



MODERN HISTORY

GENERAL COURSE

Marking key for the Externally set task

India 1919–1948 – a study of the end of the British Empire

Sample 2016

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Modern History

Externally set task – marking key

NOTE – When marking a candidate's work:

1. Not all points necessarily need to be in an answer for the candidate to gain full marks.
2. Reward each salient point made by the candidate. Candidates may make different valid points of interpretation.
3. Candidates are expected to refer to relevant supporting evidence from the sources.

1. Identify the historical context of Source 1. You may consider the following:
 - the relevant event/s
 - the significant person/people
 - the key idea/s
 - the change/s depicted in the source.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to provide a clear identification of the historical context by EITHER: <ul style="list-style-type: none"> ▪ referring to all of the relevant factors listed above with some detail included OR ▪ giving detailed information of at least two of the factors listed above. 	4
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to identify some aspects of the historical context by EITHER: <ul style="list-style-type: none"> ▪ listing at least two of the above factors (events, person, idea, change) OR ▪ giving detailed information of one of the factors listed above. 	2–3
<ul style="list-style-type: none"> • Identifies a limited aspect of the historical context using no supporting evidence nor historical terminology. OR • Includes factually inaccurate information. OR • Describes what is in the source without identifying the historical context. 	1
Total	4
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • The context of Source 1 is the movement for independence in India. • Gandhi was one of the leaders of this movement. • Gandhi believed that Indian Independence could be achieved through non-violent non-cooperation. • The particular context is the Quit India Campaign, a mass non-violent protest demanding what Gandhi called "an orderly British withdrawal" from India; began in August 1942. • Responses should note that it is during WWII and the British reacted quickly to stop the Quit India Campaign. 	

2. Compare and contrast the message/s of Source 1 with the message/s of Source 2. You should:
- identify the message/s of both sources
 - show point/s of similarity
 - show point/s of difference.

Description	Marks
<ul style="list-style-type: none"> • Uses supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ accurately identify the key message/s in both Source 1 and Source 2 ▪ identify points of similarity in the message/s ▪ identify points of difference in the message/s. 	5–6
<ul style="list-style-type: none"> • Uses minimal supporting evidence and historical terminology to: <ul style="list-style-type: none"> ▪ identify the message of both sources with some inaccuracies ▪ identify a key point of comparison ▪ identify a key point of contrast. OR <ul style="list-style-type: none"> ▪ Accurately address the messages in detail, making minimal comparisons and/or contrasts between the two sources. 	3–4
<ul style="list-style-type: none"> • Partially identifies the message/s with limited supporting evidence. OR <ul style="list-style-type: none"> • Discusses either comparisons OR contrasts without considering the messages. 	1–2
Total	6
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Source 1 key message: Indian independence can be achieved by non-violent means. It reflects the idea that this is a way for all of society to live. • Source 2 key messages: Partition has been announced and the cartoon is showing this will lead to violence. It is suggesting that Gandhi is naïve to think Independence can be achieved without violence. • Similarities: both sources are about achieving Indian independence and both include Gandhi. • Differences: Source 1 is saying independence can be achieved by non-violence, whereas Source 2 is showing violence at the announcement of Partition. Source 1 displays a positive Gandhi and suggests that he is influential, whereas Source 2 is critical of Gandhi, that he seems unaware of the violence around him and it suggests that he is no longer influential. Some students may consider the timing: Source 1 during the war and Source 2 after the war. 	

3. Comment on the usefulness, in terms of strengths and weaknesses, of Source 3 as historical evidence. Depending on the source, you may consider the following:
- the type of source
 - who produced the source
 - when the source was produced
 - the purpose of the source.

Description	Marks
<ul style="list-style-type: none"> • Makes an informed general statement on the usefulness of the source as historical evidence. • Comments on the strengths and weaknesses of Source 3 and includes an assessment of: <ul style="list-style-type: none"> ▪ strengths of at least two of the above considerations ▪ weaknesses of at least two of the above considerations. 	4–5
<ul style="list-style-type: none"> • Makes a simple statement on the usefulness of the source as historical evidence. • Shows some understanding of the strengths and weaknesses of Source 3, but: <ul style="list-style-type: none"> ▪ refers to the strength of one of the above considerations only ▪ refers to the weakness of one of the above considerations only. OR • Refers to strengths only OR weaknesses only. 	2–3
<ul style="list-style-type: none"> • Makes minimal reference to a strength or weakness of Source 3. OR • Simply describes Source 3 with no reference to the particular strengths or weaknesses. 	1
Total	5
Answer could include, but is not limited to:	
<p>Strengths</p> <ul style="list-style-type: none"> • A photograph taken at the time and is therefore useful. • It clearly shows the violence that was occurring at the time of Partition. <p>Weaknesses</p> <ul style="list-style-type: none"> • It is not known why or exactly where the photograph was taken. • It does not explain the context of this particular violence. • Was the photographer Muslim or Hindu, and did they have a motive? • Has the photograph been altered? 	

4. Identify the perspective in Source 4 and give reasons for the perspective. Depending on the source, you may consider:
- the purpose of the source
 - where it was produced
 - when it was produced
 - who produced the source.

Description	Marks
<ul style="list-style-type: none"> • Uses evidence to accurately identify the perspective of Source 4. • Identifies the reasons for the perspective, which may include a brief discussion of: <ul style="list-style-type: none"> ▪ purpose of the source ▪ the significance of the where it was produced ▪ the significance of when it was produced ▪ by whom it was produced. OR • Accurately identifies the reasons for the perspective with a detailed discussion of at least two of factors listed above. 	4–5
<ul style="list-style-type: none"> • Uses some evidence to comment on the perspective, however with some inaccuracy. • Identifies one or two of the reasons for the perspective, making generalised comments on significance. 	2–3
<ul style="list-style-type: none"> • Attempts to identify the perspective with limited accuracy and no supporting evidence. OR • Limited identification of some of the reasons for the perspective with inaccuracies/misunderstandings present in the response. 	1
Total	5
Answer could include, but is not limited to:	
<p>This is the personal perspective about the partition of India from a person who lived through the period and is reflecting back on that time. It is part of a collection of interviews carried out by The National Archives in the United Kingdom.</p> <ul style="list-style-type: none"> • He is against the violence which occurred, giving detailed evidence of the violence. • He suggests that all the different religions lived together peacefully before Partition and he is angry that so many lives were lost and so many people affected. • He suggests there were certain people who wanted the violence to continue and he is 'furious' that people were being killed in his neighbourhood. 	

5. Using the four sources as a starting point, discuss change in the society you have studied. You should consider:
- the changes shown in the four sources
 - other changes that have occurred in the society during the period of study
 - the importance of the changes that you have identified.

Description	Marks
Introduction	1
Includes a statement that identifies the changes to be covered OR an outline of the narrative.	1
The changes in society	5
Demonstrates an understanding of the changes which have occurred in the society, and their importance, by showing: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	4–5
Provides a chronological narrative with some content about: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2–3
Provides a simple, sometimes inaccurate, narrative with minimal reference to: <ul style="list-style-type: none"> • events, people, ideas OR • change. 	1
Evidence used to support the discussion	4
Uses accurate evidence and, where appropriate, cites the evidence in some coherent fashion to illustrate: <ul style="list-style-type: none"> • the relationship between events, people and ideas AND • continuity and change. 	3–4
Uses evidence to support the narrative, some of which is accurate, but contains some generalisations, to show: <ul style="list-style-type: none"> • events and/or people and/or ideas AND • change. 	2
Limited evidence is used to support the discussion.	1
Total	10
Context specific points	
<p>This question invites the student to write what they know about change during the whole period of study. The specific points made in the responses will depend on what has been taught in this unit.</p> <ul style="list-style-type: none"> • Responses should consider the particular changes that are shown in the sources (at least two per context are included). • The responses should then consider the other major changes that have occurred in the society they are studying. These changes may be political, economic, social/cultural, international relations and/or leadership. • The response then needs to consider the importance of the changes. 	