

EXAM SKILLS

YEAR 11 STUDENT SEMINAR DAY

6 May 2023

Name: _____

"A picture is worth a thousand words"

- Arthur Brisbane, 1911 -

It's a simple notion that applies to many aspects of our lives, but especially to historical photography. Sometimes, one simple picture can tell you more about history than any story you might read or any document you might analyse.



Modern History Syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 – Understanding the modern world

This unit examines developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences. Students examine one development or turning point that has helped to define the modern world. Students explore crucial changes, for example, the application of reason to human affairs; the transformation of production, capitalism and consumption, transport and communications; the challenge to social hierarchy and hereditary privilege, and the assertion of inalienable rights; and the new principles of government by consent. Through their studies, students explore the nature of the sources for the study of modern history and build their skills in historical method through inquiry. The key conceptual understandings covered in this unit are: what makes an historical development significant; the changing nature and usefulness of sources; the changing representations and interpretations of the past; and the historical legacy of these developments for the Western world and beyond.

- Elective 1: The Enlightenment (1750–1789)
- Elective 2: The American Revolution (1763–1812)
- Elective 3: The French Revolution (1774–1799)
- Elective 4: The Industrial Revolutions (1750–1890s)
- Elective 5: The Age of Imperialism (1848–1914)
- Elective 6: The Meiji Restoration – Japan (1853–1911)
- Elective 7: Capitalism – the American experience (1907–1941)

Unit 2 – Movements for change in the 20th century

This unit examines significant movements for change in the 20th century that led to change in society, including people's attitudes and circumstances. These movements draw on the major ideas described in Unit 1, have been connected with democratic political systems, and have been subject to political debate. Through a detailed examination of one major 20th century movement, students investigate the ways in which individuals, groups and institutions have challenged existing political structures, accepted social organisation, and prevailing economic models, to transform societies. The key conceptual understandings covered in this unit are: the factors leading to the development of movements; the methods adopted to achieve effective change; the changing nature of these movements; and changing perspectives of the value of these movements and how their significance is interpreted.

- Elective 1: Women's movements
- Elective 2: Recognition and rights of Indigenous Peoples
- Elective 3: Decolonisation
- Elective 4: The civil rights movement in the USA
- Elective 5: Workers' movements
- Elective 6: Nazism in Germany
- Elective 7: Movements for peace and security post 1945

Organisation of content

The Modern History ATAR course continues to develop student learning in history through the two strands of Historical Knowledge and Understanding, and Historical Skills. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

Historical Knowledge and Understanding

This strand focuses on knowing about and understanding key events, ideas, movements, developments and people that have shaped the modern world. **Historical understanding is developed through concepts that define history as a discipline, including evidence, continuity and change, cause and effect, significance, empathy, perspectives, and contestability.**

Historical Skills

This strand presents historical skills, including skills that are used in historical inquiry. There are five key skill areas that build on those learned in the Year 7–10 History curriculum and which continue to be developed in the Year 11 and 12 Modern History ATAR syllabuses. **These include chronology, terms and concepts; historical questions and research; analysis and use of sources; perspectives and interpretations; and explanation and communication.** There is an emphasis through this strand on the **development of informed and defensible responses** to inquiry questions through a **critical use of sources**.

There is so much information on the internet and it is really easy to get lost and achieve nothing. It is better to target your research to particular sites and remember the best notes to study are those that your teacher gives you or directs you to.

Historical Knowledge and Understanding

A	<p>Historical Skills Selects a range of sources and analyses these for origin, purpose, context, reliability, omissions, usefulness, differences in perspective, contestability. Responds to key words in research or essay questions, accurately applying evidence and historical understandings from appropriately acknowledged sources. Identifies and explains why historical perspectives and interpretations change. Uses appropriate historical terms and concepts to develop cohesive arguments which are analytical, logical and coherent.</p> <p>Historical Knowledge and Understanding Assesses the extent to which one or more of the following: people, events, ideas and/or structures, have direct and indirect consequences within and/or between societies. Evaluates the significance/impact of forces on continuity and change.</p>
B	<p>Historical Skills Selects a range of sources and analyses for origin, purpose, context, reliability, omissions, usefulness, differences in perspective, contestability. Responds to key words in research or essay questions, applying evidence and historical understandings from appropriately acknowledged sources. Explains why various perspectives and interpretations of history exist. Uses appropriate historical terms and concepts and develops an argument which is logical, coherent and largely narrative.</p> <p>Historical Knowledge and Understanding Describes how one or more of the following: people, events, ideas and/or structures, have direct consequences in different societies. Discusses the significance/impact of forces on continuity and change.</p>
C	<p>Historical Skills Selects a limited range of sources and makes an assessment of origin, purpose, context, reliability, usefulness and differences in perspective. Responds to some aspects of the research or essay question; selects and acknowledges sources but makes limited use of supporting evidence. Identifies some different perspectives and/or interpretations of history. Recounts the major features of the narrative and provides a structure for the argument/discussion.</p> <p>Historical Knowledge and Understanding Identifies simple interactions between people, events, ideas and/or structures. Outlines the impact of forces on continuity and change.</p>
D	<p>Historical Skills Selects sources from a narrow range, which may or may not be relevant, and makes limited statements about origin, purpose, context, reliability and different perspectives. Responds to one or two aspects of the question. Selects a limited range of sources and evidence to support statements, and shows limited interpretation and acknowledgement of the sources. Identifies one perspective of an historical event. Demonstrates a limited knowledge of the historical narrative and structural conventions.</p> <p>Historical Knowledge and Understanding Identifies that there are people, events, ideas and/or structures that characterise a time period. Demonstrates a limited understanding of the impact of forces on continuity and change.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

Modern History ATAR Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Cause and effect	Used by historians to identify chains of events and developments over time, short-term and long-term.
Contestability	Occurs when particular interpretations about the past are open to debate (for example, as a result of a lack of evidence or different perspectives).
Continuity and change	Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time, and concepts, such as progress and decline, may be used to evaluate continuity and change.
Concept	In the study of history, a concept refers to any general notion or idea that is used to develop an understanding of the past, such as a concept related to the process of historical inquiry (for example, evidence, continuity and change, perspectives, significance).
Contemporary world	As defined in this syllabus, the period of modern world history from 1945 to 2001.
Empathy	Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
Evidence	In the study of history, evidence is the information obtained from sources that is valuable for a particular inquiry. Evidence can be used to help construct an historical narrative, to support a hypothesis or to prove or disprove a conclusion.
Historical inquiry	Historical inquiry is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.
Interpretation	An interpretation is an explanation of the past, for example, about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.
Modern world	As defined in this syllabus, the period of time in the modern world between 1750 and 2001.
Perspective	A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. Historians also have perspectives and this can influence their interpretation of the past.

Primary sources	In the study of history, primary sources are objects and documents created or written during the time being investigated, for example, during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, firsthand accounts are analysed by the historian to answer questions about the past.
Representation	A picture or image of the past that may be a popular portrayal within society (past or present) or that may be created by historians.
Secondary sources	In the study of history, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources, and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedias, documentaries, history textbooks, and websites.
Significance	The importance that is assigned to particular aspects of the past (for example, events, developments, and historical sites). Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions, such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?
Source	Any written or non-written materials that can be used to investigate the past (for example, newspaper articles, photos, and journal entries). A source becomes 'evidence' if it is of value to a particular inquiry.

Studying Ideas

Palm Cards

Make Palm cards. The process of making the cards is revision and then once you have the cards you can either self test or get someone else to test you.

Wall Charts

Perfect for all the visual learners! Make charts up and stick them somewhere where you will see them frequently (like the toilet). Your charts might include key facts or brainstorm and mind maps of key ideas.

Self made tests

If you make up tests and answer sheets, then put aside for a day or two then redo the test and mark you are reviewing material 3 times which will help reinforce your study.

Using your electronic device

Make up notes of key facts and record them and then you can play them back to yourself on your electronic device whilst you are on the bus or going for a walk.

Use your parents

In the nicest way of course! Give them a key topic or event and explain it to them. Tell them their job is to ask you to explain things, to ask you why you have said what you have and to make you justify your arguments. If they can't help tell the dog about things by explaining things out loud you develop your arguments better and find holes in your understanding quicker which you then fill up.

Set up a study Facebook page / schoology page

Invite class members and friends from other schools who are studying the same unit. Ask questions, share ideas, test each other, have competitions. The more you verbalise the more embedded the information will become.

Choosing the right colours

According to basic colour theory, red and yellow stimulate the mind. Red draws attention to something that is important and is good for memory retrieval, while yellow highlights points that need to be remembered and stimulates mental activity. So, when it comes to revision it's all about choosing the right colours to remember information. Highlight important text with a yellow highlighter, or write key phrases or terms using a red pen.

Use the Internet wisely

There is so much information on the internet and it is really easy to get lost and achieve nothing. It is better to target your research to particular sites and remember the best notes to study are those that your teacher gives you or directs you to.

Interesting study sites:

1. <http://www.bbc.co.uk/schools/gcsebitesize/audio/history/>

This has revision notes, sample document analysis questions, study games and self tests. It also has audio material so you can listen to Roosevelt speak.

2. <http://www.schoolhistory.co.uk/revision/west.shtml>

This site has great self-tests and note taking outlines that enable you to check as you go. It also has games and quizzes.

3. <http://www.spartacus.schoolnet.co.uk/USA.htm>

This site has good overviews of the period it also has quite a lot of documents.

4. http://www.activehistory.co.uk/Miscellaneous/menus/GCSE/Interwar_Europe_1929.htm

This site has study games, quizzes and activities.

Exams

How you react in exams often depends on your past experience of exams, your personality, self-esteem and confidence. It also depends on how **PREPARED** you are! **Confidence** and **expertise** comes with **experience**. **Exam revision** is going over something you **already know**.

What are examiners looking for?

- positive evidence that you have an **understanding** of what you have learned
- that you can **apply** it with accuracy/ imagination/ flexibility
- that you can **analyse** it and **interpret** material, not just write it exactly as it was taught to you.

Revision

- Make sure you have 'internalised' the significant developments and movements developed to connect the important ideas, facts, events, characters, processes, theories and understandings. Remember the impact of the following forces
 - Economic
 - External forces / International relations
 - Ideas
 - Leadership
 - Political
 - Social / Cultural.
- Identify your weak areas early and get assistance if necessary. Understanding is the most vital aid to learning and remembering. Make a special effort to revise your weak areas.
- Revise by writing summaries, creating mind-maps or other graphic organisers or drawing pictures or completing a fish bone. Active learning is more effective.
- Increase your 'concentration span' by revising your work in large blocks of time.
- Find out as much as you can about the exam: format, length, marking, time, and place. Familiarise yourself with the various types of questions posed.
- For every possible exam question prepare an answer without use of your notes. If you need to use your notes, revise again.
- Practice writing answers under exam conditions.

Evaluative adjectives for analytical students

More than huge and enormous...

Document and essay questions ask for analysis with instruction words such as:

Evaluate..., Evaluate the importance of change....., How important was....., Assess the significance....., To what extent....., Analyse the extent to which....., Judge the extent to which....., Assess the extent of change and continuity.....

In response to these evaluative words, most students just use **huge** and **enormous** and use them over and over again. Students should be more analytical than this, especially if they want high marks.

This table provides more precise and analytical adjectives that can be used instead of **huge** and **enormous**.

Adjectives Of Increasing Number Or Many Changes	Adjectives Of Decreasing Number Or Little Change	Adjectives Of Little Change Or Lack Of Noteworthy Change	Adjectives Of Large Extent Of Change Or Noteworthy Change
A number of changes Increasing On the increase Some Several Many Numerous Sizeable Copious Various	Decreasing Few Reducing Declining Dwindling Diminishing	Inconsequential Unsubstantial Insignificant Slight Negligible Limited Narrow	Large Substantial Extensive Great Vast Widespread Considerable Pervasive

Adjectives Of Importance For Actions/Events	Adjectives Of Unimportance For Actions/Events
Noteworthy Notable Important Consequential Significant Effective Essential Vital Far-reaching Momentous Of major importance Remarkable Crucial Fundamental	Trivial Minor Unimportant Inconsequential Insignificant Ineffective Non essential Futile Irrelevant Of no importance Immaterial

Source Analysis

You have two of these in year 12 – one in each unit with 5 questions and 4 sources. Markers are looking for your knowledge of the period and your analysis skills.

Study the sources in your Document set carefully. Look at any writing **around** the source too as it will give you extra information. Think - what is this source telling me, who created this source and why? What perspective or bias does it have? Has the information been manipulated? Identify what was happening at the time the sources were produced i.e. put them into context. Begin this analysis of the sources in your ten minute Reading Time. Think about the sources: can you identify a theme?

Things to remember:

- None of the questions are **just** asking you to describe a source.
- Sources are selective and may or may not accurately reflect themes, ideas, events and developments over time.
- Analysis means thinking about the source; e.g., its message, tone, contestability, usefulness, strengths and weakness, point of view/argument, bias, motive, reliability, perspective, context.
- Check how many parts there are in the question, e.g. 'compare and contrast the messages contained in source 1 and 2 and identify the purpose of each source' contains FOUR parts; finding similarities with the messages, finding differences with the messages and then explaining the purpose/motive of each source.
- Questions worth six or seven marks are testing your knowledge of the whole period of study that the sources come from. It may ask you to 'evaluate the importance of the themes, ideas and/or events represented in the four sources' or 'evaluate the extent to which the four sources give an accurate insight into the significance of'. You need to combine **all** the sources and judge them collectively. Are they an accurate representation of the theme/ movement? Was the theme/issue/event a significant one within the time frame of the whole period of study? Explain how the theme/issue/event led to other events and affected the overall period.
- The last question will require you to critically evaluate all of the sources. You will need to use evidence and examples to support your assertions in this last question and this is where you demonstrate your great understanding of the period. It is important to make sure you are answering the question being asked, so make sure you underline the key words of the question and refer to them in your answer.
- **Use information from the sources to support your answers; e.g., data, small quotes or refer directly to the source.**
- Arguments and propositions have two sides. You need to discuss both, supporting one side and discrediting the other, using evidence.

General Questions to ask about the Sources (*i.e. thinking critically about the Sources*)

1. What is the purpose or motive for constructing the source?
2. Is the information presented reliable? That is, does the information come from someone who would have access to accurate information?
3. Is the information relevant or irrelevant to the historical period being analysed?
4. Explain your conclusions.
5. What is the usefulness of the sources, what are its strengths and weaknesses? Are there any contradictions in the information being presented?
6. Does the information presented contain evidence of bias or does it contain a series of assumptions? Explain your conclusions.
7. Are there any contradictions in the information presented in the source being studied when compared with the information contained in other sources?

Tasks the Examiners ask the Students to do *(Need to demonstrate knowledge and thinking or analytical skills)*

1. Identify the **context or background** that the source refers to. That is, students are expected to give the message of the source and provide a brief historical account of the events referred to in the source/s. Students should ask the following questions about the source/s in order to give the context in which the source/s is set **What, When, Where, Who, and How?** If the Document Study question asks for the student to give the context of the source/s, the student is required to give the historical picture/ background surrounding the event.
2. Comprehension or what the message is about. Students need to demonstrate that they understand what message is being conveyed by the source/s.
3. Comment on the techniques used by the creator of the source to convey its message to the intended audience.
4. Critically analyse the source/s. To do this a student needs to answer
 - * What are the problems with the source/s?
 - * Are the sources a valid or accurate representation of the period of study?

Questions to ask about the Techniques of Conveying the Message

1. What type of source is it? Is it a primary source or a secondary source? Is it a letter, newspaper extract, a diary entry, an official report or a treaty or another type of source?
2. What is the language style of the source/s? Is it official language as used in government documents or is it formal language as used in other types of non-government communication such as a history text? Is the language style colloquial (slang) or is it informal as used in private correspondence such as diaries and letters?
3. Does the language include or exclude people or groups? Through the use of words such as 'we', 'our' or 'us', is the author of the source trying to include the reader in the source? American President, Roosevelt by talking to the people via his famous radio broadcasts was asking the American people to work with him and support the New Deal. Are certain groups such as women or minority groups excluded from the source through the use of this language?
4. Is the language style emotive or objective? Does the author of the source convey his/her message by appealing to the emotions of his/her intended audience? Are opinions or half-truths used by the author to persuade the audience to his/her point of view as in a piece of propaganda? Is the language of the author trying to objectively present an accurate account of the event by exploring a variety of points of view or arguments?

In answering the questions in this section, students need to display the following critical analytical skills

- * Contrast – point out the differences between the events being depicted in the sources.
- * Comparison – point out the similarities and differences between the events being depicted in the sources.
- * Context – explain the historical background or events referred to by the source/s. A student needs to demonstrate his/her knowledge of the period depicted by the sources.
- * Purpose – state why the source/s was created.
- * Significance – state why the event/s referred to by the source/s was important. A student could be asked to evaluate the sources against the knowledge that he/she has acquired as a result of studying the course. An evaluation involves the student presenting a judgment on the sources or period of history by examining their strengths and weaknesses. This evaluation will be the student's opinion and it must be supported with evidence. **The opinion must not be written in the first person. It must be written in the third person or neutral tense.**

Essays

History essays have a particular style and format. They argue a case or an hypothesis. They require you to not only present a case but to provide historical data to back up your argument.

- Look at the essay question and work out what it actually wants you to do. Most essays want you to show what you know and apply this knowledge analytically. The bit that requires you to think will have action words like evaluate, assess, examine the proposition and account for etc. It can be helpful to underline or highlight the different parts of the question so that you make sure you don't leave bits out. **The markers can only give you marks for what you have included, so it is very important you answer what is asked of you.**
- You also need to make sure you answer what the question is asking, not what you would like the essay to be. Make sure you reread the question so you don't misinterpret what the question is about. It is not advisable to have prepared answers as you do not know what the questions are going to be.
- Once you have chosen your question PLAN. This is really important as it helps you structure your essay and it allows you to get your head around the question.
- All essays need introductions, body and conclusions.

The **Introduction**:

- * Here the main argument or thesis is outlined and perhaps agreement or disagreement with the essay topic is declared.
- * **Introductions** need
 - ~ Your Historical context i.e. time frame and setting.
 - ~ Key terminology defined.
 - ~ Your essay thesis or hypothesis clearly explained.

A **Body**:

- * in a series of paragraphs an argument is developed which proves or develops the hypothesis presented in the introduction
- * **Body** needs
 - ~ One key idea per paragraph, with lots of supporting evidence such as quotes, dates, data etc.
 - ~ You need to structure your writing so that it is clear, coherent and logical.
 - ~ You need to demonstrate your historical knowledge and apply it to the question. Make sure **you do not just write the narrative of the period.**
 - ~ Refer to your question throughout your essay as this will demonstrate to the marker that you are actually answering the question.
 - ~ Make sure you look at both sides of an issue or event and make the relevant judgements.

A **Conclusion**:

- * This is **NOT** a summary of the whole essay. Rather it is a synthesis of the evidence presented, and in many ways is an affirmation of the hypothesis which appeared in the introduction.
- * **Conclusions** need
 - ~ To be more than one sentence long
 - ~ Restate your thesis or hypothesis and sum up how your essay answers your question. Remember, the marker wants to give you marks- try to make it as easy as possible for them to see that you have answered the question in a relevant way with lots of depth.

Sample exam questions:

Discuss the proposition that:

That economic change within the USA would not have occurred without strong leadership.

Evaluate the proposition that political forces had limited impact on post WW1 USA society.

US foreign policy underwent changes throughout the period of study. **Discuss** these changes and the impact of these changes in relation to both domestic and foreign policy.

Remember...

Essays are formal pieces of writing so do not use colloquial expressions, text writing or refer to Australia as 'we' or 'us'. Use formal language, try to get your grammar and spelling correct (especially key names) and proof read your work to make sure the sentences make sense.

Tips

- Read and re-read the question
- Underline important words and clarify what is actually being asked.
- Highlight the key words
- Box the instructional words
- Make brief notes and a rough plan of the main points.
- Leave room for making changes
- Answer the question directly in the first paragraph saying what points the essay will contain
- Write one paragraph for each main point
- Summarise the answer by restating major points in the last paragraph

Both of your essays will be marked according to whether you have:

- covered all parts of the question
- used relevant evidence, details or examples
- written a well structured and coherent response
- formed and maintained a point of view or logical argument
- recognised different interpretations and viewpoints
- shown independent thought and empathy
- demonstrated historical knowledge and understandings

So... for each essay section...

Read the three questions and choose the best one for you.

Break the essay question into parts.

All in less than five minutes!

Decide on your point of view.

Plan your answer.

Essay Writing Techniques

Planning:

- Planning is essential to good essay writing. Once an effort has been made to establish the habit of planning, writing becomes much easier.
- Take careful notice of what the question is asking and of any dates which it mentions, making sure that you plan stays relevant to the question.

Highlight Key Words

- The key words should suggest natural divisions in your essay: for example the various causes of an event; the two sides of an argument; social, economic and political factors.
- Write headings for the divisions. Under each heading jot down as many points as you think are relevant. You now have the rough outlines of major paragraphs.
- Number points within a division to give you the order in which you will deal with them in writing the paragraph.
- Number the divisions themselves to show the order in which you will write paragraphs.

Box the instructional word(s)

- Write the introduction after you have written the plan. The introduction should come straight from your plan.
- Use the instructional word(s) as the guide to how you have to answer the question.
- Once you start writing your essay, as you expand your points or think of new ones, the major paragraphs you have planned may naturally break up into more paragraphs.
- Don't worry about the conclusion until you finish

The 5 Minute Essay Plan

Step 1: Read the question.

½ minute

Evaluate the proposition that political forces had limited impact on post WW1 USA society.

Step 2: Highlight the key terms in the question and Box the instructional words.

½ minute

Step 3: Rephrase the question

1 minute

What do you think it is asking you?

Step 4: Write a one-sentence thesis statement (i.e. your answer to the question)

1 minute

Double-check that your thesis statement answers all parts of the question

Step 5: Plan your essay

2 minutes

List very quickly all the main points that you need to make

Then...

- Use the introduction to state the topic, comment on the broad era or context (check the years) and your point of view/argument/judgement
- Write on one main topic per paragraph
- Include relevant supporting examples or evidence
- At the end of each paragraph or topic, link back to the question and reiterate your point of view
- Make links between the main topics within your essay and how it affected or shaped the overall era
- Remember to compare the situation/person/era to another when commenting on its significance
- Write using formal language, use correct terms, grammar and spelling
- Proof read it.

Practise before the exam – study historical content effectively, practise your history skills with many different sources, practise planning and writing fluently and practise using examples/ evidence to support your views.

Conventions for essay writing

Never do the following:

- Use the word 'I' in an essay. The opinions that matter are those who have studied the subject so well that they are experts. The use of the first person pronoun does not indicate that the writer is serious; rather they want to have a 'chat' with the reader.
- Write to the reader as though you are writing in a diary or writing a letter to a friend. Don't speak directly to them, try to sound serious and detached. Avoid saying "As you can see..."
- Avoid asking yourself (or the reader) deep and meaningful questions – "After all, how democratic would Australia be without the Rule of Law?"
- Avoid starting sentences with conjunctions. The words 'therefore', 'but', 'because' and 'and' should appear part way through a sentence.
- You must avoid presenting new evidence in a conclusion.
- Do not use quotes in the introduction and the conclusion.
- Do not write the word 'alot' - there is no such word

Additional Essay Questions:

Assess the role of the US government in developing capitalism in America between 1907–1941.

Between 1907 and 1941, America experienced a period of immense economic change. Evaluate the extent to which this change was the result of individuals rather than ideology.

Evaluate the proposition below:

Political ideology played an important role in bringing about change to the American economy between 1907–1941.

Evaluate the significance of social movements in bringing about change to the American economy between 1907–1941.

Evaluate the proposition below:

Capitalism, on the whole had a negative impact on the welfare of American minority/disadvantaged groups between 1907–1941.

Assess the extent to which social and personal values were shaped by American capitalism between 1907–1941.

Assess the role key individuals played in developing Capitalism in America between 1907-1941.

America between 1907 and 1941 was a period of immense economic change, evaluate the extent to which this change was the result of individuals rather than ideology.

Evaluate the proposition below-

Ideology played an important role in bringing about change to the American economy between 1907-1941.

Evaluate the significance of social movements in bringing about change to the American economy between 1907-1941

Evaluate the proposition below-

Capitalism, on the whole had a negative impact on the development of American agriculture.

Assess the extent to which international forces played a key role in the development of American capitalism between 1907 – 1941.

Explain how THREE of the following ideas were evident in American society during the period of study:

- ~ Capitalism
- ~ Laissez-faire
- ~ Consumerism
- ~ Rugged Individualism
- ~ Isolationism
- ~ Internationalism

To what extent did changing economic circumstances impact the lives of the America people?

Types of Sources

Historical evidence can be either primary or secondary source material.

Primary evidence is an eyewitness account of what occurred and therefore dates back to the actual time when the event took place. Primary sources can include information about what people saw, heard, made or destroyed.

Secondary source material is produced after the event has occurred and therefore is not an eyewitness account given by a person who was present when the event occurred. A comment by John Scopes on the Monkey Trial written on 4 May 1925 in response to an advertisement by the American Civil Liberties Union is a primary source but a description of the events by an historian in 1985, is a secondary source as the historian was not an eyewitness to the event. Rather, the historian is relying on past accounts, some of which could be primary sources and some of which could be secondary sources to write his/her historical account of that period. Sometimes, a historian can write an article, which includes a primary source. The article is thus classified as a secondary source, but the primary source has not been changed and so it remains a primary source. Hence students need to be aware that in the WACE, a primary source can be included in a secondary source and this does not make the primary source a secondary source.

One way that a student can differentiate between a primary source and a secondary source is to look at the dates when both were written. The primary source will be written at the time of the event and the secondary source will be written some time later, usually years after the event occurred. Should no dates be given, then look at the authors of the articles. An historian is unlikely to be present at the event whereas a person whom the student knows to be an important historical person to that event may well have been present. This technique however is not 100% accurate but it may be a guide.

Types of Sources

The WACE examiners have tended to select their source material for the Source Analysis section of the paper from cartoons, photographs, graphs and text. Some types of primary and secondary sources that could be used by the WACE examiners include:

<u>Graphics Prints Tables</u> Paintings Maps Drawings Comics Photographs Diagrams Cartoons Posters Graphs Statistics	<u>Textual Primary Sources</u> <i>Printed</i> Newspapers Handbills Magazines Pamphlets Autobiographies Documents Letters Posters Plays, Novels, Poems, Stories <i>Handwritten</i> Letters Inventories Accounts Bills Court Rolls Estate Maps Memoranda Log Books Legal Records Diaries Memoirs
<u>Secondary Sources</u> Textbooks Biographies Histories Newspapers History journals Magazines Plays Poems	

Taking Effective Notes

Taking notes can assist your learning when you need to obtain information, ideas and opinions from reference books and when you wish to have a record of what you hear in the classroom. To make effective notes, you need to understand what you read and listen to. As understanding plays an important part in remembering new information, taking notes will help you memorise new material.

Making Notes from Books

Making notes from books requires you to:

- concentrate to decide what notes to take
- focus on the main ideas in what you read
- order your thoughts
- reduce information and make it more manageable
- present notes in a form which will be useful in preparing for essays, assignments, tests or exams

Stage One - Preparation

1. Work out what you know about the subject and what you need to know for your present purposes.
2. Survey any books which seem appropriate.
3. Use the table of contents to see what chapters appear useful and the index to find pages which have relevant information. Look at the longer entries mentioned in the index first.
4. Skim read the whole passage you have identified by:
 - a. looking at the title
 - b. reading the first paragraph
 - c. glancing at headings, sub-headings, photos or illustrations and reading the concluding paragraph
5. Decide whether you will use the paragraph or not
6. If you do use the passage, decide what the major heading will be.

Stage Two - Making Notes

There is no one way to make notes; but the following approach should be helpful.

1. Decide what your purpose is in summarising this passage. What you need to know might be different from what the author intended to write. You will need to read with your purpose in mind.
2. Asking questions is often a useful way of reading actively. You might ask yourself questions such as:
 - * What is the main idea of the passage?
 - * Who is involved? Where/when/why/how did it happen?
3. Read the first section of the passage through carefully.
4. Make brief outline notes in point form and in your own words,
 - * selecting the main idea
 - * any worthwhile supporting ideas
 - * any examples which you think need to be included
5. Proceed through the passage one section or one paragraph at a time.

Other Approaches

Some people find that developing a graphic overview especially helpful in determining the theme of a passage. They build a model or flow chart to help link the main ideas and see the whole meaning of the text.

Another approach, after initial skimming, is to read the information through carefully, noticing the key words as you read. Without consulting the text, attempt to write a summary and then reread for accuracy.

Taking Notes from Speakers

Taking notes from speakers can be useful because it:

- provides a permanent record which can be useful for revision purposes.
- can help you concentrate on what the speaker is saying.

Suggestions for Note taking

1. Watch the speaker as much as you can.
2. As you cannot note everything said, concentrate on the argument the speaker develops.
3. Try to jot down headlines and sub-headings which outline the structure of the talk.
4. Note important points in short phrases or single words.
5. Look for clues which the speaker gives to important points through emphasis, repetition and pauses.
6. Learning the sequence which is often followed by speakers when they are presenting an argument may help you work out the structure of many talks. Speakers often start by stating the problem or posing a question. They go on to review the evidence, examine the credibility and then reconcile any conflicting evidence. Finally they draw conclusions and discuss the implications of these.

Suggestions for Your Notes

1. Headings and sub-headings can make it easier for you to record and reread your notes. These could be underlined or written in different coloured pen.
2. Notes are written for your eyes alone; however, they should be kept as neatly as possible so that they are easy to read. For the same reason: spread out your notes; leave a line between each section; rule a margin with adequate room for additional comments; rule a single line through any mistakes you make.
3. Develop your own personal shorthand. Some examples of possible abbreviations include:

/	the	etc	and so on	&	and	c	about
chn	children	C17	seventeenth century	v	very	<	is less than
>	is greater than	=	equal to	cd	could	Aust.	Australia
wd.	would	Br.	British	w/o	without	cp.	compared to
eg.	for example	max	maximum	nd	note well	min	minimum

Taking Notes: Summary Table

Full sentences here	One word summary

Studying Facts!

Write the information you want to learn in the first column. Put the correct answer in the next column. Each week cover up the answers and have a go. If you get the fact right 3 weeks in a row, cross it out – you know it! Add to your list each weekend as part of your study routine.

Information you must know	Answer	ATTEMPTS					

Wordiness and Misused Words

What is Wordiness?

Wordiness occurs when unnecessary words are included in a person's writing. These unnecessary words may have been added to impress the reader or "bulk-up" a paper. Regardless of the reason, wordiness should be avoided as it is often useless and repetitive information that readers prefer not to have to read!

Sentences should be clear and concise; that is, your writing should express your ideas in as few words as possible (without sacrificing information). The following is a list of wordy phrases. Note how, in some instances, two different words are used together which have similar meanings.

Examples of Wordy Phrases:

Absolutely complete	Absolutely nothing	Green in colour	Final conclusion
I personally feel	In my opinion, I think	Circled around	At that point in time
Collect together	In this day and age	Entirely eliminated	Personal friend
Exactly identical	Real, genuine leather	Small in size	True fact
Exact same	Combined together	Young in age	Long length of time

Activity: Some wordy phrases are listed above, while others require your skill at finding and fixing them. Edit the sentences below for wordiness by putting a line through the wordy parts or phrases. How concise can you make the following sentences without changing the information contained in each?

1. My final conclusion concerning the real, genuine value of Bargain Barry's reduced price sale goods is exactly identical with yours.
2. Small in size as he was, and surrounded on all sides by strange children he didn't know, the uniquely courageous seven-year-old challenged the class bully to a fight.
3. The sergeant repeated again to the brand new recruits, "You will be called at 5:30 A.M. in the morning, and you will have circled around the barracks on the double by 5:45. You will at that point in time be completely free until 6:00, when you will continue on to the barracks mess for breakfast.
4. The new recruits disappeared from view after the 7:00 A.M. breakfast, to discuss what they could do to get even with a sergeant who woke them up one full hour before the necessary time.
5. They personally thought that the sergeant would probably repeat the same obnoxious behaviour again, each day, so they decided to proceed ahead with a new, innovative plan as an appropriately response.
6. In my opinion, I must admit that I thought their plan was absolutely and completely foolproof, and that it was a great idea.

Abused or Misused Words

Language is continually evolving. As time goes by, new words are developing and old words are changing, but not necessarily for the best. Incorrect usage and pronunciation in speech can lead to misused, misspelled and made-up words. These words are ABUSED and often MISUSED.

Abused Words	Explanation	Correct Use
Alot	There is no such word	A lot (it is actually two words)
Anyways, anywheres and a long ways	There is no “s” on these words	Anyway, anywhere, a long way
Could of, would of, might of, should of, and so on	The “of” should be “have”	Could have, should have, might have, etc.
Off of	Use off alone	I fell off the step.
“real” used as an adverb: real sad, real nice	“real” should not be used as an adverb	Use really or very.
Suppose to, use to	Grammatically incorrect	Use supposed to and used to.
Themselves, theirself, ourselves, yourselves, and themselves	The plural of self is selves.	Themselves, ourselves, yourselves. Don’t use theirselves though, it’s not a word.
For granite or granite	There is no such term. This is a pronunciation problem.	It is spelled “for granted”.

Essay ‘good answer’ practice

The following pages feature a few essay examples. Deconstructing different answers can help give you a better idea of what makes a good answer ‘good’!

For the following essays:

- 1) Identify the THESIS of the essay in the Introduction- highlight this in yellow
 - a. Find in each paragraph where this thesis is developed further and highlight it

**Note: You should be highlighting (at least) the first and last sentence of each paragraph*
- 2) Identify the EVIDENCE in each body paragraph in a different highlighter colour and assess whether or not it:
 - a. Actually assesses the question: for example – does it ‘evaluate the extent to which ...’ – this means it needs to be measurable and preferably show both positive *and* negative OR successes *and* failures – to some extent (show both sides of the argument)
 - b. Is it sourced? Is the author cited? If it is a direct quote from a historical leader does it say who said it and when? Is it in quotation marks?
 - c. Is the evidence related back to answering the question? – you may find you highlight areas that also relate to argument
- 3) Identify – by highlighting in another colour – keywords/people/events that demonstrate historical context: this part of each paragraph develops explanation and context.

‘C’ grade essay – student sample

Question: *Evaluate the extent to which the 1920’s was a period of prosperity for all social classes / groups in America.*

Whilst the 1920’s were prosperous for many Americans, several social classes remained untouched by the wealth of capitalism and therefore, lived in poverty. The 1920’s were an extremely prosperous decade for many capitalists and members of the middle and upper classes, as mass production and low taxation allowed cash to flow back into their pockets. Although the higher social classes did gain wealth, groups such as new immigrants and African Americans were discriminated against and consequently suffered immensely whilst trying to find work. Other groups, such as farmers, experienced problems related to overproduction and fell in huge debt. Even though the 1920’s were prosperous for some, many had no prosperous experience at all.

Calvin Coolidge, 30th President of the United States said that, “a man who builds a factory builds a temple.” In the 1920’s that statement was a true reflection of society as factories became an extremely large source of profit which benefitted the owner immensely. As mass production methods such as the assembly line, produced goods faster and cheaper, and low taxation maximised profits, capitalists and workers of the middle and upper class grew in wealth. The dropping cost of producing items was reflected in the increased spending power of the upper classes and they began to live lives of comfort and excess. This prosperity was considerably more noticeable in capitalists and owners of businesses. As industrial profits increased by an average of 60%, wages only increased by an average of 7%, leaving the rest of the increased profit to the owner. Increased production and profits led to much profit for capitalists and members of ‘high society’.

Untouched by the prosperity seen in the higher classes immigrants, instead faced discrimination and limited wages. As new immigrants arrived in America, jobs were readily being filled by new machinery. This, along with the limited education of the arriving immigrant population and the packed, unhygienic ghettos where they resided led to a common belief that the quality of immigrants was poor. Around the 1920’s the Bolshevik Revolution had begun in Europe and many Americans became convinced that European immigrants were

radial foreigners determined to bring down their capitalist lifestyles. What is now regarded as the 'Red Scare' led to a fear of immigrants who were discriminated against, beaten and sometimes deported. The 'Red Scare' also had an impact on the wages of immigrants. During the 1920s, the average immigrants wage increased by 4%. This was in stark contrast to the 7% increase of American workers. Almost all new immigrants lived in poverty and failed to experience the effects of capitalist prosperity.

Overproduction, brought about by new technology and more efficient machinery, meant that farmers begun to experience a decrease in their profit margins. A restriction on immigration into America meant that the population was no longer growing as rapidly and the rate of overproduction continued to grow. Farmers were already in debt due to the loans that many had gained during World War One. By the end of the 1920's six hundred thousand farmers had gone bankrupt and six million had migrated to cities in the north looking for work. Those who managed to escape bankruptcy lived without the comforts of electricity, running water and proper sewerage. Farmers had begun to feel the effects of the depression long before the Great Depression actually hit. Prosperity was nowhere to be seen!

Racial discrimination was very prominent within the African American community. By 1919 there were race riots in over 20 different cities and it only grew in time. African Americans struggled to find jobs and when they did, they were often the lowest paid employees and the first to be sacked. Prejudice moved throughout the north and south of the country although wages for African Americans were 80% higher in the north than the south which caused many people to migrate north. To add to the humility of their positions were the limited employment options. Women were generally hired for domestic help, (maids) and men were generally hired as farm labourers. The pay was low and many did not notice a great deal of change in their living conditions when the Great Depression arrived. Prosperity was almost non-existent for African Americans during this time.

Although the 1920's was extremely prosperous time for some, many social classes and groups faced extreme poverty. Discrimination, social issues and employment problems all led to a lack of prosperity in groups such as immigrants, farmers and African Americans. For marginalised groups such as these the Great Depression arrived early.

Isabel Di Lollo

'A' grade essay – student sample

Question: Analyse the impact of Capitalism on different groups in American society for the period you have studied.

Throughout the later progressive era and laissez fair nature of the Gilded age and Roaring 20s, Capitalism has driven both the treatment and value of different social groups within the American society over these periods. Government Social policy and initiatives over the course of the late 19th and early 20th directly reflects the economic needs of American Capitalism: social groups were a production of Capitalism. Although primarily influenced by laissez fair capitalism during the Gilded age and the 1920's yet also impacted by social capitalism during the progressive era under Theodore Roosevelt's (1901 – 1909) government, capitalism had a major effect on an array of different groups in American society: These drivers of change will be further explored with a particular focus on farmers, immigrants and women, who were in many respects impacted by the prosperity and development of America late 19th and early 20th century.

Women quickly became the focus of consumer culture and experienced a dichotomy of promotion and exploitation as their new found freedoms were in reality limiting under the Capitalist system. The Assembly

line invented by Henry Ford in 1913 was mastered by most businesses by 1920 and led to a time of mass production yet also mass-consumption and mass culture. The invention and production of white goods such as the refrigerator and washing machine greatly changed the role of the women in society. While pre 1914 where women were primarily contained to the house hold the investigation of these modern conveniences along with the legalisation of birth control, that allowed for smaller and more 'planned' families, equalled more time for females. Women started going out more as entertainment was a common way to invest this new found time and thus the entertainment industry such as film started to flourish. Interestingly it was a silent comedy film 'flapper' released in 1920 that popularized the Flapper movement in which women disregarded rational and conservative costumes and instead expressed this new found physical freedom through make up, revealing dresses and erotic jazz music. It can however, be argued that this movement was mainly constructed by mass culture and media as many states such as Ohio fined and sometimes even arrested women whose style was too revealing. If this new found time wasn't invested in entertainment it was instead used to work, mainly in the clerical, manufacturing and domestic sections, as more women entered the workforce: in 1920 about 8 million women worker outside the home and by 1930 about 11million had jobs. Society was however, rather hostile towards these women and they were commonly described as a 'traitor to her sex', and saw lower status's and pay – in comparable jobs women earned about half of what men did. This was further reflected in politics. Whilst women received the vote in 1919 through the 19th amendment, a major leap forward for many feminists in the suffragette movement, few women achieved political office and female office holders were often restricted to 'women's issues'. As such, whilst women were perceived to be empowered in the wider society through Capitalist promotion women "in the 1920s, as in the 1790s, marriage was the only approved state for women" (Sochen).

Agricultural production reaped the benefits of the early when they were the centre of economic production but quickly experienced the traitorous nature of capitalism during the Roaring 20s, a time of agricultural depression and economic downfall in the rural areas of America as the money moved to the cities. Pre 1914 farmers flourished under the high demand of agricultural goods and new technological inventions such as the 'New combine Harvester'. By 1890 the transcontinental railways had been built that allowed farmers to sell their grain to cities and compete with international sellers. By 1900 farm commodities made up 3/4 of Americas export and this high demand allowed for future farmland expansion. It was only after World War I, when the European agricultural market started to recover and the overall market shrunk, that American farmers started to face difficulties, many had to make loans during World War I as the government had encouraged them to expand land and invest in new technologies, and though most farmers couldn't reduce production as they had to repay those loans and this led to major surplus in agricultural goods, prices fell from \$2.45 per bushel in 1920 to 49 cents by 1930, income dropped by 2/3 and overall 240 000 000 farmers went bankrupt. As the Laissez-Faire-Capitalist ideologies, by blocking bills that offered to buy surplus and putting taxes on imports to increase gains for capitalists but overall reduced the amount of American produce bought by other countries, farmers were forced to live in poor conditions often with "no running water, electricity, or even toilets." This led to the overall movement away from rural areas and farmers flooded the more advanced and developed urban cities that were already overpopulated by immigrants.

Whilst 'people power' was seen as an essential element when initially creating a strong and highly productive labour force, however when a society industrialises the face behind this labour force may be treated as redundant: this mirrors the experience of immigrants in Capitalist America. Post World War 1 America promoted itself to be the 'land of opportunities' in order to attract as many people as possible to aid its economic growth. Immigrants, who were often exploited, were a cheap form of labour that allowed the American population to flourish under the monopolised industries and rise to become a world power. Over this time 13 million immigrants called America their new home in the hope for economic settlement, yet also to escape religious and political persecution. Whilst a few did achieve the 'American dream' through hard work and dedication, many had to work long hours, for low pay and in unsafe working conditions in order to

survive. Post World War 1 there was a major rise in immigration from war ridden Europe and this major influx lead to the demand of immigration restrictions as immigrants were seen to “pollute society”. Additionally, many were worried that these immigrants, who often isolated themselves and didn’t assimilate smoothly into society, would change America’s ‘national image’ for example, commonly located on the coasts, China towns provided both safety and support yet were often isolated from society which make it hard for its Chinese inhabitants to integrate into mainstream places where “large numbers of Chinese men congregated to smoke, gamble and visit prostitutes” (Conrad). Thus many advocates of Chinese legislation argued that Chinese in the US would lower the cultural and moral standard of American society. This fear of America’s national image and reputation changing was commonly addressed at sign immigrants who looked differently and had many different customs, unlike most European immigrants that shared similar western values. Thus Asian immigrants were seen as a threat and America started “closing its doors”. Legislations such as the Immigration and the Oriental Exclusion Act were introduced and limited the number of overall immigrants to 2% of the countries population in the US during 1890 and restricted most Asian immigration, including that of foreign – born wives and children of American Citizens from Chinese Ancestry in order to control immigration numbers.

Many of the Socio-Economic changes experienced in Capitalist America demonstrate the strong correlation between the economic needs and success, and political policy at the time. Whilst women publically saw new right, privileges and access to politics than they had ever seen before, their participation was for the purpose of increasing economic profit. Both immigrants and farmers saw the advantages of Capitalism on a needs based system: pre-war and progressive era, both groups were the backbone of providing for America, but were replaced along with their political provisions and successes after the mechanisation and mass production of the post-war era. Thus the treatment of social groups within capitalist America reflect the economic situation of the society at the time. To this day these views are still rooted within society current political, social and economic debates in regards to immigration restrictions, introduced through new legislation by the Trump administration, show how the vision of the US as an immigration country is still deeply embedded in society similarly the agricultural sector still plays a major role in rural America to this day and society is still commonly characterized by a rural and urban divide, due to Hillary Clinton’s recent presidential election campaign the role of the women has also been brought to the forefront as to many she embodies female equality whilst there’s still cannot picture a woman in the highest political office, which may have been one of the reasons for her failed election campaign.

Adapted – Anda Pforr

Source Analysis 'good answer' practice

The following is an 'A' grade exemplar response. Source Analysis is fairly static (in comparison to essays): you need to clearly identify where the marking key aligns with the response. Understanding HOW to answer the question, and what each different question expects within the response is just as important as knowing the content!

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

(4 marks)

Description	Marks
Reference to the messages in Source 1 and Source 2	1 – 2
Points of contrast of the message(s) in Source 1 and Source 2	1
Points of comparison of the message(s) in Source 1 and Source 2	1
Total	4
Marker's notes: Look for the message of each of the sources. Students should use evidence from the sources to support the message.	

(b) How useful to a historian are Source 1 and Source 2 as evidence of ~~social and cultural transformation~~ in the nation depicted?

(6 marks)

Description	Marks
Discussion of how Source 1 is useful as evidence of social and cultural transformation.	1 – 2
Discussion of how Source 2 is useful as evidence of social and cultural transformation.	1 – 2
Evaluation of the usefulness of the sources including reference to the limitations of the sources.	1 – 2
Total	6
The new frame of 'useful to a historian' doesn't alter how candidates should approach the question, it is intended to support candidates' thinking and to focus their response. Candidates also do not have to refer to historians specifically in their answers to access full marks in any section. Candidates could legitimately look at the respective strengths and weaknesses of these sources, provided the answer is relevant to economic change in the nation studied.	

- (c) Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Provide specific details for the focus of the source: dates, events, people, place and ideas.	1-3
Total	4
Marker's notes: 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 or significance.	

EXAMPLE ANSWER:

Produced days after the 1933 Bank Holiday was proposed by Roosevelt when he first came into office Source 1 centres around the new start and optimistic strength of his 'New Deal' economic policies for America. By the spring of 1933 Banks all over America were either bankrupt or had closed to avoid bankruptcy, and by the 3rd of March – the day before Roosevelt's inaugural address 38 states had shut down all of their banks. On that same day the New York stock exchange suspended all securities and trading, closing down because there was no one to buy stocks. Disheartened president Hoover had remarked "...". In contrast, Roosevelt in his inaugural address had announced "the only thing we need to fear is fear itself" in a bid to promote hope and confidence in the government and the economy. Calling into action an emergency four-day bank holiday on the 9th of March, followed by an Emergency Banking Relief bill outlawing hoarding and exporting gold, and sending Congress an Economy Act to trim Federal expenditure by \$400million and balance the budget made clear that these deflationary measures portrayed Roosevelt as a much more conservative government than Hoover, but also a government who would take immediate action, and thus provide immediate relief and a new chance for America.



Talburt, March 11, 1933:
"It IS a New Deal"

(d) Identify and account for the authors' perspectives in Source 3 and 4

(5 marks)

Description	Marks
Articulation of the perspective of Source 3.	1
Articulation of the perspective of Source 4.	1
Analysis of the perspectives in relation to the question asked. This may include discussion of: <ul style="list-style-type: none">• Motives• Bias• Time and place• Purpose	1 – 3
Total	6
Marker's notes: Students must answer the question in relation to the question 'driver' i.e. the theme of the document study which in this case is 'social and cultural transformation'. To do this, students need to: <ul style="list-style-type: none">• Articulate the perspectives from which the sources were constructed and analyse the reasons for the perspectives.• Use evidence from the source to identify how the perspective is evident i.e. account for.	

(e) Evaluate the extent to which the **four** sources provide insight into ~~social and cultural changes~~ during the period of study. (6 marks)

Description	Marks
Identification of the areas/topics shown in the sources that provide insight into social and cultural changes .	1 - 2
Evaluation of the extent of insight provided into social and cultural changes in the nation studied over the period of study.	1 - 3
Identification of elements of economic change omitted.	1
Total	6
Marker's notes: Please note the slightly different question frame, with candidates not required to provide insight into the impact of the given theme, the focus is more straightforwardly insight into economic change that took place over the period of study. Candidates should include their own knowledge of the course studied, as well as the sources provided, to support their point of view. A list of omissions will not suffice for higher marks.	

[illegible]