terms and concepts	
Expresses information clearly and in an organised way, using historical terms and concepts	2–3
Expresses information briefly and in a way that is difficult to follow, and/or uses limited historical terminology and concepts	1
Subtotal	3
Analysis and use of sources	
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from a few sources	2
Briefly refers to minimal evidence from limited sources	1
Subtotal	3
Perspectives	
Refers to three perspectives supporting and opposing the group and its actions	3
Refers to one perspective supporting and one perspective opposing the group and its actions	2
Refers to one perspective	1
Subtotal	3
Conclusion	
Presents conclusions concerning continuity and change for the chosen topic Provides examples and evidence to support the conclusions	4–5
Presents some conclusions concerning continuity and change for the chosen topic Provides some examples and/or evidence that may support the conclusions	2–3
Makes a statement concerning continuity and change for the chosen topic Provides an example that may or may not support the conclusions	1
Subtotal	5
Total Part B	20

Sample assessment task

Modern History – General Year 12

Task 3 – Unit 3 (Australia 1914–1949)

Assessment type: Explanation

Conditions

Time for the task: 45 minutes under standard test conditions

In-class scaffolded essay

Task weighting

10% of the school mark for the pair of units

Evaluate the statement below:

The Great Depression had an equal impact on all groups within Australian society.

You have two lessons to prepare notes in the form of **ten** short dot points and **three** quotes that can be used when you write the extended response.

Suggested structure:

- an introduction outlining your proposition (argument) (4 marks)
 - outline the impact of the Great Depression on Australian society (6 marks)
 - discuss your proposition on the impact on various individuals/social classes, outlining the experiences from **three** different perspectives (6 marks)
 - provide evidence supporting your proposition (6 marks)
 - conclusion (3 marks)
- (25 marks)**

Marking key for sample assessment task 3 – Unit 4

Description	Marks
Introduction	
Outlines the theme of the essay and includes a proposition in a few sentences	3–4
Outlines the who or what to be discussed in the essay	1–2
Subtotal	4
Historical narrative	
Demonstrates an understanding of the historical narrative and the relationships between events, people and ideas, and/or continuity and change	5–6
Provides a chronological narrative with general content about; for example, events, people and ideas, continuity and change	3–4
Provides a simple narrative with inaccuracies and minimal reference to events, people and ideas	1–2
Subtotal	6
Perspectives	
Displays a sustained argument throughout the essay that clearly outlines three (3) different perspectives	5–6
Develops a simple argument with reference to two (2) different perspectives	3–4
Provides a simple chronological narrative with minimal reference to different perspectives OR generally discusses one (1) perspective	1–2
Subtotal	6
Analysis and use of sources	
Uses accurate primary and secondary source evidence to support proposition Acknowledges quotations and sources, where used, as supporting evidence	5–6
Uses some evidence to support the proposition and there are generalisations in the essay	3–4
Uses limited evidence and the essay is mainly a series of generalisations and/or statements	1–2
Subtotal	6
Conclusion	
Draws the essay's argument together supporting the proposition	3
Summarise the essay's main points with some links to the proposition	1–2
Subtotal	3
Total	25

Sample assessment task

Modern History – General Year 12

Task 1 – Unit 3 (Australia 1914–1941)

Assessment type: Source analysis

Conditions

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

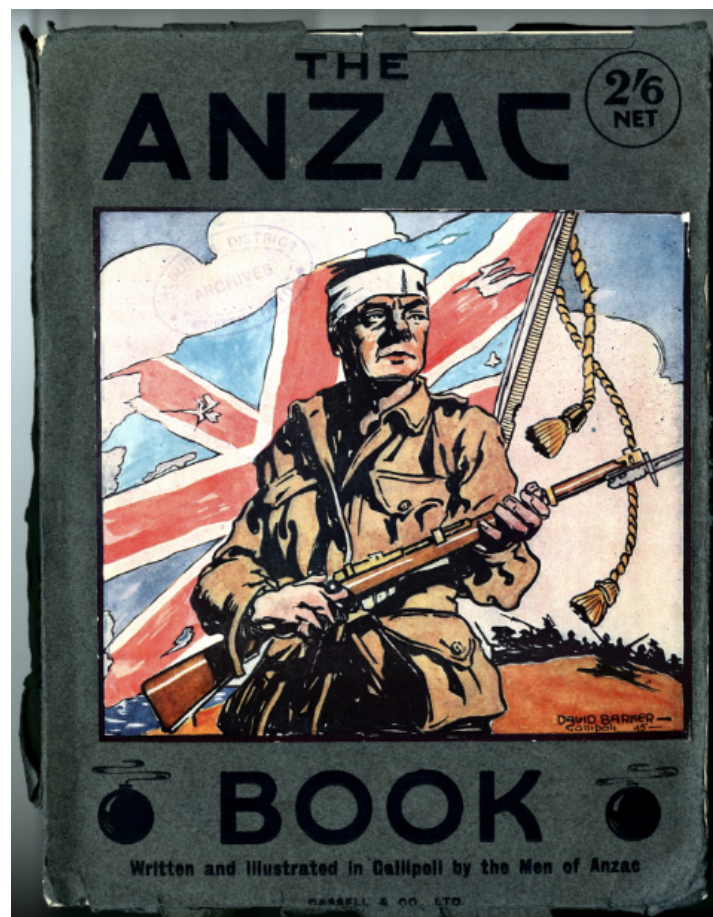
Task weighting

10% of the school mark for this semester

Source Booklet – Gallipoli

Source 1

(The Anzac Book. Written and Illustrated in Gallipoli by the Men of Anzac'. *Published in 1916.*)



Source 2

(Photograph of an Australian soldier, Doc Cherry, taken on the day of evacuation from ANZAC Cove, Gallipoli, Turkey, December 1915.)



AUSTRALIAN WAR MEMORIAL

P00176.017

Source 3

(Extract from the Australian War Memorial travelling exhibitions, Gallipoli: a Turkish view, 2005.)

Gallipoli is of profound¹ importance to the national identity of both Australia and Turkey. The events of 1915 created the Anzac legend, arguably the central national founding myth for Australia. For Turkey the defeat of foreign invasion under the charismatic² command of Mustafa Kemal (later Ataturk, the founder of the modern Turkish republic) gave Gallipoli mythic status within Turkey's national identity. The conjunction³ of these powerful national stories reflects the main cultural bond between Australia and Turkey. This explains the enduring attachment of both nations to the story of the campaign, and the strong mutual interest in the other's experience and memory.

¹ profound – significant

² charismatic – impressive

³ conjunction – joining

Source 4

(Extract from former Prime Minister Paul Keating's speech at a book launch in 2008. The book was Churchill and Australia, written by Graham Freudenburg.)

On the one hand we were out to prove that 'the British race in the antipodes¹ had not degenerated²' yet we resented being dragooned³ into a war which did not threaten our own country or its people. The truth is that Gallipoli was shocking for us. Dragged into service by the imperial [British] government in an ill conceived⁴ and poorly executed campaign, we were cut to ribbons and dispatched.

And none of it in the defence of Australia. Without seeking to simplify the then bonds of empire and the implicit sense of obligation, or to diminish the bravery of our own men, we still go on as though the nation was born again or even, was redeemed⁵ there. An utter and complete nonsense.

For these reasons I have never been to Gallipoli and I never will.

¹ antipodes – Australia and New Zealand

² degenerated – become worse

³ dragooned – forced

⁴ ill conceived – poorly planned

⁵ redeemed – proved worthy

ACKNOWLEDGEMENTS

- Source 1** *The Anzac book* [Front cover]. (1916). London: Cassell. Retrieved February, 2015, from <http://nla.gov.au/nla.obj-19061379> [National Library no. 19061379].
- Source 2** Image: P00176.017 (*Gallipoli, Turkey, 1915-12-13. Doc Cherry taken on day of evacuation Anzac*). (1913). Retrieved February, 2015, from www.awm.gov.au/collection/P00176.017/
- Source 3** Australian War Memorial. (2015). *Travelling exhibitions: Gallipoli: A Turkish view*. Retrieved February, 2015, from <https://www.awm.gov.au/exhibitions/gallipoli/>
- Source 4** Keating, P. (2008). Paul Keating's speech. *Sydney Morning Herald*. Retrieved February, 2015, from www.smh.com.au/national/paul-keatings-speech-20081031-5f1h.html

Source analysis

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

- (a) (i) Outline the message(s) of **Source 1**. **(2 marks)**

- (ii) Compare and contrast the message/s in **Source 1** and **Source 2**. You should:
- identify the message/s of both sources
 - show point/s of similarity
 - show point/s of difference. **(4 marks)**

- (b) Outline the historical context of **Source 1** and **Source 2**. You may consider the following:
- the relevant event/s
 - the significant person/people
 - the key idea/s
 - changes depicted in the sources. **(5 marks)**

(c) Comment on the usefulness, in terms of strengths and weaknesses, of **Source 3** as historical evidence. You may consider:

- the type of source
- who produced the source
- when the source was produced
- the purpose of the source.

(4 marks)

- (d) Explain the perspective in **Source 4** and comment on the beliefs, values and attitudes in the extract. You may consider:
- who produced the source
 - the purpose of the source
 - where it was produced
 - when it was produced.
- (4 marks)**

- (e) To what extent do the **four** sources reflect the impact of World War I on Australian society and national identity? You may consider:
- changes to values, beliefs, attitudes and identity
 - what has stayed the same
 - other changes that have occurred in the society during the period of study.

(6 marks)

Marking key for sample assessment task 1 – Unit 3

(a)(i) Outline the message(s) of **Source 1**.

Description	Marks
Outlines a key message in Source 1 with reference to supporting evidence from the source	2
Identifies a message with limited or no supporting evidence from the source	1
Total	2
Answer could include, but is not limited to:	
Source 1 shows a wounded soldier who looks determined and ready to continue fighting. The message is that ANZAC soldiers will continue to fight despite the losses. The soldier is portrayed as a hero, showing that the Australian soldiers at Gallipoli were brave. Australian soldiers fought to support the British Empire, as represented by the Union Jack flag. The tattered flag represents the hardships endured by the soldiers and the battles lost.	

(a)(ii) Compare and contrast the message/s in **Source 1** and **Source 2**.

Description	Marks
Uses supporting evidence from the source and: <ul style="list-style-type: none"> identifies the key message/s in both Source 1 and Source 2 identifies points of similarity in the message/s identifies points of difference in the message/s 	4
Uses minimal supporting evidence from the source and: <ul style="list-style-type: none"> identifies the message of both sources with some inaccuracies identifies one point of similarity identifies one point of difference OR accurately outlines the messages, making minimal comparisons and/or contrasts between the two sources	3
Partially identifies the message/s with limited supporting evidence OR outlines comparisons OR contrasts without considering the messages	2
Makes limited reference to a message in Source 1 or Source 2 OR identifies either a similarity or difference between the two sources	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Source 1 key messages: the men of ANZAC fought heroically throughout the Gallipoli campaign. The soldier fought proudly as part of the British Empire, represented by the Union Jack flag. Collectively, the ANZAC troops proved Australia as 'worthy' of our place in the Empire. Source 2 key messages: the soldier is prepared to be evacuated from Gallipoli and the campaign has been a failure. Even in defeat, the soldier looks at ease. Similarities: <ul style="list-style-type: none"> Both messages are concerned with the issue of Australia's involvement in WWI, specifically the poorly-planned invasion of Gallipoli. Both sources focus on a single soldier. Both sources neglect to show the appalling conditions and loss of life synonymous with the campaign; instead, focusing on the valuable contributions of individual soldiers. Differences: <ul style="list-style-type: none"> Source 1 emphasises the significant contribution the ANZAC made in the Gallipoli campaign for the glory of the British Empire. Even though the book was published in 1916, the source does not indicate the ultimate defeat of ANZAC inflicted by the Turkish military. Source 2 shows a healthy soldier, heavily laden with boots and swags, prepared for the evacuation. The photograph of Doc Cherry does not show him as heroic, unlike the created soldier image of Source 1. 	

Description	Marks
<ul style="list-style-type: none"> Source 2 acknowledges the failure of the campaign. There are soldiers in the background resting, suggesting the ANZAC troops were fatigued. Source 1 promotes a pro-Australian and a pro-British message whereas Source 2 does not contain any reference to the British Empire. 	

(b) Outline the historical context of **Source 1** and **Source 2**.

Description	Marks
Uses supporting evidence to identify the historical context and EITHER: <ul style="list-style-type: none"> outlines each of the factors listed in the question in some detail OR <ul style="list-style-type: none"> provides detailed information of at least three of the factors listed above 	5
Uses supporting evidence to identify the historical context and EITHER: <ul style="list-style-type: none"> outlines at least three of the factors listed in the question OR <ul style="list-style-type: none"> provides detailed information on two of the factors listed 	4
Uses supporting evidence to identify some aspects of the historical context and EITHER <ul style="list-style-type: none"> outlines at least two of the factors listed in the question OR <ul style="list-style-type: none"> provides detailed information on one of the factors 	3
Uses limited supporting evidence to identify some aspects of the historical context OR outlines one factor listed in the question	2
Identifies a limited aspect of the historical context without supporting evidence OR provides a general statement that includes factually inaccurate information OR describes the sources as the historical context	1
Total	5
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> The context of Source 1 and Source 2 is the World War I Gallipoli campaign of 1915. The British plan was to capture the Gallipoli peninsular and seize control of the Dardanelles Strait and, hence, provide supplies to the ally, Russia. The force was then to fight overland and capture Constantinople. It was anticipated that once the Turks surrendered, more pressure could be applied to Germany. Another motive of the Gallipoli campaign was to facilitate a quick military victory as a distraction from the war on the Western Front in France and a morale boost to Allied troops. There were many mistakes made, e.g. their 'surprise attack' had been anticipated by the Turks, the ANZACs landed at the wrong beach, maps were incorrect and British command was poor. The conditions were appalling, the casualty rate was shocking and, without any achievable success in sight, after eight months it was decided to abandon the campaign. The evacuation was the most successful aspect of the entire campaign. Significant military individuals include British Field Marshall Kitchener, Winston Churchill, and Commander in Chief, General Sir Ian Hamilton. Australian military personnel include Major General William Throsby Bridges, General John Monash and General William Birdwood. The Turkish force was led by Lieutenant Colonel Mustafa Kemal. Charles Bean was a journalist, later to become the official war correspondent, who reported from the front line of war. He was instrumental in creating the 'Anzac myth' of heroic men who were superb soldiers, brave, loyal to their mates, disrespectful towards authority and resourceful. Keith Murdoch was another journalist who avoided military censorship and smuggled accurate reports of the debacle that was the Dardanelles campaign to the Australian Prime Minister. A change depicted is that Source 1 conveys that ANZAC soldiers will remain in Gallipoli and fight on, whereas Source 2 is about the evacuation. 	

(c) Comment on the usefulness, in terms of strengths and weaknesses, of **Source 3** as historical evidence.

Description	Marks
Makes a statement on the usefulness of the source as historical evidence comments on the strengths and weaknesses of Source 3 and includes: <ul style="list-style-type: none"> strengths of at least two of the considerations weaknesses of at least two of the considerations 	4
Makes a general statement on the usefulness of the source as historical evidence comments on the strengths and weaknesses of Source 3 and includes: <ul style="list-style-type: none"> strengths of one of the considerations weaknesses of one of the considerations 	3
Makes a simple statement on the usefulness of the source as historical evidence shows some understanding of the strengths and weaknesses of Source 3: <ul style="list-style-type: none"> refers to the strength of one of the considerations only refers to the weakness of one of the considerations only OR refers to strengths only OR weaknesses only	2
Makes minimal reference to a strength or weakness of Source 3 OR simply describes Source 3 without reference to the particular strengths or weaknesses	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Students may identify bias or point of view when discussing usefulness. Strengths: <ul style="list-style-type: none"> Source 3 is from the Australian War Memorial website and can be used as valid evidence. Source 3 is a secondary source published in 2005. It has the benefit of hindsight and provides general comments on the contemporary links between Australia and Turkey. The proposition of the source is that Gallipoli has 'mythical status' for Australian and Turkish people. It was central to the creation of a new national identity for both nations and therefore has great historical significance. This is supported with one specific example. The source has a positive bias towards the long-term impact of the Gallipoli campaign, specifically the central role Gallipoli played in the development of the 'enduring attachment' and 'cultural bond' now existing between the two nations. The source states that the Anzac legend is, 'arguably the central national founding myth for Australia', indicating that this belief is contestable. Weaknesses: <ul style="list-style-type: none"> The source lacks some reliability as the author is unknown. The purpose/motive of the source was to promote an exhibition touring Australia. The source was published by the Australian Wartime Museum and may be biased to promote long-term, positive Australian-Turkish relations. The source is very general and not adequately supported with details or examples as evidence to support its claim. Source 3 was written a long time after the events and may not be as reliable as earlier accounts. The interpretation presented may not reflect the true nature of the Australian-Turkish relationship. 	

- (d) Explain the perspective in **Source 4** and comment on the beliefs, values and attitudes in the extract.

Description	Marks
Uses evidence to comment accurately on the perspective by outlining the: <ul style="list-style-type: none"> beliefs and values attitudes in the extract OR identifies the perspective with a discussion of at least two of factors listed in the question	4
Uses some evidence to comment on perspective but does not fully identify: <ul style="list-style-type: none"> beliefs and values attitudes in the extract 	3
Uses limited evidence to comment on perspective and identifies at least one: <ul style="list-style-type: none"> belief and value OR attitude in the extract	2
Identifies, without evidence, at least one belief, value, attitude or perspective in the extract	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> Source 4 is an extract from a speech by former Prime Minister (PM) Paul Keating at a book launch for <i>Churchill and Australia</i> in 2008. <ul style="list-style-type: none"> the perspective is that of former PM Paul Keating the extract is from an unofficial speech and reflects personal beliefs and attitudes Keating believes that the ANZAC experience at Gallipoli should not be central to Australian identity. The source has a negative attitude towards the glorification of the ANZACs based on Keating's belief that the Gallipoli campaign holds inappropriate significance in Australian history. <ul style="list-style-type: none"> the purpose of the source is to challenge the 'Anzac myth' as representing the Australian character and identity, e.g. '... we still go on as though the nation was born again ... An utter and complete nonsense.' Keating demonstrates the contestability of history and historical interpretation. 	

- (e) To what extent do the **four** sources reflect the impact of World War I on Australian society and national identity?

Description	Marks
Provides a statement identifying the extent to which the sources reflect the impact of WWI on Australian society and identity demonstrates through narrative an understanding of Australian society and identity by showing: <ul style="list-style-type: none"> the relationship between values, beliefs, attitudes and identity AND continuity and change AND other societal change/s that occurred Uses accurate evidence to support the narrative	6
Provides a statement identifying the extent to which the sources reflect the impact of WWI on Australian society and identity provides a narrative with content about: <ul style="list-style-type: none"> the relationship between values, beliefs, attitudes and identity AND continuity and/or change AND/OR other societal change/s that occurred Uses accurate evidence to support the narrative	5

Description	Marks
Provides a statement identifying the extent to which the sources reflect the impact of WWI on Australian society and identity provides a general narrative about: <ul style="list-style-type: none"> changing values/beliefs, attitudes and identity AND/OR continuity and/or change AND/OR other societal change/s that occurred Uses general evidence to support the narrative	4
Provides a general statement on the impact of WWI on Australian society and identity provides a simple, sometimes inaccurate, narrative with some reference to: <ul style="list-style-type: none"> changing values/beliefs, attitudes and identity AND/OR continuity of values/beliefs, attitudes and identity Uses limited evidence to support the narrative	3
Provides limited and /or inaccurate narrative makes links to change OR continuity OR Attempts to use evidence	2
Provides limited and/or inaccurate narrative	1
Total	6
Answer could include, but is not limited to:	
<p>The four sources collectively show how the historical interpretation of the Gallipoli campaign has impacted on Australian society and identity.</p> <p>Significant changes in society include:</p> <ul style="list-style-type: none"> attitudes towards war changed from initial popularity at the outbreak of war, to a questioning of the need for involvement in WWI the traditional view of war as glorious was replaced by the horrors of modern warfare the divided society brought about by the Conscription debate the growth of nationalism the changing role of women historical interpretation as contestable <p>Examples of continuity include:</p> <ul style="list-style-type: none"> Australian dependence on, and loyalty to, Britain was strengthened post-WWI society believed Australia should remain a white, colonial outpost, worthy of a place in the British empire pride in the Anzac myth and Australian character, myth or reality, is a significant and enduring part of contemporary Australian culture long-term positive cultural links exist between Turkey and Australia. 	

References:

Cohen, B. (1998). *Ideals and reality* (Book 1; 1900–1945). Melbourne: Addison Wesley Longman.

Darlington, R. (1987). *Land of hopes and illusions: Australian history 1901–1945*. Drummoyne, NSW: Shakespeare Head Press.

Engwerda, R., & Cotter, R. (1998). *Jacaranda SOSE Australian History to 1975*. Milton, Qld: Jacaranda Wiley.

Mendes, J. (2014). *World War I: The men who led Australian troops into battle*. Retrieved March, 2015, from www.abc.net.au/news/2014-08-26/australian-military-leaders-in-world-war-1/5642316

Sample assessment task

Modern History– General Year 12

Task 8 – Unit 4 (Nazism in Germany 1919–1945)

Assessment type: Test

Conditions

Time for the task: 45 minutes under standard test conditions

Task weighting

7.5% of the school mark for the pair of units

Total marks: 30

1. Match each person in the table with the **correct** description. Write the name in the space provided.

Josef Goebbels	Marlene Dietrich
Sophie Scholl	Rudolf Hess
Herman Goering	General von Hindenburg
Gustav Stresemann	Rosa Luxemburg
Kaiser Wilhelm II	Marinus van der Lubbe

Personality	Description
	Co-leader of the White Rose opposition group
	Leader of the Spartikist League
	Found guilty of starting the Reichstag fire
	World famous German actress in the 1920s
	Minister of Propaganda and National Enlightenment
	Foreign Minister in the Weimar government
	President of the Reichstag in 1932
	Leader of the SA/Stormtroopers/Brown Shirts
	Military dictator of Germany during World War I
	Deputy leader of the NAZI party

(10 marks)

2. Match each date in the table below with the corresponding event. Write the date in the space provided.

1938	1941	1934	1919
1940	1933	1924	1920

Year	Description
	Enabling Law/Act
	Treaty of Versailles
	Kapp Putsch
	Kristallnacht, the Night of Broken Glass
	Germany declared war on Russia
	Night of the Long Knives
	German Blitzkrieg defeats Norway, Belgium, the Netherlands and France
	<i>Mein Kampf</i> written

(8 marks)

3. Select **two** of the following topics and describe the significance of the topic in the rise and maintenance of power by the NAZI party in Germany between 1914–1945:

- (a) the impact of the Treaty of Versailles on Germany
- (b) methods and strategies used by leaders, individuals and groups to achieve their aims
- (c) values, beliefs and traditions that changed or remained the same
- (d) the impact of international relations/conflict after 1919. (12 marks)

Marks will be allocated for:

- An appropriate introductory statement about the topic (1 mark)
- At least **four** accurate and relevant content/historical points concerning the topic (4 marks)
- A concluding statement that highlights the significance of the topic in the overall context of NAZI Germany. (1 mark)

Topic : _____

(6 marks)

Topic : _____

(6 marks)

Marking key for sample assessment task 8 – Unit 4

1. Match each person in the table with the **correct** description. Write the name in the space provided.

Description		Mark
Correctly matches the person with the description		1–10 (1 mark each)
Answer	Description	
Sophie Scholl	Co-leader of the White Rose opposition group	
Rosa Luxemburg	Leader of the Spartikist League	
Marinus van der Lubbe	Found guilty of starting the Reichstag fire	
Marlene Dietrich	World famous German actress in the 1920s	
Josef Goebbels	Minister of Propaganda and National Enlightenment	
Gustav Stresemann	Foreign Minister in the Weimar Government	
General von Hindenburg	President of the Reichstag in 1932	
Herman Goering	Leader of the SA/Stormtroopers/Brown Shirts	
Kaiser Wilhelm II	Military dictator of Germany during World War I	
Rudolf Hess	Deputy leader of the NAZI party	

2. Match each date in the table below with the corresponding event. Write the date in the space provided.

Description		Mark
Correctly matches the year with the corresponding event		1–8 (1 mark each)
Answer	Event	
1933	Enabling Law/Act	
1919	Treaty of Versailles	
1920	Kapp Putsch	
1938	Kristallnacht, the Night of Broken Glass	
1941	Germany declared war on Russia	
1934	Night of the Long Knives	
1940	German Blitzkrieg defeats Norway, Belgium, the Netherlands and France	
1924	<i>Mein Kampf</i> written	

3. Select **two** of the following topics and describe the significance of the topic in the rise and maintenance of power by the NAZI party in Germany between 1914–1945:
- the impact of the Treaty of Versailles on Germany
 - methods and strategies used by leaders, individuals and groups to achieve their aims
 - values, beliefs and traditions that changed or remained the same
 - the impact of international relations/conflict after 1919.

Description	Mark
Provides an introductory statement	1
Provides at least four accurate and relevant content/historical points concerning the topic	1–4
Provides a concluding statement that highlights the significance of the topic in the overall context	1
Subtotal	6 (for each topic)
Total	12
Answer could include, but is not limited to:	
<p>(a) The impact of the Treaty of Versailles on Germany</p> <ul style="list-style-type: none"> War Guilt clause: Article 231 stated that Germany was responsible for starting WWI public humiliation from the defeat, the public sought a strong leader to restore German honour the development of the ‘stab in the back’ myth that Germany had never lost the war and the army had been betrayed by weak politicians demilitarisation the loss of 13% of German territory, including Alsace-Lorraine to France, the Polish Corridor returned to Poland and the loss of overseas colonies reparations demanded by allies were unrealistic and crippled the economy 15% of agricultural land and 10% of industry was lost, increasing Germany’s dependence on imports and weakening the German economy. 	
<p>(b) Methods and strategies used by leaders, individuals and groups to achieve their aims</p> <ul style="list-style-type: none"> political manipulation enabled Hitler to become Chancellor, pass the Enabling Act and ‘legally’ become the leader of Germany and facilitate the creation of a totalitarian police state the Reichstag was dominated by Nazi officials and thugs who supported Hitler as a dictator political opposition was eliminated, e.g. the Social Democratic Party and the Catholic Centre Party were banned, Communists were imprisoned and executed, and trade unions were replaced with the Nazi ‘Labour Front’ control of the military was gained by combining the regular army with the SA and introducing the personal oath of allegiance to Hitler control of the economy was achieved through the Four Year Plan that focused on building infrastructure, employing more civil servants, creating the ‘Voluntary’ Labour Service’ for 17–25 year olds and excluding women from work. These strategies reduced unemployment, decreased the reliance on foreign imports, and increased the popularity of Nazi rule propaganda included political rallies and public speeches, parades, films, radio, extensive censorship and control of the press. This included the ‘Führer myth’ the control of education enabled the mass indoctrination of children with Nazi ideology scapegoats, including Jews and Communists, were held responsible for or social, economic and political problems there was ongoing, brutal violence and intimidation by the SA and SS the Gestapo developed an effective network of informants control of the judicial system was achieved by replacing non-compliant judges and existing courts with Nazi ‘People’s Courts’, ‘protective arrests’ and gaol without trial, and the establishment of ‘re-education camps’, i.e. concentration camps religious groups were repressed; for example, by the signing of the Concordat to ensure the compliance of the Catholic Church and the creation of a Nazi-inspired religion. 	

(c) Values, beliefs and traditions that changed or remained the same

- Nationalism was strong at the outbreak of WWI but was significantly undermined by the Treaty of Versailles. National pride was restored under Nazi rule and its aggressive foreign policy
- traditional beliefs of family, women as mothers, and glorifying German culture were reinforced
- the failure of Democracy under the Weimar Government reinforced the traditional preference for a strong, military leader

Changes:

- Hitler was an autocratic leader with unlimited power and authority
- Nazi Germany was a totalitarian regime which eliminated social diversity and personal freedoms, replacing these with conformity
- anti-Semitism existed in Germany before the Nazi regime but increased significantly with targeted boycotts, pogroms, deportations, slave labour, ghettos and concentration camps. These were formalised by the Nuremberg Laws in 1935. The attempted extermination of Jews and the 'Final Solution' resulted in the Holocaust
- the ideology of the Aryan as the 'Master race' created a social intolerance towards gypsies, those with mental or physical disabilities (the 'useless eaters'), homosexuals, the frail and diseased in need of care.

(d) The impact of international relations/conflict after 1919

Germany was significantly affected by international relations/conflict.

Positive impacts:

- the achievements of Stresemann during 1923–1928, including overseas loans, e.g. Dawes Plan from USA
- rebuilding positive foreign policy with the Locarno Pact and membership of the League of Nations with a permanent seat on the League's Council
- the policy of appeasement with Britain and the signing of Non-Aggression Pacts with Poland and Russia provided extra time for German remilitarisation and war preparation

Negative impacts:

- payment of war reparations restricted economic recovery and rebuilding post-WWI
- French and Belgian occupation of the Ruhr in 1923. Workers refused to work, industrial output plummeted
- the Great Depression, hyperinflation, mass unemployment.

References

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McCallum, A. (1992). *Germany 1918–1945: Democracy to dictatorship*. Port Melbourne, Vic.: Heinemann Education.