



SAMPLE ASSESSMENT TASKS

MODERN HISTORY
GENERAL YEAR 11

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Sample assessment task

Modern History – General Year 11

Task 2 – Unit 1

Assessment type: Historical inquiry

Conditions

Period allowed for completion of the task: 4 weeks of directed classwork and homework and a 5–10 minute oral presentation

Task weighting

15% of the school mark for this pair of units

Part A: Historical inquiry process (7.5%)

Select **one (1)** of the following topics:

- Indigenous history
 - oral history
 - art and culture
 - government policies – changing policies and the impact on communities and individuals
 - Maritime history
 - The pearling industry and/or other maritime industries
 - The resource industries
 - Millstream – a changing history
 - Old Roebourne Gaol
 - Cossack – a case study
 - A multi-cultural society – Indigenous peoples, early contacts, European settlement, the Afghans.
1. In collaboration with the teacher, devise a set of focus questions (maximum of four) to guide your inquiry in terms of people, place, events and ideas over time. (3 marks)
 2. Locate primary and secondary sources. The sources selected should show the different perspectives of individuals and groups, especially Indigenous/non-Indigenous and development/conservation. (6 marks)
 3. Use an appropriate retrieval and/or note-making framework to take notes based on your focus questions.
The inquiry notes must:
 - be clear and ordered (headings can be used)
 - cover all aspects of the inquiry
 - address the focus questions
 - provide different perspectives of individuals and groups
 - indicate the source of the information following the school protocols. (10 marks)
 4. Draft some conclusions from the inquiry findings concerning continuity and change, which will be included in the class presentation. (4 marks)
 5. 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.

Total = 25 marks

Part B: Class presentation (7.5%)

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

- provide clear and accurate information about the chosen topic, identifying key aspects in terms of the people, place, events and/or ideas over time (8 marks)
- express the information clearly and in an organised way, using historical terminology and appropriate language (4 marks)
- refer to evidence from the sources (3 marks)
- include your conclusions regarding continuity and change for your chosen topic, supported by evidence from primary and secondary sources (5 marks)

Total = 20 marks

Marking key for sample assessment task 2 – Unit 1

Part A: Historical inquiry process (7.5%)

Description	Marks
Focus questions	
Devises a set of questions which clearly identifies the key areas of the inquiry	3
Devises a set of simple questions which identify a few areas of the inquiry	2
Lists a few questions which may or may not identify key areas of the inquiry	1
Subtotal	3
Selection of sources	
Selects a range of primary and secondary sources that provide clear and accurate information and evidence on the chosen topic Selects sources that show a variety of perspectives	5–6
Selects a few primary and secondary sources that provide some information and evidence on the chosen topic Selects sources that provide some differences in perspectives	3–4
Uses one source that provides limited information about the chosen topic	1–2
Subtotal	6
Inquiry notes	
Presents notes clearly, using an appropriate retrieval and/or note-making framework	2
Presents notes in some order	1
Subtotal	2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	2
Makes notes that are relevant to the key areas of the inquiry, including: <ul style="list-style-type: none"> • an understanding of the chronology, key people, events and/or ideas • identification of the continuity and change throughout the period and the causes • different perspectives/points of view that existed at the time and/or now 	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one area of the inquiry	1–2
Subtotal	6
Drafting conclusions	
Drafts conclusions based on the inquiry findings about continuity and change for the chosen topic Uses detailed examples and evidence to support the conclusions	3–4
Attempts to draft some conclusions about continuity and change for the chosen topic Uses limited examples which may support the conclusions	1–2
Subtotal	4
Bibliography	
Follows correct format according to school protocols	2
Lists sources used	1
Subtotal	2
Total Part A	25

Part B: Class presentation (7.5%)

Description	Marks
Provides accurate information about the chosen topic, identifying key aspects in terms of people, place, events and/or ideas over time	7–8
Provides information about the chosen topic, identifying some aspects in terms of people, place, events and/or ideas over time	5–6
Provides some information about the chosen topic, identifying a few aspects in terms of people, place, events and/or ideas over time	3–4
Provides limited information about the chosen topic, identifying one aspect in terms of people, place, events and/or ideas over time	1–2
Subtotal	8
Expresses information clearly and in an organised way, using historical terminology and appropriate language	3–4
Expresses information briefly and in a way that may be difficult to follow, using little to no historical terminology and simple language	1–2
Subtotal	4
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from the sources	2
Refers to minimal evidence from the sources	1
Subtotal	3
Presents justified conclusions concerning continuity and change for the chosen topic Provides detailed 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 11

Task 7 – Unit 2

Assessment type: Explanation

Conditions

Time for the task: 45 minutes under standard test conditions

Two weeks of class and homework time for watching the films, note taking and developing a set of notes

In-class extended response – **ten (10)** dot points and **five (5)** quotes from the films can be used when writing the response

Task weighting

10% of the school mark for this pair of units

1. View, in class, two feature films about the samurai, *The Last Samurai* and *Yojimbo*, in preparation for writing an extended response which will focus on how the films represent/depict historical events.
2. While viewing the films make detailed notes on the following:
 - the way the films represent the samurai and the time period
 - the points of view shown in the films:
 - what are the different points of view?
 - why do you think they are different?
 - the historical accuracy of the representations:
 - are the people realistic? Do they reflect the actual people they are representing?
 - did the event depicted really happen?
 - are the costumes from the time period?
 - are the military details accurate?
 - are the ideas from the time period or are they modern day interpretations?
 - how each film represents the main character/s (leader, hero, villain)
 - how the two films differ on the historical details.
3. After viewing the two films, review the notes you have taken and select from them key evidence in the form of **ten (10)** short dot points and **five (5)** quotes from the films which can be used when you write the extended response.

Your response will be marked as follows:

- introduction (4 marks)
- identification of evidence used to explain the different points of view of the samurai (6 marks)
- evidence and historical accuracy of the films (6 marks)
- conclusion (4 marks)

Total = 20 marks

Marking key for sample assessment task 7 – Unit 2

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
Identification of evidence used to explain the different points of view of the samurai	
Use of accurate evidence from the films and the historical narrative Acknowledges quotations and sources where used as supporting evidence	5–6
Evidence is used, some is accurate, and there are generalisations in the essay	3–4
Limited evidence is used and the response is mainly a series of generalisations and/or statements	1–2
Subtotal	6
Evidence and historical accuracy of the films	
Displays a sustained argument throughout the response that demonstrates understanding of the historical narrative and the representations	5–6
Develops a simple argument that demonstrates an understanding of the historical narrative with limited reference to the representations	3–4
Provides a simple chronological narrative with minimal content about representations	1–2
Subtotal	6
Conclusion	
States findings on representations in the films and supports with evidence Uses accurate and relevant historical terms	3–4
Provides a very superficial conclusion or vaguely summarises with the use of clichés such as ‘In conclusion...’ or one that just repeats the proposition stated in the introduction Limited use of historical terms	1–2
Subtotal	4
Total	20

Sample assessment task

Modern History– General Year 11

Task 1 – Unit 1: People, place and time

Nicholas II and the decline of Tsarism - The 1905 Revolution.

Assessment type: Source analysis

Conditions

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

The task is based on **four** teacher-selected sources presenting different aspects of a theme/topic.

Both primary and secondary sources must be included.

Task weighting

5% of the school mark for this pair of units

(24 marks)

Source 1

(Cartoon titled 'Seeing stars of liberty', first published in The Philadelphian Inquirer, 1905.)



Source 2

(Extract from a letter written by Tsar Nicholas II to his Mother, the Empress Alexandra, during the 1905 Revolution.)

Through all these horrible days, I constantly met Witte [the Minister for Finance]. We very often met in the early morning to part only in the evening when night fell. There were only two ways open; to find an energetic soldier and crush the rebellion by sheer force. That would mean rivers of blood, and in the end we would be where we had started.

The other way out would be to give to the people their civil rights, freedom of speech and press, also to have laws confirmed by a State Duma – that of course would be a constitution. Witte defends this very energetically. Almost everybody I had an opportunity of consulting, is of the same opinion.

Source 3

(Photograph titled 'The Russian Revolution'.)



Source 4

(Extract from a History text.)

In his October Manifesto the Tsar had granted the people the right to elect a Duma. Elections for the first Duma were held in March 1906. Although the elections were boycotted by the Socialist Revolutionary and Social Democrat parties, a number of radicals, with a desire to see the present system reformed, were nevertheless elected.

The tsar had never really accepted the granting of this concession of a Duma to the people. Eager to reinstate his autocratic position, Nicholas published the Fundamental State Laws on 23 April 1906 (Julian calendar). These laws stated quite clearly in Article 4 that the Supreme Autocratic power belonged to the Emperor of All Russia.

ACKNOWLEDGEMENTS

- Source 1** Seeing stars of liberty. (1905). *Philadelphia Inquirer*. Retrieved March, 2017, from <http://alphahistory.com/russianrevolution/russian-revolution-graphics/nggallery/page/2>
- Source 2** Tsar Nicholas II. (1905). [Extract from letter]. In J. Llewellyn, J. Rae & S. Thompson, *The 1905 Revolution*. Retrieved March, 2017, from <http://alphahistory.com/russianrevolution/1905-revolution/>
- Source 3** The 1905 Russian Revolution [Photograph]. (1905). In R. Graham, *Robert Graham's anarchism weblog*. Retrieved March, 2017, from <https://robertgraham.wordpress.com/russian-revolution-1905/>
- Source 4** Quote from Sir George Buchanan from: Morcombe, M., & Fielding, M. (1998). *Spirit of change: Russia in revolution*. North Ryde, NSW: McGraw-Hill Australia, p. 69.

Use the **four** sources provided to answer the following questions. Refer to source material as evidence to support your answers.

(a) Identify the historical context of Source 1.

Consider the following:

- the relevant event/s
- the significant person/people
- the key idea/s.

(4 marks)

(b) Compare and contrast the message of Sources 1 with the message of Source 2.

Consider the following:

- show a point of similarity
- show a point of difference.

(4 marks)

(c) How useful is **Source 3** as historical evidence?

Consider the following:

- strengths of the source
- weaknesses of the source.

(4 marks)

Marking key for sample assessment task 1 – Unit 1

Note 1: When marking a student's work:

- not all points necessarily need to be in an answer for the student to gain full marks
- reward each salient point made by the student. Students may make different valid points of interpretation
- students are expected to refer to relevant supporting evidence from the sources.

(a) Identify the historical context of **Source 1**.

Consider the following:

- the relevant event/s
- the significant person/people
- the key idea/s in the source.

Description	Marks
Identifies the focus of Source 1 and describes the historical context, using supporting evidence from the source	4
Provides some specific details about the historical context of Source 1, using minimal evidence from the source	3
Provides general comments about the historical context of Source 1	2
Provides a statement about the historical context of Source 1	1
Total	4
<p>Note: This question is concerned with the historical context in which the source is located. Answers should:</p> <ul style="list-style-type: none"> • focus on what is in the source • provide the big 'picture' for that source • use evidence from the source to support the response. <p>Answer could include, but is not limited to, some of the following:</p> <ul style="list-style-type: none"> • the oppressive, autocratic regime of Tsar Nicholas II had long resisted change but faced revolutionary opposition from the masses and was on the verge of collapse during 1905, as conveyed in Source 1 with a bewildered Tsar being crushed by political opposition • the 1905 revolution was widespread, violent and spontaneous, without central leadership and a common cause • significant people include Tsar Nicholas II, Witte, Plehve, Trotsky, Father Gapon • significant ideas include autocracy, liberal reform or socialist revolution, liberty, freedom, parliament and constitution, as represented in Source 1. <p>Significant events include:</p> <ul style="list-style-type: none"> • 'Bloody Sunday' 1905 • the emergence of political parties and unions that had widespread popular support including the Union of Unions and the St Petersburg Soviet • the loss of the Russo-Japanese War 1904–5 • the mutiny within the Baltic naval fleet on the <i>Potemkin</i> 1905 • the Lodz uprising by Polish workers against Russian rule, referred to as the 'June Days' • strikes and violence in the cities including the General Strike of October in Moscow that crippled the empire • although loyal tsarist troops put down the opposition, Tsar Nicholas II was forced into action and political and civil rights concessions were made with the decree of the October Manifesto, 'saving' the monarchy • the Tsar's 1906 decree of the Fundamental Laws undermined and diminished these concessions. 	

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

Consider the following:

- show a point of similarity
- show a point of difference.

Description	Marks
Compares and contrasts the messages of Source 1 and Source 2 using supporting evidence from the sources	4
Makes some relevant comments about the similarities and differences of the messages of Source 1 and Source 2 with reference to the sources	3
Identifies a similarity and a difference in the messages of Source 1 and Source 2	2
Identifies a point of similarity or a point of difference in the messages of Source 1 and Source 2	1
Total	4
<p>Note: This question focuses on the reasons for the construction of the sources, and what they aim to achieve.</p> <p>Answers should:</p> <ul style="list-style-type: none"> • identify the message of each sources • explain how they compare (are similar) and contrast (are different) in terms of their message. • use evidence from the source to support the response. <p>Answers may include, but are not limited to, some of the following:</p> <p>Similarities</p> <ul style="list-style-type: none"> • Both sources convey the message that Tsar Nicholas II didn't know how to respond to the upheaval of 1905. • Both sources portray the Tsar as weak. • Both sources convey that the situation is 'horrible'. <p>Differences</p> <ul style="list-style-type: none"> • Source 1 conveys that the Tsar and his autocracy has been crushed by overpowering demands for a more democratic political system. He has been destroyed by his own oppression. • Source 2 conveys that the Tsar was indecisive and sought advice from his Mother and other Ministers. • Source 2 also conveys that the Tsar realised that concessions were inevitable to avoid further rebellions and was working to address key demands and to maintain his position as Tsar and ruler of the Russian empire. 	

(c) How useful is Source 3 as historical evidence?

Consider the following:

- strengths of the source
- weaknesses of the source.

Description	Marks
Explains the usefulness of Source 3 as historical evidence based on: <ul style="list-style-type: none"> • comments on the strengths of Source 3 as historical evidence • comments on the weaknesses of Source 3 as historical evidence 	4
Provides relevant comments on the usefulness of Source 3 as historical evidence based on some identified strengths and weakness	3
Identifies a strength and a weakness of Source 3 in relation to it being useful as historical evidence	2
Identifies a strength or a weakness of Source 3 in relation to it being useful as historical evidence	1
Total	4
<p>Note: Answers should include a statement on the usefulness of the source, and provide evidence from the source to support the response.</p> <p>Answers may include, but are not limited to, some of the following:</p> <p>Strengths of the source</p> <ul style="list-style-type: none"> • the source is an primary source, a photo from the era and reflects attitudes, values and events of the time such as public protest and opposition to the power of the Tsar • the source shows a large, peaceful protest march, with many spectators, including some in military uniform. This was the type of event that occurred frequently in Russia at the time • the photo has not been staged as few people are looking at the camera, making the source more objective and reliable • additionally, the source is useful as historical evidence as photography in the early 1900s was not common, so this must have been a significant event for it to be recorded, especially with the risk of being caught by the Okhrana. <p>Weaknesses of the source</p> <ul style="list-style-type: none"> • the name of the photographer and place of the image is unknown. This questions the reliability of the source as historical evidence • the date is not identified and the photo could have been taken any time from early 1900 to the early 1920s • the protest banners cannot be easily deciphered so the purpose of the march is unclear. 	

(d) Referring to the source, discuss the purpose of **Source 4**.

Consider the following:

- the issue/event/subject of the source
- the message of the source
- the likely purpose of the source.

Description	Marks
Discusses the purpose of Source 4 using supporting evidence	4
Provides relevant comments on the purpose of Source 4 using supporting evidence	3
Outlines the purpose of Source 4 with using some supporting evidence	2
Provides a general statement on the purpose of Source 4 using limited supporting evidence	1
Total	4

Note: this question focuses on the reasons for the construction of the source, and what it aims to achieve.

Answers should:

- identify the issue/event/subject of the source
- identify the message of the source
- identify the likely purpose for which the source was constructed (or, in the case of a photograph, how the source might have been used, which might produce variations in student interpretation)
- use evidence from the source to support the response.

Answers may include, but are not limited to, some of the following:

- Source 4 focuses on how Tsar Nicholas II responded to the demands for political change in 1905
- the source highlights how the Tsar manipulated the political system in Russia during 1905–6 to end the uprisings and maintain the monarchy and his control over the empire.
- the concessions outlined in the October Manifesto were deliberately undermined with the issue of the Fundamental State Laws that reinforced the Tsar's control over the 'elected' Duma
- there were limited political reforms as a result of the 1905 revolution
- the purpose of Source 4 is to represent the Tsar as an autocratic ruler who never intended to share power with the Duma and allow political change.

- (d) Using the four sources as a starting point, discuss change within Russia during the time of the 1905 Revolution.

Consider the following:

- the political changes shown in the four sources (two changes)
- other changes within society (at least two changes) that are not shown in the sources
- the importance of the changes that you have identified.

Description	Marks
Political changes in Russia	
Outlines two political changes that occurred in Russia, using source material as evidence	2
Outlines one political change that occurred in Russia, using limited source material as evidence	1
Sub-total	2
Other major changes within Russian society	
Outlines at least two other major changes that occurred within Russian society	2
Identifies one other major change that occurred within Russian society	1
Sub-total	2
The importance of the changes	
Explains the importance of the political and other major changes within Russian society, using supporting evidence or examples	4
Outlines the importance of political and other major changes within Russian society, using some supporting evidence or examples	3
Provides general comments on changes within Russian society, without reference to their importance or supporting evidence	2
Provides a statement on a change within Russian society	1
Sub-total	4
Total	8

Note: This question does not require a repetition of the messages in the sources. Students should include their own knowledge of the course studied as well as the sources provided.

Answers may include but are not limited to, some of the following;

Political changes

- the widespread discontent and spontaneous uprising of Russian people against the oppression of the autocratic regime of Tsarist Russia as highlighted in Source 1
- international condemnation of the Tsar in Source 1
- the demands of the people for civil rights and a Duma in Source 2
- the political manipulation of the Tsar to prevent political change, by granting the October Manifesto, then issuing the Fundamental State Laws to maintain his supreme power in Source 4
- the organisation of strikes and protest marches by workers' Soviets and Unions as shown in Source 3, including the 1905 general strike in Moscow
- the boycott of the 1906 elections by political parties shown in Source 4
- the 'radicals' who were elected into the first Duma, as highlighted in Source 4
- peasants supporting the Social Revolutionaries and The People's Will.

Other changes

- the disastrous Russo-Japanese War 1904–5
- 'Bloody Sunday' 1905
- the mutiny of the Potemkin 1905
- the crisis of widespread poverty, famine and discontent of peasants in rural Russia
- increasingly violent peasant protests towards rural nobility with attacks on landlords.

Sample assessment task

Modern History – General Year 11

Task 8 – Unit 2

Assessment type: Test

Conditions

Time for the task: 45 minutes under standard test conditions

Task weighting

10% of the school mark for this pair of units

1. From the list below, choose the **correct group, personality or term** that corresponds to the description provided. Write in the space provided.

<i>Shogun</i>	<i>Shi-Shi</i>	<i>Townsend Harris</i>	<i>Keiki</i>
<i>Bakufu</i>	<i>Sonno</i>	<i>Shimabara</i>	<i>Toyotomi Hideyoshi</i>
<i>Tozama</i>	<i>Fudai</i>	<i>Ieyasu</i>	<i>Oda Nobunaga</i>
<i>Bushido</i>	<i>Deshima</i>	<i>Marco Polo</i>	

Key group, personality or term	Description
	Strict code of behaviour known as 'The Way of the Warrior'
	'Men of Determination' or high purpose
	Ruled Japan in the name of the Emperor from 1582–1598
	The Last of the Tokugawa shoguns
	The name given to the rebellion by Christian peasants in 1637
	Outer lords whom the Tokugawas distrusted
	Hereditary lords who supported the Tokugawas
	The slogan which meant 'Honour the Emperor'
	The tiny island in Nagasaki Harbour where the Dutch continued their presence following the closing of Japan
	'Barbarian quelling generalissimo'
	The first of the Tokugawa shoguns
	First American Consul to Japan
	Being opposed to Buddhism, he gave Christianity the support it needed to survive in Japan
	The Shogun's military government
	Wrote the fabled Zipangu in the thirteenth century

(15 marks)

2. From the list below, choose the year that corresponds to the event in Japanese history. Write in the space provided.

1636 1543 1854 1868 1858
 1641 1603 1597 1549 1587

Corresponding date	Event description
	Edo was renamed Tokyo and became the new national capital
	The Harris Treaty (or Treaty of Edo) was organised
	Toyotomi Hideyoshi issued an edict ordering all Jesuit missionaries to leave Japan
	Francis Xavier, a Jesuit priest, landed in Kagoshima
	The Tokugawa Shogunate issued an edict closing Japan to the rest of the world
	Toyotomi Hideyoshi ordered the death of 26 Christians, by crucifixion, at Nagasaki
	From this time, the Dutch were the only Europeans allowed to visit Japan
	Tokugawa Ieyasu claimed the title of shogun
	The Treaty of Kanagawa was signed
	Portuguese traders came ashore at Tanega island, near Kyushu

(10 marks)

Marking key for sample assessment task 8 – Unit 2

1. From the list below, choose the **correct group, personality or term** that corresponds to the description provided. Write in the space provided.

<i>Shogun</i>	<i>Shi-Shi</i>	<i>Townsend Harris</i>	<i>Keiki</i>
<i>Bakufu</i>	<i>Sonno</i>	<i>Shimabara</i>	<i>Toyotomi Hideyoshi</i>
<i>Tozama</i>	<i>Fudai</i>	<i>Ieyasu</i>	<i>Oda Nobunaga</i>
<i>Bushido</i>	<i>Deshima</i>	<i>Marco Polo</i>	

Description		Mark
Correctly matches the group, personality or term to the description		1–15 (1 mark each)
Answer		
Key group, personality or term	Description	
Bushido	Strict code of behaviour known as ‘The Way of the Warrior’	
Shi-Shi	‘Men of Determination’ or high purpose	
Toyotomi Hideyoshi	Ruled Japan in the name of the Emperor from 1582–1598	
Keiki	The Last of the Tokugawa shoguns	
Shimabara	The name given to the rebellion by Christian peasants in 1637	
Tozama	Outer lords whom the Tokugawas distrusted	
Fudai	Hereditary lords who supported the Tokugawas	
Sonno	The slogan which meant ‘Honour the Emperor’	
Deshima	The tiny island in Nagasaki Harbour where the Dutch continued their presence following the closing of Japan	
Shogun	‘Barbarian quelling generalissimo’	
Ieyasu	The first of the Tokugawa shoguns	
Townsend Harris	First American Consul to Japan	
Oda Nobunaga	Being opposed to Buddhism, he gave Christianity the support it needed to survive in Japan	
Bakufu	The Shogun’s military government	
Marco Polo	Wrote the fabled Zipangu in the thirteenth century	

2. From the list below, choose the year that corresponds to the event in Japanese history. Write in the space provided.

1636	1543	1854	1868	1858
1641	1603	1597	1549	1587

Description		Mark
Correctly matches the year to the corresponding event		1–10 (1 mark each)
Answer		
Corresponding date	Event description	
1868	Edo was renamed Tokyo and became the new national capital	
1858	The Harris Treaty or Treaty of Edo was organised	
1587	Toyotomi Hideyoshi issued an edict ordering all Jesuit missionaries to leave Japan	
1549	Francis Xavier, a Jesuit priest, landed in Kagoshima	
1636	The Tokugawa Shogunate issued an edict closing Japan to the rest of the world	
1597	Toyotomi Hideyoshi ordered the death of 26 Christians, by crucifixion, at Nagasaki	
1641	From this time, the Dutch were the only Europeans allowed to visit Japan	
1603	Tokugawa Ieyasu claimed the title of shogun	
1854	The Treaty of Kanagawa was signed	
1543	Portuguese traders came ashore at Tanega island, near Kyushu	

3. Write answers on **three (3)** of the following topics of the Tokugawa Period in terms of their significance in Japanese history:

- 1) Japanese isolation between 1636–1853
- 2) The Unequal Treaties
- 3) Commodore Matthew Perry
- 4) The decline of the samurai

Description	Mark
Provides an introductory statement	1
Provides at least three (3) accurate and relevant content/historical points concerning the event/person	1–3 (1 mark per point)
Provides a concluding statement that highlights the significance of the event/person in the overall context	1
Subtotal	5 (for each topic)
Total	15

Answer could include, but is not limited to:**Topic 1**

- Japan was cut off from the great agricultural, scientific and industrial changes taking place in the West
- The feudal system was rigidly enforced by the Tokugawa but would ultimately prove costly
- The samurai were condemned to a life of inactivity with no military duties
- The expansion of domestic trade and commerce led to the emergence of the merchants (chonin) at the expense of the daimyo who became indebted to them

Topic 2

- The arrival of Commodore Perry in 1853 led to a complete reversal of the policy of excluding foreigners (shakoku)
- The treaties signed by the Tokugawa Shogunate with Western countries were seen as unfair because many felt Japan had been bullied into them and they clearly favoured the interests of other nations
- Examples: Treaty of Kanagawa (1854) and the Harris Treaty or Treaty of Edo (1858)
- The Unequal Treaties led to the call for the expulsion of foreigners and the restoration of political power to the Emperor (Sonno Movement)

Topic 3

- Perry was the Commander-in-Chief of the American naval forces in the Far East
- He led a fleet of four warships into Uraga Bay (near Edo) which were fuelled by coal and painted black
- Perry's mission was to deliver a letter by President Fillmore addressed to the Emperor of Japan which sought friendship and trade but the American requests were in effect demands
- Fillmore's letter was eventually read by the ruling shogun with Perry agreeing to return a year later to oversee the signing of the Treaty of Kanagawa (1854)

Topic 4

- Japan's isolation created a long period of peace which condemned the samurai to a life of inactivity as they had no military duties
- Although the samurai continued to served their lords, the daimyo were often in debt and could no longer afford to pay the samurai, forcing many to become ronin
- Others exchanged the sword for the writing brush following the Confucian path into study of history and the time of Japan before the shogun
- The samurai grew discontented as they realised that they were losing their reason for existence and blamed the shogun for their declining social and economic position and sought the restoration of political power to the Emperor