Marking key for source analysis – Unit 4

**Note 1:** Specific answers will depend on the sources selected by the teacher.

**Note 2:** 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.

1. Explain the historical context of **Source 1**. Include the relevant events, people and ideas depicted or represented in the source.

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| **Description** | **Marks** |
| Identifies the focus of the source | 1 |
| Outlines the causes or event that led to the focus of the source | 1 |
| Provides specific details of the focus of the source, events/people/ideas/dates/places | 2 |
| **Total** | **4** |
| **Note:** This question is concerned with the historical context in which the source is located.  Answers should:   * focus on what is in the source * provide the big ‘picture’ for that source. | |

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

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| **Description** | **Marks** |
| Identifies the purpose of Source 1 | 1 |
| Identifies the purpose of Source 2 | 1 |
| Identifies elements of comparison and contrast between the two sources | 1–3 |
| **Total** | **5** |
| **Note:** This question focuses on the reasons for the construction of the sources, and what they aim to achieve. Answers should:   * identify the issue/event/subject of each source * identify the message of the sources * identify the likely purpose for which the source was constructed (or, in the case of the photograph, how the source might have been used, which might produce variations in student interpretation) * use evidence from the source to support the response * explain how they compare (are similar) and contrast (are different) in terms of their purpose.   A strong answer will integrate comparisons and contrasts within the discussion of purpose. | |

(c) Describe the message of **Source 3**.

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| **Description** | **Marks** |
| Describes the message of the source | 3 |
| **Total** | **3** |
| **Note:** Look for both the message and the tone (the emotion conveyed) of the source.  Answers should:   * consider all the elements of the source (title/author/date/location) * identify the issue/event/subject * identify the representation or opinion being expressed * Identify symbols use and the tone (the emotion conveyed) * identify the manner in which that opinion is expressed (i.e. tone) * provide evidence from the source to support the response. | |

(d) Identify how, and discuss why, Sources 3 and 4 are contestable.

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| **Description** | **Marks** |
| Identifies element/s of contestability for Source 3 | 1 |
| Discusses the reasons for that contestability | 1–2 |
| Identifies element/s of contestability for Source 4 | 1 |
| Discusses the reasons for that contestability | 1–2 |
| **Total** | **6** |
| **Note:** The concept of contestability is new and constitutes a higher-order skill.  Answers should:   * demonstrate an understanding of what can make a source contestable, whether it provides a certain interpretation of events for which other interpretations exist; or whether the type of source provides an incomplete or suggestive picture which can be disputed * identify in each source argument/s, biases or perspectives that can be disputed * discuss the nature of that dispute by referring to alternative arguments or viewpoints on that aspect. | |

(e) Using your knowledge of the whole period of study, evaluate the importance of the themes, ideas and/or events represented in the four sources.

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| **Description** | **Marks** |
| Identification of the themes/ideas/events | 1 |
| Placement of the themes/ideas/events with the themes/ideas/events of the broader historical context of the time. Students should be able to demonstrate a breadth and depth of knowledge of the time period. | 1–2 |
| Evaluation of the themes/ideas/events in relation to those of the broader historical context | 1–2 |
| Compare and/or contrast what is in the sources with the other themes/ideas/events of the time period | 1–2 |
| **Total** | **7** |
| **Note:** This question does not require reiteration of the messages in the sources.  Evaluate the importance of the theme/idea/event in relation to how they are represented in the sources; relates to the other themes/ideas/events of the whole period.  Answers should:   * identify the themes/ideas/events in the sources * evaluate the importance of what is shown in the sources by using evidence from the sources and the whole historical period * refer to the long-term and/or short-term effects of the theme/idea/event * refer to elements of continuity and/or change evident in the theme/idea/event * demonstrate a depth and breadth of knowledge for the whole time period. | |