

**DRAFT SAMPLE EXAMINATION  
MARKING KEY  
STAGE 2**

DRAFT

## **SECTION ONE: Document study: Unit 2A**

### **QUESTION ONE**

#### **Instructions**

This section has ONE (1) question made up of five (5) parts. Attempt ALL parts. Write your answers in the spaces provided.

Indicate below the document set you used to respond to this question.

- |        |                         |                          |
|--------|-------------------------|--------------------------|
| Set 1: | Australia (1880s–1920s) | <input type="checkbox"/> |
| Set 2: | Australia (1920s–1950s) | <input type="checkbox"/> |
| Set 3: | Australia (1950s–1990s) | <input type="checkbox"/> |

#### **NOTE:**

- 1. Not all points necessarily need to be in an answer for the student to gain full marks.**
- 2. Reward each salient point made by the student. Students may make different valid points.**

## QUESTION 1

a (i). What are the messages in Source 1? [2 marks]

| 1880s–1920s  | 1920s–1950s  | 1950s–1990s  |
|--|--|--|
| <ul style="list-style-type: none"> <li>S1a: the horror of war e.g. <i>hell let loose; some fellows nerves gave way; simply massacre.</i></li> <li>S1b: the humanity in the horror e.g. <i>found a fine haul of wounded and brought them in...</i></li> </ul> | <ul style="list-style-type: none"> <li>S1a: the reality of war e.g. <i>For two days, we ate no food of any kind....</i></li> <li>S1b: the conditions and wounds of war e.g. <i>I think the physical wounds were the worst....</i></li> </ul> | <ul style="list-style-type: none"> <li>S1a: the reality of war—death e.g. <i>he just died on the spot, he just crumpled and that was it.</i></li> <li>S1b: the reality of war e.g. <i>You were tramping around in water.... Not one single contact.</i></li> </ul> |

(ii) Compare and contrast the messages in Source 1 and Source 2. [4 marks]

| 1880s–1920s   | 1920s–1950s  | 1950s–1990s   |
|---|--|---|
| <p>Comparison:</p> <ul style="list-style-type: none"> <li>Depicts the mateship and masculinity of war.</li> </ul> <p>Contrast:</p> <ul style="list-style-type: none"> <li>S1 is from people at the time, S2 painted after the war (1919).</li> <li>S1 shows horror of war, S2 is an idealised painting.</li> <li>S1 is full of images of death, S2 shows no death, not under fire—quite peaceful.</li> <li>S1 personal points of view, S2 the patriotic point of view.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <p>Comparison:</p> <ul style="list-style-type: none"> <li>Both about conditions brought about by WW2 for Australian soldiers</li> <li>Lumsden and Source 2 about Kokoda.</li> </ul> <p>Contrast:</p> <ul style="list-style-type: none"> <li>S1 comments on death and injury, S2 does not show either.</li> <li>S2a 'heroic' painting, but S1 more focussed on the day-to-day detail.</li> <li>S2 shows terrain, S1 does not.</li> <li>S1 personal points of view, S2 the patriotic point of view.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <p>Comparison:</p> <ul style="list-style-type: none"> <li>All documents show the realism of war.</li> <li>S1a and S2 show soldiers under fire.</li> <li>S1b and S2 show the environment as the enemy.</li> </ul> <p>Contrast:</p> <ul style="list-style-type: none"> <li>S1a explicit in the way people died, S2 does not adequately show the dead.</li> <li>S1b discusses the dense vegetation, S2 does not show the cover afforded by the vegetation.</li> <li>S1 personal points of view, S2 the patriotic point of view.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

b. (i) **How reliable** is Source 3 as historical evidence of the event depicted? Provide evidence to support your answer. [3 marks]

| 1880s–1920s  | 1920s–1950s  | 1950s–1990s   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Cartoons, by their very nature only show one side and are therefore of questionable reliability.</li> <li>• S3 is a cartoon from the time that depicts Hughes conscription referendum as potentially destroying Australian democracy.</li> <li>• It is heavily biased against Hughes. This may affect reliability.</li> <li>• The cartoon depicts the Labor Party's rejection of Hughes' plan as what could save democracy. This bias may reflect reliability.</li> <li>• Does not reflect the pro-conscription opinion.</li> </ul> <p><i>Support all points with quotes/references</i></p> <ul style="list-style-type: none"> <li>• Note for the marker: the <i>Daily Worker</i> is a publication sympathetic to the plight of workers—this may affect its reliability.</li> </ul> | <ul style="list-style-type: none"> <li>• Cartoons by their very nature only show one side and are therefore of questionable reliability.</li> <li>• S3 is a cartoon published at the time, so has some reliability. It is a comment on the conscription issue in WWII and so offers a view of the past.</li> <li>• Also shows that Curtin did go 'cap in hand' re: conscription to the ALP (note 'worker') which was against conscription in WW1.</li> <li>• It does not show he succeeded, nor the urgency of the situation.</li> </ul> <p><i>Support all points with quotes/references</i></p> <ul style="list-style-type: none"> <li>• Note for the marker: The issue of bias and the role of <i>Bulletin</i> might affect reliability—was anti-Labor at the time.</li> </ul> | <ul style="list-style-type: none"> <li>• Cartoons, by their very nature only show one side and are therefore of questionable reliability.</li> <li>• S3 is a cartoon published in 1966 in <i>The Australian</i> newspaper. PM Holt rides in the pocket of President Johnson of the USA, suggesting Australia is following the USA into the unknown called Vietnam.</li> <li>• Not reliable as it does not show the independent actions of the Australian government to go to Vietnam in an effort to keep US interest in SE Asia, nor the other reasons for going to Vietnam.</li> <li>• It does, however, reflect a growing awareness by some in Australia that all was not well with the war and our commitment.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

(ii) **Describe** the ways in which the Prime Minister is depicted in Source 3 and Source 4. [3 marks]

| 1880s–1920s  | 1920s–1950s   | 1950s–1990s  |
|--|---|--|
| <ul style="list-style-type: none"> <li>The sources present contrasting images of Hughes: villain and hero.</li> <li>S3 Hughes is depicted as a destroyer of democracy and an enemy of the working class.</li> <li>S4 Hughes is depicted as the hero of the Australian soldiers, literally supported by joyous soldiers at the end of the war.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>Both set in 1943 but show differing perspectives of the PM. S3 shows the PM as weak whereas S4 shows him as strong.</li> <li>S3 Curtin is meek, humble, begging the ALP.</li> <li>S4 an equal with USA, friend.</li> <li>Both show Curtin in civilian dress (in contrast with MacArthur).</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>S3 Holt and LBJ in partnership—LBJ leading Holt to where he wants Holt to go—making it easy for him ‘Gosh Lyndon...’</li> <li>S4 Holt standing behind LBJ, some would say in a subservient pose of head bowed, behind LBJ.</li> <li>Both sources show Holt to be unequal with/to LBJ i.e. Australia is not on an equal footing with the USA, although we are allies.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

c. **Outline** the impacts of war that are evident in source 5. [3 marks]

| 1880s–1920s   | 1920s–1950s   | 1950s–1990s   |
|---|---|---|
| <ul style="list-style-type: none"> <li>S5 refers to the impact of WWI on the economy.</li> <li>The source indicates that the price of goods required in the war effort: metals, coal, chemicals and leather increased significantly.</li> <li>The price of food also increased although not quite as significantly as industries directly related to the war effort.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>S5 refers to the significant contribution of women during WW2 compared to 1933, especially in primary production, transport and communication.</li> <li>Relatively smaller numbers in the armed services, but a large increase in transport etc.</li> <li>WW2 had an impact on the number of men and women in employment and the nature of that employment.</li> <li>Decreased numbers of males in primary production and commerce.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>S5 refers to the Vietnam War and domestic public opinion.</li> <li>Generally, people supported the war in the beginning.</li> <li>Statistics show public opinion changing the longer the war continued, although unlikely to alter voting in the late 1960s e.g. the tide had turned by 1969.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

**d. Explain** the perspective of Source 6 and **identify** any beliefs, values or attitudes contained in the extract. [4 marks]

| 1880s–1920s   | 1920s–1950s   | 1950s–1990s   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• S6 is a modern perspective, supportive of the ANZAC celebrations, as a legend that should be honoured, it views the legend as a unifying force. Includes veterans from subsequent wars.</li> <li>• S6 celebrates the values of sacrifice and gratitude towards past generations.</li> <li>• The belief in a unique Australian identity that unites generations and is enduring.</li> </ul> <p>Students may link to relevant examples in their area of study.</p> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>• S6 is a modern perspective, supportive of the ANZAC celebrations, as a legend that should be honoured, it views the legend as a unifying force. Includes veterans from subsequent wars.</li> <li>• S6 celebrates the values of sacrifice and gratitude towards past generations.</li> <li>• The belief in a unique Australian identity that unites generations and is enduring.</li> </ul> <p>Students may link to relevant examples in their area of study.</p> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>• S6 is a modern perspective, supportive of the ANZAC celebrations, as a legend that should be honoured, it views the legend as a unifying force. Includes veterans from subsequent wars.</li> <li>• S6 celebrates the values of sacrifice and gratitude towards past generations.</li> <li>• The belief in a unique Australian identity that unites generations and is enduring.</li> </ul> <p>Students may link to relevant examples in their area of study.</p> <p><i>Support all points with quotes/references</i></p> |

e. To what extent do the six sources represent war and its impact on Australian society? [6 marks]

| 1880s–1920s   | 1920s–1950s  | 1950s–1990s  |
|---|--|--|
| <p>The sources show:</p> <ul style="list-style-type: none"> <li>• Australia's involvement in two campaigns (S1, S2 and S6), though S2 presents an idealised impression of Gallipoli. Neither source refers to the massive casualty rate on the Western Front</li> <li>• range of impacts of WWI including the effects on the economy (S5), the conscription issue (S3) and to a limited degree the political divisions which proved to have enduring impacts (S3 and S4)</li> <li>• S3 hints at conflict between the government and the labour movement (S3)</li> <li>• the growth of national identity. (S6)</li> </ul> <p>The sources do not show: <i>(sample list)</i></p> <ul style="list-style-type: none"> <li>• the full extent of war and its impacts due to the limited number of sources</li> <li>• specific details like the development of BHP and the creation of the Wheat and Wool Boards</li> <li>• the war debt is not referred to</li> <li>• the various social divisions that were exposed by the conscription debate.</li> <li>• the increase in Australia's reputation internationally</li> <li>• the full impact of the Labor Party split is not identified.</li> </ul> | <p>The sources show:</p> <ul style="list-style-type: none"> <li>• soldiers' experiences (S1,2, 6)</li> <li>• domestic impacts: social (S5,6), economic (S5) and political (S3,4)</li> <li>• conditions in which soldiers fought (and the impact this might have at the time and possibly later), the new allies and the consequences of this, the economic role of women in society</li> <li>• the growth of national identity (S6)</li> <li>• events including; WW1 impact, WW2, Crete, Battle for Australia—New Guinea, Australia changes 'partners' '...free from any pangs...', total war in Australia/mobilisation of female workforce and development of Anzac legend.</li> </ul> <p>The sources do not show: <i>(sample list)</i></p> <ul style="list-style-type: none"> <li>• the continuing impact of the war on soldiers and civilians</li> <li>• Australian armed services in other areas e.g. Libya, Pacific, the air force and navy and also the merchant navy</li> <li>• the impact of being a POW</li> <li>• the nature of the enemy</li> <li>• the impact of the US/Australian alliance in Australia and into the future. The changing relationship with Britain</li> <li>• the maintenance of, (and increases in) production due to the employment of women</li> <li>• Curtin's wartime leadership role.</li> </ul> | <p>The sources show :</p> <ul style="list-style-type: none"> <li>• soldiers' experiences (S1, 2 and 6)</li> <li>• the new ally and the consequences of this (S3 and 4)</li> <li>• the role of public opinion (S5)</li> <li>• the creation and maintenance of a legend/myth—Long Tan and the Anzac legend (S2 and S6)</li> <li>• Australia/USA relationships during the Vietnam War (S3 and 4)</li> <li>• conscription and the decision to send troops (S5)</li> <li>• the growth of national identity (S6)</li> <li>• major change in public opinion against the Vietnam War. 'All the way with LBJ' and Vietnam War brought about public debate of alliance with USA.</li> </ul> <p>The sources do not show: <i>(sample list)</i></p> <ul style="list-style-type: none"> <li>• contentious shaping influence of conscription which is only hinted at in the sources</li> <li>• the significance of the birthday lottery is not shown</li> <li>• the growing protest movement and the role of women and youth in that movement</li> <li>• how the Vietnam War is part of a greater involvement in Asia post WWII—political and economic</li> <li>• the long-term impact on domestic policies such as immigration and multiculturalism</li> <li>• the effects on the Vietnam Veterans.</li> </ul> |



## SECTION TWO: Essay

This section has **THREE** questions. Attempt **ONE (1)** question only.

**Note 1:** The time period the student refers to must be the same as the one they responded to in Section One.

**Note 2:** The following marking guide is generic and thus is suitable for all of the alternative questions available to students in Section Two.

**Note 3:** It is expected that markers would **assign marks holistically** using the following criteria to assist them in assigning a range of marks.

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| GUIDE TO MARKING RESPONSES  |  | MARKS      |
|---|--|------------|
| <b>Introduction</b>   |  | <b>4</b>   |
| Introductory paragraph comprising some context relevant to the area/topic of the essay, definition of any terms in the question, a proposition/thesis statement and an outline of the narrative/thematic structure of essay.  |  | 3–4        |
| A few sentences outlining the theme of the essay and including a simple proposition.  |  | 2          |
| A sentence or two outlining the 'who' or 'what' to be discussed in the essay.   |  | 1          |
| No introduction to essay provided   |  | 0          |
|   |  |            |
| <b>Evidence used to support statements, lines of argument</b>   |  | <b>/9</b>  |
| Extensive use of detailed, accurate and relevant evidence used in a manner that assists critical analysis and evaluation.<br>In responding to an essay instruction of <i>debate</i> or <i>evaluate the proposition</i> , historical evidence is used to argue for and against a view/proposition. Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen arguments. |  | 7–9        |
| Use of accurate evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.   |  | 5–6        |
| Mainly accurate evidence is used to support some lines of argument.   |  | 4          |
| Evidence is used, some is accurate and there are few generalisations in the essay.  |  | 3          |
| Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence.   |  | 2          |
| Very limited use of evidence and the response is mainly a series of generalisations.  |  | 1          |
| No supporting evidence, OR<br>All generalisations and/or statements made without supporting evidence, OR<br>All evidence is incorrect.  |  | 0          |
|   |  |            |
| <b>Complexity of discussion/argument</b>  |  | <b>/6</b>  |
| Displays a high level of sophistication in the construction, development and depth of a logical argumentative discussion and analysis. Demonstrates an understanding of the complexity of events.   |  | 5–6        |
| Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events.   |  | 3–4        |
| A simple chronological narrative with minimal content about cause, action and reaction.   |  | 1–2        |
| Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity.  |  | 0          |
|   |  |            |
| <b>Conclusion</b>   |  | <b>/2</b>  |
| Draws essay's argument or point of view together.   |  | 2          |
| Very superficial conclusion, or vaguely summarises with use of clichés such as 'In conclusion...' or one that just repeats the proposition stated in the introduction.  |  | 1          |
| No conclusion given.  |  | 0          |
|   |  |            |
| <b>Communication skills</b>   |  | <b>/4</b>  |
| A sophisticated, well-written and well-constructed argument using appropriate language of history. Sound use of the conventions except where expression is enhanced by defying conventions.   |  | 4          |
| Accurate and relevant use of historical terms. Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay.   |  | 3          |
| Has some relevant use of historical terms, but is unable to express ideas with clarity of meaning.  |  | 2          |
| Limited reference to historical terms. Poor literacy skills may interfere with the ability of the marker to understand the response (as evidenced by very poor spelling, grammar, failure to use capital letters correctly and poor sentence and paragraph structure).  |  | 1          |
| Response is mainly unable to be understood by the marker.   |  | 0          |
| <b>TOTAL</b>  |  | <b>/25</b> |

## SECTION THREE: Document study: Unit 2B

### QUESTION ONE

#### Instructions

This section has ONE (1) question made up of five (5) parts. Attempt **ALL** parts. Write your answers in the spaces provided.

Indicate below the document set you used to respond to this question.

- |        |  |                          |
|--------|--|--------------------------|
| Set 4: | Fascism in Italy 1918–1945                   | <input type="checkbox"/> |
| Set 5: | Nazism in Germany 1918–1945                  | <input type="checkbox"/> |
| Set 6: | Civil rights movement in the USA 1940s–1970s | <input type="checkbox"/> |

### NOTE:

1. Not all points necessarily need to be in an answer for the student to gain full marks.
2. Reward each salient point made by the student. Students may make different valid points.

## Question 5

a. **Describe** the message of Source 1. [3 marks]

| Fascism in Italy 1918–1945   | Nazism in Germany 1918–1945   | Civil Rights in the USA 1940s–1970s  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Source 1 is a cartoon published in the USA in 1941. It illustrates the history of the leader of Italy, Mussolini's rule from his appointment as an anti-Communist civilian Prime Minister to a military dictator at the outbreak of WW2.</li> <li>The message is that Mussolini used his dictatorial powers granted to him in 1923 by the King to build a military state.</li> <li>Also shown is his building of the 'corporate state' and his agreement with the Pope on the Vatican.</li> <li>The last picture however shows the view of the cartoonist about Mussolini –despite all his preparations it only took one defeat at Tobruk in 1941 for Mussolini to cry 'we weren't ready'.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>Source 1 is a cartoon published in the British magazine <i>Punch</i> in 1932.</li> <li>It is anti-German as it shows the resurgence of militarism in Germany—a soldier is putting a P in front of the word Reparations, suggesting that Germany is preparing for war.</li> <li>The caption says 'For Defence Only', suggesting that the increase in the military was only to defend Germany, but the cartoonist does not believe this.</li> <li>The Treaty of Versailles is in tatters.</li> <li>Reference to the reparations Germany had to pay after WWI which caused discontent and economic hardship.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>The source is a cartoon published in <i>The Washington Post</i> in August 1960 for a Northern audience.</li> <li>The message is that segregated churches are hypocritical: The <i>brotherhood of man</i> does not mean black men are welcome at the <i>first segregationist church</i>. It reinforces the white's only message.</li> <li>The older, stooped white man is afraid of the tall, well-dressed black man and his son and wishes to avoid conflict "<i>Pray keep moving, brother</i>" — reference to sit-ins and pickets. Indicates fear of further confrontation.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

**b. Compare and contrast** the messages of Source 1 and Source 2. [5 marks]

| Fascism in Italy 1918–1945  | Nazism in Germany 1918–1945   | Civil Rights in the USA 1940s–1970s  |
|---|---|--|
| <p>Comparisons</p> <ul style="list-style-type: none"> <li>Whilst Source 1 clearly illustrates the building of a military and totalitarian state, Source 2 (an extract by Mussolini himself on Fascism) goes further showing how the Fascist state affects all aspects of society.</li> <li>Both sources focus on totalitarianism, both 'discard pacifism' and have war as a necessary goal.</li> </ul> <p>Contrasts</p> <ul style="list-style-type: none"> <li>Source 1 more clearly shows the military build up in Italy through weapons and military parades as well as the use of these weapons whereas Source 2 only refers to the outcome of this activity; war.</li> <li>Source 2 defines and justifies Fascism in the 20th century, '...a century tending to the 'right', a Fascist century.' Source 1 does not.</li> <li>Source 1 ultimately shows Mussolini revealed as lacking substance whereas Source 2 shows him as a strong and idealistic leader.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <p>Comparisons</p> <ul style="list-style-type: none"> <li>Both Source 1 and Source 2 refer to impositions placed on the German people: the Treaty of Versailles and Reparations in Source 1 and the demands of the Disarmament Conference of 1933 in Source 2.</li> <li>Both suggest demands made on Germany have been 'humiliating and degrading'.</li> </ul> <p>Contrasts</p> <ul style="list-style-type: none"> <li>Different points of view—Source 1 is British whilst Source 2 is German (Hitler's speeches). Also, Source 1 is from before Hitler became Chancellor and Source 2 is after he is Chancellor.</li> <li>Source 1 sees Germany as militaristic and preparing for war, in both sections of Source 2 Hitler refers to a desire for peace.</li> <li>Source 2 talks about German honour and resolve, whilst Source 1 makes fun of the Germans.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <p>Comparisons</p> <ul style="list-style-type: none"> <li>Segregation is the norm: Sources clearly show existing separation of black and white.</li> <li>White people are afraid of black people.</li> <li>Segregation is hypocritical: the hypocrisy of the church and the insurmountable hypocrisy in society.</li> </ul> <p>Contrasts</p> <ul style="list-style-type: none"> <li>Non-violence effective/ineffective.</li> <li>S1 presents non-violent protest as a powerful force to combat hypocrisy. S2 presents non-violent protest as hypocritical in itself e.g. 'the only time I hear people talk about non-violence is when black people move to defend themselves against white people.'</li> <li>Black communities wish to integrate with white communities but not vice versa.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

**c. What is** the context of Source 3—that is, the people, actions or events shown. [5 marks]

| Fascism in Italy 1918–1945  | Nazism in Germany 1918–1945   | Civil Rights in the USA 1940s–1970s   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Painting typical of the period showing Italian workers hard at work together and being ‘assisted’ by Fascist officials. In reality workers were forced into collective work environments for the good of the State.</li> <li>• Secret Police and Party supervisors ensured workers both completed their tasks and were loyal to the State.</li> <li>• In return, wage earners in Italy were promised fair wages and good working conditions, but they also lost rights as trade unions were banned. Businesses who cooperated could expect to be protected from strikes and communists.</li> <li>• In Fascist Italy the economy was controlled by the State, and economic as well as civil rights were lost in favour of obedience, strength and unity of the Italian State under Mussolini, Il Duce.</li> </ul> | <ul style="list-style-type: none"> <li>• September 1933—Germany still had huge unemployment as a result of the Great Depression.</li> <li>• Hitler had promised to deal with unemployment—established the National Labour Service which was based on the voluntary system which had been established under the previous government. Workers also did military drill (note the way the men are all lined up), lived in camps, wore uniforms, given meals and pocket money.</li> <li>• In June 1933, the Nazis expanded the road-building program to include a network of autobahn (motorways) and employed at least 80 000 men at any one time. Most work was done by hand as a result of the Law to Reduce Unemployment. Also schools, drainage, forestry etc.</li> <li>• The autobahns were integral to Hitler’s long-term militarist ambitions.</li> <li>• Employment programs run by the Nazis—see the supervisor in the foreground of the photo. There was considerable state control of the economy. Civil and trade union rights lost.</li> </ul> | <ul style="list-style-type: none"> <li>• Birmingham May 3rd 1963.</li> <li>• Following the Freedom Rides the Southern Christian Leadership Council targeted segregation in Birmingham where a black man had recently been castrated by a lynch mob and a campaign to ban ‘Negro music’ had aired on local radio. They hoped to expose white aggression to force a federal response.</li> <li>• Non-violent marchers, including 500 school children and Martin Luther King, were arrested in Birmingham. King wrote famous ‘Letter from a Birmingham jail’.</li> <li>• Pictures of the protest widely publicised. Kennedy became involved and ensured the release of King.</li> <li>• Police were instructed to use the dogs aggressively to disperse protesters.</li> <li>• This was at the height of the movement where participation was widespread and included many school children.</li> <li>• The success of the Birmingham protest was due to the wide response to images like this photograph in newspapers across America and overseas.</li> </ul> |

**d. How useful** are these three sources for an historian investigating the period? Your answer may include comments on reliability, relevance, bias and purpose. [6 marks]

| Fascism in Italy 1918–1945  | Nazism in Germany 1918–1945  | Civil Rights in the USA 1940s–1970s   |
|---|--|---|
| <ul style="list-style-type: none"> <li>The sources together are useful in investigating different perspectives and responses to Fascism in Italy.</li> <li>All sources show some degree of bias based on their origin and purpose, but are useful in building a picture of Fascist Italy to varying degrees.</li> <li>Source 1 produced in the USA during the early years of WW2 shows Italy as all bluff by 1941. Its purpose is to build morale amongst the allies at this first victory against the axis powers. It is of questionable reliability because of its bias, but it is extremely relevant in illustrating a particular viewpoint of Italy.</li> <li>Source 2 might be considered reliable as it is an extract from Mussolini's well-known Doctrine. Mussolini's purpose is to justify and explain his State in 1935. For historians it provides a basis for examining what happened in Italy under Mussolini and in accounting for Italy's and Mussolini's actions.</li> <li>Source 3 is a typical propaganda painting of this period and is not a reliable indicator of factory life. Its purpose is to convince Italians that workers work peacefully and collectively for the State. Its relevance is in showing historians the type of propaganda used by the Fascist State.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>The sources together are useful in investigating different perspectives and responses to German militarism.</li> <li>The sources show a very limited time period–1932 and 1933, however Source 1 does refer back to the Treaty of Versailles and the Reparations. Also the documents suggest the developing militarism and S2 gives some background for this.</li> <li>Sources do not refer to the political events of 1932 and 1933 or to the Nazi seizure of power.</li> <li>Source 1 is reliable in that it is of the time and reflects British concerns, but has anti-German bias.</li> <li>Source 2 is useful to historians as the extracts are from speeches by Hitler, however we should be aware the speeches had a propaganda purpose.</li> <li>Source 3 is relevant in that it is showing what is happening at the time, but it also has a propaganda purpose.</li> <li>All three sources have a clear purpose. Source 1 is a warning to the British of the growing militarism of Germany, Source 2 is saying to the world that Germany is peaceful, but will maintain her honour, Source 3 is clearly propaganda.</li> </ul> <p><i>Support all points with quotes/references</i></p> | <ul style="list-style-type: none"> <li>The sources together are useful in investigating different perspectives and responses to non-violent protest, but they do not represent some of the major contentions of the movement regarding leadership, the White House, extremist groups and white civil rights protest.</li> <li>S1 was published in the Washington Post for a white Northern readership. It is a political cartoon reflecting on contemporary issues. There is some bias against Southern white churches in juxtaposing 'brotherhood' and 'segregationist'. It has relevance to the discussion of segregation, role of churches, non-violent protest.</li> <li>S2 is a speech by Stokeley Carmichael, leader of SNCC to university students to convince them of the hypocrisy of non-violent protest and promote radicalism in civil rights movement. Relevance is to the debate on forms of protest. Because it is a speech some sentences are incomplete and don't make sense to read, but this also authenticates the transcription.</li> <li>S3 we assume the image has not been manipulated and is therefore reliable as multiple similar images published in newspapers supports this. It is relevant to a discussion of the police violence etc. Photographer has focussed on confrontational subject to record the violence of the police response to non-violent protest.</li> </ul> <p><i>Support all points with quotes/references</i></p> |

**e. To what extent** do the three sources represent the major underlying trends and movements of the area of study? [6 marks]

| Fascism in Italy 1918–1945  | Nazism in Germany 1918–1945  | Civil Rights in the USA 1940s–1970s   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• The Fascist movement, established by Mussolini and his Fascist Party during the 1920s became the prototype for Nazism in Germany in the 1930s. Fascism believed in unity, was anti-communist, nationalistic and aimed to bring power and greatness to Italy. Its symbol was the fasces—a bundle of birch rods bound together in strength with an axe head symbolising the power of the state at the top. This symbol, the beliefs of Fascism and totalitarianism are clearly evident in Sources 1 and 2.</li> <li>• Source 3 illustrates the impact of Fascism on one aspect of the people—the control by Fascist officials over the people.</li> <li>• Other trends of the Fascist state are not shown. The bullying and intimidation of the Italian people, especially those who opposed the Party, the banning of opposition parties, the role of the secret police, the failure of the King to combat influences, strict censorship, the arrangements with the Catholic Church, the impact of Fascism on youth and education and the gradual change from capitalism to a planned economy are not specifically evident in these sources.</li> </ul> | <ul style="list-style-type: none"> <li>• These documents cover a very limited time period and show, either explicitly or implicitly, the trend towards militarism and expansionism; and the effort made by Hitler and the Nazis to overcome unemployment and improve the economy. They also show the trend towards state control and, in the case of Hitler's speeches, the use of propaganda.</li> <li>• They do not show the other trends in Nazism such as: <ul style="list-style-type: none"> <li>◦ One Party control through the eradication of political opposition (a particular issue in 1933, but not shown)</li> <li>◦ Lebensraum</li> <li>◦ The anti-Jewish attitude and the movement towards the 'The Final Solution'</li> <li>◦ Social/cultural trends in education, role of women, the youth and religion</li> <li>◦ Economic improvements</li> <li>◦ The control of the lives of the German people.</li> </ul> </li> <li>• The period of 1932/33 was the period of the steps towards seizure of power by the Nazis, but this is not considered in the documents.</li> </ul> | <ul style="list-style-type: none"> <li>• The key themes represented by the sources are segregation, non-violent and violent protest, and responses to protest.</li> <li>• These are key significant themes because segregation, protest against it and the ensuing responses characterise the progress of the civil rights movement.</li> <li>• Sources all portray the public presentations of the movement, not personal reflections or experiences of protest groups.</li> <li>• Key contentions not explored include the leadership of protests and the impact of Martin Luther King, the political impact of grassroots movements on the white majority and thereby the President.</li> <li>• Personal perspectives of the experiences and impacts of civil rights protesters are not represented in depth though Stokeley Carmichael's speech gives some insight.</li> <li>• Sources do not compare grassroots politicians and elected politicians e.g. King vs Kennedy.</li> </ul> |



## SECTION FOUR: Essay

This section has **THREE** questions. Attempt **ONE (1)** question only.

**Note 1:** The context the student refers to must be the same as the one they responded to in Section Three.

**Note 2:** The following marking guide is generic and thus is suitable for all of the alternative questions available to students in Section Two.

**Note 3:** It is expected that markers would **assign marks holistically** using the following criteria to assist them in assigning a range of marks.

DRAFT

| GUIDE TO MARKING RESPONSES  |  | MARKS      |
|---|--|------------|
| <b>Introduction</b>   |  | <b>4</b>   |
| Introductory paragraph comprising some context relevant to the area/topic of the essay, definition of any terms in the question, a proposition/thesis statement and an outline of the narrative/thematic structure of essay.  |  | 3–4        |
| A few sentences outlining the theme of the essay and including a simple proposition.  |  | 2          |
| A sentence or two outlining the 'who' or 'what' to be discussed in the essay.   |  | 1          |
| No introduction to essay provided   |  | 0          |
|   |  |            |
| <b>Evidence used to support statements, lines of argument</b>   |  | <b>/9</b>  |
| Extensive use of detailed, accurate and relevant evidence used in a manner that assists critical analysis and evaluation.<br>In responding to an essay instruction of <i>debate</i> or <i>evaluate the proposition</i> , historical evidence is used to argue for and against a view/proposition. Uses and cites accurately some quotations, or sources, or statistics, to develop or strengthen arguments. |  | 7–9        |
| Use of accurate evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.   |  | 5–6        |
| Mainly accurate evidence is used to support some lines of argument.   |  | 4          |
| Evidence is used, some is accurate and there are few generalisations in the essay.  |  | 3          |
| Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence.   |  | 2          |
| Very limited use of evidence and the response is mainly a series of generalisations.  |  | 1          |
| No supporting evidence, OR<br>All generalisations and/or statements made without supporting evidence, OR<br>All evidence is incorrect.  |  | 0          |
|   |  |            |
| <b>Complexity of discussion/argument</b>  |  | <b>/6</b>  |
| Displays a high level of sophistication in the construction, development and depth of a logical argumentative discussion and analysis. Demonstrates an understanding of the complexity of events.   |  | 5–6        |
| Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events.   |  | 3–4        |
| A simple chronological narrative with minimal content about cause, action and reaction.   |  | 1–2        |
| Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity.  |  | 0          |
|   |  |            |
| <b>Conclusion</b>   |  | <b>/2</b>  |
| Draws essay's argument or point of view together.   |  | 2          |
| Very superficial conclusion, or vaguely summarises with use of clichés such as 'In conclusion...' or one that just repeats the proposition stated in the introduction.  |  | 1          |
| No conclusion given.  |  | 0          |
|   |  |            |
| <b>Communication Skills</b>   |  | <b>/4</b>  |
| A sophisticated, well-written and well constructed argument using appropriate language of history. Sound use of the conventions except where expression is enhanced by defying conventions.   |  | 4          |
| Accurate and relevant use of historical terms. Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay.   |  | 3          |
| Has some relevant use of historical terms, but is unable to express ideas with clarity of meaning.  |  | 2          |
| Limited reference to historical terms. Poor literacy skills may interfere with the ability of the marker to understand the response (as evidenced by very poor spelling, grammar, failure to use capital letters correctly and poor sentence and paragraph structure).  |  | 1          |
| Response is mainly unable to be understood by the marker.   |  | 0          |
| <b>TOTAL</b>  |  | <b>/25</b> |

| Stage 2 Exam – Modern History                           | Section One: Unit 2A<br>Document Study<br>Question 1 |    |    |    |    | Section Two:<br>Unit 2A<br>Essay Questions |   |   | Section Three: Unit 2B<br>Document Study<br>Question 5 |    |    |    |    | Section Four:<br>Unit 2B<br>Essay Questions |   |   |
|---|--|----|----|----|----|--|---|---|--|----|----|----|----|---|---|---|
| Content organisers                                      | 1a   | 1b | 1c | 1d | 1e | 2  | 3 | 4 | 5a   | 5b | 5c | 5d | 5e | 6   | 7 | 8 |
| Historical thinking and methodology                     |  |    |    |    |    |  |   |   |  |    |    |    |    |   |   |   |
| • Constructing historical inquiry                       |  |    |    |    |    |  |   |   |  |    |    |    |    |   |   |   |
| • Interpreting, analysing and synthesising information  | ✓  | ✓  | ✓  | ✓  | ✓  |  |   |   | ✓  | ✓  | ✓  | ✓  | ✓  |   |   |   |
| • Communicating findings                                | ✓  | ✓  | ✓  | ✓  | ✓  |  |   |   | ✓  | ✓  | ✓  | ✓  | ✓  |   |   |   |
| Working with historical narrative                       |  |    |    |    |    |  |   |   |  |    |    |    |    |   |   |   |
| • Elements of a society at the start of the period      |  |    | ✓  |    | ✓  | ✓  | ✓ | ✓ |  |    | ✓  |    | ✓  | ✓   | ✓ | ✓ |
| • Key people, ideas, events over the period             |  |    |    |    | ✓  | ✓  | ✓ | ✓ |  |    | ✓  |    | ✓  | ✓   | ✓ | ✓ |
| • Consequences of continuity and change over the period |  |    |    |    | ✓  | ✓  | ✓ | ✓ |  |    | ✓  |    | ✓  | ✓   | ✓ | ✓ |
| Historical explanation and representation               |  |    |    |    |    |  |   |   |  |    |    |    |    |   |   |   |
| • Explanations and representations of the past          | ✓  | ✓  |    | ✓  |    |  |   |   | ✓  | ✓  |    | ✓  |    |   |   |   |
| • Understanding perspectives                            | ✓  | ✓  |    | ✓  |    |  |   |   | ✓  | ✓  |    | ✓  |    |   |   |   |