



SAMPLE ASSESSMENT TASKS

MODERN HISTORY
ATAR YEAR 11

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Sample assessment task

Modern History – ATAR Year 11

Task 7 – Unit 2 – Elective 1: Women’s movements

Assessment type: Historical inquiry

Conditions

Period allowed for completion of the task: 2 weeks, including class time for research. You must use a research organiser which will be assessed for the inquiry process.

45 minutes for the validation essay to be written in class. Notes consisting of five brief dot points and five quotes may be brought into class.

Task weighting

10% of the school mark for this pair of units

Part A

(25 marks)

You are to develop a proposition related to the historical significance of the suffragette movements in Australia and Britain.

You should conduct your research using the following skills, knowledge and understanding from the course.

Skills

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, continuity and change over time

Historical questions and research

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

Analysis and use of sources

- analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument

Perspectives and interpretations

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

Explanation and communication

- communicate historical understanding by selecting and using text forms appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

Knowledge and understanding

- the legal and political entitlements of women in Australia and Great Britain, including their right to vote; their right to stand for parliament; marriage law; and property law
- the role of the suffragette movements in the late 19th and 20th century, for example, the reasons why political participation was a key objective of the movement for women's rights

Part B**(25 marks)**

You are to write an in-class validation essay on your proposition related to the historical significance of the suffragette movements in Australia and Britain. Your essay should cover the key content points of the knowledge and understanding.

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

Part A: Inquiry process

Description of what will determine your mark	Marks available
Historical questions and research <ul style="list-style-type: none"> • formulate and test propositions to investigate historical issues • modify propositions if necessary • frame questions to guide inquiry and develop a coherent research plan for inquiry • identify, locate and organise relevant information from a range of primary and secondary sources • ethical use of sources when conducting research 	1–5
Analysis and use of sources <ul style="list-style-type: none"> • analyse • interpret • synthesise • evidence from different types of sources to develop and sustain an historical argument 	1–6
Perspectives and interpretations <ul style="list-style-type: none"> • analyse and account for: <ul style="list-style-type: none"> ▪ the different perspectives of individuals in the past ▪ the different perspectives of groups in the past 	1–4
Explanation and communication <ul style="list-style-type: none"> • communicate historical understanding by selecting and using text forms appropriate to the purpose and audience • apply appropriate referencing techniques accurately and consistently 	1–4
Chronology, terms and concepts <ul style="list-style-type: none"> • identify links between events to understand: <ul style="list-style-type: none"> ▪ the nature and cause of continuity and change over time ▪ the significance and cause of continuity and change over time 	1–6
Total	/25

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

Part B: Validation essay

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	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The opening paragraph has a sentence or two outlining the 'who' or 'what to be discussed in the essay.	1
Subtotal	/3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
Subtotal	/4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
Subtotal	/6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
Subtotal	/9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus.	1
Subtotal	/3
Total	/25

Sample assessment task

Modern History – ATAR Year 11

Task 1 – Unit 1 – Elective 7: Capitalism – the American experience (1907–1941)

Assessment type: Explanation

Conditions

Time for the task: 45 minutes working time. Notes consisting of five brief dot points and five quotes may be brought into class.

Task weighting

5% of the school mark for this pair of units

This is an in-class essay related to the factors contributing to the rise of capitalism in the USA. Respond to the question given to you by the teacher.

(25 marks)

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

The specific content will depend on the focus of the class work; however, some of the following elective content should be covered: expansion of railways, post-Civil War reconstruction, immigration, oil, mass production and some reference to key people and key ideas.

Guide to marking responses	Marks
Thesis introductory paragraph	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The opening paragraph has a sentence or two outlining the 'who' or 'what to be discussed in the essay.	1
Subtotal	/3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change.	4
Demonstrates an understanding of the narrative, for example, that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
Subtotal	/4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
Subtotal	/6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
Subtotal	/9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus.	1
Subtotal	/3
Total	/25

Sample assessment task

Modern History – ATAR Year 11

Task 2 – Unit 1 – Elective 7: Capitalism – the American experience (1907–1941)

Assessment type: Source analysis

Conditions

Time for the task: 10 minutes reading time, 45 minutes working time.

A source booklet consisting of four (4) sources which have been selected by the teacher.

Task weighting

5% of the school mark for this pair of units

Answer the questions (a) to (e) using the **four (4)** sources that have been provided.

(25 marks)

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

(4 marks)

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Sources 1** and **2** as representations of the attitudes towards changes in the USA in the 1920s. (5 marks)

- (c) Explain the historical context of **Source 3**. (4 marks)

- (d) Identify and account for the authors' perspectives in **Sources 3** and **4** regarding the specific changes described in the documents. (6 marks)

- (e) Evaluate the extent to which the **four (4)** sources give an accurate insight into the significance of the 1920s as a period of change in the USA. (6 marks)

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

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

Description	Marks
Reference to the messages in Source 1 and Source 2	1–2
Points of comparison of the messages in Source 1 and Source 2	1
Points of contrast of the messages in Source 1 and Source 2	1
Total	/4
Note: Evidence should be identified from the sources to support messages.	

- (b) Evaluate the usefulness, in terms of strengths and weaknesses, of **Sources 1** and **2** as representations of the attitudes towards changes in the USA in the 1920s.

Description	Marks
Provides examples of a strength and weakness of Source 1 as a representation of attitudes towards change	1–2
Provides examples of a strength and weakness of Source 2 as a representation of attitudes towards change	1–2
Evaluates the usefulness of the sources	1
Total	/5
Note: The response should include, where appropriate, both the strengths and weaknesses of the sources provided, in terms of how they are representative of attitudes towards changes in the USA in the 1920s.	

- (c) Explain the historical context of **Source 3**.

Description	Marks
Identifies the focus of the source	1
Outlines the causes or events that led to the focus of the source	1
Provides specific details for the focus of the source, dates/events/people/place/ideas	1–2
Total	/4
Note: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

- (d) Identify and account for the authors' perspectives in **Sources 3** and **4** regarding the specific changes described in the documents.

Description	Marks
Articulates the perspective of Source 3	1
Articulates the perspective of Source 4	1
Analyses of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none"> • motives • bias • time • place • purpose 	1–4
Total	/6
<p>Note: The response should:</p> <ul style="list-style-type: none"> • analyse the perspectives of the sources in terms of the theme/force • articulate the perspectives from which the sources were constructed or analyse reasons for the perspective (purpose/motive/place/and time) • use evidence of the perspective from the source • identify how the author shows the perspective in the source. 	

- e) Evaluate the extent to which the **four** sources give an accurate insight into the significance of the 1920s as a period of change in the USA.

Description	Marks
Articulates the different aspects of change that are shown.	2
Identifies aspects of change that have been omitted.	1
Evaluates the extent to which the sources reflect the significance of the changes depicted in the sources in terms of the 1920s as a period of change in the USA.	1–3
Total	/6
<p>Note: The response should:</p> <ul style="list-style-type: none"> • focus on what the sources say about change within the context studied, and why it may have been significant to highlight this • include the implication/impact of these changes on American society in the 1920s • include the student's own knowledge of the 1920s to support their point of view. 	