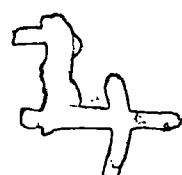


Curriculum Council

MODERN HISTORY

Draft
Consultation



IMPORTANT INFORMATION

Overarching Learning Outcomes
1 3 5 6 8 9 10 12 and 13

Accreditation period for Modern History
2009–2013

Syllabus review (and accreditation)

Once a course syllabus has been accredited by the Curriculum Council the implementation of that syllabus will be monitored by the course ARM panel. The ARM panel can advise council about any need for syllabus review.

Syllabus change deemed to be minor requires schools to be notified of the change at least six months before implementation. Major syllabus change requires schools to be notified 18 months before implementation. Formal processes of syllabus review and requisite reaccreditation will apply.

Other sources of information

The new WACE Manual contains essential information on assessment moderation and other procedures that need to be read in conjunction with this course.

The Curriculum Council will publish updated lists of useful resources and provide online materials to assist teachers in delivering the course.

Assessment and Moderation Seminars are held each year to assist teachers.

The council website www.curriculum.wa.edu.au provides support materials including sample programs, schemes of assessment, student tasks and student work samples.

Training package support materials are developed by Registered Training Organisations (RTOs), government bodies and industry training advisory bodies to support the implementation of industry training packages. Approved support materials are listed at www.ntis.gov.au.

WACE providers

Throughout this course booklet the term school is intended to include both schools and other WACE providers.

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Rationale

History is the study and practice of making meaning of the past with a view to understanding the present. It engages us with the ideas, beliefs and values that shape and influence our lives. At the same time it helps us clarify our own beliefs and values compared to those of others. Studying Modern History provides enjoyment and the knowledge gained reveals the background and some of the driving forces behind present local and global issues. Investigating the past helps students to understand why and how groups and/or societies changed or resisted changes.

A study of Modern History enables students to become critical thinkers. The skills and knowledge gained from this course inform judgements and actions in a rapidly changing world. History provides insights into the present, and gives students an informed basis for determining their decisions and provides opportunities to reflect on the significance of past events, people, beliefs and ideas and how and why they are valued now. Historical inquiry reveals that there are various perspectives and interpretations of past events and actions. These varying interpretations of history can provoke heated debate in the classroom, the media and in the political arena.

The Modern History course promotes skills of research, hypothesis testing and analysis of information as students engage with investigations. Through inquiries they learn that historical judgements are provisional and tentative in nature. They are encouraged to question and evaluate historical sources, to identify the various representations and versions of history. The study of history assists them in the development of critical thinking skills as it encourages them to compare and contrast information, detect inconsistencies in details, recognise the manipulation of evidence, identify perspective in the presentation of graphic and textual material, and evaluate the accuracy and reliability of sources. They are exposed to a variety of historical sources including artefacts, speeches, songs, oral stories, photographs, film, drawings, diary extracts and other written accounts in order to determine the cause and effect and the motives and forces influencing people and events. They are encouraged to use the evidence from sources to formulate and support their own interpretations and to communicate their findings in a variety of ways.

The Modern History course allows students to gain insights into their own society and its values, and provides an avenue for understanding the human condition. It helps them to understand why nations and people hold certain values, and why values and belief systems vary from one group to another. This knowledge is crucial to the development of active and informed citizens in any society. The study of history ensures that they gain essential knowledge of the past—its legacy and heritage—and that they

become aware of the cumulative and tentative nature of human knowledge.

Students benefit from acquiring the literacy skills of the discipline of history such as critical thinking, research, analysis and effective written expression. These skills equip them for a world changed and linked by information and communication technology and prepare them for lifelong learning. Through study of societies, movements and political structures, they are well prepared for careers involving policy making, administration and research. Learning the skills of critical inquiry is essential for people working in business, government, law, health, science, academia, industry, tourism, environment, media and the arts.

Through engaging with this course, students have the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework. The course also provides opportunities for the promotion of core-shared values identified from the Curriculum Framework.

Course outcomes

The Modern History course is designed to facilitate the achievement of four outcomes. These outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of their learning.

Outcomes are elaborated into aspects that identify the underpinning knowledge, concepts and/or skills in more detail.

Outcome 1 Historical investigation, communication and participation

Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history.

In achieving this outcome students

- plan ways to organise and gather information for an historical inquiry,
- conduct an historical inquiry using and evaluating a variety of sources of evidence,
- process and synthesise information to make historical findings/judgements, and
- reflect on and communicate findings according to purpose and audience.

Outcome 2 Understanding the past

Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative.

In achieving this outcome students

- understand that time periods have chronologies with distinctive features people and events,
- understand that a variety of ideas values and beliefs exist at a particular time in a society and that some are more influential than others, and
- understand that societies have a range of organisational structures which impact on people and events

Outcome 3 Continuity and change

Students understand the nature of forces, the interaction between forces and their significance for continuity and change in an historical context

In achieving this outcome, students

- understand the nature of the forces in a society that are responsible for continuity and change,
- understand how historical forces operate and interact to bring about both continuity and change, and
- understand that some forces are more significant than others in bringing about continuity and change

Outcome 4

Interpretations and perspectives

Students understand that interpretations and perspectives of people and events may change over time

In achieving this outcome students

- understand that there are different interpretations and perspectives of people, events and ideas,
- understand how interpretations and perspectives at a particular time are shaped by a variety of influences, and
- understand that the way the past is viewed changes over time

Outcome progressions

Each of the outcomes is described as a learning progression across six broad levels (pages 22–25)

In teaching a particular course unit, teachers can use the outcome progressions along with the unit content and contexts to

- plan appropriate lessons and activities for their students, and
- develop specific assessment tasks and marking keys

Course contexts

Within each unit there are a variety of contexts from which to choose. Students cannot repeat a context in a different unit

In the WACE exam, each prescribed context in either Stage 2 or Stage 3 will be examined in an essay and a document study

Note

1 For the purpose of Section A Document study of the examination, there is a choice of three time periods in the Australian context. These time periods are

1880s–1920s

OR

1920s–1950s

OR

1950s–1990s

In any one year, the Australian documents in Section A of the exam could draw from one or more of the following themes

- economic
- political
- conflict/foreign relations
- social/cultural
- identity

For their examination students will have to have studied ONE of these three time periods in the Australian context. These time periods are found in the 2A and 3A units

2 For the purpose of Section C Document study of the examination, the documents will come from the prescribed contexts in either the 2B or 3B unit

Course content

The course content needs to be the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the Modern History course outcomes. By engaging with this content students can demonstrate their achievement

The course content is divided into three content areas

- historical thinking and methodology
- working with historical narratives
- historical explanation and representation

Historical thinking and methodology

In developing an understanding of historical thinking, skills and processes, students evaluate, interpret and undertake comparative and causal analyses of data and evidence to make meaning of the past. As they learn to formulate their own historical narratives or accounts, they develop an understanding of the ethical requirements of an historical investigation, develop a range of inquiry skills and construct sound and informed arguments about the past. In learning about historical thinking and methodology, they should be taught skills relevant to

Constructing historical inquiry

In constructing an historical inquiry, students identify, locate and select from a range of historical evidence and narratives. They learn that the development of an hypothesis or a proposition with a clear idea of the issue or problem to be investigated along with the role and importance of evidence is the foundation of an effective historical inquiry.

Students should be taught skills relevant to

- identifying issues and problems to investigate as part of an historical inquiry
- formulating propositions/hypotheses and historical questions for the purpose of an historical inquiry
- locating, identifying and selecting historical evidence for an historical inquiry

Interpreting, analysing and synthesising information

Students develop skills to examine and evaluate evidence and data collected as part of an historical investigation. By doing this, they develop an understanding that the nature and availability of evidence may require them to modify questions, hypotheses/propositions, construct additional questions or conduct additional research in order to begin drafting conclusions about a selected problem or issue.

Students should be taught skills relevant to

- interpreting and analysing historical information, narratives and perspectives
- identifying gaps in evidence, contextual knowledge, perspectives of the time and place
- drafting conclusions based on evidence collected

Communicating findings

Students learn how the findings, explanations and analysis of an historical inquiry are communicated using the language and features of historical narratives. They develop the skills to communicate the findings of an historical inquiry according to purpose and audience. In doing so, they develop an understanding of the methods and techniques used to communicate and support a particular perspective as well as the ethical considerations to be taken into account when communicating findings.

Students should be taught skills relevant to

- forms of communication used to convey historical positions or ideas
- selecting forms of communication to suit purpose and audience
- presenting findings according to purpose and audience

Working with historical narratives

In order for students to make meaning of the past they examine a range of historical narratives to develop understandings about the chronology of a time period. They examine the defining

characteristics of a society at the start of the period, the key people, ideas and events that were forces for continuity and change during the period, and the consequences of continuity and change on a society at the time, at a later time and/or upon other societies. Through the study of a range of historical narratives, they learn that historical narratives are set within a defined period of time, reflect a particular view of history which may be similar to, or different from other historical narratives and are different from fictional narratives in that they are supported with evidence. In learning about historical narratives students should be taught about the

Elements of a society at the start of the period

Through an examination of historical narratives, students develop an understanding of the defining features of a society at the start of the period. They develop knowledge of the shared and prevailing ideas, values, beliefs and experiences which have contributed to the degree of cohesion or division that may exist in a society at a particular time.

Students should be taught about the

- shared values, beliefs and traditions of the society—*what are the beliefs and ideologies of the society?*
- political, economic and social organisational structures of the society—*how is the society organised?*
- key events, people, ideas and other factors that have influenced the society to that point—*what shaped this society?*

Key people, ideas and events over the period

Through an examination of historical narratives, students understand the ways in which ideas, people and events present challenges to the cohesion of a society at a particular time. They explore the causal links between continuity and change and the motivations and actions of individuals and groups within a society and their level of support or opposition during the period.

Students should be taught about the

- key ideas shaping continuity and change over the period
- key events that shaped the period of study
- individuals and groups seeking continuity and change
- level of support or opposition for individuals, groups, ideas and events

Consequences of continuity and change over the period

Through an examination of historical narratives, students learn about the range of forces that operate within a society to bring about continuity and change. They learn about the relationship between the nature of forces that exist at a particular time and why some forces are more powerful or significant than others in contributing to different levels of continuity and change in society over the period.

Students should be taught about the

- nature of forces which contribute to continuity and change in a society
- pace, scale and extent of continuity and change over time
- impact of continuity and change
- responses to continuity and change

Historical explanation and representation

When analysing evidence, historical narratives and debates, students develop understandings about the provisional nature of the knowledge held about the past. By examining a range of explanations and representations of past people, ideas and events, they go beyond the mere explanation of historical fact and consider the role of the narrator (historians and others) and their position in society within the context of the time in which the narrative was composed. They understand that perspectives about the past can reflect shared and prevailing values, beliefs, traditions and experiences of individuals and groups, as well as the nature and interpretation of evidence available at the time. By assessing a range of perspectives about the past, they are provided with the opportunity to discover the importance of historical empathy in understanding how and why historical narratives are developed or constructed in different ways at different times and then are often challenged or further endorsed at later times. In learning about how the past is explained and represented, students should be taught about

Explanations and representation of the past

Students develop an understanding about the role of the historian in reconstructing the past. By examining a variety of explanations and representations of past people, events and ideas, they learn about the ways evidence is interpreted and used to support a particular version of history and the reasons why these versions change over time.

Students should be taught about

- different explanations and representations of history in the present and in the past
- how and why explanations and representations of history change over time
- the way evidence is used to support a particular explanation or representation of the past
- nature and problems of evidence and how it influences the interpretations made by individuals and groups

Understanding perspective

Students through an examination of past and present perspectives, develop understandings and empathy for past people, events and ideas

Students should be taught about

- what is meant by perspective
- the influence of societal values, beliefs, traditions, attitudes and experiences on past

and contemporary perspectives of individuals and groups

- connections between explanations and representations of the past and perspective

Course units

Each unit is defined with a particular focus and a selection of learning contexts through which the specific unit content can be taught and learnt. The cognitive difficulty of the content increases with each stage and is referenced to the broad learning described in the outcome progressions. The pitch of the content for each stage is notional and there will be overlap between stages.

Stage 1 units provide bridging support and a practical and applied focus to help students develop skills required to be successful for Stage 2 units. The content is typically pitched at levels 3 to 4.

Stage 2 units provide opportunities for applied learning but there is a focus more on academic learning. The content is typically pitched at levels 4 to 6.

Stage 3 units provide opportunities to extend knowledge and understandings in challenging academic learning contexts. The content is typically pitched at levels 6 to 8.

Unit 1AHISM

The focus for this unit is **people, place and time**.

The objective of this unit is to allow students to become aware of the broad sweep of history and our place within the historical narrative. They become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods and the importance of individuals within a time period.

Unit 1BHISM

The focus for this unit is **power and authority**.

Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other. They learn how power and authority is distributed throughout a group or society that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they are able to make comparisons and judgements about their own and other societies.

Unit 2AHISM

The focus for this unit is **societies and change**.

Students become aware of the evolving nature of societies and the various forces for continuity and change that exist. They learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any

period, of change there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society

Unit 2BHISM

The focus for this unit is **historical trends and movements**. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements. They understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change.

Unit 3AHISM

The focus for this unit is **cohesion and division**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change. They assess how the structures of power and authority were used how different groups and individuals responded and whether there was potential for greater cohesion or division.

Unit 3BHISM

The focus for this unit is **ideas that shaped history**. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society. Knowledge about the evolution and spread of significant ideas assists students in understanding the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed.

Time and completion requirements

The notional hours for each unit are 55 class contact hours. Units may be delivered in a semester a year or a concurrent mode. Schools are encouraged to be flexible in their timetabling in order to meet the needs of all of their students.

Refer to the new WACE Manual for details about unit completion and course completion.

Resources

A detailed list of textbooks teacher references, teacher guides and manuals can be found at www.det.wa.edu.au/education/cmis/eval/curriculum/courses/



Assessment

Refer to the new WACE Manual for policy and principles for both school-based assessment and examinations

School-based assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment types, including examples of different ways that they can be applied and the weighting range for each assessment type.

Teachers are to use the assessment table to develop their own assessment outlines.

An assessment outline needs to be developed for each class group enrolled in each unit of the course. This outline includes a range of assessment tasks that cover all assessment types and course outcomes with specific weightings. If units are delivered concurrently, assessment requirements must still be met for each unit.

In developing assessment outlines and teaching programs the following guidelines should be taken into account

- All tasks should take into account teaching, learning and assessment principles from the Curriculum Framework
- There is flexibility within the assessment framework for teachers to design school-based assessment tasks to meet the learning needs of students
- Student responses may be communicated in any appropriate form e.g. written, oral, graphical, multimedia or various combinations of these
- Student work submitted to demonstrate achievement of outcomes should only be accepted if the teacher can attest that, to the best of her/his knowledge, all uncited work is the student's own
- Evidence collected for each unit should include tasks conducted under test conditions

Assessment table

Weightings for types			Type of assessment
Stage 1	Stage 2	Stage 3	
30–50%	20–30%	20–30%	<p>Historical inquiry Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed/balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past. Findings may be communicated in different ways such as using short or extended written work a timeline a museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2 3 and 4</i></p>
10–30%	20–30%	20–30%	<p>Explanation Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a format/mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4</i></p>
20–40%	20–30%	20–30%	<p>Document study Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p>
0–20%	20–30%	20–30%	<p>Examination The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 4 and some parts of Outcome 1</i></p>

Grades

Grade descriptors (A–E) for Stage 1, Stage 2 and Stage 3 are to be used in reporting student achievement at the end of a course unit. Along with annotated work samples, they illustrate specific characteristics of student achievement across a range of assessment types. This enables teachers to better determine grade cut-offs and to assign grades in consistent ways. The grades package for this course is available at

http://newwace.curriculum.wa.edu.au/pages/grade_descriptors

Preliminary stage units will be assessed as either 'completed' or 'not completed'. Grades will not be issued for these units.

A unit is completed when all assessment requirements are met. Only completed units will be recorded on a student's statement of results.

Examination details

All students who have studied two Stage 2 or 3 units in their final year will sit an external examination. Details of the examination in this course are prescribed in the examination design briefs.

Stage 2 Examination

Section A Document study—Unit 2A

Short answer response

- One question consisting of five parts to be answered. These parts may be structured as a series of open and/or partially open questions.
- 45 minutes
- 25 marks

Section B Essay response—Unit 2A

Extended response

- Answer one question from a choice of three
- 45 minutes
- 25 marks

Section C Document study—Unit 2B

Short answer response

- One question consisting of five parts to be answered. These parts may be structured as a series of open and/or partially open questions.
- 45 minutes
- 25 marks

Section D Essay response—Unit 2B

Extended response

- Answer one question from a choice of three
- 45 minutes
- 25 marks

Stage 3 Examination

Section A Document study—Unit 3A

Short answer response

- One question consisting of five parts to be answered. These parts may be structured as a series of open and/or partially open questions.
- 45 minutes
- 25 marks

Section B Essay response—Unit 3A

Extended response

- Answer one question from a choice of three
- 45 minutes
- 25 marks

Section C Document study—Unit 3B

Short answer response

- One question consisting of four parts to be answered. These parts may be structured as a series of open and/or partially open questions.
- 45 minutes
- 25 marks

Section D Essay response—Unit 3B

Extended response

- Answer one question from a choice of three
- 45 minutes
- 25 marks

UNIT 1AHISM

Unit description

The focus for this unit is people, place and time. The object of this unit is to allow students to become aware of the broad sweep of history and our place within the historical narrative.

Students become aware of the values, beliefs and traditions within a society, the continuity between different societies and different time periods and the importance of individuals within a time period. They learn the basis of some traditions and values, and the importance of knowing one's history and heritage.

This unit introduces students to the historian's methods of finding and communicating reliable information gained from a variety of primary and secondary sources. It allows them to develop inquiry skills, develop different forms of communicating findings and to use ethical behaviour when communicating those findings.

Unit learning contexts

Within the broad focus of people, place and time teachers may choose one or more of the following contexts (this list is not exhaustive)

People who shaped the past e.g.

- Napoleon
- Elizabeth Macarthur
- George Washington
- The Empress Dowager Ci-Xi
- Alfred Deakin
- Emily Pankhurst
- Vladimir Lenin
- Adolph Hitler
- Joseph Stalin
- John Curtin
- Charles Perkins

OR

Local history choose a suburb, town or area of Western Australia. Relate the local history to Western Australia/Australia's history including Indigenous history, impact of wars, economic circumstances and migration etc.

OR

History mysteries

- Ned Kelly—was he a hero or a common criminal?
- who sank the Lusitania?—was the Lusitania in the wrong place at the wrong time or was it a conspiracy?
- what happened to the Romanov Family?
- who killed JFK—was it one person or a conspiracy?
- Hitler's last days—what happened to his remains?

OR

- fact or fiction?—a comparison of representations of history in film and fiction with actual historical accounts

Unit content

This unit includes knowledge understandings and skills to the degree of complexity described below

Historical thinking and methodology

Constructing historical inquiry

- constructing a set of focus questions for the purpose of an investigation using a selection of sources e.g. who, what, when, where, how and why
- identifying hypotheses/propositions in a given range of sources
- identifying different types of sources that can be used for an historical investigation
- a range of simple note-making strategies to record and organise information collected

Interpreting, analysing and synthesising information

- making simple inferences based on the information collected
- connecting information gathered to current understandings and personal viewpoint
- identifying problems in evidence e.g. sufficiency and accuracy of evidence
- drafting conclusions using evidence that supports one or more points of view

Communicating findings

- different forms of communication that convey historical stories and evidence e.g. recounts, displays, performance and written accounts
- selecting suitable evidence to justify a particular point of view
- types of language and communication forms suitable for presenting findings of an investigation
- ethical behaviour when recording and communicating findings e.g. recording sources

Working with historical narrative

Elements of a society at the start of the period

- values, beliefs and traditions characteristic of a society
- key political, social and economic structures of a society
- chronology of the period of study according to significant events, people and ideas

Key people, ideas, events over the period

- ideas that emerged over the period
- key events that occurred over the period

- the emergence of individuals and groups within a society, their leaders (or influences) aims and policies
- level of support or opposition for significant individuals, groups or organisations, ideas and events

Consequences of continuity and change over the period

- nature (types) of continuity and change
- forces that bring about continuity and change e.g. political, economic, social, military, religious, technological, leadership, collective or group pressure
- identifying forces that were more significant than others in shaping continuity and change
- identifying aspects of a society that changed and those which stayed the same

Historical explanation and representation

Explanations and representations of the past

- a variety of explanations and representations exist about past people, ideas and events at a particular time
- different methods used to convey explanations and representations of the past e.g. cartoons, film, government records, speeches and letters
- different types of evidence may reflect particular explanations and representations of the past e.g. primary, secondary, official and unofficial sources

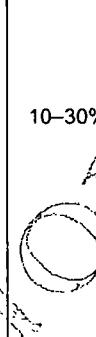
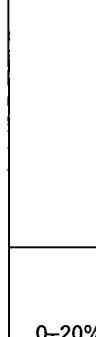
Understanding perspectives

- perspectives reflect individual and/or society's opinions, views, feelings and assumptions about people, events and ideas
- individual and group perspectives are shaped by values, beliefs and experiences of a society
- explanations and representations reflect different perspectives of the past

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 1	Type of assessment
30–50%	Historical inquiry Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of

 10–30%	History Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past. Findings may be communicated in different ways such as using short or extended written work a timeline a museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical. Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product. <i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2 3 and 4</i>
 20–40%	Explanation Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives. Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a formal mode appropriate to the purpose and audience. Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers. <i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4</i>
 20–40%	Document study Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging. Critically interrogating the nature of historical documents in the context of time periods and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas. Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools. Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts. Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts. <i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i>
 0–20%	Exam The exam comprises a combination of the Explanation and Document study assessment types. <i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 4 and some parts of Outcome 1</i>

UNIT 1BHISM

Unit description

The focus for this unit is **power and authority**. Students learn that societies consist of individuals and institutions that have various types of power and authority and that these interact with each other.

Students learn how power and authority is distributed throughout a group or society, that individuals and groups seek to influence the structures of power and authority and the difficulties of using these structures in a just or equitable manner. In learning about the structures and institutions of societies, they make comparisons and judgements about other societies and their own society.

In this unit, students develop critical thinking skills related to comparing and contrasting information, distinguish between the usefulness of sources and understand that there are different points of view and alternative accounts of history.

Unit learning contexts

Within the broad focus of **power and authority**, teachers may choose from the following contexts (this list is not exhaustive)

Imperialism and colonialism—choose one or more of the following

- the British Empire
- the British in Australia
- the Spanish in the Americas
- the French in Indo-China
- the Dutch in the East Indies

OR

Conflict and cooperation—choose one or more of the following

- the congress system
- League of Nations
- United Nations
- Red Cross
- Amnesty International

OR

Authoritarian states—choose one or more of the following

- Tokugawa Japan
- Nazi Germany
- Tsarist Russia 1855–1917

OR

Power and authority in Australia—choose one or more of the following

- colonial government
- federalism
- wartime governments

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below

Historical thinking and methodology

Constructing historical inquiry

- general and specific questions for the purpose of an investigation
- propositions/hypotheses in text and non-text sources and how propositions are supported with fact and opinion
- strategies and methods for gathering, recording and organising data according to the type of information collected

Interpreting, analysing and synthesising information

- comparing and contrasting information collected to separate fact from opinion
- distinguishing between different types of sources and their usefulness in the formulation of key ideas/conclusions about the investigation
- drafting simple and logical arguments using supporting evidence that presents different points of view

Communicating findings

- ways in which points of view shape the selection and communication of evidence in alternative accounts
- selecting forms of communication to convey a particular point of view and which suits the purpose and audience
- ethical behaviour when recording and communicating findings e.g. accurately acknowledging the work of others

Working with historical narrative

Elements of a society at the start of the period

- values, beliefs and traditions are linked to the identity of a society
- recognition of different kinds of power and authority that exist within a society
- identifying structures and processes of power and authority in the society
- significant events, issues, people and other factors that shaped the nature of society at the start of the period

Key people, ideas, events over the period

- influence of events and ideas over the period on the challenges presented by individuals and groups to structures of power and authority
- motivation and actions of individuals and groups seeking to influence structures of power and authority
- responses of the structures of power and authority and others to the challenges of individuals, groups and organisations

Consequences of continuity and change over the period

- indicators of continuity and change
- how and why aspects of society change while other aspects remain unchanged
- fate of those people who either supported or resisted continuity and change in a society over a period

Historical explanation and representation

Explanations and representations of the past

- explanations and representations about past people, ideas and events have similarities and differences
- advantages and limitations of different types of evidence in explaining and representing the past
- how evidence that supports particular explanations and representations of the past is shaped by a range of factors e.g. passage of time, bias, propaganda, motive and purpose

Understanding perspectives

- different perspectives about the past exist at a particular time and place
- how values, beliefs, attitudes and other factors shape individual and group perspectives e.g. political and economic ideas, nationality, propaganda and socioeconomic status
- explanations and representations of the past are shaped by different perspectives

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 1	Type of assessment
30–50%	<p>Historical inquiry</p> <p>Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past</p> <p>Findings may be communicated in different ways such as using short or extended written work a timeline a</p>
0–20%	<p>Exam</p> <p>The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 4 and some parts of Outcome 1</i></p>

10–30%	<p>museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical</p> <p>Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2 3 and 4</i></p>
20–40%	<p>Explanation</p> <p>Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a formal/mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4</i></p>
	<p>Document study</p> <p>Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p>

UNIT 2AHISM

Unit description

The focus for this unit is **societies and change**. Students learn about the evolving nature of societies and the various forces for continuity and change that exist.

Students learn that some values, beliefs and traditions are linked to the identity of a society, but others are transitory. Also, that in any period of change there are those individuals and institutions that support change, but others that oppose it, and that there are different interpretations of the resultant society.

In this unit, students learn to develop propositions/hypotheses with supporting arguments, use appropriate strategies for selecting recording and organising information, recognise the tentative nature of evidence and communicate findings that reflect the purpose and audience of the investigation.

Unit learning contexts

Within the broad focus of **societies and change**, teachers may choose from ONE of the following contexts.

Note

Students sitting the Stage 2 WACE exam in their final year must study the context marked with an asterisk *. This context may not be studied by students proceeding to Stage 3.

- the Industrial Revolution 1760s–1900
- the American Civil War
- the Meiji Restoration
- Victorian England—industrial, social and political change
- the unification of Germany and/or Italy
- the USA between the wars
- India from Raj to republic—a study of the end of the British Empire
- the Nuclear Age—from Hiroshima to Chernobyl
- terrorism 1946–2001
- local history—a study of how the history of a local area within Western Australia has changed due to the impact of external factors such as white settlement, economic factors, war and migration
- *Choose from one of the following time periods in Australian history
 - 1880s–1920s
OR
 - 1920s–1950s
OR
 - 1950s–1990s

Then study the impact of the following forces for change on Australia

- economic
- political
- conflict/foreign relations
- social/cultural
- identity

Unit content

This unit includes knowledge understandings and skills to the degree of complexity described below.

Historical thinking and methodology

Constructing historical inquiry

- devising a range of specific and general questions for the purpose of an investigation
- developing propositions/hypotheses with supporting arguments and identifying possible relevant evidence
- selecting appropriate and relevant sources for an investigation
- using a range of strategies and methods for recording and organising information collected

Interpreting, analysing and synthesising

- formulating assumptions based on evidence or dominant issues/themes in the information collected
- recognising the tentative nature of evidence resulting from the reliability, relevance and consistency of evidence
- drafting conclusions which link to assumptions made or the hypothesis/proposition of the investigation

Communicating findings

- how the purpose of an investigation and the audience affect the ways in which findings are best communicated
- combining everyday language with historical discourse to suit a range of audiences using a variety of communication forms
- ethical behaviour when recording and communicating findings e.g. specific formats that are consistent with learning areas or whole school policy

Working with historical narrative

Elements of a society at the start of the period

- values, beliefs and traditions that have evolved and/or become integral to the society
- individuals and groups who hold power and those who do not
- relative importance of events, issues, people and other factors in shaping the nature of society at that particular time

Key people, ideas and events over the period

- relationship between events, ideas and people over the period
- methods and strategies used by individuals and groups seeking change
- extent of support for opposing individuals, groups or organisations and alternative ideas over the period

Consequences of continuity and change over the period

- connections between historical forces, individual motivations and their consequences
- varying forms, pace and rate of continuity and change over the period of study
- extent of economic, political and social change compared to the start of the period

Historical explanation and representation

Explanations and representations of the past

- explanations and representations of past people and events may differ between societies, groups and individuals
- techniques and/or styles of presentation e.g. symbols, caricatures film and stereotypes used to convey particular explanations and representations of the past
- provisional nature of explanations and representations of the past and how they may change over time

Understanding perspectives

- range of perspectives that exist at a particular time will include those of dominant groups and individuals
- connections between perspectives of individuals and groups and the prevailing values, beliefs and attitudes held by the leadership within a time period
- how a range of explanations and representations reflect the different perspectives and cultural contexts of individuals and groups

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 2	Type of assessment
20–30%	<p>Historical inquiry Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past Findings may be communicated in different ways such as using short or extended written work a timeline a museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical</p> <p>Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2, 3 and 4</i></p>
20–30%	<p>Explanation Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a formal/mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3 and 4</i></p>
20–30%	<p>Document study Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools. Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p>
20–30%	<p>Exam The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3 and 4 and some parts of Outcome 1</i></p>

UNIT 2BHISM

Unit description

The focus for this unit is **historical trends and movements**. Students understand that throughout history there have been events, ideas, beliefs and values that have contributed to underlying historical trends and movements.

Students understand that some of these trends and movements have lasted thousands of years, whilst others have had a fleeting impact on society, and that these trends and movements have met with varying degrees of support and opposition, sometimes causing conflict. They are able to note cause, impact and consequence, action and reaction and trends of continuity and change.

In this unit, students are able to justify their choice of sources, draw inferences based on key elements and communicate findings in ways that show consideration of differing perspectives and justify a particular viewpoint.

Unit learning contexts

Within the broad focus of **historical trends and movements**, teachers may choose from ONE of the following contexts:

Note

Students sitting the Stage 2 WACE exam in their final year must study one of the contexts marked with an asterisk *

- imperialism such as Dutch/French/Spanish/British
- post-war independence movements in India/French-IndoChina/Indonesia/Southern Africa
- globalisation such as the beginnings in the 16th century/the 19th century/Post WWII and/or Post 1989 after the collapse of the Soviet Union
- The French Revolution—Bourbon to Bonaparte
- The American Revolution 1750s–1814
- *Fascism in Italy 1918–1945
- *Nazism in Germany 1918–1945
- *the Civil Rights Movement in the USA—1940s–1970s

Unit content

This unit includes knowledge understandings and skills to the degree of complexity described below:

Historical thinking and methodology

Constructing historical inquiry

- formulating research questions to construct and test an hypothesis or proposition
- justifying which sources would be more appropriate for an investigation
- recording and organising information using historical conventions

Interpreting, analysing and synthesising information

- drawing inferences based upon the key elements in information collected, e.g. origin, audience, language, symbols, accuracy and perspective
- drawing conclusions using corroborating and/or conflicting evidence
- drafting conclusions that convert inferences, predictions or informed guesses, with the use of evidence, into key findings

Communicating findings

- how explicit and implicit points of view impact on the way historical debates and issues are communicated
- ways to communicate the findings of an historical inquiry to show consideration of differing perspectives and justification of a particular viewpoint using supporting evidence
- ethical behaviour when recording and communicating findings e.g. accepted formats used across organisations

Working with historical narrative

Elements of a society at the start of the period

- values, beliefs and traditions that have been emphasised, continued or made less important over time
- means by which individuals and groups have gained power and authority
- the relationship between events, issues, people and other factors underlying the nature of the society to that point

Key people, ideas and events over the period

- events that contributed to the development of particular ideas underlying movements or trends over the period
- key (alternate and challenging) ideas underlying movements or trends what they were, and how they were articulated by groups and their leaders
- methods and strategies used by individuals and groups to achieve their aims

Consequences of continuity and change over the period

- the relationship between the nature of society (e.g. special circumstances or situations) and the rate and forms of continuity and change

- consequences of historical movements or trends on political, cultural, social, military and legal structures within a society over the period of study e.g. the effectiveness of individuals and groups in achieving their aims
- evidence and direction of continuity and change to the values, beliefs and attitudes of a society as a result of historical movements or trends

Historical explanation and representation

Explanations and representations of the past

- contemporary issues and ideas influence explanations, representations, interpretations and understandings of the past
- strengths and weaknesses of different techniques and/or styles of presentation (e.g. symbols, caricatures, film and stereotypes) and evidence used to explain and represent the past
- how explanations and representations of the past are interpreted and constructed by individuals and groups over time e.g. the influence of social memory in the constructing and maintaining a version of history

Understanding perspectives

- some perspectives are emphasised while others are omitted
- how individual and group experiences contribute to the formation of different perspectives about the past
- how specific perspectives are evident in accepted or prevailing explanations and representations of the past

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 2	Type of assessment
20–30%	<p>Historical inquiry Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past</p>

20–30%	<p>Findings may be communicated in different ways such as using short or extended written work a timeline a museum display re enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical</p> <p>Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2 3 and 4</i></p> <p>Explanation</p> <p>Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a format mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4</i></p> <p>Document study</p> <p>Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics modern buildings etc as problem solving tools. Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p> <p>Exam</p> <p>The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 4 and some parts of Outcome 1</i></p>
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UNIT 3AHISM

Unit description

The focus for this unit is **cohesion and division**. Students learn that there are internal and external forces that result in cohesion and/or division within societies and these have consequences for continuity and change.

Students assess how the structures of power and authority were used, how different groups and individuals responded and whether there was the potential for greater cohesion or division.

Students develop the skill of drafting conclusions or findings that present balanced arguments. Such conclusions show a consideration of different perspectives and acknowledge the problematical nature of the construction and accuracy of past explanations and representations.

Unit learning contexts

Within the broad focus of **cohesion and division**, teachers must choose ONE of the following time periods in the Australian History context

- 1880s–1920s
OR
- 1920s–1950s
OR
- 1950s–1990s

Then study the impact of the following forces on cohesion and division in Australia

- economic
- political
- conflict/foreign relations
- social/cultural
- identity

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below

Historical thinking and methodology

Constructing historical inquiry

- constructing and modifying an hypothesis or a proposition to be used as a focus for an investigation
- using evidence to draft preliminary reasoned arguments to support propositions/hypotheses
- devising strategies for the gathering, recording, organising, testing and analysis of evidence

Interpreting, analysing and synthesising information

- making inferences based upon patterns, trends and representations in evidence
- using and weighing evidence to construct arguments and conclusions based upon reasoned interpretation of evidence and alternative arguments
- drafting conclusions or findings that present balanced arguments showing a consideration of the differing perspectives presented by others

Communicating findings

- how values, beliefs and ideologies impact on the way findings are communicated
- ways to communicate findings that examine competing perspectives and their interpretation of supporting evidence
- use of recording and communication forms that meet externally set standards (e.g. accurately observing established conventions and protocols) which suit the type of audience and purpose of communication

Working with historical narrative

Elements of a society at the start of the period

- challenges to prevailing values, beliefs and traditions that exist at the start of the period of study
- resistance and acceptance of power and authority and impact upon groups and individuals within that society
- events, issues, people and other factors that have shaped the prevailing trends movements and attitudes of society to that point

Key people, ideas and events over the period

- tensions and rivalries leading to division
- examples of cohesion and division within a society over the period
- involvement and participation of individuals and groups leading to cohesion and division over the period
- types of groups or organisations that supported or resisted change and their reasons (motives) for doing so
- extent that structures of power and authority were used, manipulated and/or abused to bring about cohesion and/or division

Consequences of continuity and change over the period

- extent to which cohesion and division are causes and consequences of continuity and change
- evidence and impact of cohesive and divisive forces on the lives of individuals families, groups and broader community
- potential for future division within a group or society as a result of continuity and change

Historical explanation and representation

Explanations and representations of the past

- forces that assist and hinder explanations and representations about the past e.g. political correctness, cultural mindsets and survival of some evidence over others
- manipulation of techniques and/or styles of presentation used in evidence to explain and represent the past
- problematic nature of the construction and accuracy of past explanations and representations e.g. changing and emerging evidence over time, accounts that may be generalised, romanticised, sensationalised, slanted, mythologised or anachronistic

Understanding perspectives

- different perspectives can present a limited view which can misrepresent the past, either unconsciously or deliberately
- how individual and group perspectives are shaped by different motives and purposes
- explanations and representations of the past may be manipulated or influenced by different perspectives

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment-type.

Weighting Stage 3	Type of assessment
20–30%	<p>Historical inquiry</p> <p>Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past Findings may be communicated in different ways such as using short or extended written work a timeline a museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical</p> <p>Types of evidence when focusing on the process may include student learning journals student</p>

	<p>annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2 3 and 4</i></p>
20–30%	<p>Explanation</p> <p>Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a formal mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4</i></p>
20–30%	<p>Document study</p> <p>Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools. Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p>
20–30%	<p>Exam</p> <p>The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2 3 4 and some parts of Outcome 1</i></p>

UNIT 3BHISM

Unit description

The focus for this unit is **ideas that shaped history**. The object of this unit is to explore the power of ideas and ideologies as forces for change and/or their use to reinforce dominant elements in society.

Knowledge about the evolution and spread of significant ideas assists students to understand the beliefs and values of a society and to what extent these ideas have been cohesive or divisive. They are also able to determine which ideas were dominant at a given time and how and why this dominance may have changed.

Students are able to identify and evaluate sources that contain a range of viewpoints and interpretations of the ideas being studied and be able to discuss how changing perspectives about past events, people and ideas challenge explanations and representations of the past.

Unit learning contexts

Within the broad focus of **ideas that shaped history**, teachers may choose from ONE of the following contexts:

- ideas that shaped the Russian Revolution—Autocracy, Marxism, Leninism and Stalinism (1900s–1940s)
OR
- ideas that shaped the Chinese Revolution—from Nationalism to Maoism (1930s–1980s)
OR
- ideas that shaped the Cold War in Europe (1940s–1990s)

OR

- ideas that shaped conflict in the Middle East (1940s–1990s)

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below.

Historical thinking and methodology

Constructing historical inquiry

- formulating research questions that focus on motive/purpose, perspective and interpretation
- developing a proposal for an investigation that describes the processes to be implemented as part of an investigation

- identifying and evaluating sources that contain a range of viewpoints, perspectives and interpretations

Interpreting, analysing and synthesising information

- formulating assumptions based upon patterns, trends and representations presented in perspectives of others e.g. historians, writers and journalists
- identifying possible alternative interpretations that can be drawn from the evidence
- formulating reasoned and supported conclusions that recognise and explain ambiguities and problematic issues in evidence

Communicating findings

- forms of communication used to convey a historical position which seeks to persuade, manipulate or inform a specific audience or range of audiences
- ways to communicate findings that examine popular and competing historical positions and the basis for these views
- use of recording and communication forms that meet externally set standards (e.g. accurately observing established conventions and protocols) which suit the type of audience and purpose of communication

Working with historical narrative

Elements of a society at the start of the period

- how values, beliefs and traditions have been manipulated or used to reinforce dominant elements of society
- relationship between structures of power and authority and its legitimacy (or acceptance) within the society
- events, issues, people and other factors that have had wider influences beyond a society

Key people, ideas and events over the period

- key influences (both internal and external) on the emergence of prominent people, events and ideas within a society over the period of study
- evolution and the spread of events and ideologies within and beyond a society
- relationship between historical forces of past events, individual motivations and actions
- extent to which ideas, events and other influences were cohesive or divisive

Consequences of continuity and change over the period

- role of ideas and ideologies as forces for continuity and change in society e.g. egalitarianism, democracy, communism, religion, dictatorship and imperialism
- changing political, economic and social circumstances of individuals and groups in a society over a period of time
- extent of impact and influence of people, events and ideas within and beyond the society e.g.

shifts in the balance of power authority and legitimacy at the local, national and international level

Historical explanation and representation

Explanations and representations of the past

- debates about the past reflect the nature, context, aims and purposes of historians and others e.g. their identity class, time, place, experiences, status, reputation, beliefs and values
- techniques and/or styles of presentation used to manipulate the way people interpret evidence and form perspectives about the past e.g. how evidence may be used to support political or ideological ends
- how history is constructed and recorded changes over time as a result of the changing nature, availability and interpretation of historical evidence

Understanding perspectives

- changing perspectives about past events, people and ideas can challenge accepted explanations and representations
- similar and different perspectives are shaped by beliefs, ideas, philosophies and ethics across time and place
- changing and evolving perspectives of individuals over time influence the construction of conflicting or alternative explanations and representations of past people, events and ideas

Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Modern History course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

Weighting Stage 3	Type of assessment
20–30%	<p>Historical inquiry</p> <p>Process of construction of an historical inquiry framing or asking of a range of questions and/or constructing of a hypothesis selection, collection and evaluation of a range of evidence (primary secondary historical representations) that may include evidence such as legal documents, oral practical fieldwork and/or media material critical analysis and interpretation of the evidence and communicating using the discourse of History</p> <p>Using historical evidence to develop an informed balanced judgement about the past including concepts such as the impact of features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past. Findings may be communicated in different ways such as using short or</p>

	<p>extended written work a timeline a museum display re-enactment of an event recreation of historical clothing and food completion of an historic trail a multimedia presentation historical debate or hypothetical</p> <p>Types of evidence when focusing on the process may include student learning journals student annotations student summarising tables in combination with the final product</p> <p><i>Best suited to the collection of evidence on student achievement of Outcome 1 and will also enable collection of evidence for Outcomes 2, 3 and 4</i></p>
20–30%	<p>Explanation</p> <p>Explanation in response to a proposition or point of debate that shows an understanding of the historical problem. The response may produce an argument (from one side or comparing different sides of a debate) persuade others to a point of view and recognise different perspectives</p> <p>Features and organisational structures of a time period causes and effects cultural influences key people ideas and events forces motives perspectives interpretations and representations of the past are all part of the historical discourse used as evidence in explanations. This form of communication requires the ability to argue a point using historical evidence in a logical way that forms an argument in a format mode appropriate to the purpose and audience</p> <p>Types of evidence may include student learning journals written or oral presentations formal structured essays multimedia presentations character defences arguments for one point of view or a comparison of views/perspectives extended writing hypotheticals problem solving scenarios individual or group debates cognitive tests or test papers</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3 and 4</i></p>
20–30%	<p>Document study</p> <p>Historical documents are used as stimuli to develop skills in history to explore the nature and problems of historical evidence the nature and authenticity of historical documents their reliability gaps and/or validity and the range of perspectives about historical times. Historical documents may be confronting contradictory and challenging</p> <p>Critically interrogating the nature of historical documents in the context of time period/s and the historical place people events and ideas includes exploring concepts of bias inconsistency propaganda perspectives motives forces and gaps in statistics. Documents may be from within a relatively short time period issue or theme or from over a wide period of time showing changing experiences and ideas</p> <p>Documents may include letters official maps propaganda posters cartoons photographs paintings statistics buildings etc as problem solving tools. Representations of history are also used as secondary sources for example historical novels or biographies art works films historical reproductions of artefacts</p> <p>Types of evidence may include marking keys short answers closed and open questions timelines test papers or comparison charts</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3 and 4 but may also enable collection of evidence on student achievement of Outcome 1</i></p>
20–30%	<p>Exam</p> <p>The exam comprises a combination of the Explanation and Document study assessment types</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 2, 3, 4 and some parts of Outcome 1</i></p>

Outcome progressions

Outcome 1 Historical investigation, communication and participation

Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	<p>Students plan an investigation by devising questions identifying and using information from more than one source of evidence and making inferences from the information collected to justify personal decisions</p>	<p>Students identify sources of evidence for an inquiry accurately record information from sources consider various perspectives and begin to generalise beyond the immediate context when presenting findings</p>	<p>Students analyse and clarify the purpose of an investigation to formulate questions select from a range of sources of evidence and recording methods and use supporting evidence to explain patterns and draw conclusions that generalise beyond the immediate context and present a particular point of view</p>	<p>Students formulate own research questions and if appropriate an hypothesis for an investigation identify the main aspects to be considered and decide on the most relevant sources of evidence and recording techniques and justify own conclusions by examining the viewpoints and evidence presented for accuracy bias and omission</p>	<p>Students investigate an issue or event by devising general and specific research questions and where appropriate hypotheses modify and adapt the investigation according to the resources and nature of the evidence available and analyse the validity and consistency of conclusions according to the sufficiency of the evidence gathered</p>	<p>Students develop a research proposal design and conduct a balanced investigation form conclusions that are justified and judge decisions in terms of conflicting and inconsistent information and values</p>
Students						
<ul style="list-style-type: none"> plan ways to organise and gather information for an historical inquiry conduct an historical inquiry using and evaluating a variety of sources of evidence process and synthesise information to make historical findings/judgements reflect on apply and communicate findings according to purpose and audience 	<ul style="list-style-type: none"> plan an investigation for a topic by devising questions identify possible sources of evidence and make simple predictions gather information from more than one source of evidence and record useful information using a variety of techniques recognise key ideas and make connections and transform information into structured forms for presentation justify decisions from a personal perspective using some evidence and begin to review original understandings when communicating findings 	<ul style="list-style-type: none"> identify the types of questions observations and sources of evidence relevant to a topic and negotiate how these will be used to gain information apply given data gathering techniques to collect and accurately record relevant information from a variety of sources of evidence and perspectives select and combine information from a variety of sources and perspectives connecting similar ideas and making generalisations develop and communicate an informed opinion using common historical terms and ideas with a particular purpose or audience in mind 	<ul style="list-style-type: none"> analyse an historical issue or event formulate questions and plan ways of investigating the topic select relevant sources of evidence and recording methods that contribute to the specific purpose of an investigation explain patterns in the evidence to draw conclusions and present a particular viewpoint use some historical discourse to communicate findings that show consideration of the facts opinions and motives for a particular viewpoint when justifying the generalisations made 	<ul style="list-style-type: none"> identify the main aspects to be considered and where appropriate formulate own propositions/hypotheses and use historical conceptual understandings to make predictions select and decide on the most relevant sources of evidence and recording techniques for an historical argument or viewpoint analyse evidence for accuracy bias omissions and differing viewpoints to develop an argument use historical discourse to communicate findings develop conclusions and justify arguments through discussion and consideration of the viewpoints and evidence of others 	<ul style="list-style-type: none"> devise own research tasks or proposition/hypotheses to guide the investigation of an issue or event modify and adapt an investigation in response to the resources and nature of the evidence available and to the tentative nature of the evidence draw valid conclusions consistent with the evidence gathered and question whether the evidence is sufficient to support the conclusions drawn communicate findings according to the purposes of the investigation and the evidence gathered justify own conclusions and evaluate the validity of conclusions drawn by others 	<ul style="list-style-type: none"> develop an independent research proposal and design a research plan using the methodologies of historical inquiry critically examine a range of conflicting evidence to conduct a balanced investigation draw conclusions that are justified and evaluated in terms of conflicting idea identifying links and possible alternatives communicate findings recognising the tentative nature of evidence and conflicting information and values to form conclusions that are justified

Outcome progressions

Outcome 2 Understanding the past

Students understand the past, linking the chronology of people, events, ideas and distinctive features of society into an historical narrative

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Students understand that a society's chronology consists of significant people, ideas, events and organisational structures	Students understand that causal relationships exist between a society's chronology and significant people, events, ideas and organisational structures within a time period	Students understand that some people, events, ideas and organisational structures are more significant than others in shaping the chronology of a society	Students understand that people, events, ideas and organisational structures have direct and indirect impacts upon the chronology of a society	Students understand that issues, trends and movements within a society's chronology emerge and decline as a result of people, events, ideas and organisational structures	Students understand that people, events, ideas and organisational structures have consequences on the chronology of society which may contribute to trends and patterns within and between societies
Students						
<ul style="list-style-type: none"> understand that time periods have chronologies with distinctive features, people and events understand that a variety of ideas, values and beliefs exist at a particular time in a society and that some are more influential than others understand that societies have a range of organisational structures which impact upon people and events 	<ul style="list-style-type: none"> understand that significant people, features and events at a particular time form the chronology of a society understand that a variety of ideas, values and beliefs have contributed to shaping the nature of a society at a particular time understand that a relationship exists between the organisational structures and the behaviour of individuals and groups within a society at a particular time 	<ul style="list-style-type: none"> understand that a causal relationship exists between significant people, features, events and the chronology of a society understand that there is a causal relationship between ideas, values and beliefs and the actions of individuals and groups within a society understand that the nature of organisational structures influence the behaviour of individuals and groups within a society at a particular time 	<ul style="list-style-type: none"> understand that some people, events and features are more significant than others in the chronology of a society understand that significant ideas, values and beliefs may influence the actions and reactions of different individuals and groups understand that some organisational structures are more significant than others and have varying impacts upon the behaviour of individuals and groups within a society at a particular time 	<ul style="list-style-type: none"> understand that the interaction between past and present people, ideas and events can have direct and indirect impacts on shaping the chronology of a society understand that the impact of ideas, values and beliefs can have short or long term significance in influencing the actions of individuals and groups both within and across time periods understand that organisational structures of a society may have significant direct or indirect impacts over time 	<ul style="list-style-type: none"> understand that prevailing ideas, issues, trends and movements that have emerged, developed or declined over time are evident in the chronology of a society understand that ideas, values and beliefs motivate the actions of individuals and groups within a society which contributes to trends and movements within and across time periods understand that the nature and operation of organisational structures of a society at a particular time may result in the emergence of issues, trends and movements within that society 	<ul style="list-style-type: none"> understand that predictions of likely consequences result from assessment of past chronological trends and movements within and between societies over time understand that ideas, values and beliefs may have consequences on a local, regional or global level in shaping ideologies that motivate the actions and reactions within and/or across time periods understand that the complex interactions between organisational structures and people within a society at a particular time may have consequences on the ideas of a society and/or other societies over time

Outcome progressions

Outcome 3 Continuity and change

Students understand the nature of forces, the interaction between forces and their significance for continuity and change in an historical context

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Students understand that different forces contribute to continuity and change in society at a particular time	Students understand that a range of forces have differing influences on continuity and change in society at a particular time	Students understand that some forces are more dominant than others and contribute to the nature and direction of continuity and change in society at a particular time	Students understand that forces have varying impacts on the extent and significance of continuity and change in society over time	Students understand that ideas, values and beliefs influence the interactions between forces in shaping continuity and change in society over time	Students understand that the interactions of forces have consequences on the nature and significance of continuity and change within and beyond a society over time
Students						
<ul style="list-style-type: none"> understand the nature of the forces in a society that are responsible for continuity and change understand how historical forces operate and interact to bring about continuity and change understand that some forces are more significant than others in bringing about continuity and change 	<ul style="list-style-type: none"> understand that different forces exist in a society at a particular time understand how different forces contribute to continuity and change in society at a particular time understand that forces are important in effecting change or maintaining continuity in society at a particular time 	<ul style="list-style-type: none"> understand that the range of forces differ in their form and type in a society at a particular time understand how a range of forces operate to influence continuity and change in society at a particular time understand that some forces are considered more important than others in effecting change or maintaining continuity in society at a particular time 	<ul style="list-style-type: none"> understand that some forces are more dominant than others in bringing about continuity and change in a society at a particular time understand how forces interact to influence the nature and direction of continuity and change in society at a particular time understand that the significance of forces in effecting change or maintaining continuity may be measured by their impact on societal structures, groups and individuals at a particular time 	<ul style="list-style-type: none"> understand that the impact of forces on continuity and change in society over time may be direct or indirect, intended or unintended understand how a combination of forces impact upon the extent of continuity and change in society over time understand that the comparative significance of forces may be measured by the extent of continuity and change that occurs in a society over time 	<ul style="list-style-type: none"> understand that conditions and circumstances exist which may influence the interactions between forces in society over time understand how certain conditions and circumstances shape the interactions between forces in society over time understand that assessments of the comparative significance of forces in effecting change or maintaining continuity in society over time is shaped by societal values, beliefs and ideas 	<ul style="list-style-type: none"> understand that the interactions between forces have consequences within and beyond a society over time understand how the consequences of the interactions between forces shape the nature of continuity and change within and beyond a society over time understand that the relative significance of interacting forces in effecting change or maintaining continuity in society over time may become more or less significant as a result of changing values, beliefs and ideas

Outcome progressions

Outcome 4 Interpretations and perspectives Students understand that interpretations and perspectives of people and events may change over time						
	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Students understand that perspectives of past people ideas and events are based on the interpretation of evidence and other factors	Students understand that a range of different interpretations and perspectives exist about past people ideas and events which may change over time	Students understand that different interpretations and perspectives may influence the way individuals and groups in society view past people ideas and events	Students understand that a range of factors have varying impacts upon the interpretation of evidence and perspectives about past people ideas and events	Students understand that debate exists regarding the extent to which historical narratives accurately explain and represent the past and their consequences in shaping the perspectives of individual and groups in society	Students understand that historical narratives both past and contemporary may present challenges to accepted interpretations and perspectives about past people ideas and events
Students						
<ul style="list-style-type: none"> understand that there are different interpretations and perspectives of people, events and ideas understand how interpretations and perspectives at a particular time are shaped by a variety of influences understand that the way the past is viewed changes over time 	<ul style="list-style-type: none"> understand that historical narratives provide different perspectives about past people events and ideas understand how interpretations and perspectives about past people events and ideas reflect the nature of the evidence available and other factors understand that new or revised historical narratives contribute to the perspectives of individuals and groups in society 	<ul style="list-style-type: none"> understand that historical narratives involve the interpretation of evidence and may provide different perspectives about past people events and ideas understand how the nature and availability of evidence and other factors contribute to different interpretations and perspectives about the past understand that new or revised historical narratives may change the perspectives about the past over time 	<ul style="list-style-type: none"> understand that historical narratives influence the way individuals and groups in a society view past people events and ideas understand how the nature and availability of evidence and other factors influence the range of both individual and group interpretations and perspectives that exist about the past understand that new or revised historical narratives may have varying influences on the perspectives about the past over time 	<ul style="list-style-type: none"> understand that historical narratives use a range of methods and techniques to convey a particular perspective which impacts upon the way past people events and ideas are explained and represented understand how the nature and availability of evidence and other factors have varying impacts upon the way historical narratives explain and represent the past understand that over time new or revised historical narratives may have direct and indirect impacts on the perspectives of individuals and groups about the past 	<ul style="list-style-type: none"> understand that debate exists regarding the extent to which historical narratives accurately explain and represent past people events and ideas understand how debate regarding the nature of evidence and the influence of other factors shape assessments about the accuracy of historical narratives of the past understand that debate exists regarding the consequences of new or revised historical narratives on individual and group perspectives about the past 	<ul style="list-style-type: none"> understand that some historical narratives are more accepted in society than others and this has consequences upon the way past people events and ideas are viewed understand how the changing nature of evidence and the influence of other factors over time contribute to the tentative nature of interpretations and perspectives about the past understand that new or revised historical narratives which alter the way the past is viewed may challenge prevailing values beliefs and traditions of society over time



MODERN HISTORY SAMPLE EXAMINATION STAGE 2

Section 7 of the *New WACE Manual General Information 2006–2009* outlines the policy on WACE examinations

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at

http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2008 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

CONSULTATION



Curriculum Council

**Western Australian Certificate of Education, External Examination 2007
Question/Answer Booklet**

MODERN HISTORY

WRITTEN PAPER

STAGE 2

Please place your student identification label in this box

Student Number In figures

A horizontal row of eight empty white boxes, likely for drawing or writing, positioned at the bottom of the page.

In words

—
—
—

Time allowed for this paper

Reading/planning time before commencing work
Working time for paper

Ten minutes
Three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

History Document Booklet

To be provided by the candidate

Standard items Pens, pencils, eraser or correction fluid, highlighter and ruler

Important note to candidates

No other items may be taken into the examination room. It is your responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor before reading any further.

Structure of this paper

Section	Context	Number of questions available	Number of questions to be attempted	Suggested working time	Marks available
Section A Document study	Australia	1	1	45 minutes	25
Section B Essay	Australia	3	1	45 minutes	25
Section C Document study	Fascism in Italy OR Nazism in Germany OR Civil Rights in the USA	1	1	45 minutes	25
Section D Essay	Fascism in Italy OR Nazism in Germany OR Civil Rights in USA	3	1	45 minutes	25

Instructions to candidates

- 1 The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
- 2 Write your answers in this Question/Answer Booklet provided.
- 3 You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
- 4 For Section A, there are three sets of documents, one for each time period of study for Australia. You must refer to **ONE** of these sets of documents. For Section C there are three sets of documents, one for each of the prescribed contexts. You must refer to **ONE** of these sets of documents. Each source is numbered for easy reference.
- 5 You must attempt **ONE** question **ONLY** in Section B and **ONE** question **ONLY** in section D.
- 6 In Section A-D, you must indicate your context in the box provided. Do not leave these boxes blank.

SECTION A DOCUMENT STUDY

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

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

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"/> |

Question 1

- (a) (i) What are the messages in Source 1?

[2 marks]

- (ii) Compare and contrast the messages of Source 1 and Source 2

[4 marks]

- (b) (i) How reliable is Source 3 as historical evidence of the event depicted? Provide evidence to support your answer

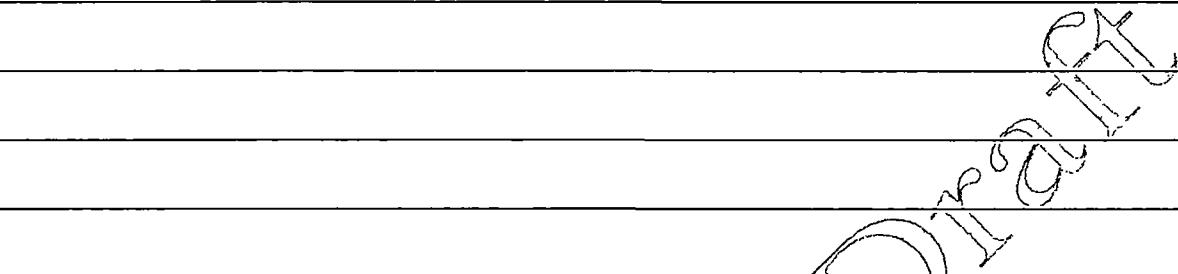
[3 marks]

- (ii) Describe the ways in which the Prime Minister is depicted in Source 3 and Source 4

[3 marks]

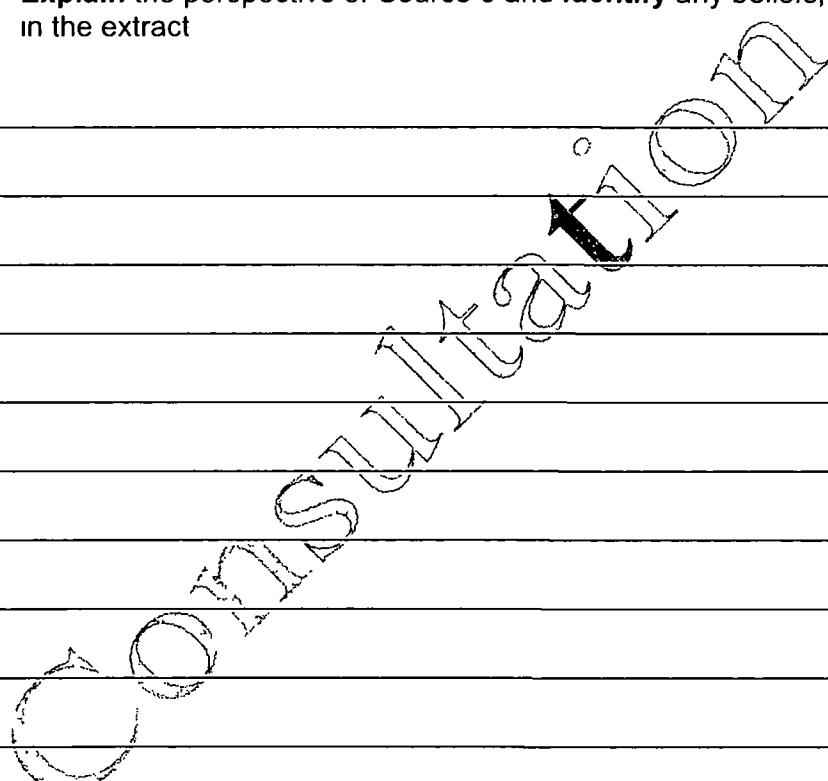
- (c) Outline the impacts of war that are evident in Source 5

[3 marks]



- (d) Explain the perspective of Source 6 and identify any beliefs, values or attitudes contained in the extract

[4 marks]



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

A black and white photograph of a spiral-bound notebook with horizontal ruling lines. The word "COMPUTATION" is written diagonally across the pages in large, stylized, bubbly letters. The letters are oriented from the bottom-left towards the top-right. The spiral binding is visible along the right edge of the notebook.

END OF SECTION A

SEE NEXT PAGE

SECTION B ESSAY—AUSTRALIA

This section has **THREE (3)** questions Attempt **ONE (1)** question only

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

Write your answers on the pages following Section D

Indicate below the time period you will use to respond to this question

Australia 1880s–1920s

Australia 1920s–1950s

Australia 1950s–1990s

In your answers, you must use a range of examples from the time period you studied

Question 2

Outline a key political issue or event and analyse its importance in bringing about change in Australian society

OR

Question 3

Analyse the extent of social change that occurred over the period Choose at least one of the following

- Aboriginal people
- Migrants
- Sport
- Changing role and status of women
- Racism

OR

Question 4

'Economic forces are the most important factor in bringing about social and political change '

Evaluate the accuracy of this statement

END OF SECTION B

CLEARLY INDICATE THE NUMBER OF THE QUESTION ON WHICH YOU ARE WORKING

REMEMBER TO CANCEL ANY ROUGH WORKING

SEE NEXT PAGE

SECTION C DOCUMENT STUDY

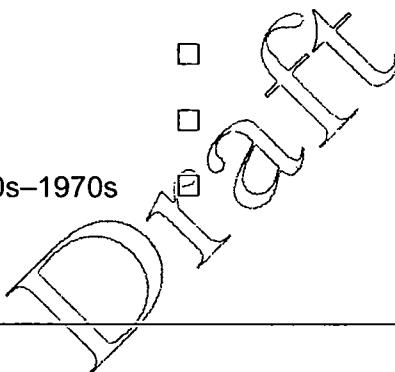
This section has **ONE (1)** question made up of **FIVE (5)** parts Attempt **ALL** parts Write your answers in the spaces provided

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

Indicate below the document set you will use to respond to this question

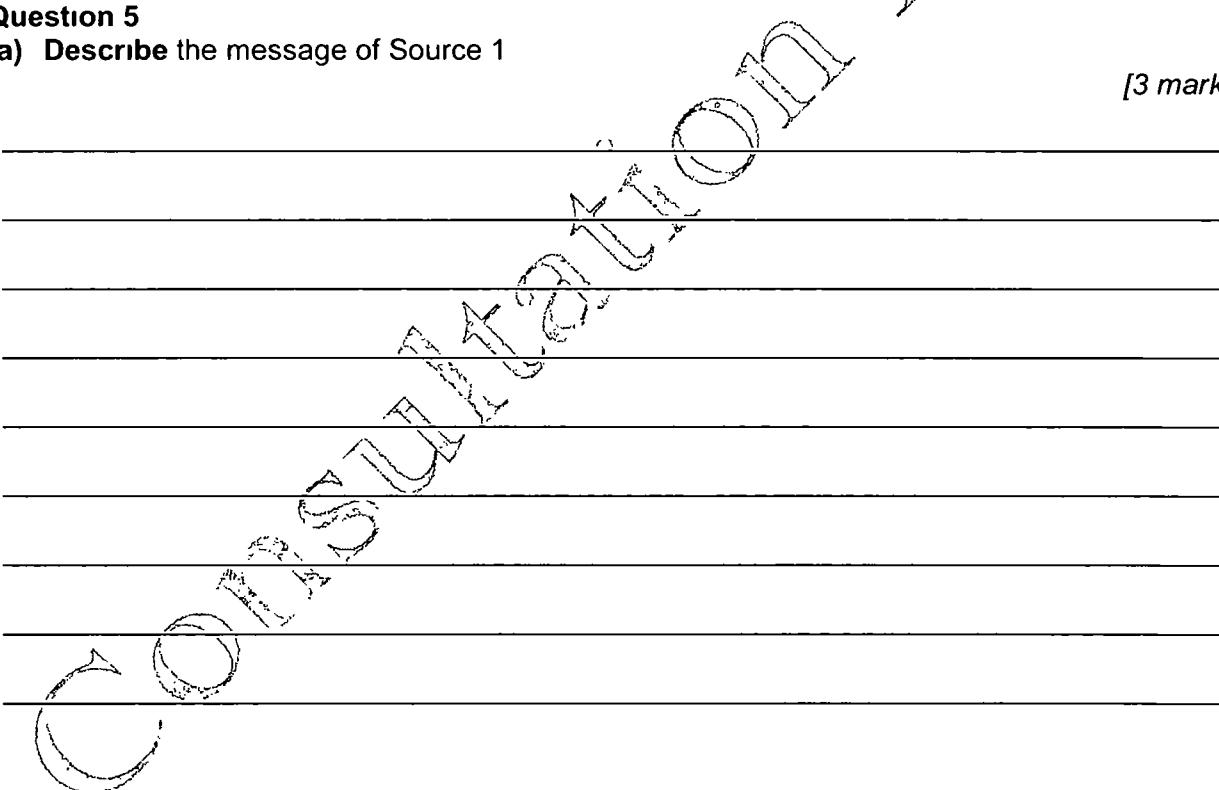
- Set 4 Fascism in Italy 1918–1945
 - Set 5 Nazism in Germany 1918–1945
 - Set 6 Civil Rights movement in the USA 1940s–1970s



Question 5

- (a) Describe the message of Source 1**

[3 marks]



- (b) Compare and contrast the messages of Source 1 and Source 2**

[5 marks]

Consultation

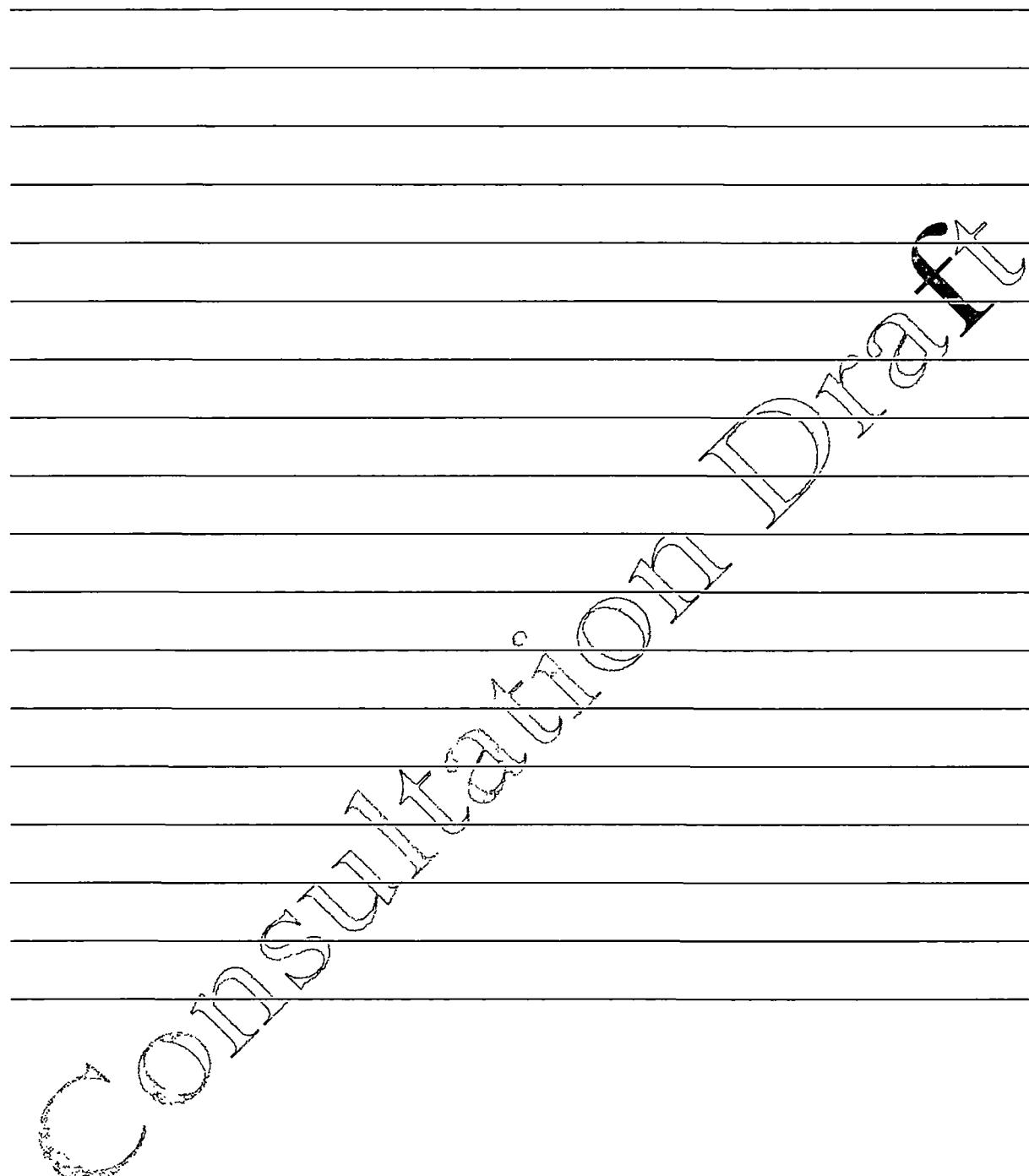
- (c) What is the context of Source 3—that is, the people, actions or events shown?

[5 marks]

SEE NEXT PAGE

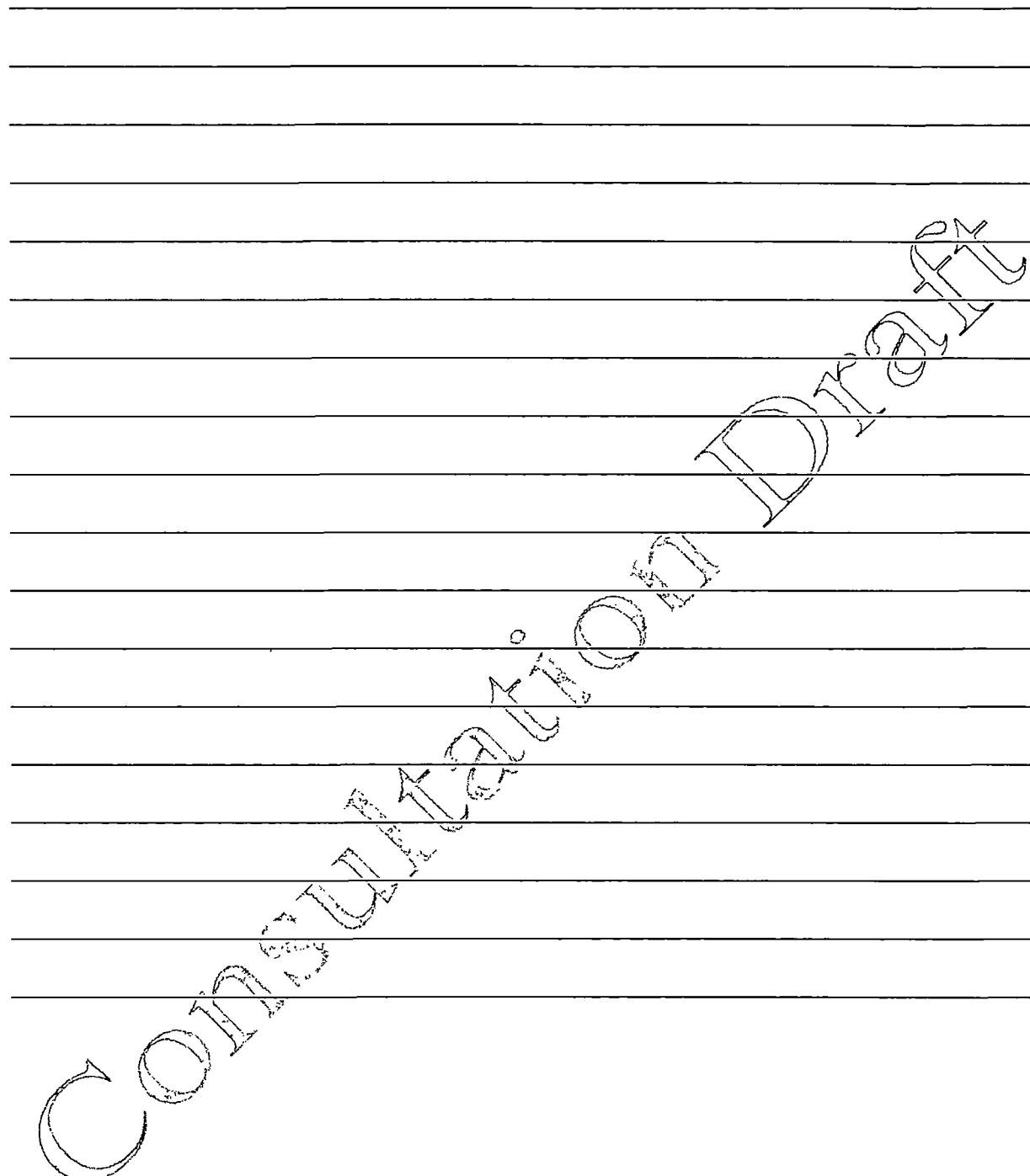
- (d) How useful are these three sources for an historian investigating the period? Your answer may include comments on reliability, relevance, bias and purpose

[6 marks]



- (e) To what extent do the three sources represent the major underlying trends and movements of the area of study?

[6 marks]



END OF SECTION C

SEE NEXT PAGE

SECTION D ESSAY

This section has **THREE (3)** questions Attempt **ONE (1)** question only

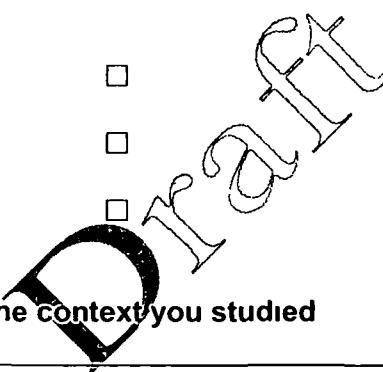
The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

Write your answers on the pages following Section D

Indicate below the context you will use to respond to this question

- Fascism in Italy 1918–1945
Nazism in Germany 1918–1945
Civil Rights movement in USA
1940s–1970s



In your answers, you must use a range of examples from the context you studied

Question 6

To what extent could historical trends or movements be attributed to the charisma and ideas of a single leader?

OR

Question 7

Outline and analyse the events and ideas that contributed to the development of an historical trend or movement

OR

Question 8

'Historical trends and movements result in breaks with the past'

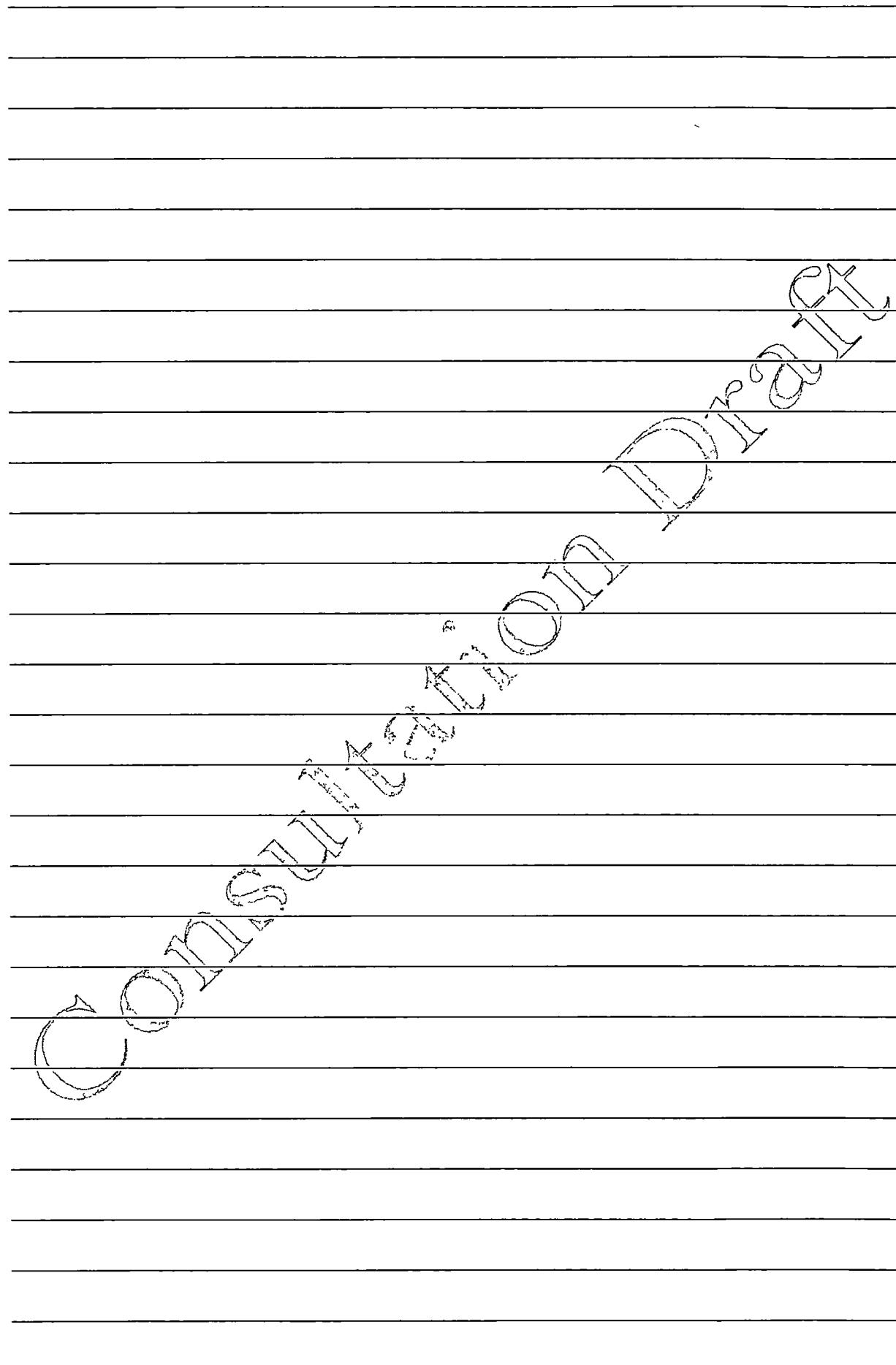
With reference to change and continuity, evaluate the accuracy of this statement

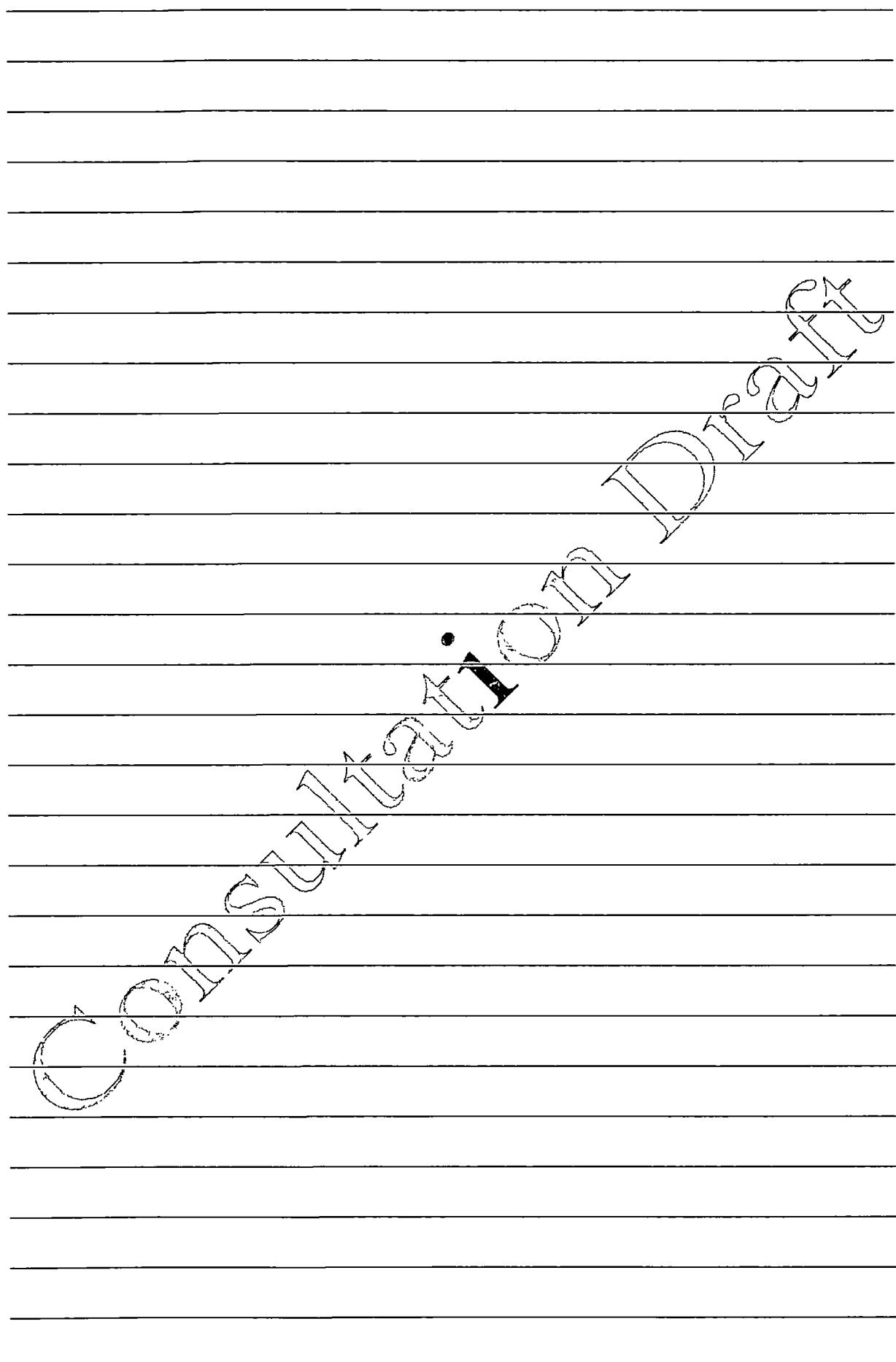
END OF SECTION D

CLEARLY INDICATE THE NUMBER OF THE QUESTION ON WHICH YOU ARE WORKING

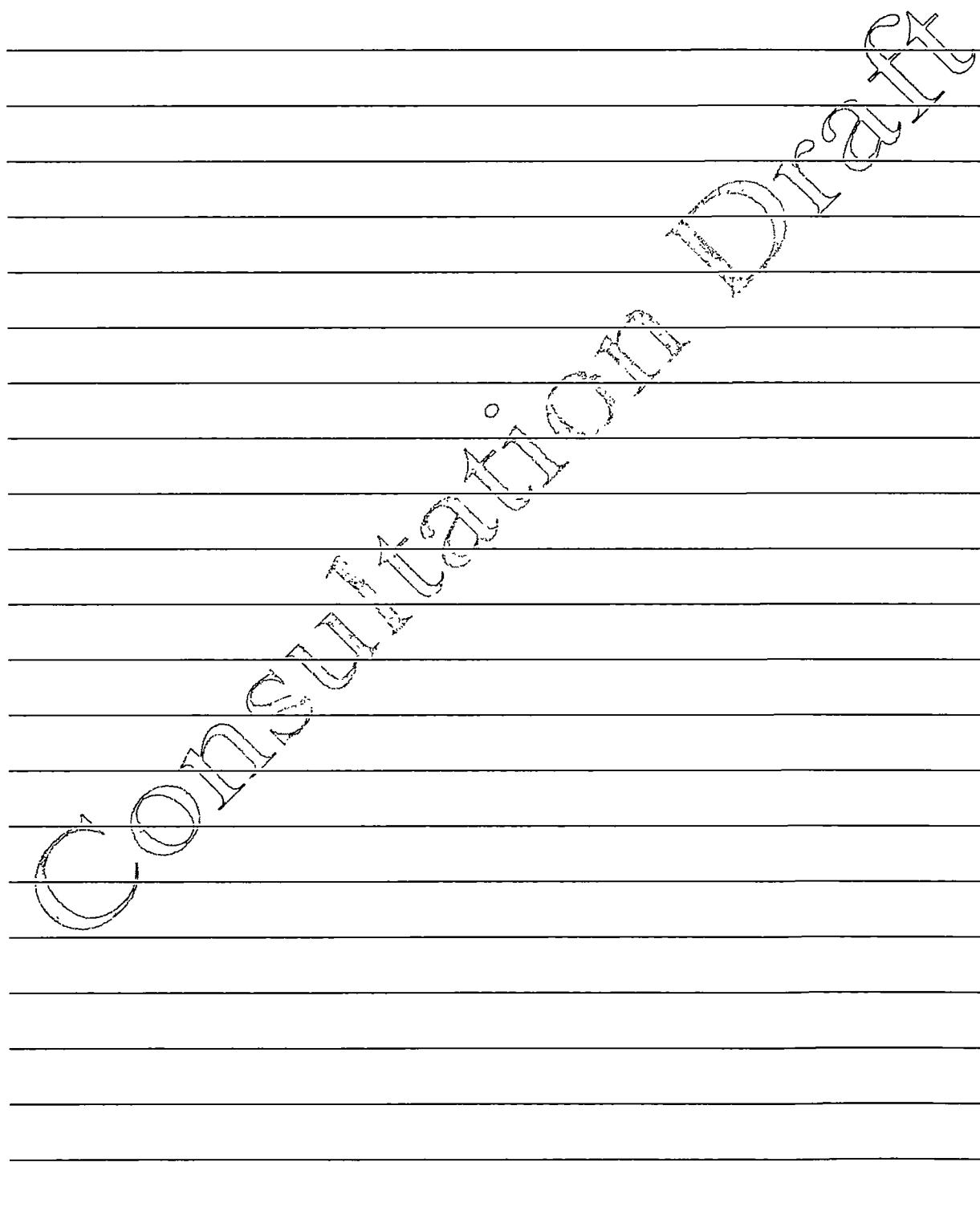
REMEMBER TO CANCEL ANY ROUGH WORKING

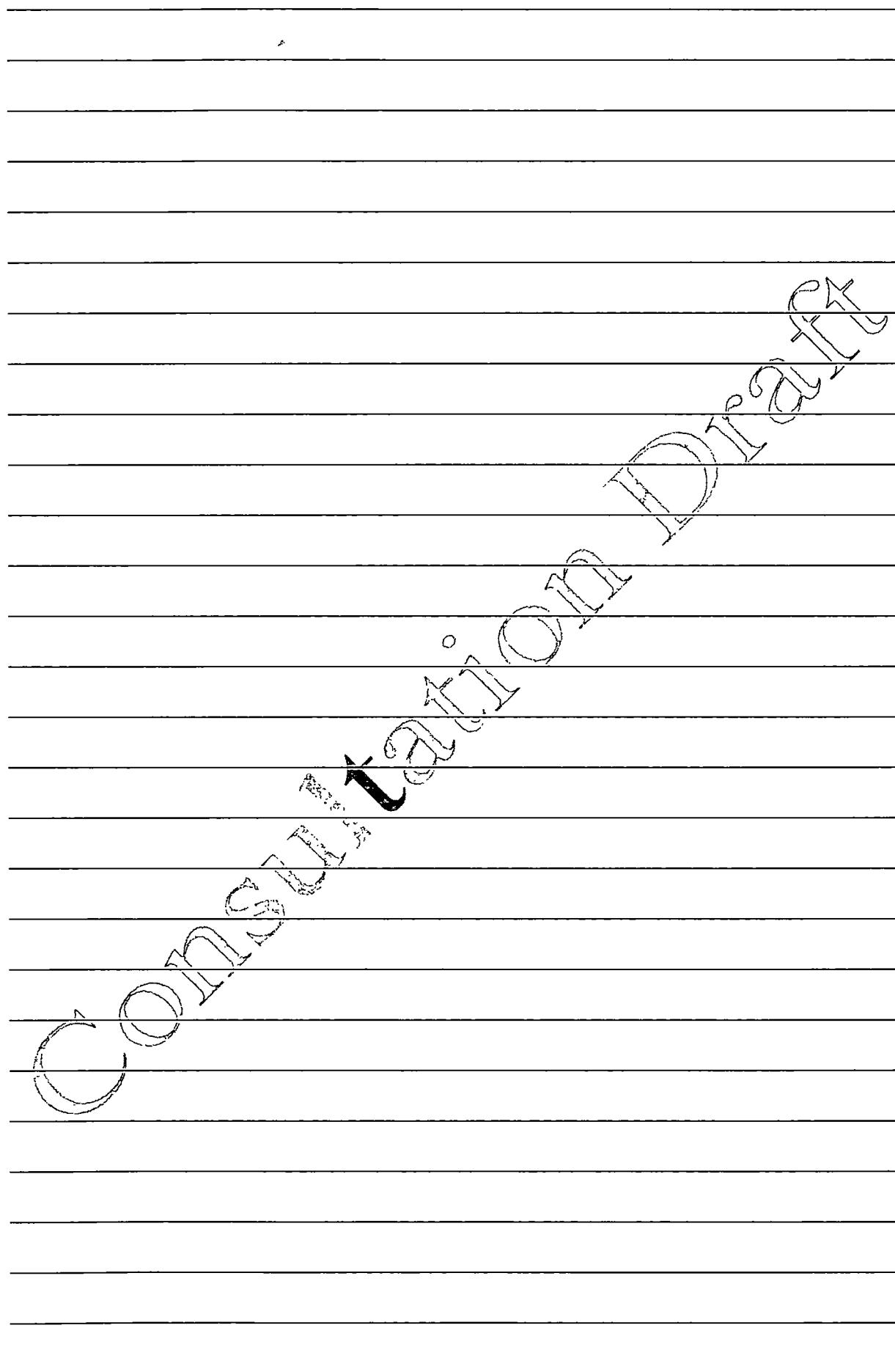
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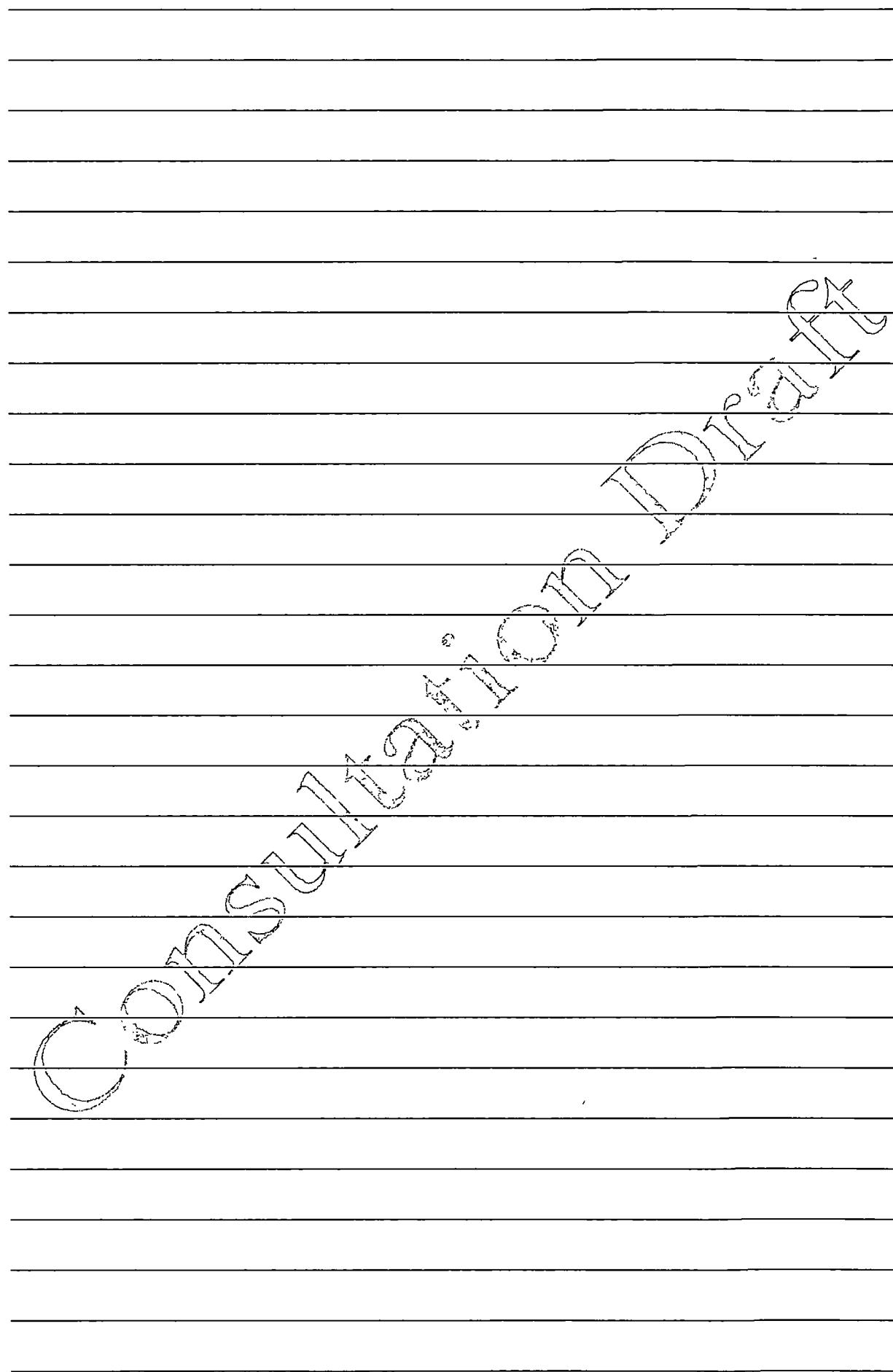


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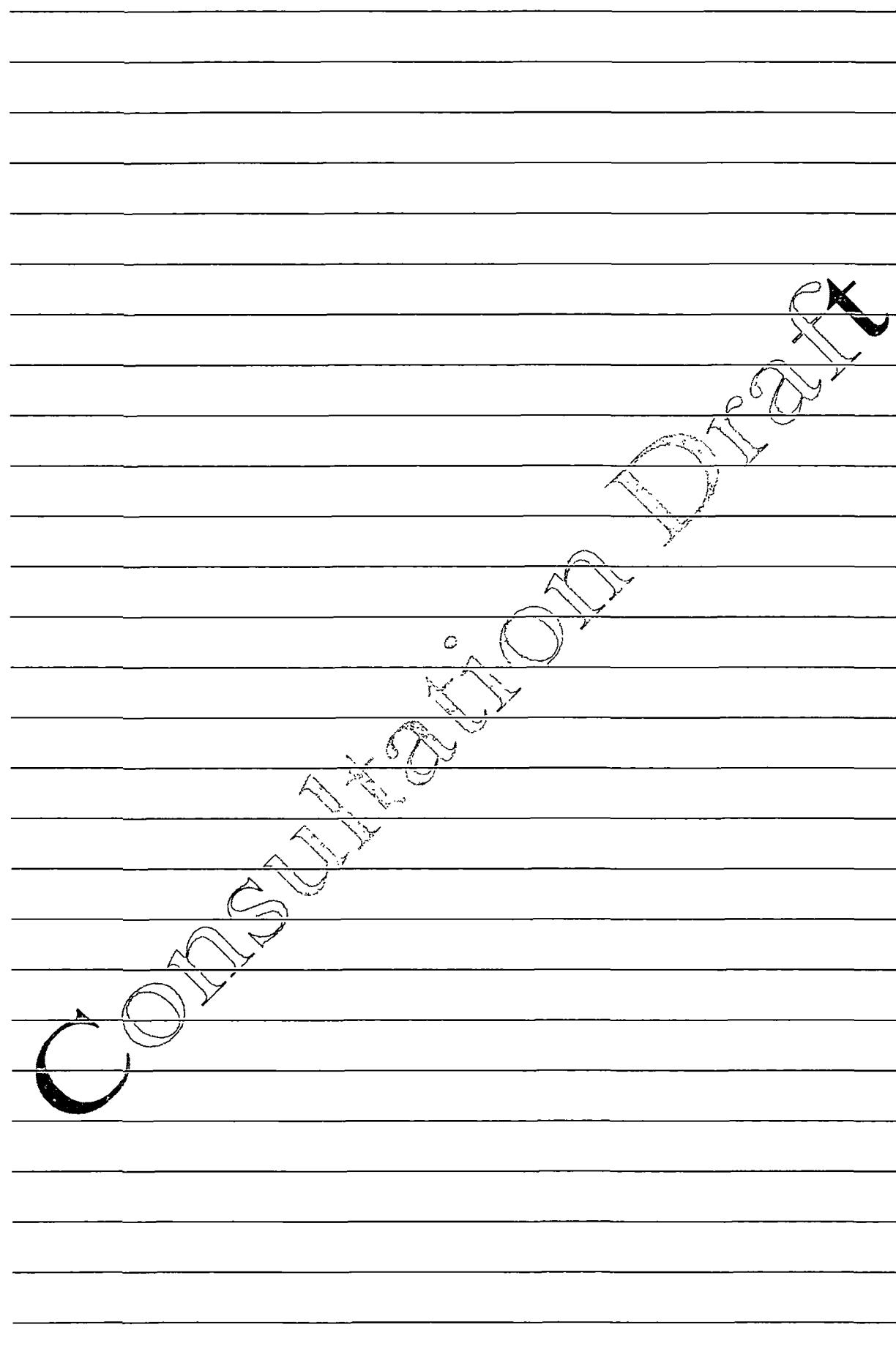
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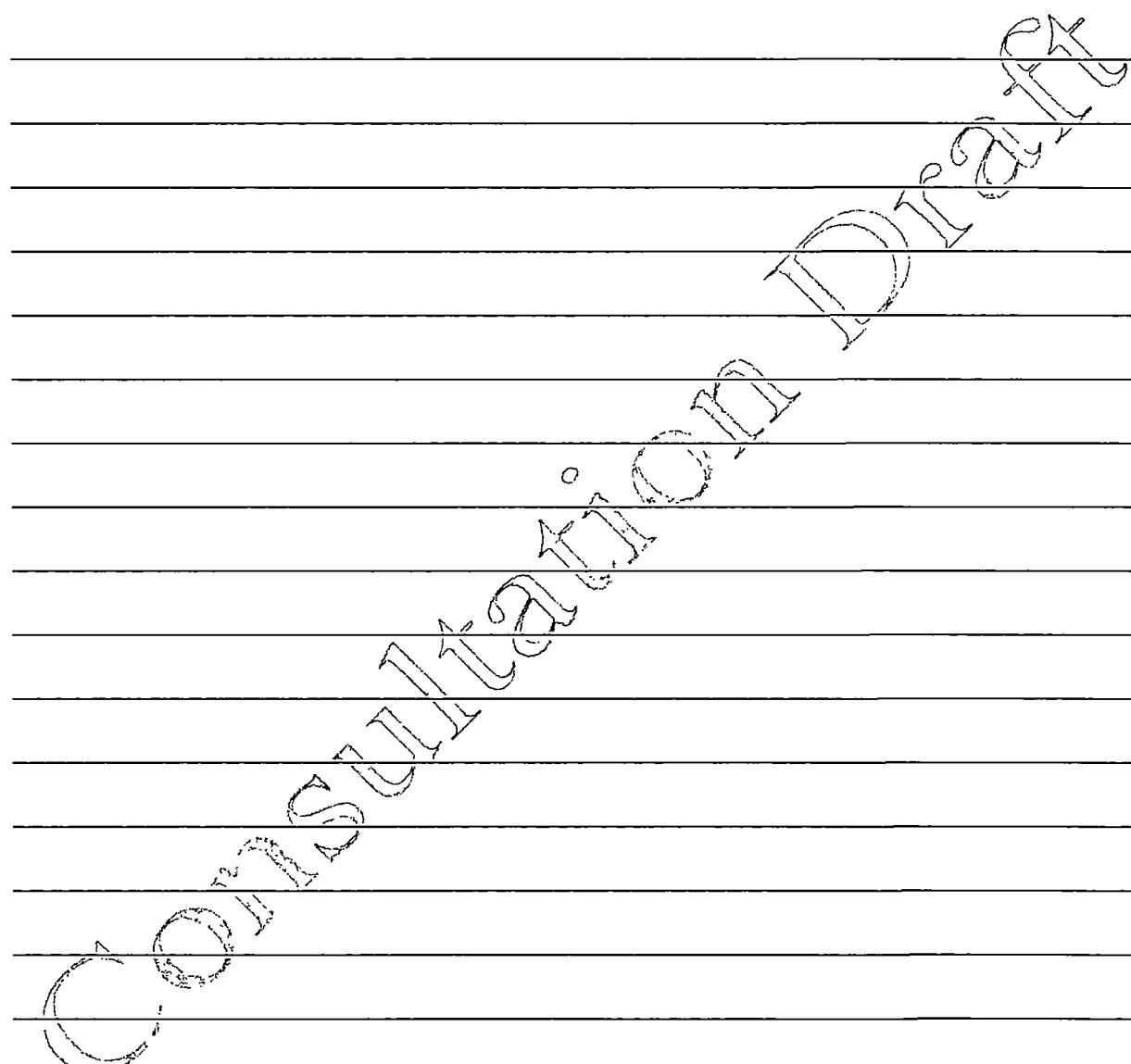
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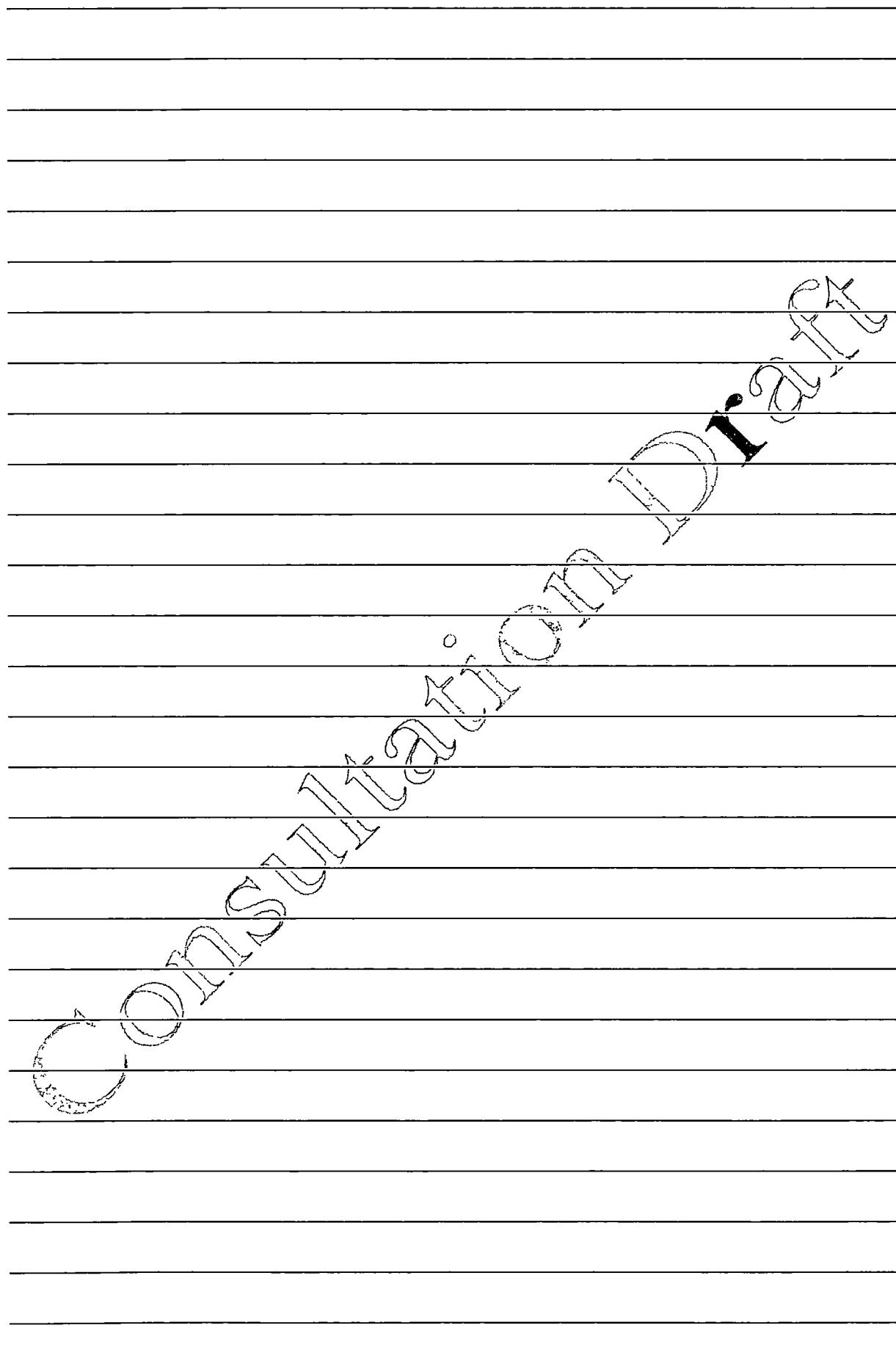
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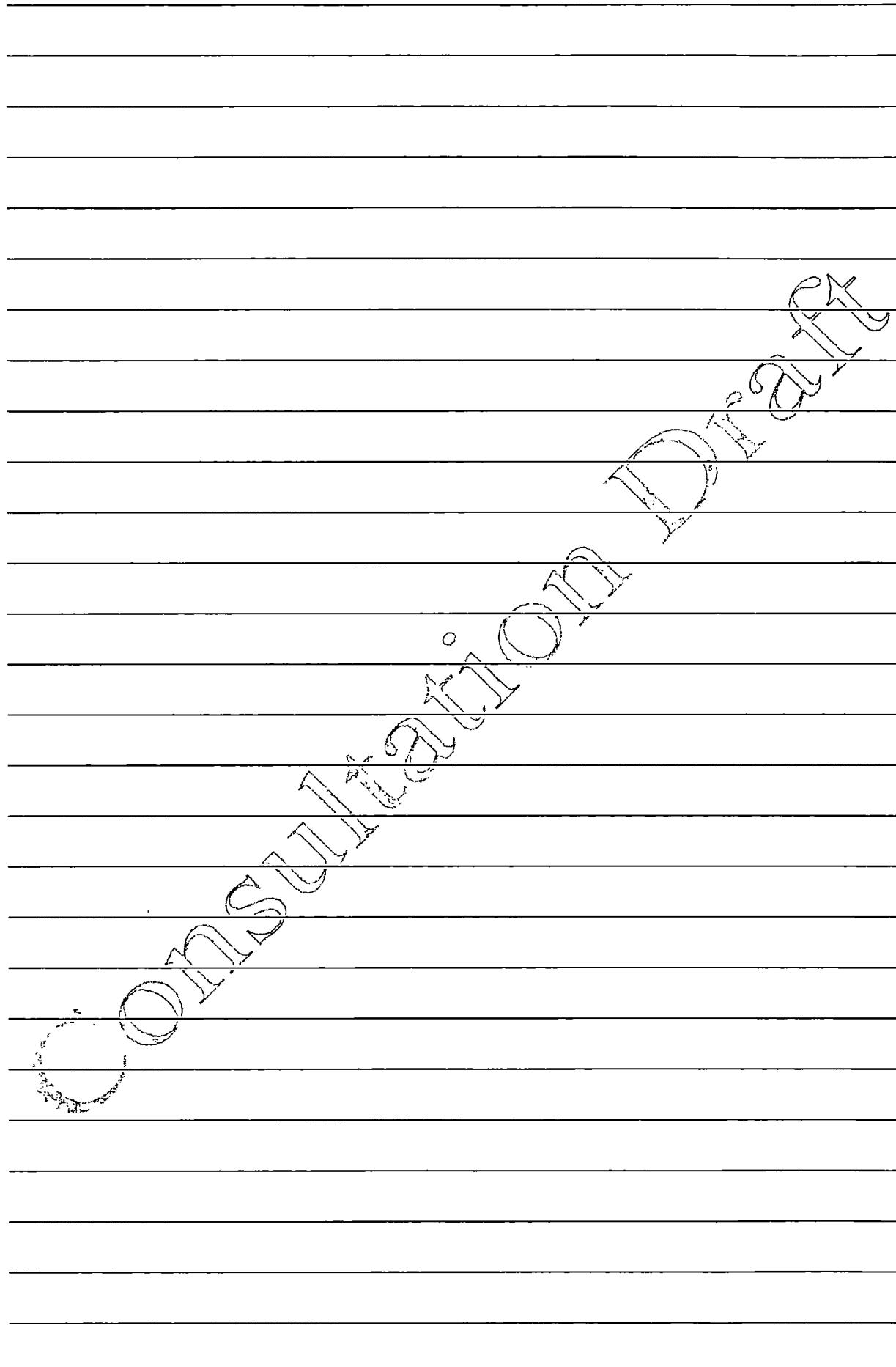
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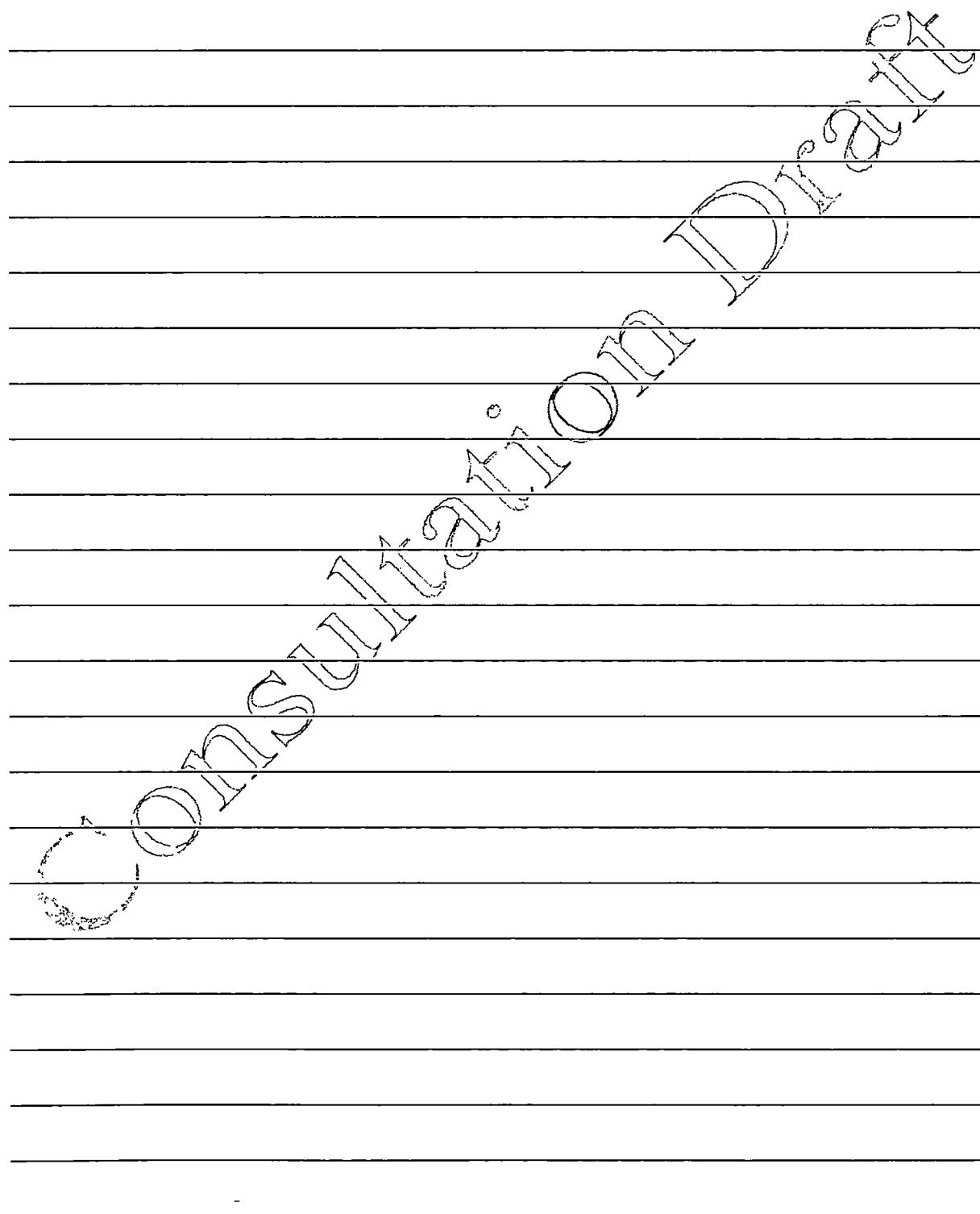
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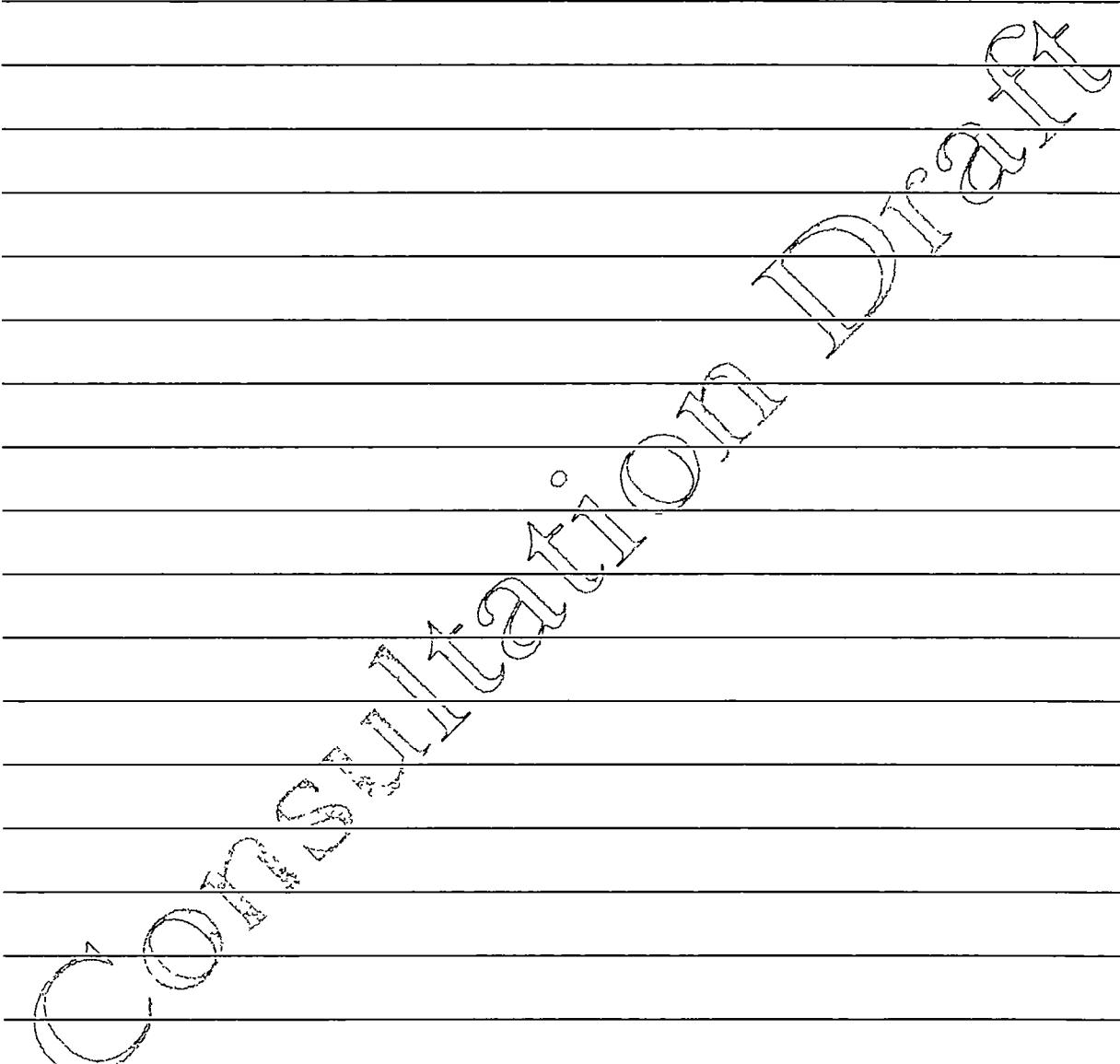


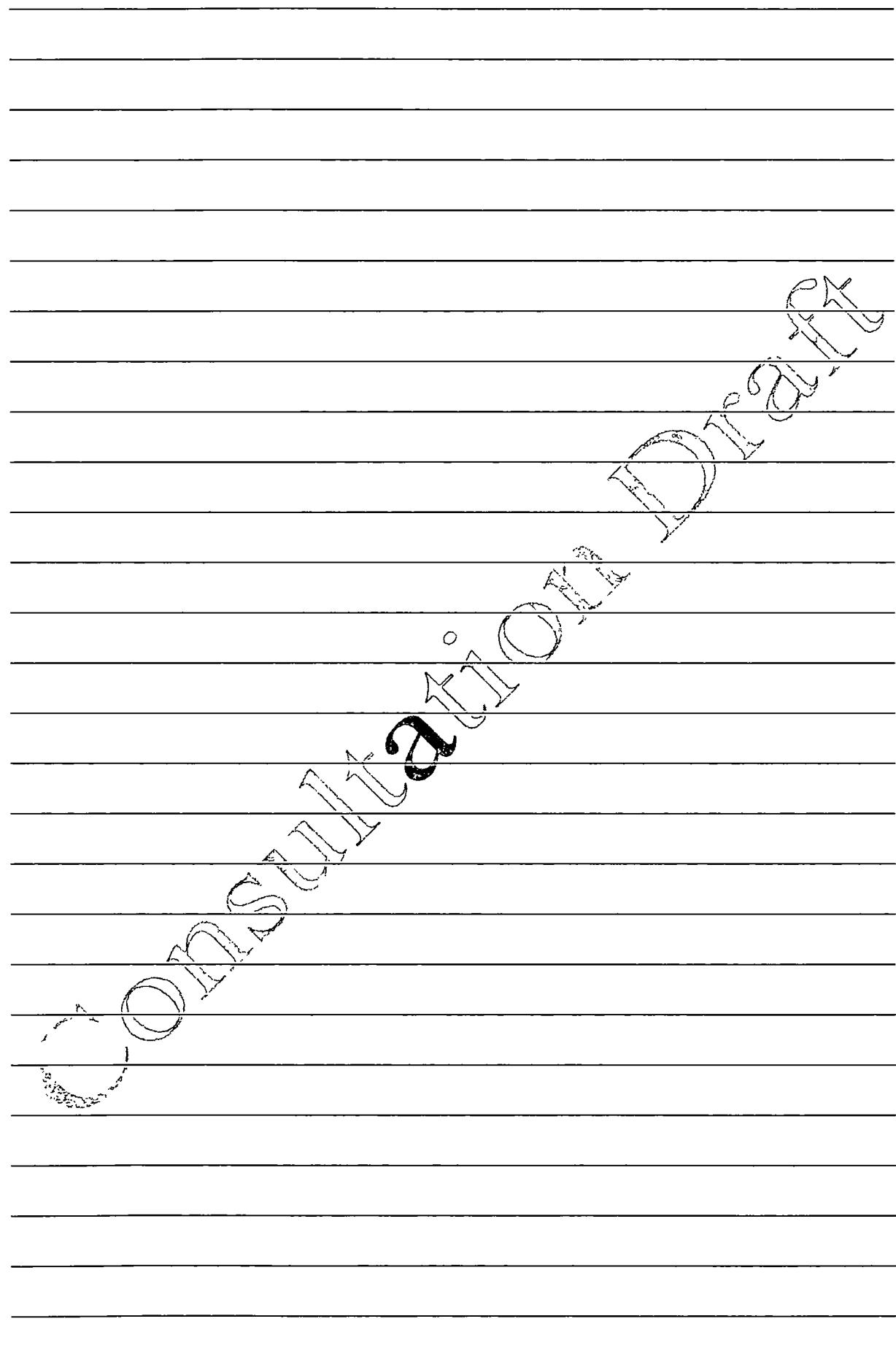


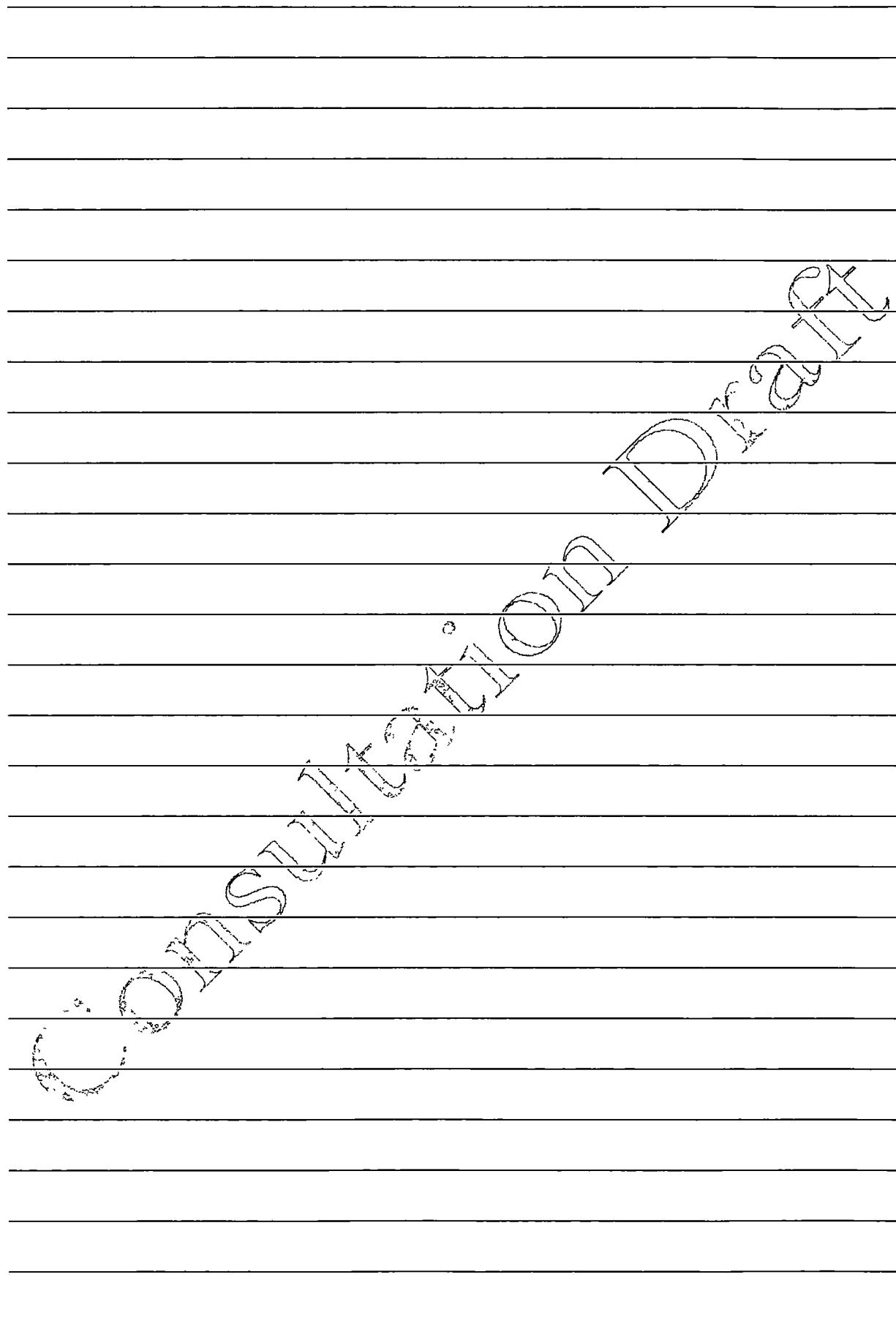












Consultation Draft





SAMPLE EXAMINATION

MODERN HISTORY DOCUMENT BOOKLET

Stage 2

CONTENTS

Document set	Area of study	Number of sources	Related question
1	Australia 1880s–1920s	6	1
2	Australia 1920s–1950s	6	1
3	Australia 1950s–1990s	6	1
4	Fascism in Italy 1918–1945	3	5
5	Nazism in Germany 1918–1945	3	5
6	Civil Rights Movement in the USA 1940s–1970s	3	5



SECTION A—Unit 2A**DOCUMENT SET 1**

Australia 1880s–1920s

Source 1

(The following extracts are from letters and diaries of soldiers serving on the Western Front in the First World War)

Soldier (a)

a shocking bombardment, hell let loose it seems as though every gun the enemy possessed was ranged against us the Germans set up a cheering and shouting, the like, I have never heard before and simultaneously charged us in mass formation It was fearful yet awe-inspiring, for the first few minutes I felt sick, then as steady as a rock, I was right in the line of fire and the shells came straight for my bay some fellows nerves gave way and they became gibbering idiots, Sergeants and all sorts, god it was little wonder for fighting here is just simply massacre

Soldier (b)

one foggy morning we could hear someone over towards the German entanglements calling for a stretcher bearer, it was an appeal no man could stand against, so some of us rushed out and had a hunt, we found a fine haul of wounded and brought them in another man about 30 yes [yards] out sang out 'Don't forget me cobber', I went in and got four volunteers with stretchers and we got [him and another man] in safely

Source 2

(This painting titled *The beach at Anzac* by Frank Crozier was created in 1919 and is part of the collection of The Australian War Memorial in Canberra)



DOCUMENT SET 1Australia 1880s–1920s *continued***Source 3**

(In this cartoon, produced late in 1916 by a regular contributor to the *Daily Worker*, Prime Minister Hughes is holding a circular bomb in his hand. The fuse is burning and its smoke spells out 'Conscription')

**THE EXPULSION**

HUGHES THIS IS AN OUTRAGE!
I CREATED IT, AND I CLAIM THE
RIGHT TO DESTROY IT!

Source 4

(A photograph of Prime Minister William Hughes in London at the end of the war)



DOCUMENT SET 1Australia 1880s–1920s *continued***Source 5****Changes in Australian prices July 1914 to 1919**

Date	Changes in Prices								
	Metals and Coal	Textiles, Leather, etc	Agricultural Produce	Dairy Produce	Groceries	Meat	Building Materials	Chemicals	All Group
July 1914	1000	1000	1000	1000	1000	1000	1000	1000	1000
Year 1915	1166	934	2024	1272	1098	1502	1164	1490	1406
Year 1916	1539	1307	1130	1235	1266	1551	1361	176	1318
Year 1917	1919	1841	1084	1181	1302	180	1722	2141	1456
Year 1918	2197	2324	1351	1210	1378	1469	2448	3085	1695
Year 1919	1930	2169	1858	1373	1469	1448	2602	2827	1801

Source 6(The following extract was published in *The West Australian* on 25 April 1996)**Anzac legend unites generations**

Their numbers are dwindling but their immortal spirit continues to inspire a nation

In past years, it would have been almost unthinkable to commemorate Anzac Day in the absence of the men whose exploits far from home created the legend that it celebrates. But such is the power of their story and their sacrifice that Australians will continue to honour them long after the last Gallipoli veteran has gone.

Other wars have spilt Australian blood and tested the mettle of our fighting men and women, who have not been found wanting. They too have earned the honour and gratitude with which their feats are remembered on Anzac Day by living up to the noble traditions that was forged by the Anzacs.

Although memories of Australian sacrifices in other wars are more recent, it is the Gallipoli legend that gives the Day its special spiritual significance for Australians. By their growing participation in Anzac Day ceremonies, young people have shown that Gallipoli is more to them than a name in a history book or atlas—and their understanding of and feeling for the legend will ensure its continuation across generations to come.

In the years to come more attention inevitably will shift to veterans of later conflicts—including World War II, Korea and Vietnam. Their stories will still be told, while those of the original Anzacs will be a legend held in the collective memory of the nation.

DOCUMENT SET 2

Australia 1920s–1950s

Source 1

(The following are comments by Australians who were involved in the Second World War)

Reg Saunders remembers last days of the battle of Crete

For two days, we ate no food of any kind for the last couple days we were without water — and the result was that we just couldn't eat At times, we were almost running to keep up with the battalion Every one of us knew that it was a race against time and that anyone who stopped had had it

Hilda Lumsden remembers nursing in New Guinea



I always remember early [19]43 getting the boys off the Kokoda Trail, you know who had been in their clothes for ages and some of their boots had just rotted off It was like heaven for them to get washed and cleaned and put into bed But always these big heavy boots encrusted with mud were there as a reminder of what they had been through I think the physical wounds were the worst because our boys were very tough mentally, they really stood up to it wonderfully well, they just wanted to be cured as soon as possible and on their way home

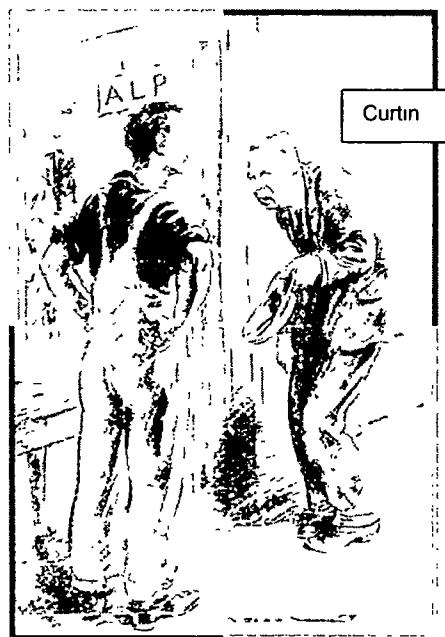
Source 2

(This painting showing the Kokoda Trail in 1942 and created by G Browning in 1945 is part of the collection of The Australian War Memorial in Canberra)



DOCUMENT SET 2Australia 1920s–1950s *continued***Source 3**

(This cartoon depicting Prime Minister John Curtin was published in the *Bulletin* on 6 January 1943. At the time Curtin was addressing the ALP conference in relation to conscripts fighting outside Australian controlled territory)

**Source 4**

(A photograph of Prime Minister John Curtin and General MacArthur taken in June 1943)



DOCUMENT SET 2Australia 1920s–1950s *continued***Source 5****Men's and women's employment 1933 and 1943**

Occupation	1933			1943		
			Women % of total			Women % of total
	W	M		W	M	
A Primary production	19747	554 119	3.4	40085	409 909	8.9
B Mining and quarrying	193	68 161	0.3	588	47 272	1.2
C Manufacture, building and construction	137 779	728 392	15.9	257 808	711 157	26.6
D Transport and communication	11 732	212 161	5.2	34 863	224 953	13.4
E Commerce property and finance	112 335	339 057	24.9	163 333	213 049	43.4
F Public administration and professional	107 102	125 092	46.1	143 542	142 932	50.1
G Entertainment, sport and recreation	3 972	20 278	16.4	7 308	12 323	37.2
H Personal and domestic service	190 024	52 354	78.4	106 981	27 380	74.1
TOTAL A-H	582 902	2 099 614	21.7	799 208	1 789 975	29.5
I Armed Services				44 700	842 160	5.0
TOTAL A-I	58 902	2 099 614	21.7	799 208	2 641 135	30.3

Source 6(The following extract was published in *The West Australian* on 25 April 1996)**Anzac legend unites generations**

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Although memories of Australian sacrifices in other wars are more recent, it is the Gallipoli legend that gives the Day its special spiritual significance for Australians. By their growing participation in Anzac Day ceremonies, young people have shown that Gallipoli is more to them than a name in a history book or atlas—and their understanding of and feeling for the legend will ensure its continuation across generations to come.

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DOCUMENT SET 3

Australia 1950s–1990s

Source 1

(The following extracts are comments from soldiers who served in Vietnam)

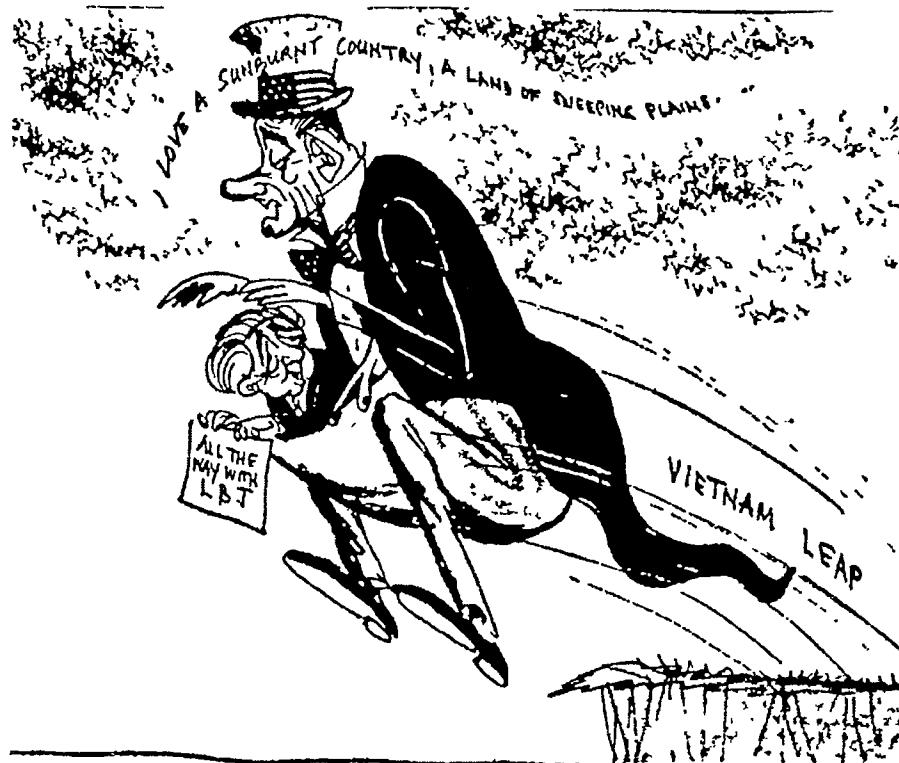
Soldier (a)

The forward scout got about half way along [a creek bed] and he just died on the spot, he just crumpled and that was it. We didn't hear anything, he just crumpled. A very good friend of mine, he went out to try and fix him up and he only got to the stage where he was bending over him [and] he just got shot straight through the heart. Another one of our medics got there and he got shot just straight through the head. They made me bag them up in green bags and I can still remember my friend's face. He was smiling.

Soldier (b)

After a while you became accustomed to it. It was sort of boring, hot humid. You got wet, you got eaten by mosquitoes, the leeches. You were tramping around in water, fighting your way through the bamboo. I think for the first two months that I was out with the battalion we had not one single contact.

Source 2(This painting titled *Long Tan action, Vietnam, 18 August 1966* and created by B Fletcher in 1970 is part of the collection of The Australian War Memorial in Canberra.)

DOCUMENT SET 3Australia 1950s–1990s *continued***Source 3**(This cartoon was published in *The Australian* in 1966)

"Gosh Lyndon, you make me feel so much at home"

Source 4

(A photograph of President Lyndon Johnson and Prime Minister Harold Holt taken at Canberra airport in 1966)



DOCUMENT SET 3Australia 1950s–1990s *continued***Source 5**

The following tables were compiled from figures from a number of public opinion polls between 1965 and 1971

Date	Yes (%)	No (%)	Don't know (%)
Sep 1965	56	28	16
Feb 1966	71	23	7
Sep 1966	62	26	12
May 1967	62	24	14
Apr 1968	58	26	6
Oct 1968	54	38	8
Dec 1968	49	37	14
Apr 1969	46	40	12
Aug 1969	40	55	6
Oct 1970	43	45	12
Oct 1970	42	50	9
Apr 1971	37	48	15

Question	Response	Ranking (1st to 10th)
Where does Vietnam rate as a major issue that will influence your vote?	Sep 1966	8th
	Nov 1966	8th
	Nov 1967	5th
Where does conscription rate as a major issue that will influence your vote?	Sep 1966	9th
	Nov 1966	9th
	Nov 1967	7th

Source 6

(The following extract was published in *The West Australian* on 25 April 1996)

Anzac legend unites generations

Their numbers are dwindling but their immortal spirit continues to inspire a nation

In past years, it would have been almost unthinkable to commemorate Anzac Day in the absence of the men whose exploits far from home created the legend that it celebrates. But such is the power of their story and their sacrifice that Australians will continue to honour them long after the last Gallipoli veteran has gone.

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SECTION C—Unit 2B**DOCUMENT SET 4**

Fascism in Italy 1918–1945

Source 1

(A cartoon published in the USA in 1941)

**Mussolini**

DOCUMENT SET 4Fascism in Italy 1918–1945 *continued***Source 2**(Extract from Benito Mussolini's *The Doctrine of Fascism*, 1935)

The Fascist conception of life stresses the importance of the State and accepts the individual only in so far as his interests coincide with those of the State. The Fascist conception of the State is all-embracing, outside it no human or spiritual values can exist, much less have value. This understood, Fascism is totalitarian, and the Fascist State interprets, develops and potentiates* the whole life of the people.

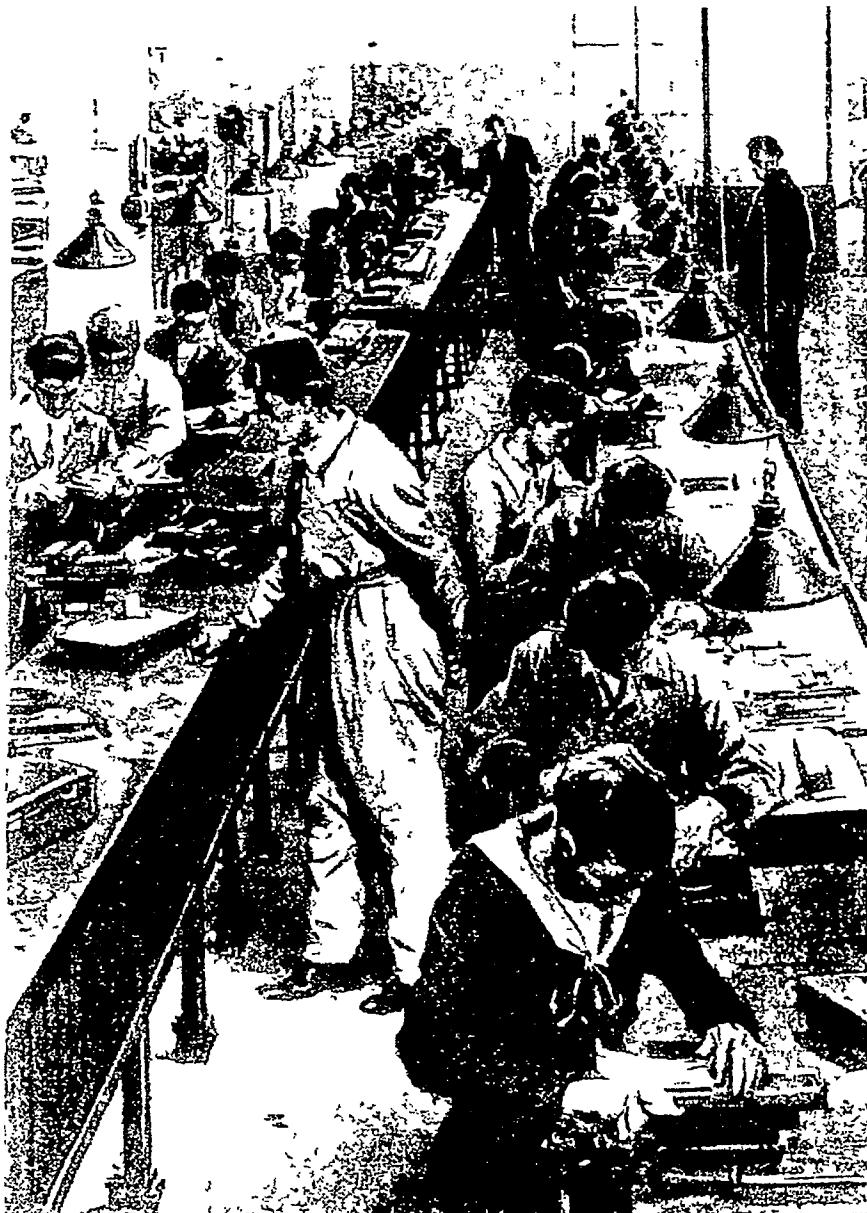
Fascism does not, generally speaking, believe in the possibility or utility of perpetual peace. It therefore discards pacifism. War alone keys up all human energies to their maximum tension and sets the seal of nobility on those who have the courage to face it.

A party holding a 'totalitarian' rule over a nation, is a new departure in history. There are no points of reference nor of comparison. From beneath the ruins of liberal, socialist, and democratic doctrines, Fascism extracts those elements which are still vital. Granted that the XIXth [19th] century was the century of socialism, liberalism and democracy, this does not mean that the XXth [20th] century must also be the century of socialism, liberalism, democracy. We are free to believe that this is the century of authority, a century tending to the 'right', a Fascist century. If the XIXth [19th] century was the century of the individual (liberalism implies individualism) we are free to believe that this is the 'collective' century, and therefore the century of the State.

* potentiate = endows with power, makes possible

DOCUMENT SET 4Fascism in Italy 1918–1945 *continued***Source 3**

(A painting created in 1935. Please note the three men standing are fascist officials.)



DOCUMENT SET 5

Nazism in Germany 1918–1945

Source 1(A cartoon published in the British magazine *Punch* in 1932)

DOCUMENT SET 5*Nazism in Germany 1918–1945 continued***Source 2**

- (I) (Extract from Hitler's Reichstag peace speech on May 17, 1933, in response to the Geneva Conference on Disarmament)

It is in the interests of all that present day problems should be solved in a reasonable and peaceful manner The application of violence of any kind in Europe could have no favourable effect upon the political and economic position The outbreak of such unlimited madness would necessarily cause the collapse of the present social and political order

- (II) (Extract from Hitler's speech to the German people on October 14, 1933, following announcements from the Disarmament Conference)

Since the Reich government perceives in this procedure the discrimination of the German people that is equally unjust and degrading it sees itself no longer able, under such circumstances as a second class nation without rights, to participate further in negotiations which could only lead to further, new impositions While the German Reich government thus testifies its unshakable will to peace, it declares in view of these humiliating and dishonouring unreasonable demands, with the greatest regret, that it must leave the Disarmament Conference It must also therefore announce its withdrawal from the League of Nations

It places this decision, together with a new belief in a policy of sincere love of peace and readiness to negotiate, before the German people for their consideration and expects from them an expression of the same love of peace and willingness for peace, but also of the same notion of honour and the same resolve

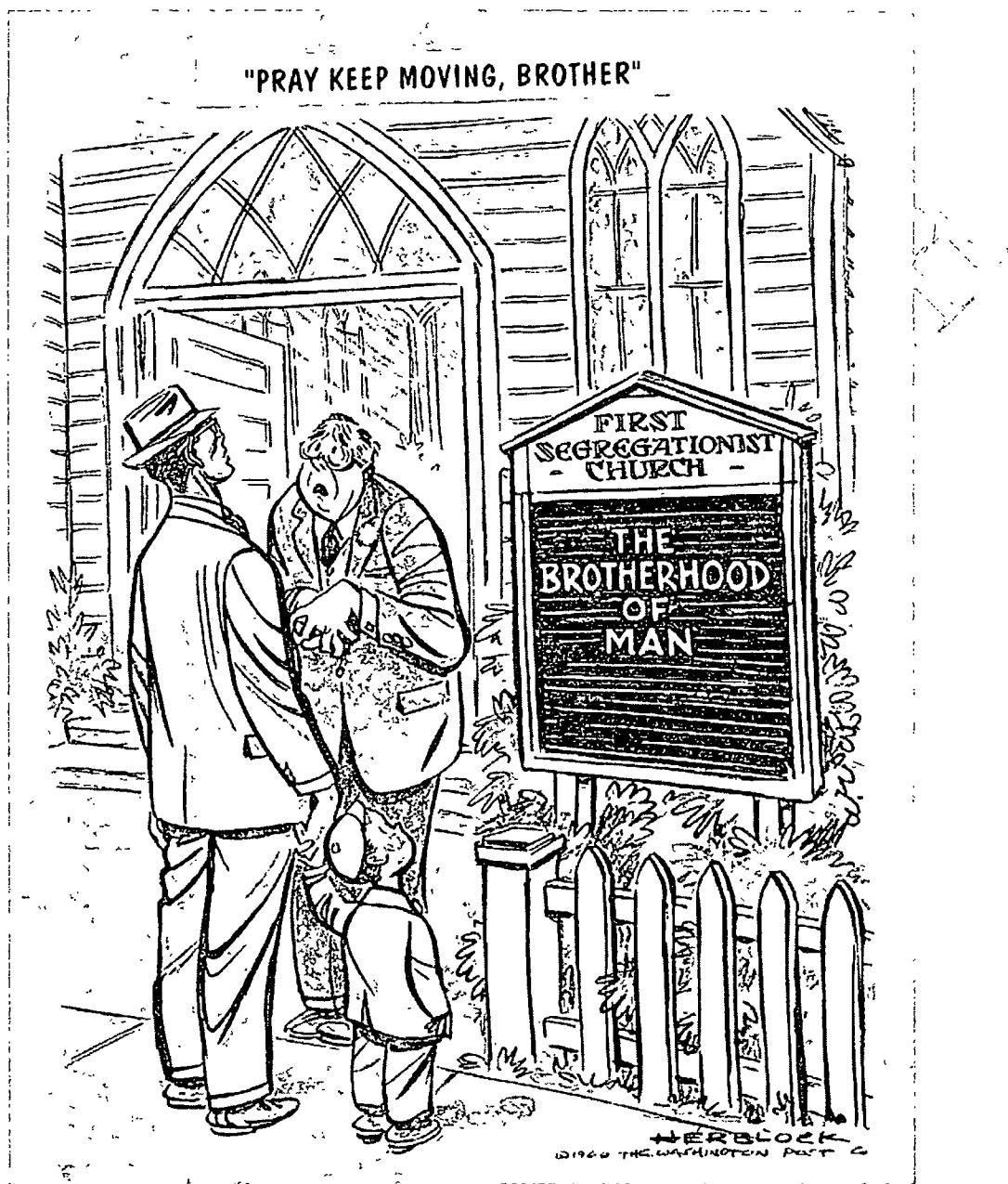
DOCUMENT SET 5*Nazism in Germany 1918–1945 Continued***Source 3**

(Previously unemployed workers assemble to begin work on the first autobahn, September 1933)



DOCUMENT SET 6

Civil Rights movement in the USA 1940s–1970s

Source 1(Cartoon appearing in *The Washington Post*, August 14th 1960)**PRAY KEEP MOVING, BROTHER**

DOCUMENT SET 6Civil Rights movement in the USA 1940s–1970s *continued***Source 2**

(Stokely Carmichael addressing students at Berkeley University in California, October 1966)

If we were to be real and to be honest, we would have to admit -- we would have to admit that most people in this country see things black and white. We have to do that. All of us do. We live in a country that's geared that way. White people would have to admit that they are afraid to go into a black ghetto at night. They are afraid. That's a fact. They're afraid because they'd be "beat up," "lynched," "looted," "cut up," etcetera, etcetera. It happens to black people inside the ghetto every day, incidentally, and white people are afraid of that. So you get a man to do it for you -- a policeman. And now you figure his mentality, when he's afraid of black people. The first time a black man jumps, that white man going to shoot him. He's going to shoot him. So police brutality is going to exist on that level because of the incapability of that white man to see black people come together and to live in the conditions. This country is too hypocritical and that we cannot adjust ourselves to its hypocrisy.

The only time I hear people talk about nonviolence is when black people move to defend themselves against white people. Black people cut themselves every night in the ghetto — Don't anybody talk about nonviolence. Lyndon Baines Johnson is busy bombing the hell out of Vietnam — Don't nobody talk about nonviolence. White people beat up black people every day — Don't nobody talk about nonviolence. But as soon as black people start to move, the double standard comes into being.

DOCUMENT SET 6Civil Rights movement in the USA 1940s–1970s *continued***Source 3**(Police attack Civil Rights marchers with dogs and fire hoses in Birmingham, Alabama, May 3rd 1963)

ACKNOWLEDGEMENTS**Document SET 1—AUSTRALIA 1800s–1920s**

- Source 1** *Studies of Society and Environment* (1997) 1(97), p 43 [Melbourne Ryebuck Media]
- Source 2** Crozier, F (1919) *The Beach at Anzac* (ART24074) [Oil on canvas, 61 x 45 4cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** McKinlay, B (1988) *A Century of Struggle The ALP A Centenary History* Blackburn, Vic Collins Dove, p 57
Claude Marquet cartoon used by permission Mitchell Library, State Library of New South Wales
- Source 4** Cohen, B (1998) *Ideals and Reality 1* Melbourne Addison Wesley Longman, p 93
- Source 5** Spenceley, G (1988) *The Search for Security A Modern World History* Melbourne Oxford University Press, p 225
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian*
Reproduced courtesy of The West Australian newspaper

DOCUMENT SET 2—AUSTRALIA 1920s–1950s

- Source 1** Laidler, R , & White, S (1991) *Australia 1900–1950 Light on the Hill* Caulfield East, Vic Edward Arnold, p 193
Studies (1995) Issue 3/1995, p 10 [Melbourne Ryebuck Media]
- Source 2** Browning, G (1945) *Kokoda Trail* (ART24074) [Oil on canvas, 61 x 45 4cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** Cohen, B (1998) *Ideals and Reality 1* Melbourne Addison Wesley Longman, p 117
Norman Lindsay cartoon used by permission H , C and A Glad
- Source 4** *PM John Curtin shaking hands with General Douglas MacArthur, Sydney 8 June 1943 [Photograph]* (1943) Retrieved October, 2006, from John Curtin Prime Ministerial Library website http://john.curtin.edu.au/macarthur/graphics/00376_691.jpg
- Source 5** *Studies of Society and Environment* (2002) 3, p 52 [Melbourne Ryebuck Media]
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian*
Reproduced courtesy of The West Australian newspaper

DOCUMENT SET 3—AUSTRALIA 1950s–1990s

- Source 1** *Studies of Society and Environment* (2004) 2, pp 29–30 [Melbourne Ryebuck Media]
- Source 2** Fletcher, B (1970) *Long Tan action, Vietnam, 18 August 1966* (ART40758) [Oil on canvas 152 x 175cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** King, J (1978) *A Cartoon History of Australia* Adelaide Savvas Publishing, p 404
- Source 4** Moore, D (1988) President Johnson and Prime Minister Holt at Canberra Airport—1966 [Photograph] In J Rickard, *Australia A Cultural History* (p 214) London Longman (Photograph taken 1966)
Photograph © Estate of David Moore
- Source 5** *Studies of Society and Environment* (2004) 3, p 24 [Melbourne Ryebuck Media]
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian*
Reproduced courtesy of The West Australian newspaper

DOCUMENT SET 4—FASCISM IN ITALY 1918–1945

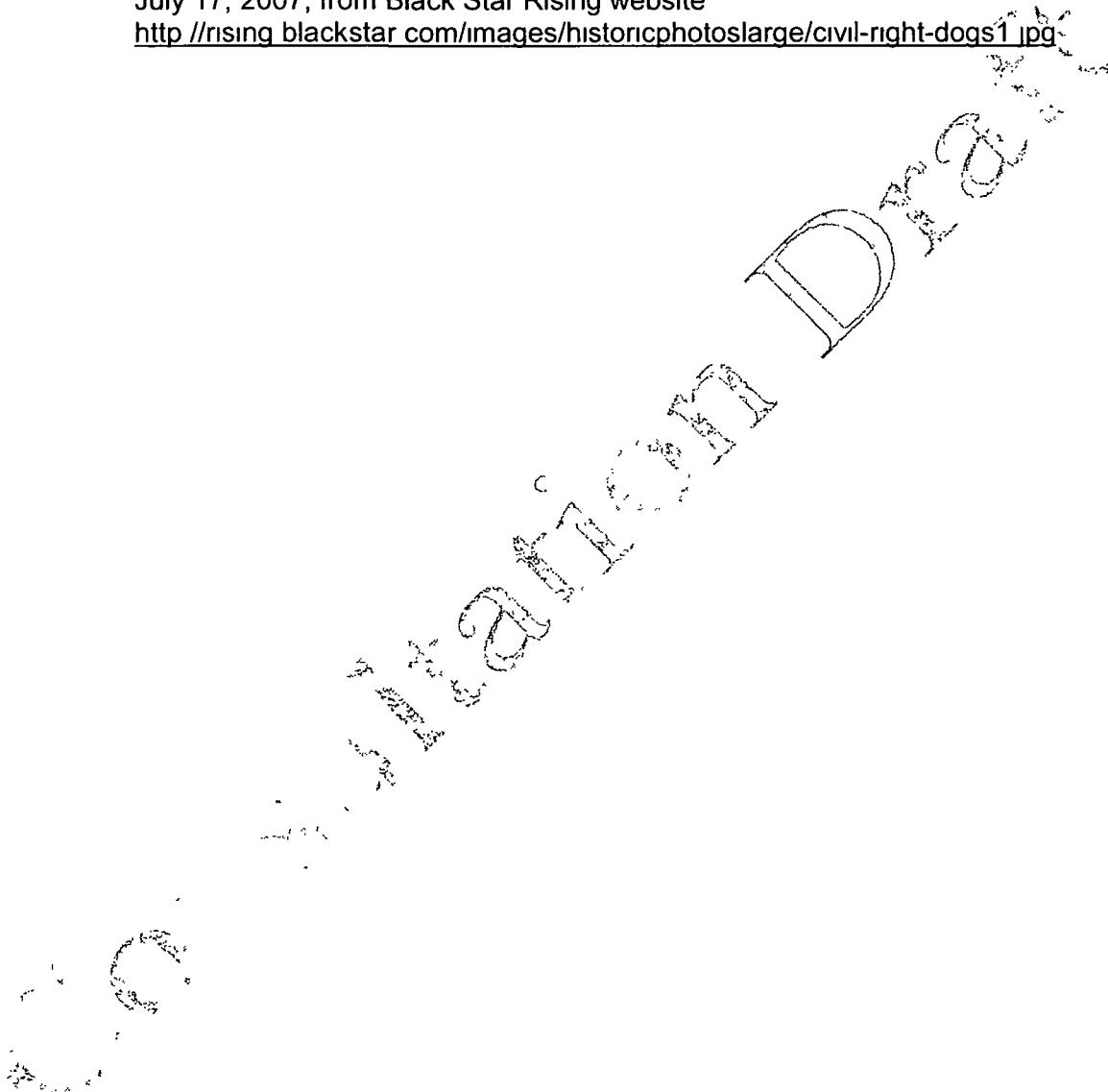
- Source 1** Block, H (1941) [Mussolini cartoon] Retrieved July, 2007, from Library of Congress website
<http://www.loc.gov/rr/print/swann/herblock/images/s03398u.jpg>
- Source 2** Mussolini, B (1935) *The Doctrine of Fascism* In Bollen, J D , & Cosgrove, J J (1985) *Two Centuries A Profile of Modern History* Melbourne Pitman, pp 496–497
- Source 3** Miller, S T (1990) *Mastering Modern European History* Basingstoke, UK Macmillan Education

DOCUMENT SET 5—NAZISM IN GERMANY 1918–1945

- Source 1** Partridge, B (1932) For Defence Only [Cartoon] In Cloake, J (1997) *Germany 1918–1945* Oxford, UK Oxford University Press, p 26
- Source 2** Holt, R F , & Pickard, A , (1991) *Democracy, Dictatorship, Destruction* Melbourne Longman Cheshire, pp 281–282
- Source 3** Lacey, G , & Shephard, K (2006) *Germany 1918–1945* London Hodder Murray, p 124

DOCUMENT SET 6—CIVIL RIGHTS MOVEMENT IN THE USA 1940s–1990s

- Source 1** Block, H (1960) "Pray Keep Moving, Brother" [Cartoon] Retrieved July 17, 2007, from Library of Congress website
<http://www.loc.gov/rr/print/swann/herblock/images/s03533u.jpg>
- Source 2** Carmichael, S (1966) *Black Power* [Transcript of speech] Retrieved July 17, 2007, from American Rhetoric website
<http://www.americanrhetoric.com/speeches/stokelycarmichaelblackpower.html>
- Source 3** Moore, C (1963) [Photograph of civil rights marchers and police] Retrieved July 17, 2007, from Black Star Rising website
<http://rising.blackstar.com/images/historicphotoslarge/civil-right-dogs1.jpg>



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EXAM MARKING KEY

SECTION A 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
Students may make different valid points
- 2** Reward each salient point made by the student

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

(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"> Depicts the mateship and masculinity of war <p>Contrast</p> <ul style="list-style-type: none"> S1 is from people at the time, S2 painted after the war (1919) S1 shows horror of war, S2 is an idealised painting S1 is full of images of death, S2 shows no death, not under fire—quite peaceful S1 personal points of view, S2 the patriotic point of view <p>Support all points with quotes/references</p>	<p>Comparison</p> <ul style="list-style-type: none"> Both about conditions brought about by WW2 for Australian soldiers Lumsden and Source 2 about Kokoda <p>Contrast</p> <ul style="list-style-type: none"> S1 comments on death and injury, S2 does not show either S2a 'heroic' painting, but S1 more focussed on the day-to-day detail S2 shows terrain, S1 does not S1 personal points of view, S2 the patriotic point of view <p>Support all points with quotes/references</p>	<p>Comparison</p> <ul style="list-style-type: none"> All documents show the realism of war S1a and S2 show soldiers under fire S1b and S2 show the environment as the enemy <p>Contrast</p> <ul style="list-style-type: none"> S1a explicit in the way people died, S2 does not adequately show the dead S1b discusses the dense vegetation, S2 does not show the cover afforded by the vegetation S1 personal points of view, S2 the patriotic point of view <p>Support all points with quotes/references</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"> Cartoons, by their very nature only show one side and are therefore of questionable reliability S3 is a cartoon from the time that depicts Hughes conscription referendum as potentially destroying Australian democracy It is heavily biased against Hughes. This may affect reliability The cartoon depicts the Labor Party's rejection of Hughes' plan as what could save democracy. This bias may reflect reliability Does not reflect the pro-conscription opinion <p><i>Support all points with quotes/references</i></p> <ul style="list-style-type: none"> Note for the marker the <i>Daily Worker</i> is a publication sympathetic to the plight of workers—this may affect its reliability 	<ul style="list-style-type: none"> Cartoons by their very nature only show one side and are therefore of questionable reliability 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 Also shows that Curtin did go 'cap in hand' re conscription to the ALP (note 'worker') which was against conscription in WW1 It does not show he succeeded, nor the urgency of the situation <p><i>Support all points with quotes/references</i></p> <ul style="list-style-type: none"> Note for the marker The issue of bias and the role of <i>Bulletin</i> might affect reliability—was anti-Labor at the time 	<ul style="list-style-type: none"> Cartoons, by their very nature only show one side and are therefore of questionable reliability 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 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 It does, however, reflect a growing awareness by some in Australia that all was not well with the war and our commitment <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"> The sources present contrasting images of Hughes villain and hero S3 Hughes is depicted as a destroyer of democracy and an enemy of the working class S4 Hughes is depicted as the hero of the Australian soldiers, literally supported by joyous soldiers at the end of the war <p><i>Support all points with quotes/references</i></p>	<ul style="list-style-type: none"> Both set in 1943 but show differing perspectives of the PM S3 shows the PM as weak whereas S4 shows him as strong S3 Curtin is meek, humble, begging the ALP S4 an equal with USA, friend Both show Curtin in civilian dress (in contrast with MacArthur) <p><i>Support all points with quotes/references</i></p>	<ul style="list-style-type: none"> S3 Holt and LBJ in partnership—LBJ leading Holt to where he wants Holt to go—making it easy for him 'Gosh Lyndon' S4 Holt standing behind LBJ, some would say in a subservient pose of head bowed, behind LBJ 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 <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"> S5 refers to the impact of WWI on the economy The source indicates that the price of goods required in the war effort metals, coal, chemicals and leather increased significantly The price of food also increased although not quite as significantly as industries directly related to the war effort <p><i>Support all points with quotes/references</i></p>	<ul style="list-style-type: none"> S5 refers to the significant contribution of women during WW2 compared to 1933, especially in primary production, transport and communication Relatively smaller numbers in the armed services, but a large increase in transport etc WW2 had an impact on the number of men and women in employment and the nature of that employment Decreased numbers of males in primary production and commerce <p><i>Support all points with quotes/references</i></p>	<ul style="list-style-type: none"> S5 refers to the Vietnam War and domestic public opinion Generally, people supported the war in the beginning 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 <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"> 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 S6 celebrates the values of sacrifice and gratitude towards past generations The belief in a unique Australian identity that unites generations and is enduring <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"> 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 S6 celebrates the values of sacrifice and gratitude towards past generations The belief in a unique Australian identity that unites generations and is enduring <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"> 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 S6 celebrates the values of sacrifice and gratitude towards past generations The belief in a unique Australian identity that unites generations and is enduring <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"> 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 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) S3 hints at conflict between the government and the labour movement (S3) the growth of national identity (S6) <p>The sources do not show (<i>sample list</i>)</p> <ul style="list-style-type: none"> the full extent of war and its impacts due to the limited number of sources specific details like the development of BHP and the creation of the Wheat and Wool Boards the war debt is not referred to the various social divisions that were exposed by the conscription debate the increase in Australia's reputation internationally the full impact of the Labor Party split is not identified 	<p>The sources show</p> <ul style="list-style-type: none"> soldiers' experiences (S1,2, 6) domestic impacts social (S5,6), economic (S5) and political (S3,4) 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 the growth of national identity (S6) 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 <p>The sources do not show (<i>sample list</i>)</p> <ul style="list-style-type: none"> the continuing impact of the war on soldiers and civilians Australian armed services in other areas e g Libya, Pacific, the air force and navy and also the merchant navy the impact of being a POW the nature of the enemy the impact of the US/Australian alliance in Australia and into the future The changing relationship with Britain the maintenance of, (and increases in) production due to the employment of women Curtin's wartime leadership role 	<p>The sources show</p> <ul style="list-style-type: none"> soldiers' experiences (S1, 2 and 6) the new ally and the consequences of this (S3 and 4) the role of public opinion (S5) the creation and maintenance of a legend/myth—Long Tan and the Anzac legend (S2 and S6) Australia/USA relationships during the Vietnam War (S3 and 4) conscription and the decision to send troops (S5) the growth of national identity (S6) 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 <p>The sources do not show (<i>sample list</i>)</p> <ul style="list-style-type: none"> contentious shaping influence of conscription which is only hinted at in the sources the significance of the birthday lottery is not shown the growing protest movement and the role of women and youth in that movement how the Vietnam War is part of a greater involvement in Asia post WWII—political and economic the long-term impact on domestic policies such as immigration and multiculturalism the effects on the Vietnam Veterans

SECTION B 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 A

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

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

GUIDE TO MARKING RESPONSES	MARKS
Introduction	/4
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
Evidence used to support statements, lines of argument	/9
Extensive use of detailed, accurate and relevant evidence used in a manner that assists critical analysis and evaluation	
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	
All generalisations and/or statements made without supporting evidence, OR	0
All evidence is incorrect	
Complexity of discussion/argument	/6
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
Conclusion	/2
Draws essay's argument or point of view together	[2]
Very superficial conclusion, or vaguely summarises with use of cliches such as 'In conclusion' or one that just repeats the proposition stated in the introduction	[1]
No conclusion given	0
Communication skills	/4
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
TOTAL	/25

SECTION C 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
Students may make different valid points

2 Reward each salient point made by the student

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
<p>Fascism in Italy 1918–1945</p> <ul style="list-style-type: none"> 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 The message is that Mussolini used his dictatorial powers granted to him in 1923 by the King to build a military state Also shown is his building of the 'corporate state' and his agreement with the Pope on the Vatican 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' <p><i>Support all points with quotes/references</i></p>	<p>Nazism in Germany 1918–1945</p> <ul style="list-style-type: none"> Source 1 is a cartoon published in the British magazine <i>Punch</i> in 1932 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 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 The Treaty of Versailles is in tatters Reference to the reparations Germany had to pay after WWI which caused discontent and economic hardship <p><i>Support all points with quotes/references</i></p>	<p>Civil Rights in the USA 1940s–1970s</p> <ul style="list-style-type: none"> The source is a cartoon published in <i>The Washington Post</i> in August 1960 for a Northern audience 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 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 <p>Indicates fear of further confrontation</p> <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"> 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 Both sources focus on totalitarianism, both 'discard pacifism' and have war as a necessary goal <p>Contrasts</p> <ul style="list-style-type: none"> 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 Source 2 defines and justifies Fascism in the 20th century, 'a century tending to the 'right', a Fascist century' Source 1 does not Source 1 ultimately shows Mussolini revealed as lacking substance whereas Source 2 shows him as a strong and idealistic leader <p><i>Support all points with quotes/references</i></p>	<p>Comparisons</p> <ul style="list-style-type: none"> 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 Both suggest demands made on Germany have been 'humiliating and degrading' <p>Contrasts</p> <ul style="list-style-type: none"> 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 Source 1 sees Germany as militaristic and preparing for war, in both sections of Source 2 Hitler refers to a desire for peace Source 2 talks about German honour and resolve, whilst Source 1 makes fun of the Germans <p><i>Support all points with quotes/references</i></p>	<p>Comparisons</p> <ul style="list-style-type: none"> Segregation is the norm Sources clearly show existing separation of black and white White people are afraid of black people Segregation is hypocritical the hypocrisy of the church and the insurmountable hypocrisy in society <p>Contrasts</p> <ul style="list-style-type: none"> Non-violence effective/ineffective 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' Black communities wish to integrate with white communities but not vice versa <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"> 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 Secret Police and Party supervisors ensured workers both completed their tasks and were loyal to the State 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 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 	<ul style="list-style-type: none"> September 1933—Germany still had huge unemployment as a result of the Great Depression 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 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 The autobahns were integral to Hitler's long-term militarist ambitions 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 	<ul style="list-style-type: none"> Birmingham May 3rd 1963 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 Non-violent marchers, including 500 school children and Martin Luther King, were arrested in Birmingham King wrote famous 'Letter from a Birmingham jail' Pictures of the protest widely publicised Kennedy became involved and ensured the release of King Police were instructed to use the dogs aggressively to disperse protesters This was at the height of the movement where participation was widespread and included many school children The success of the Birmingham protest was due to the wide response to images like this photograph in newspapers across America and overseas

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
<p>Fascism in Italy 1918–1945</p> <ul style="list-style-type: none"> The sources together are useful in investigating different perspectives and responses to Fascism in Italy 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 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 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 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 <p><i>Support all points with quotes/references</i></p>	<p>Nazism in Germany 1918–1945</p> <ul style="list-style-type: none"> The sources together are useful in investigating different perspectives and responses to German militarism 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 Sources do not refer to the political events of 1932 and 1933 or to the Nazi seizure of power Source 1 is reliable in that it is of the time and reflects British concerns, but has anti-German bias 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 Source 3 is relevant in that it is showing what is happening at the time, but it also has a propaganda purpose 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 <p><i>Support all points with quotes/references</i></p>	<p>Civil Rights in the USA 1940s–1970s</p> <ul style="list-style-type: none"> 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 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 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 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 <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"> 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. Source 3 illustrates the impact of Fascism on one aspect of the people—the control by Fascist officials over the people. 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. 	<ul style="list-style-type: none"> 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. They do not show the other trends in Nazism such as <ul style="list-style-type: none"> One Party control through the eradication of political opposition (a particular issue in 1933, but not shown) Lebensraum The anti-Jewish attitude and the movement towards the 'The Final Solution' Social/cultural trends in education, role of women, the youth and religion Economic improvements The control of the lives of the German people 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. 	<ul style="list-style-type: none"> The key themes represented by the sources are segregation, non-violent and violent protest, and responses to protest. These are key significant themes because segregation, protest against it and the ensuing responses characterise the progress of the civil rights movement. Sources all portray the public presentations of the movement, not personal reflections or experiences of protest groups. 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. Personal perspectives of the experiences and impacts of civil rights protesters are not represented in depth though Stokeley Carmichael's speech gives some insight. Sources do not compare grassroots politicians and elected politicians e.g. King vs Kennedy.

SECTION D 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 C

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

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

GUIDE TO MARKING RESPONSES	MARKS
Introduction 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 A few sentences outlining the theme of the essay and including a simple proposition A sentence or two outlining the 'who' or 'what' to be discussed in the essay No introduction to essay provided	/4 [3-4] [2] [1] 0
Evidence used to support statements, lines of argument Extensive use of detailed, accurate and relevant evidence used in a manner that assists critical analysis and evaluation 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 Use of accurate evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion Mainly accurate evidence is used to support some lines of argument Evidence is used, some is accurate and there are few generalisations in the essay Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence Very limited use of evidence and the response is mainly a series of generalisations No supporting evidence, OR All generalisations and/or statements made without supporting evidence, OR All evidence is incorrect	/9 [7-9] [5-6] [4] [3] [2] [1] 0
Complexity of discussion/argument 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 Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events A simple chronological narrative with minimal content about cause, action and reaction Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity	/6 [5-6] [3-4] [1-2] 0
Conclusion Draws essay's argument or point of view together 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 No conclusion given	/2 [2] [1] 0
Communication Skills 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 Accurate and relevant use of historical terms. Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay Has some relevant use of historical terms, but is unable to express ideas with clarity of meaning 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) Response is mainly unable to be understood by the marker	/4 [4] [3] [2] [1] 0
TOTAL	/25



MODERN HISTORY SAMPLE EXAMINATION STAGE 3

Section 7 of the *New WACE Manual General Information 2006–2009* outlines the policy on WACE examinations

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at

http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2007 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

CONSULTATION



**Western Australian Certificate of Education, External Examination 2007
Question/Answer Booklet**

**MODERN HISTORY
WRITTEN PAPER
STAGE 3**

Please place your student identification label in this box

Student Number In figures

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In words

Time allowed for this paper

Reading/planning time before commencing work
Working time for paper

Ten minutes
Three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet
History Document Booklet

To be provided by the candidate

Standard items Pens, pencils, eraser or correction fluid, highlighter and ruler

Important note to candidates

No other items may be taken into the examination room. It is **your responsibility** to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

Structure of this paper

Section	Context	Number of questions available	Number of questions to be attempted	Suggested working time	Marks available
Section A Document study	Australia	1	1	45 minutes	25
Section B Essay	Australia	3	1	45 minutes	25
Section C Document study	Russian Revolution OR Chinese Revolution OR Cold War in Europe OR Conflict in the Middle East	1	1	45 minutes	25
Section D Essay	Russian Revolution OR Chinese Revolution OR Cold War in Europe OR Conflict in the Middle East	3	1	45 minutes	25

Instructions to candidates

- 1 The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
- 2 Write your answers in this Question/Answer Booklet provided.
- 3 You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
- 4 For Section A, there are three sets of documents, one for each time period of study for Australia. You must refer to **ONE** of these sets of documents. For Section C there are four sets of documents, one for each of the prescribed contexts. You must refer to **ONE** of these sets of documents. Each source is numbered for easy reference.
- 5 You must attempt **ONE** question **ONLY** in Section B and **ONE** question **ONLY** in section D.
- 6 In Section A-D, you must indicate your context in the box provided. Do not leave these boxes blank.

SECTION A DOCUMENT STUDY

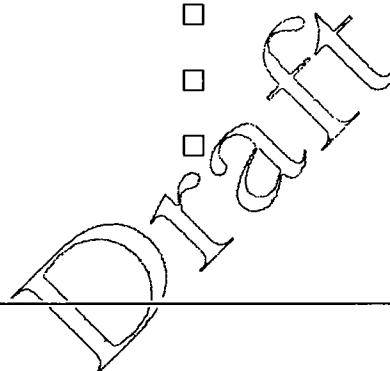
This section has 1 question made up of **FIVE (5)** parts Attempt **ALL** parts Write your answers in the spaces provided

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

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

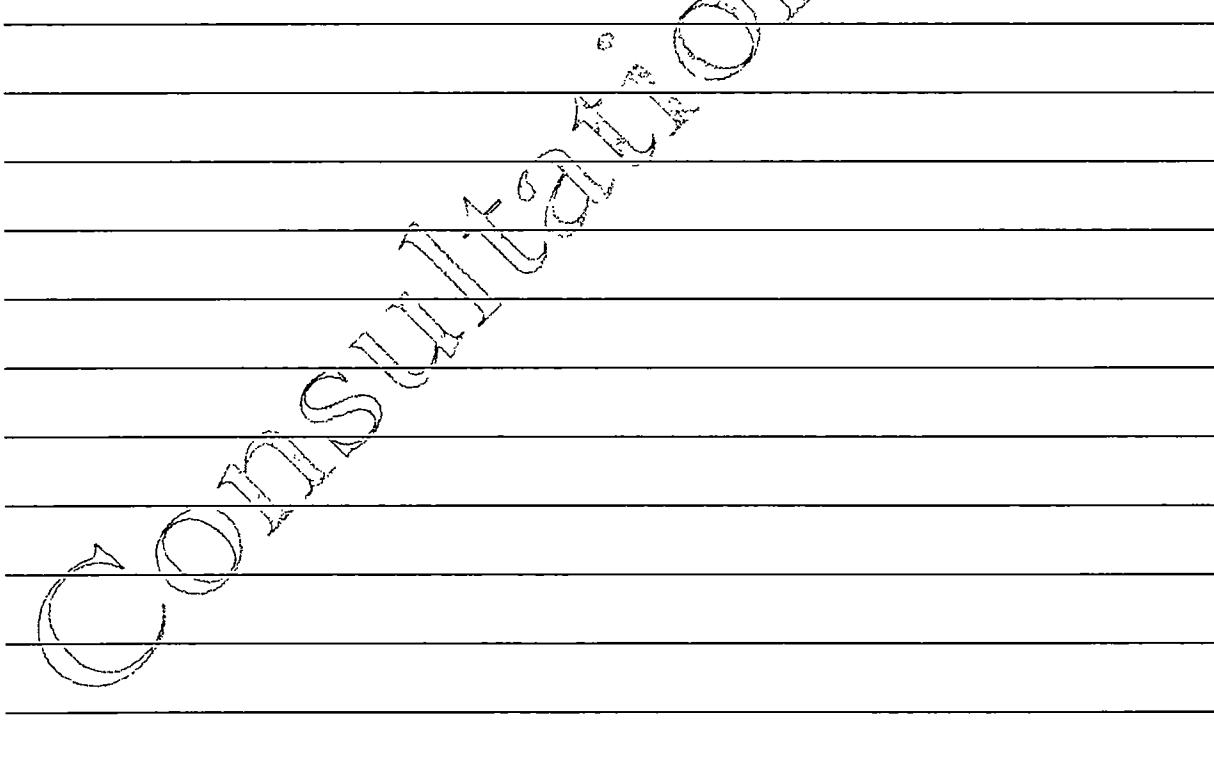
- Set 1 Australia 1880s–1920s
 - Set 2 Australia 1920s–1950s
 - Set 3 Australia 1950s–1990s



Question 1

- (a) Outline and contrast the messages in Source 1 and Source 2**

[4 marks]



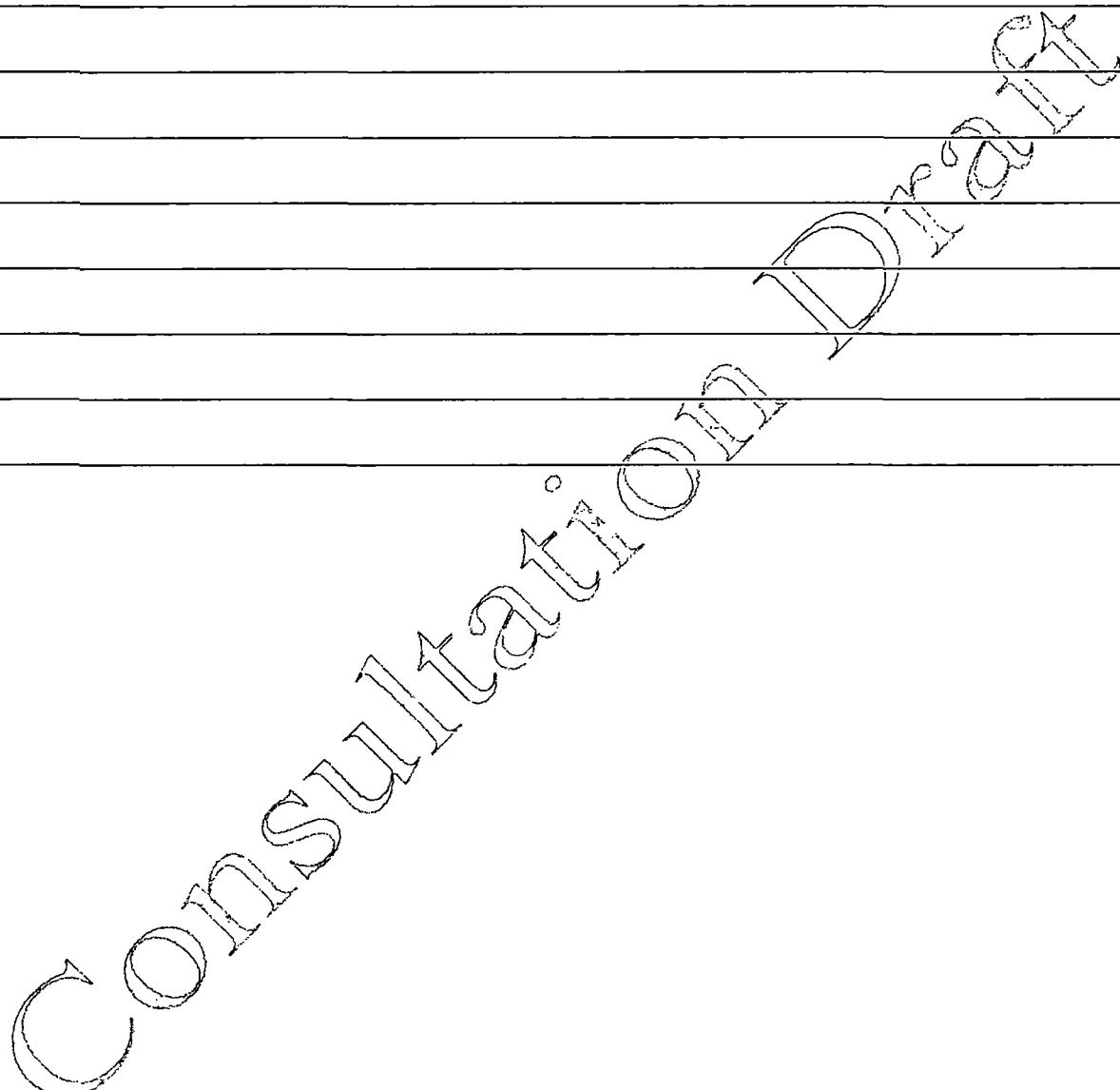
- (b) How reliable are Source 3 and Source 4 as historical evidence? Refer to the sources to support your answer

[5 marks]

A black and white line drawing of a person riding a unicycle. The rider is wearing a simple t-shirt and shorts, with a small backpack. The unicycle has a large front wheel and a smaller back wheel. A curved line, representing the path the unicycle has traveled, is written in a bold, blocky font with a drop shadow. The word reads "CONSULTATION". The background consists of several horizontal lines, suggesting a wall or a series of steps.

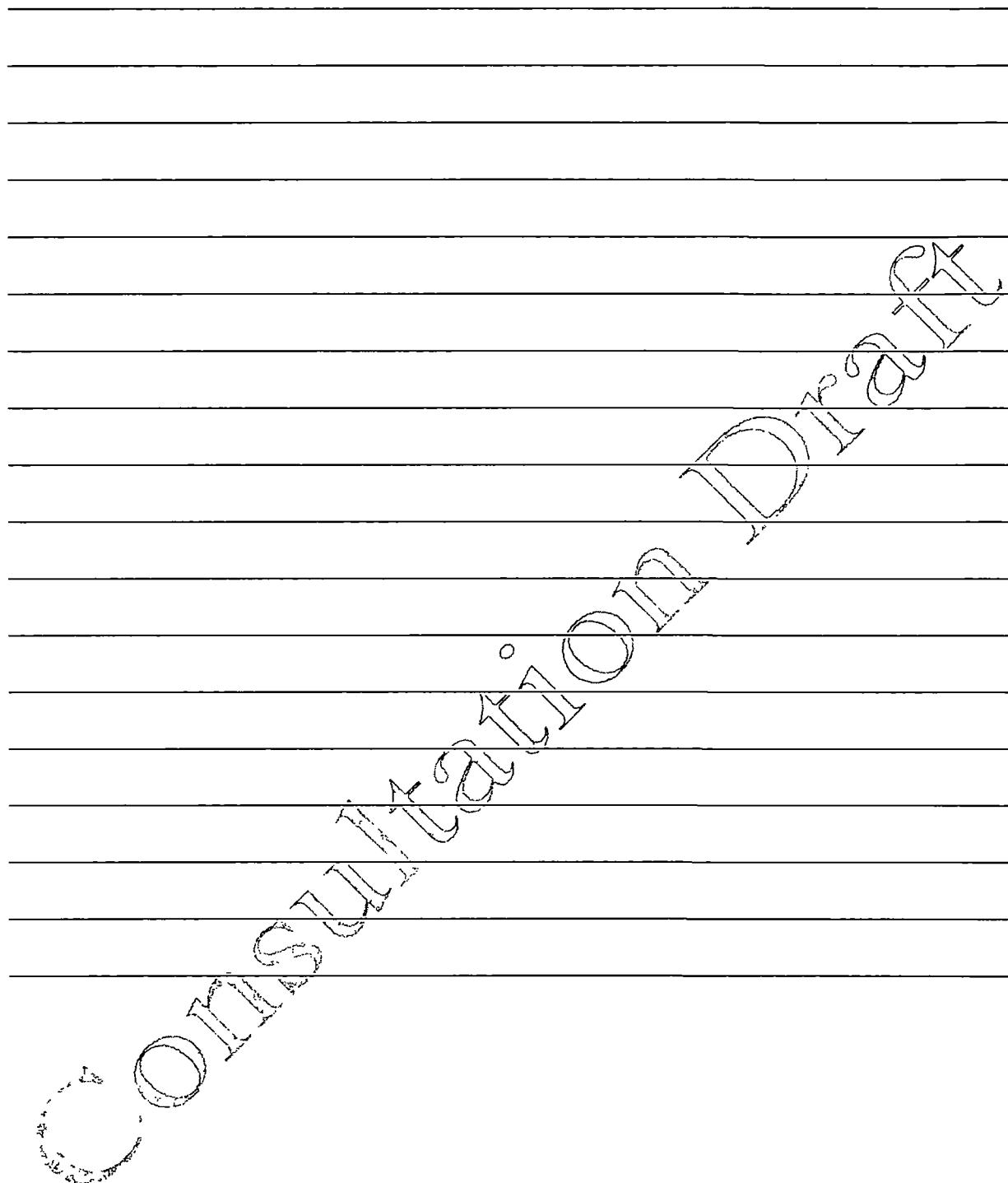
- (c) Account for the impact of war as indicated in Source 5

[4 marks]



SEE NEXT PAGE

- (d) Identify and discuss the authors' perspectives in Source 6 and Source 7 of Anzac Day**
[6 marks]



(e) 'War has always had a cohesive effect on Australian society'

Evaluate the extent to which the seven sources accurately reflect this statement

[6 marks]

END OF SECTION A

SEE NEXT PAGE

SECTION B ESSAY

This section has **THREE (3)** questions Attempt **ONE (1)** question only

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

Write your answers on the pages following Section D

Indicate the time period you used to respond to this question

Australia 1880s–1920s

Australia 1920s–1950s

Australia 1950s–1990s

In your answers, you must use a range of examples from the time period you studied

Question 2

Analyse the importance of at least **one** individual OR group as a force for cohesion and division in Australian society

Question 3

To what extent was Australian society challenged by changing economic circumstances?

Question 4

'In Australia, political authority has predominantly been used as a force for cohesion '

Evaluate the accuracy of this statement

USE THE PAGES FOLLOWING SECTION D FOR YOUR ANSWERS

CLEARLY INDICATE THE NUMBER OF THE QUESTION ON WHICH YOU ARE WORKING

REMEMBER TO CANCEL ANY ROUGH WORKING

END OF SECTION B

SEE NEXT PAGE

SECTION C DOCUMENT STUDY

This section has **ONE (1)** question made up of **FOUR (4)** parts Attempt **ALL** parts Write your answers in the spaces provided

The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

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

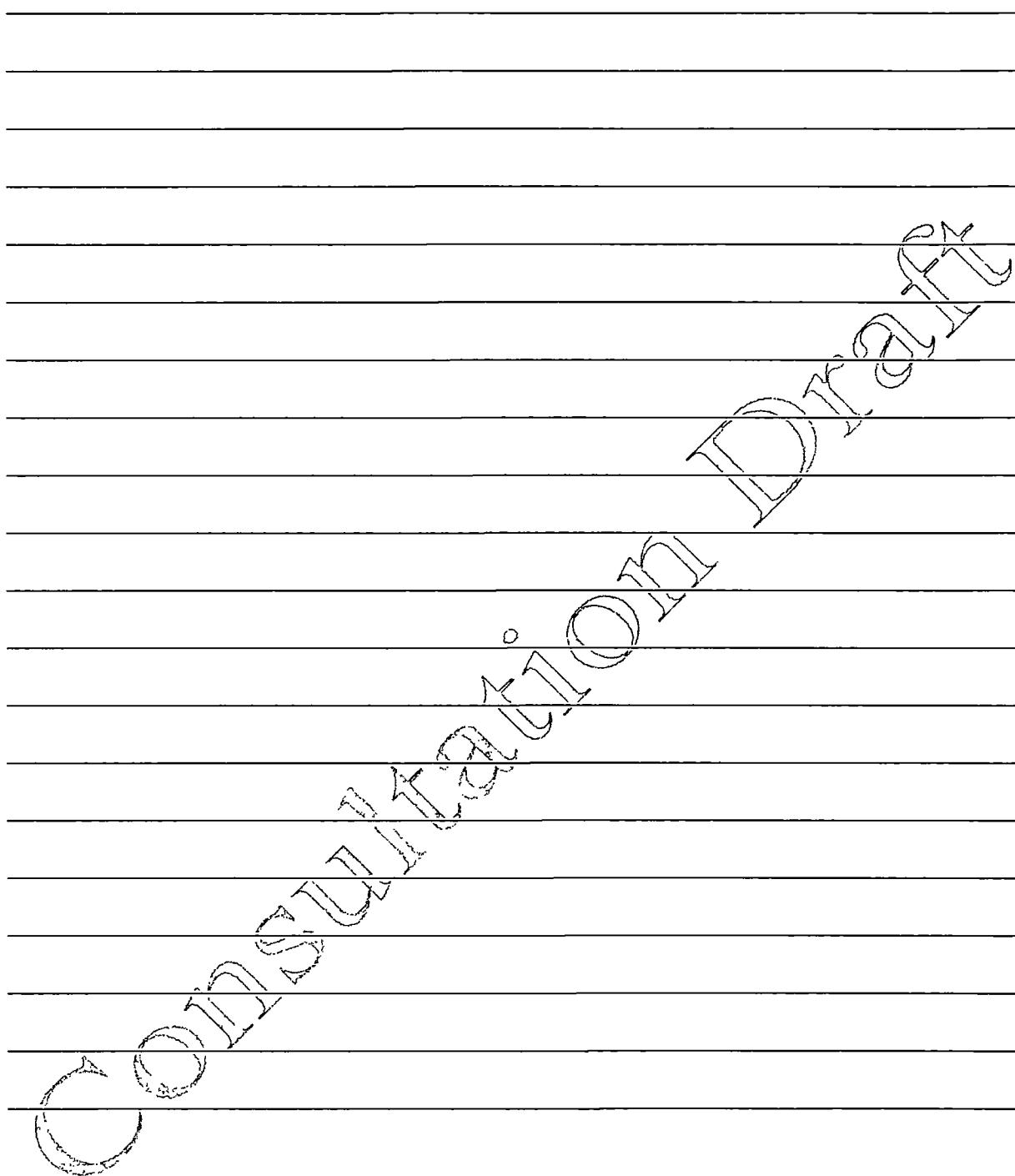
- Set 4 Ideas that shaped the Russian Revolution
 - Set 5 Ideas that shaped the Chinese Revolution
 - Set 6 Ideas that shaped the Cold War in Europe
 - Set 7 Ideas that shaped conflict in the Middle East

Question 5

- (a) Compare and contrast the messages conveyed by Source 1 and Source 2 [6 marks]

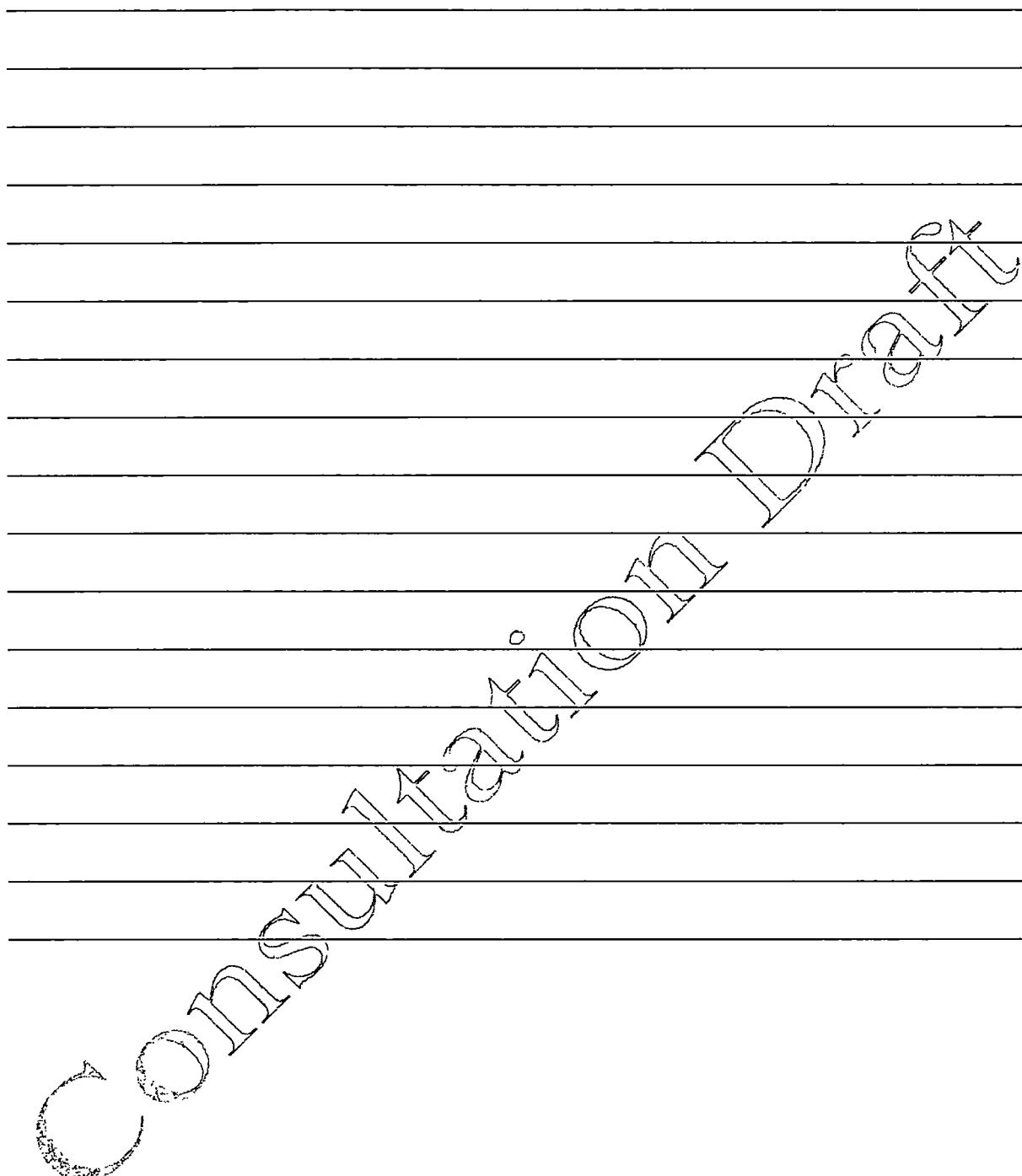
- (b) Explain the historical context of Source 1 and Source 2—that is the relevant events, people and actions depicted or represented in the sources

[7 marks]



- (c) Account for the different perspectives presented in Source 1 and Source 2 Your answer may include discussion of purpose, motive, place and time

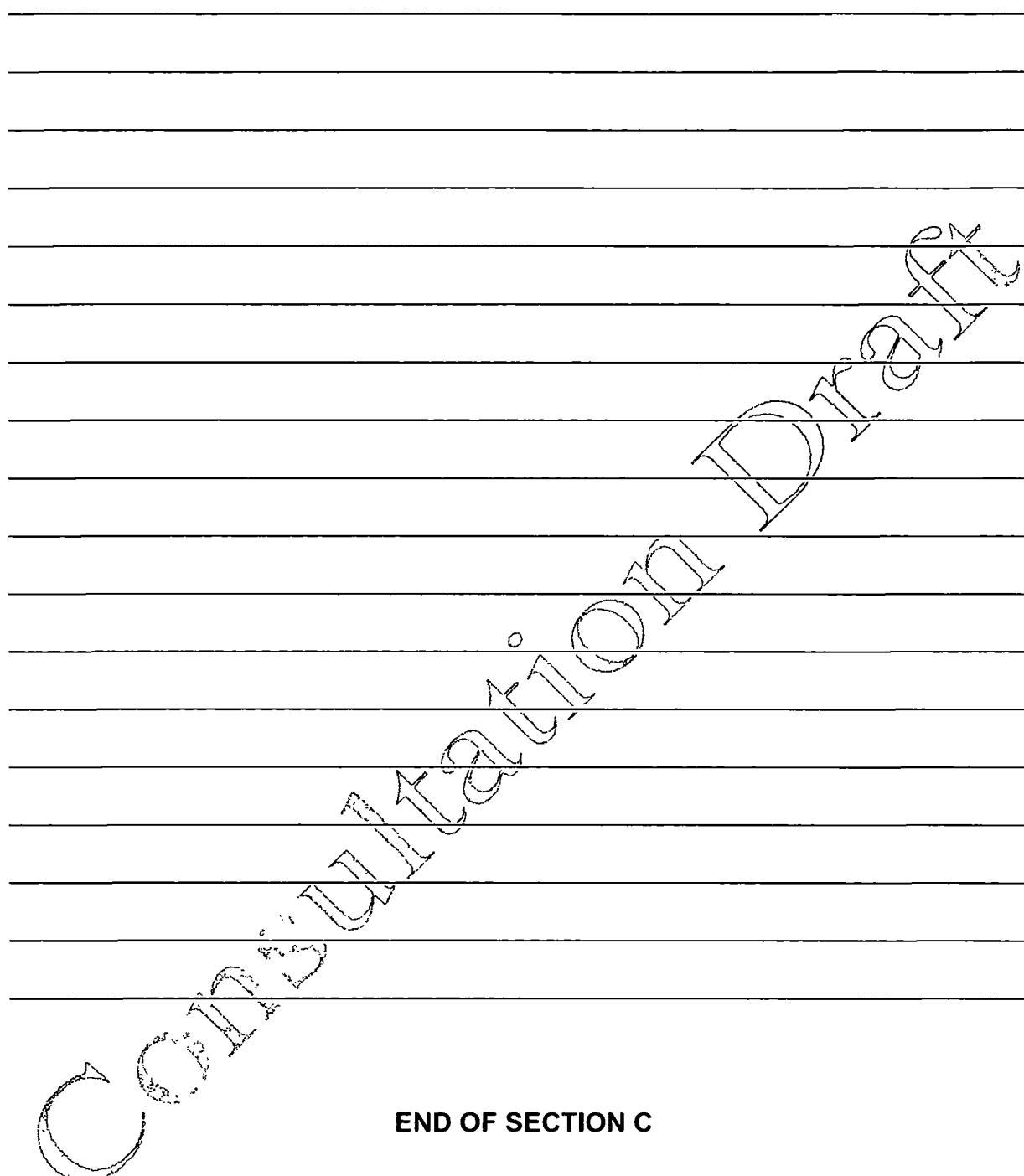
[6 marks]



SEE NEXT PAGE

- (d) Using your knowledge of the whole period of study, evaluate the importance of the ideas, issues and/or events represented in the two sources

[6 marks]



END OF SECTION C

SEE NEXT PAGE

SECTION D ESSAY

This section has **THREE (3)** questions Attempt **ONE (1)** question only

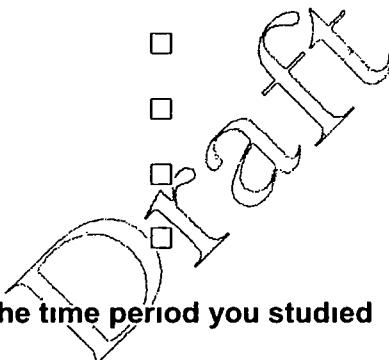
The marks allocation for this section is 25 marks

Allow approximately 45 minutes for this section

Write your answers on the pages following this section

Indicate below the context you used to respond to this question

- Ideas that shaped the Russian Revolution
- Ideas that shaped the Chinese Revolution
- Ideas that shaped the Cold War in Europe
- Ideas that shaped conflict in the Middle East



In your answers, you must use a range of examples from the time period you studied

Question 6

Critically analyse the key ideas that influenced change throughout the period

OR

Question 7

To what extent was leadership the most important force in bringing about change?

OR

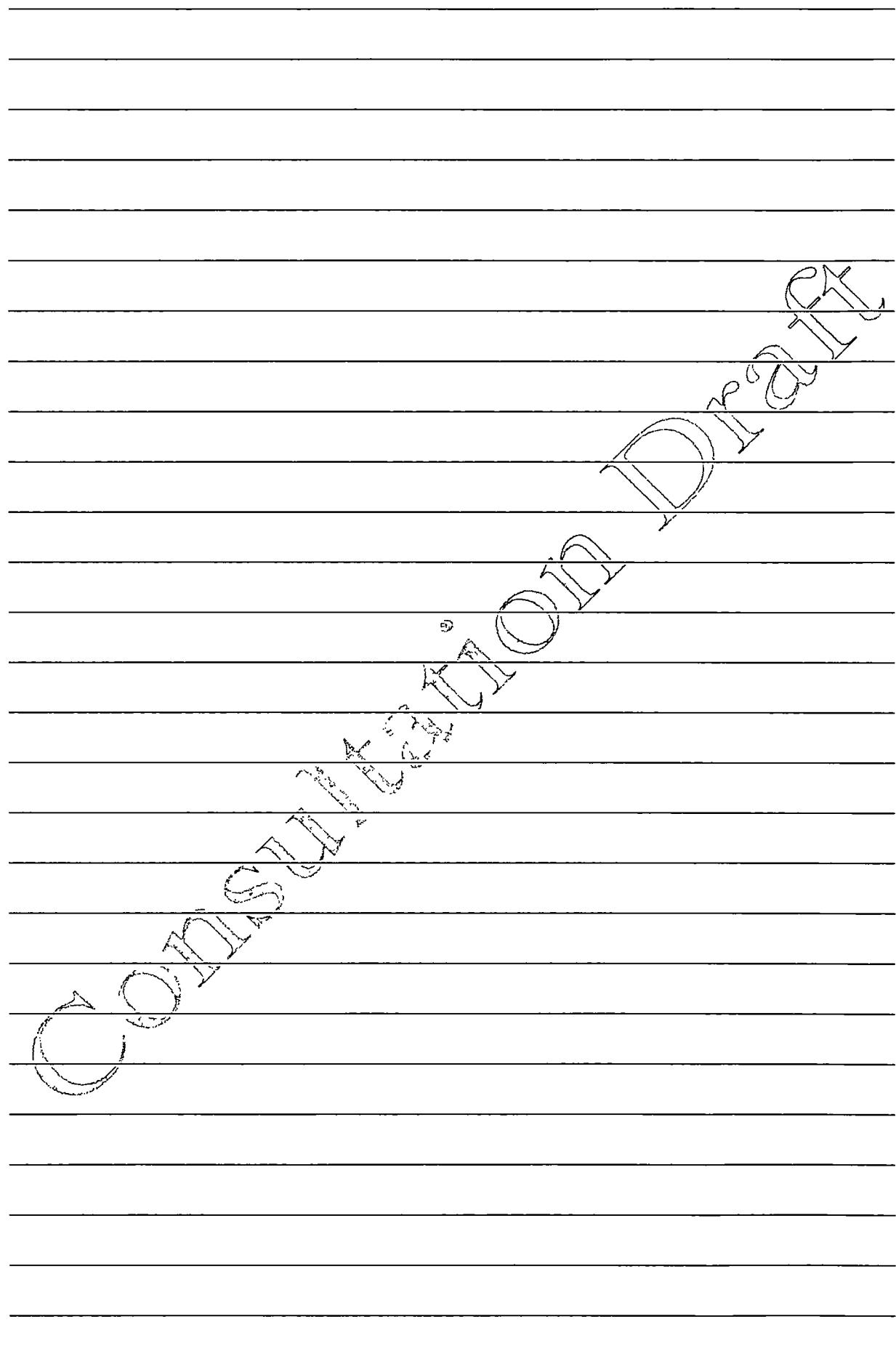
Question 8

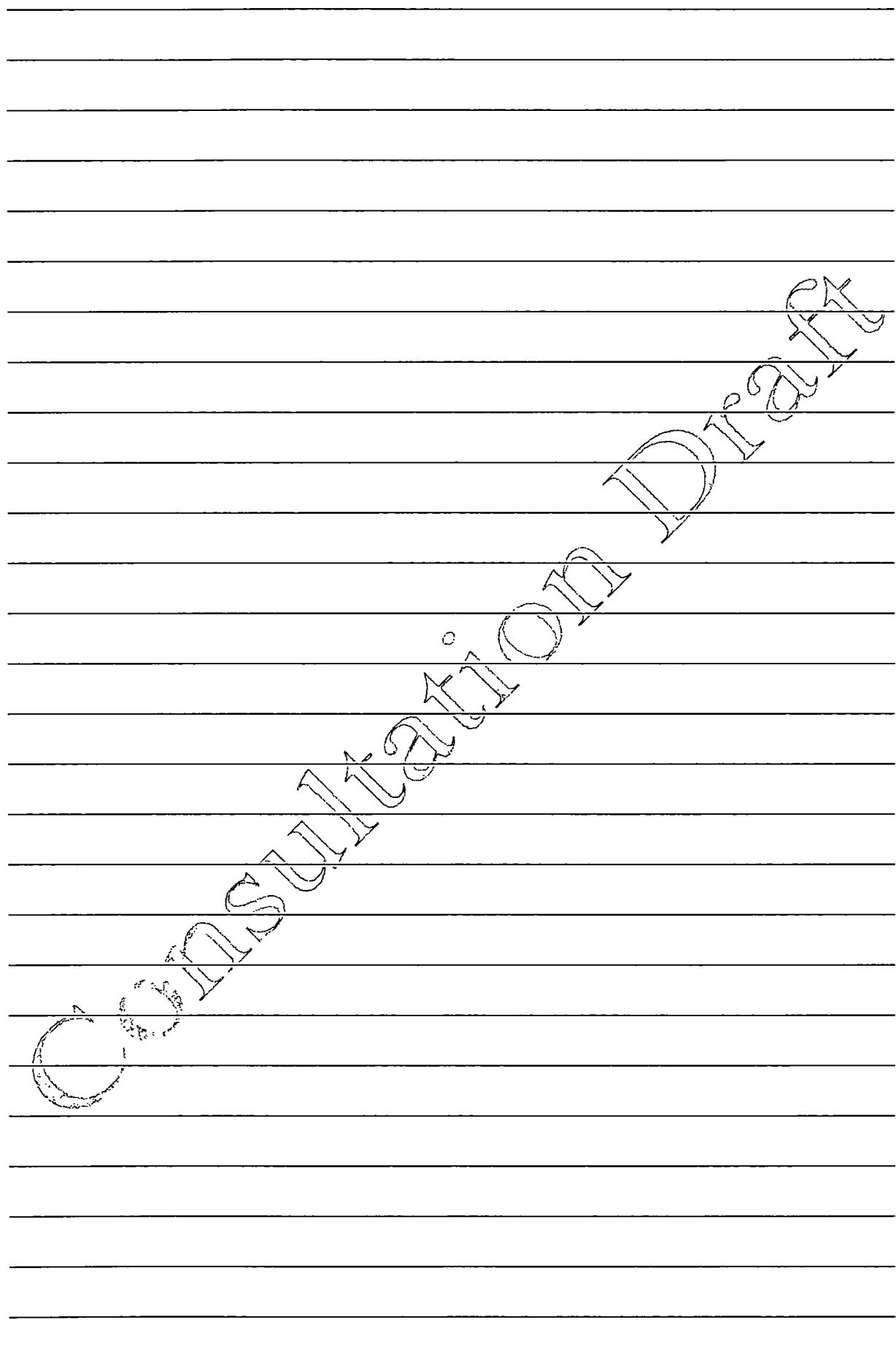
Evaluate the proposition that fear and terror, rather than ideology, are the major factors in bringing about change

END OF SECTION D

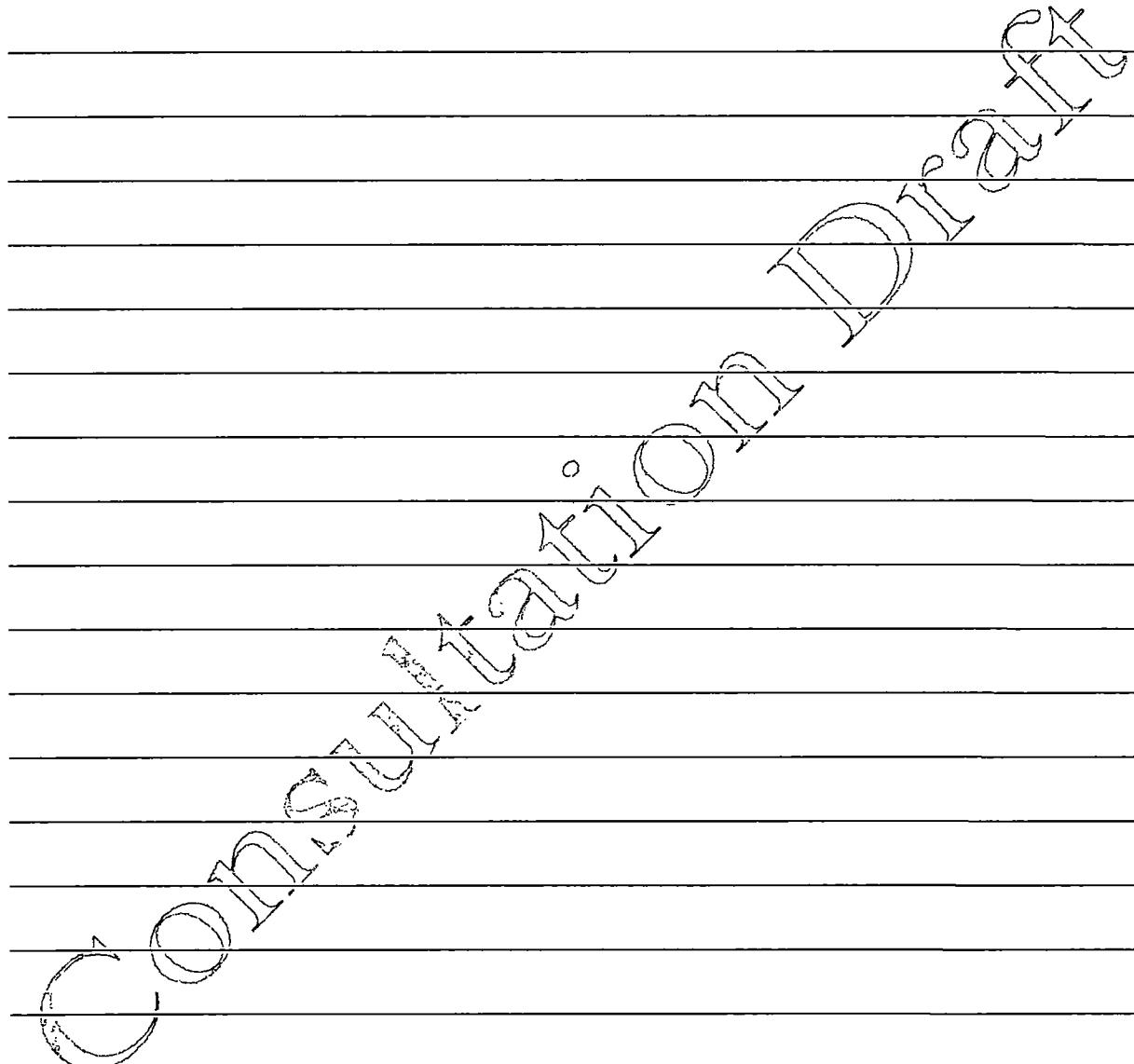
CLEARLY INDICATE THE NUMBER OF THE QUESTION ON WHICH YOU ARE WORKING

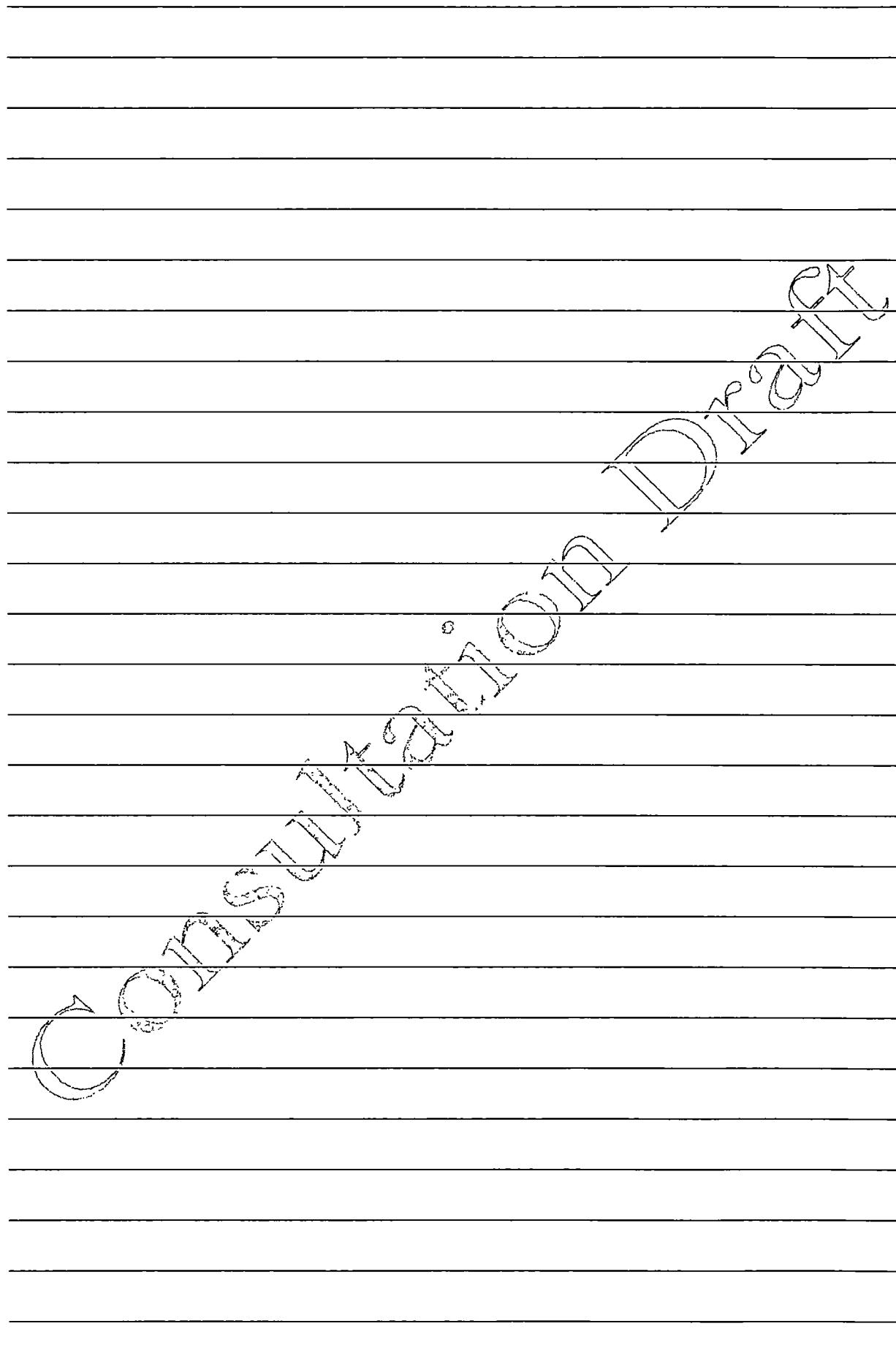
REMEMBER TO CANCEL ANY ROUGH WORKING

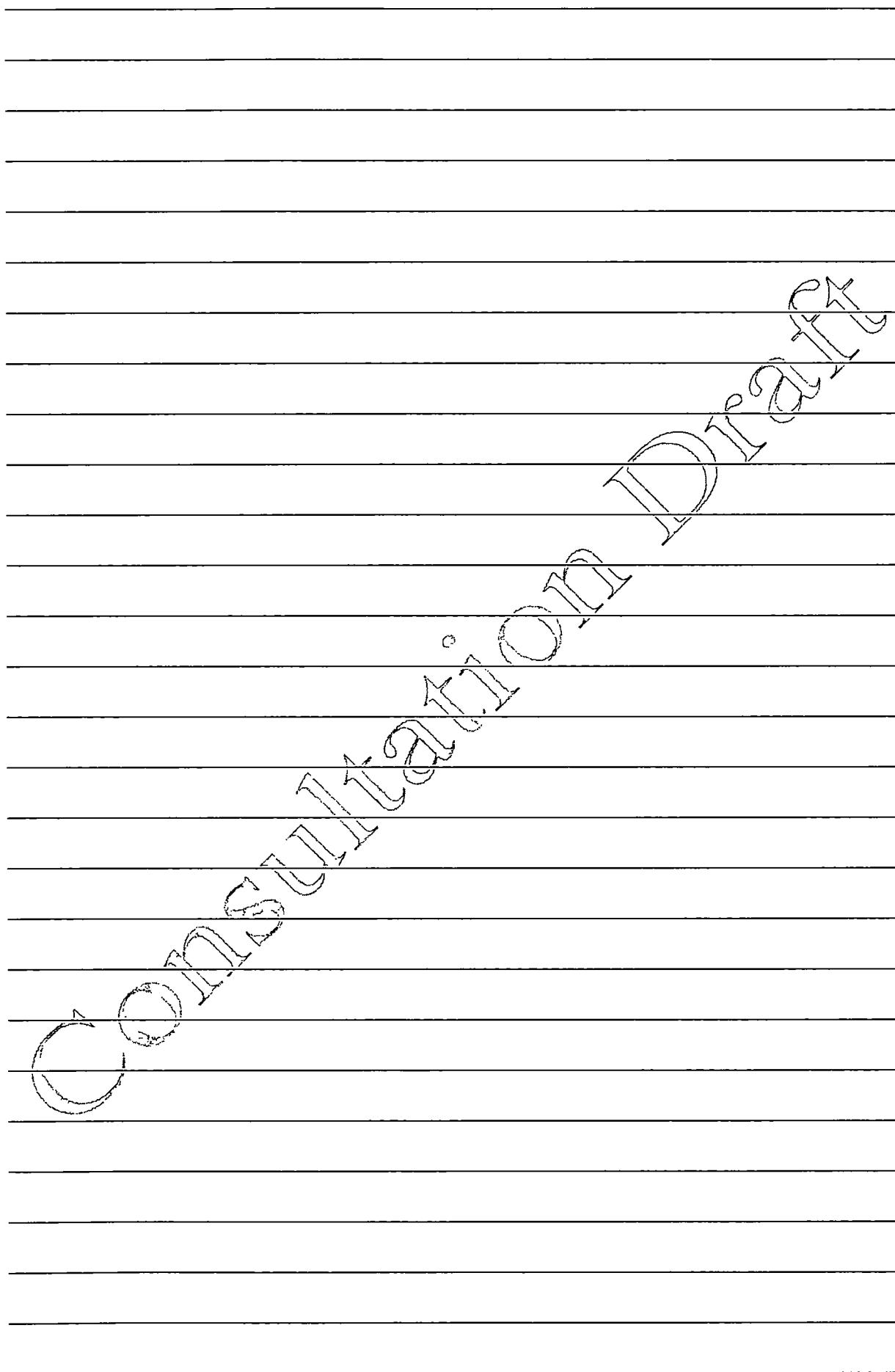


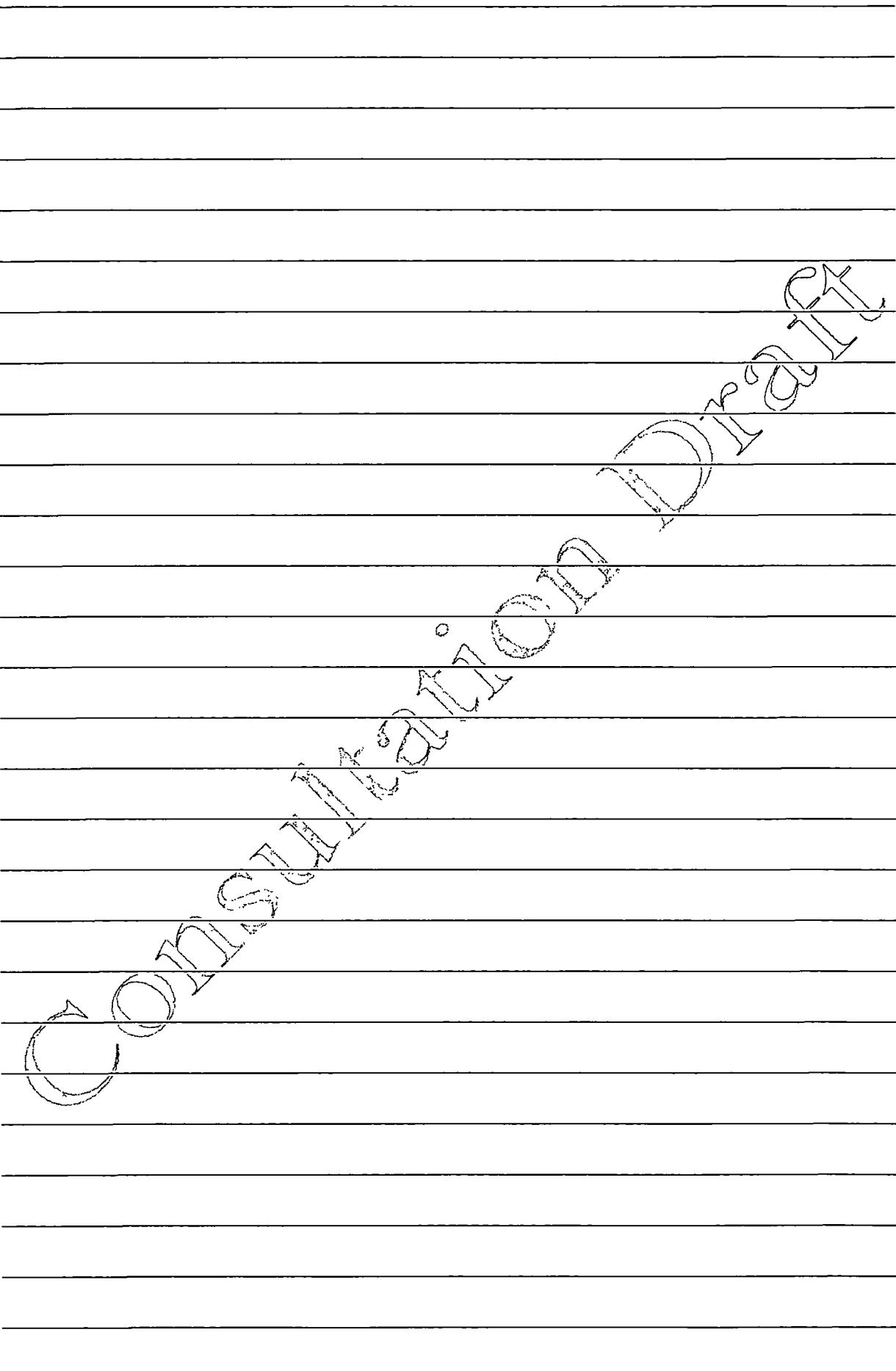


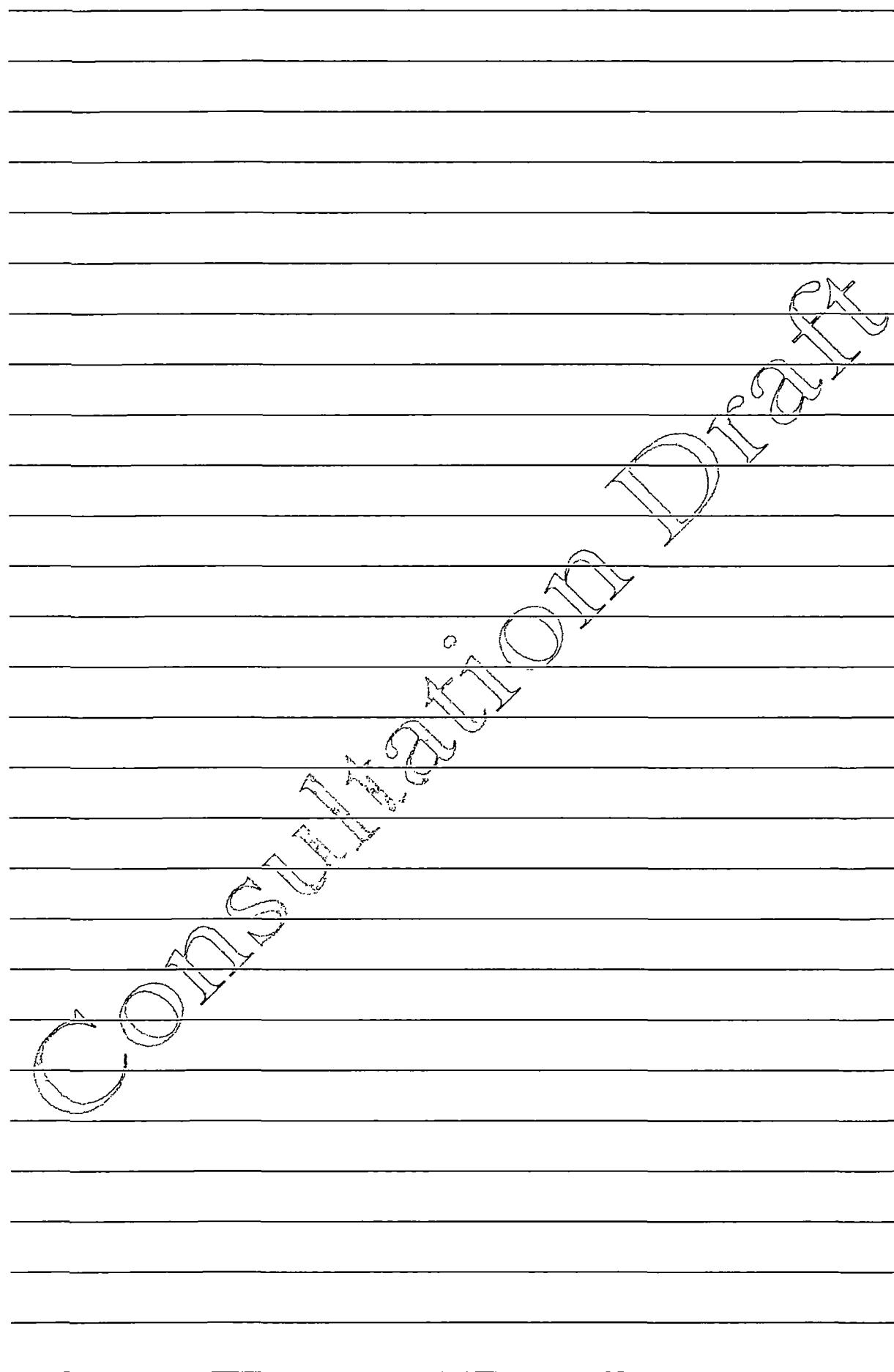
Handwriting practice lines for the word "COLONIALISM". The word is written in a cursive script across the lines multiple times.

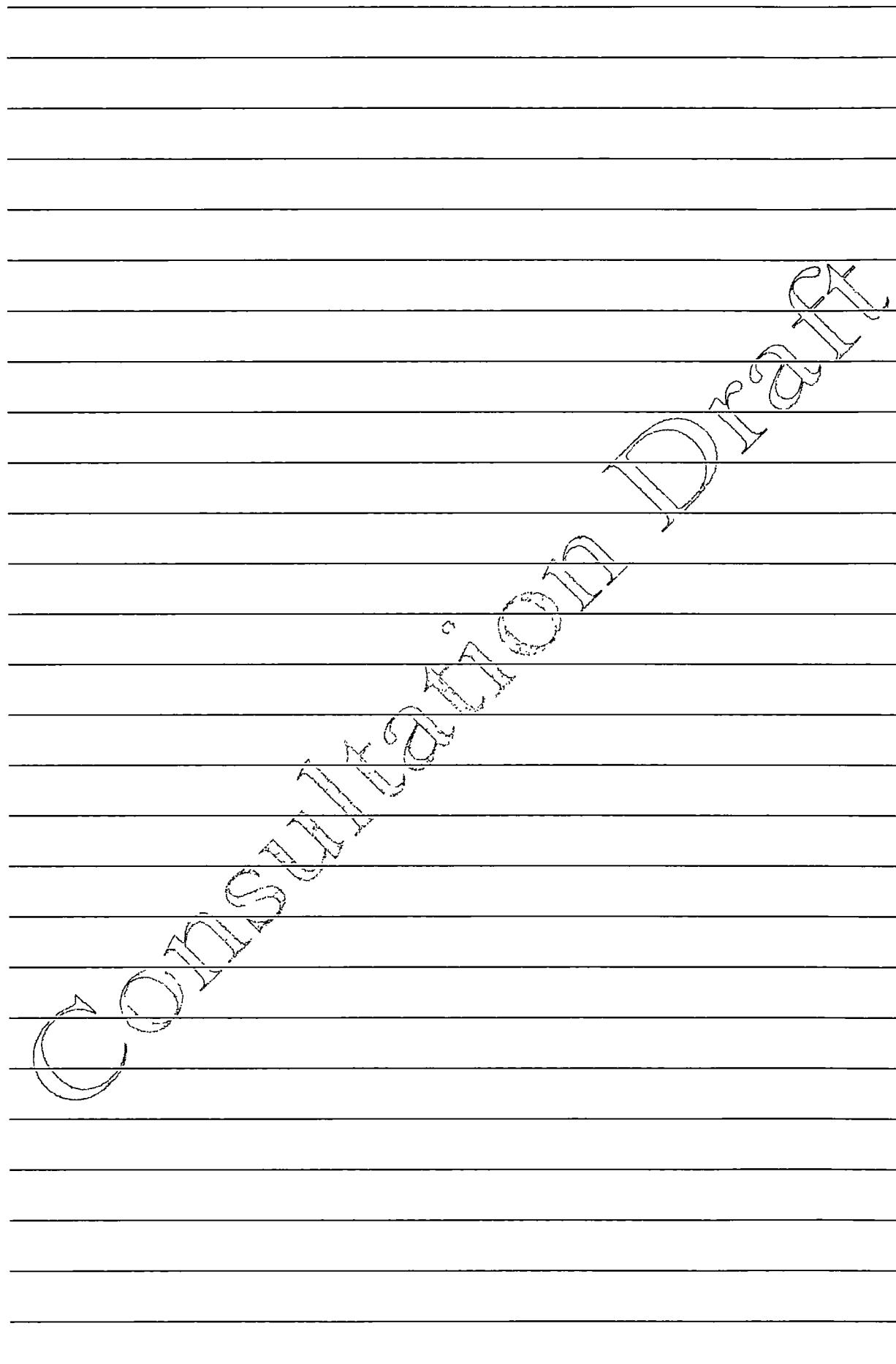


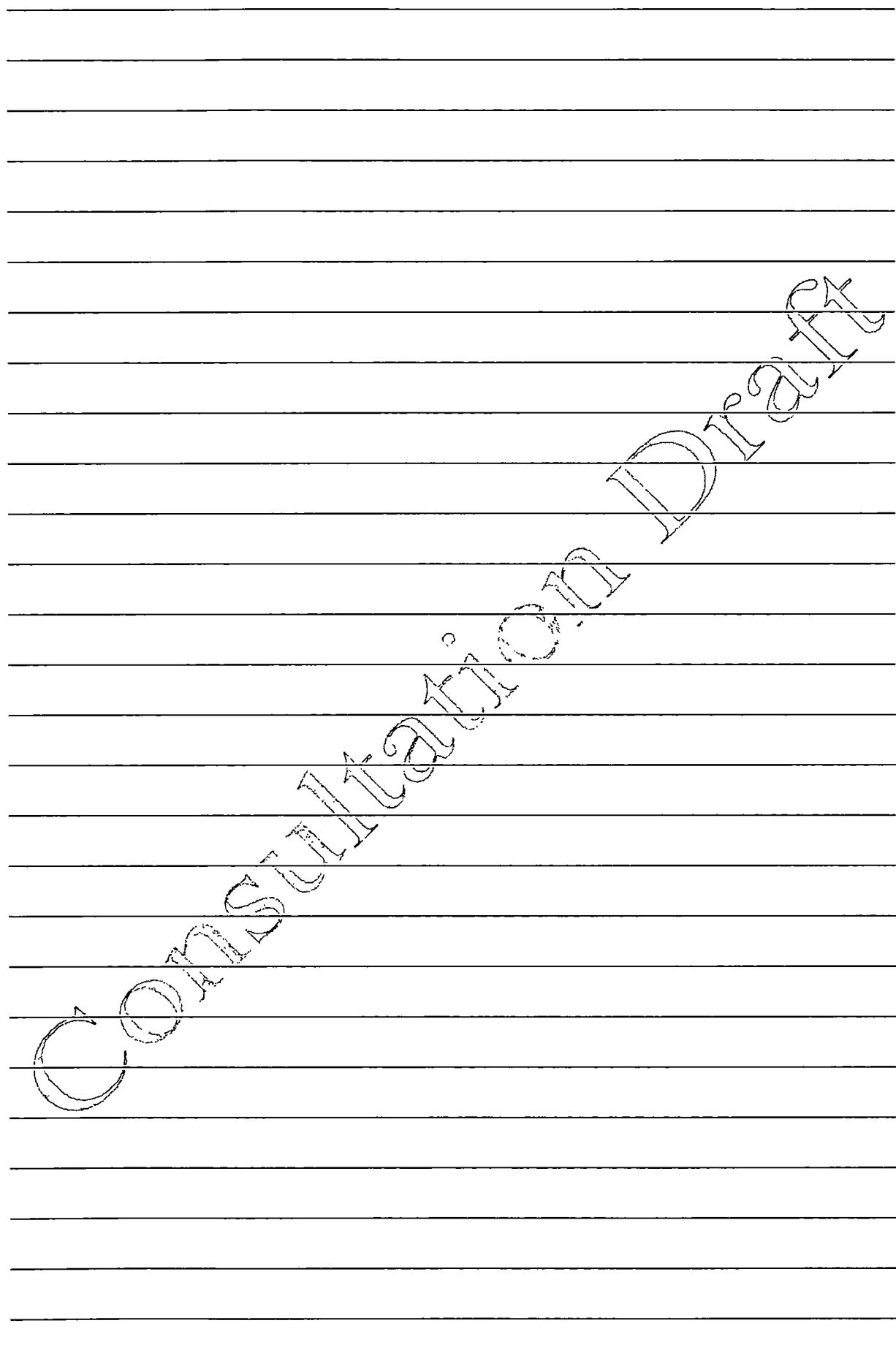






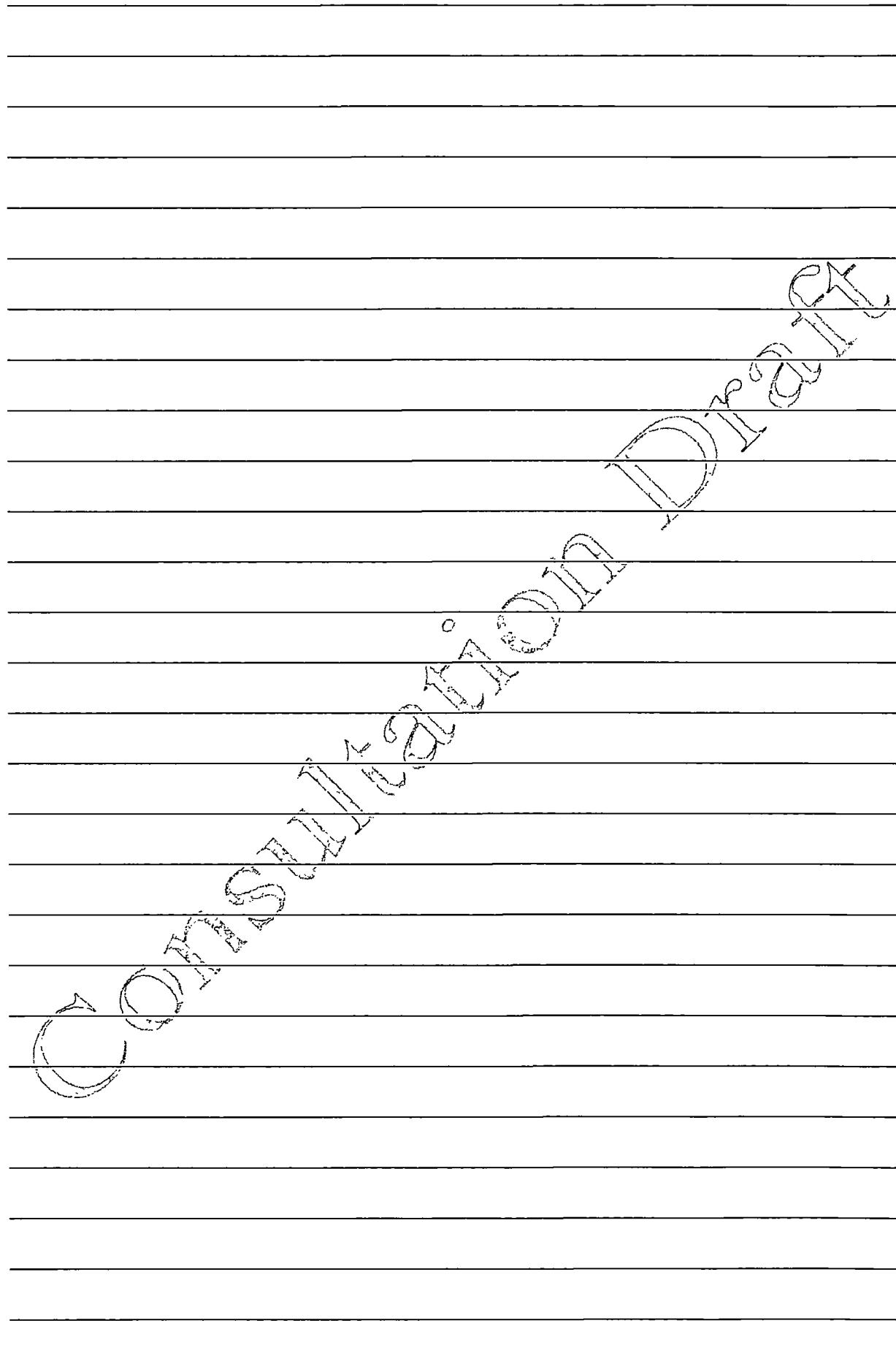


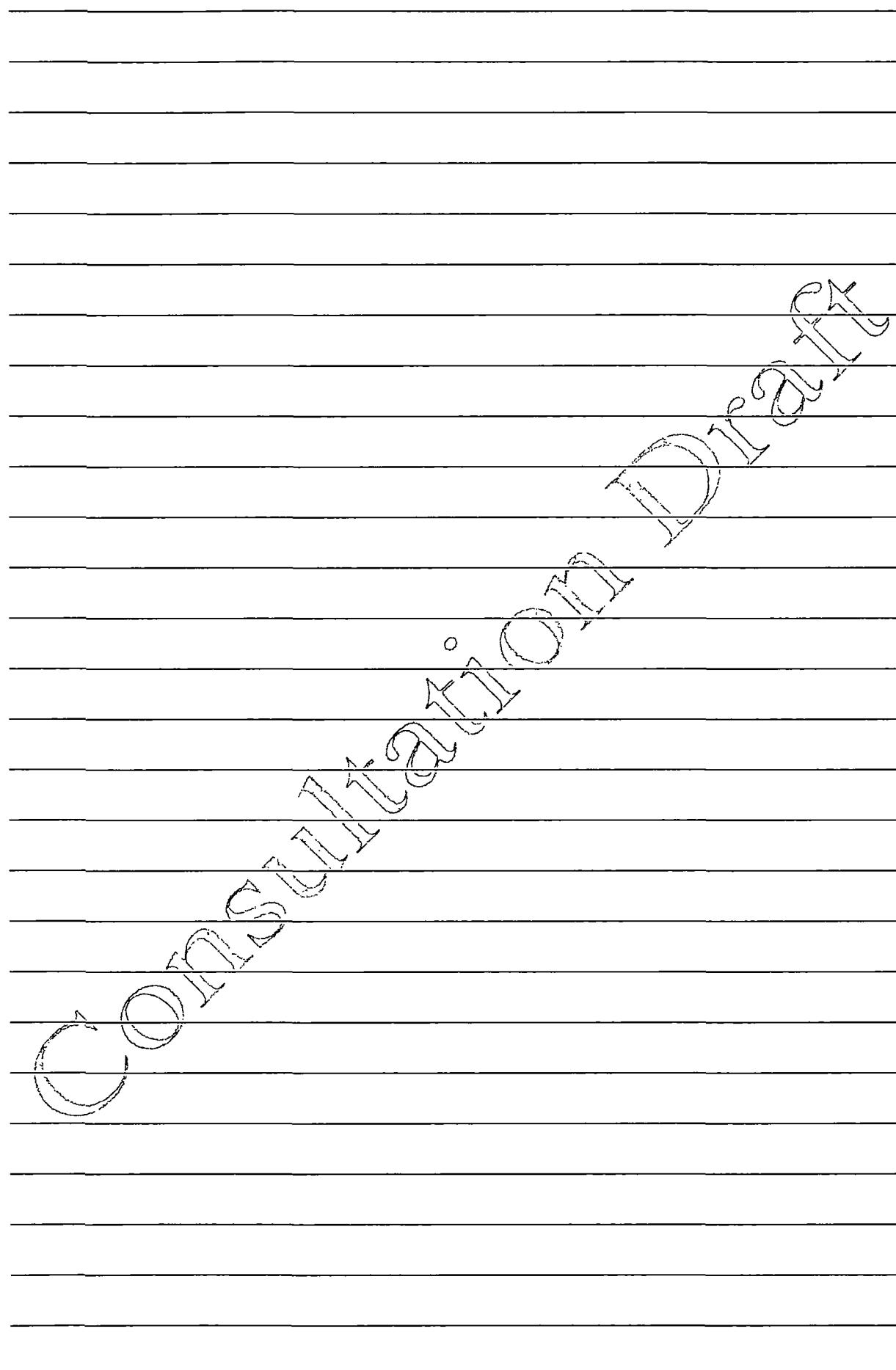


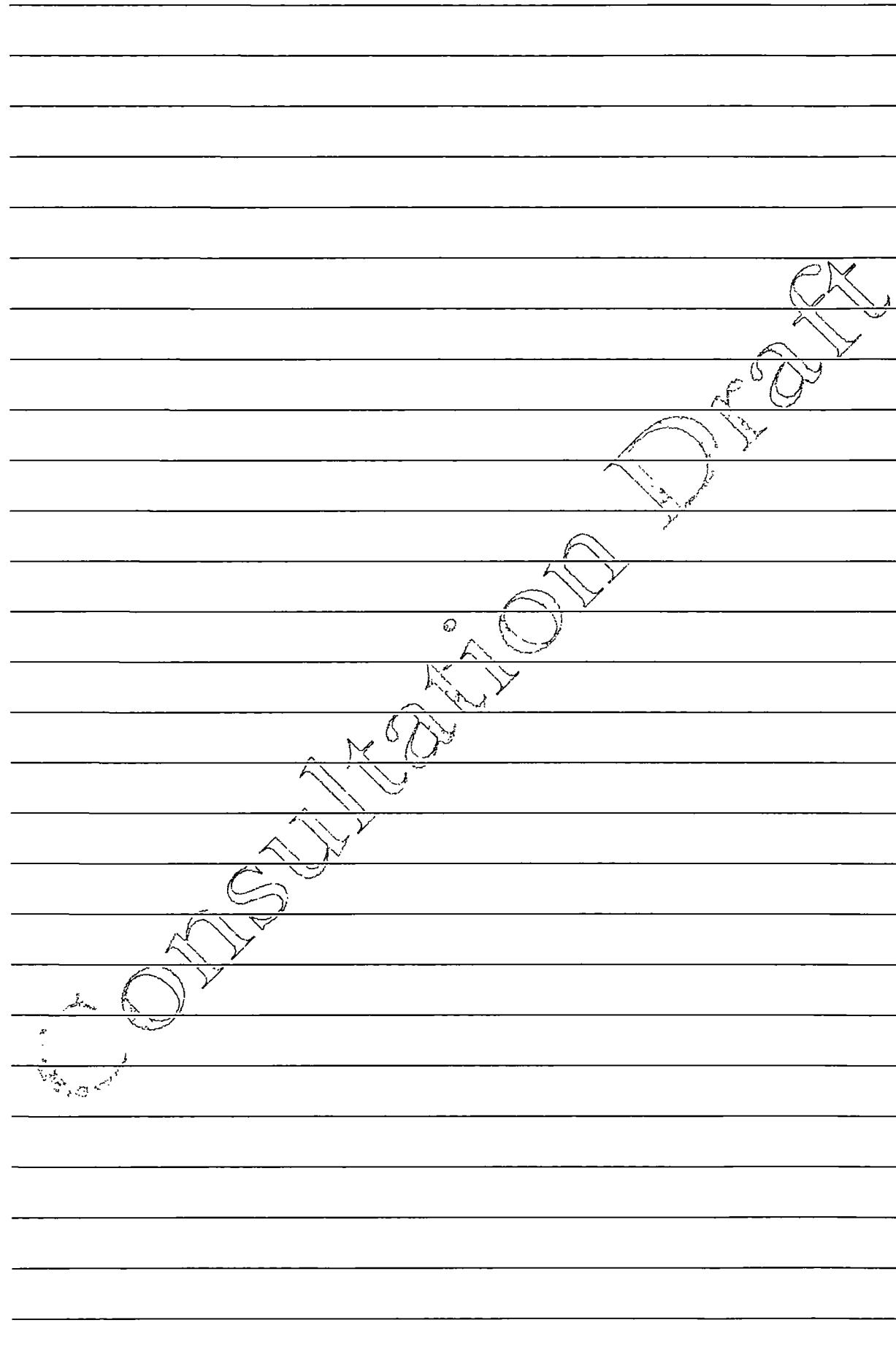


ONCE UPON A TIME THERE WAS A BOY WHO LIVED IN A TINY HOUSE WITH HIS MOTHER. THE BOY'S NAME WAS JACK AND HE LOVED TO EXPLORE THE FOREST NEAR HIS HOME. ONE DAY, HE FOUND A SMALL GLASS POTS AND PANS SET. HE COULD HEAR SOUNDS OF COOKING COMING FROM INSIDE. HE DECIDED TO FOLLOW THE SOUNDS AND FOUND A SMALL KITCHEN. HE SAW A WOMAN COOKING A DELICIOUS MEAL. HE WAS SO HUNGRY THAT HE EAT ALL THE FOOD. WHEN HE WAS FULL, HE SAW A GOLD COIN ON THE GROUND. HE TOOK IT AND LEFT. HE WALKED HOME AND TOLD HIS MOTHER WHAT HAPPENED. SHE TOLD HIM NEVER TO TAKE SOMETHING THAT DOESN'T BELONG TO HIM. JACK LEARNED A VALUABLE LESSON THAT DAY.

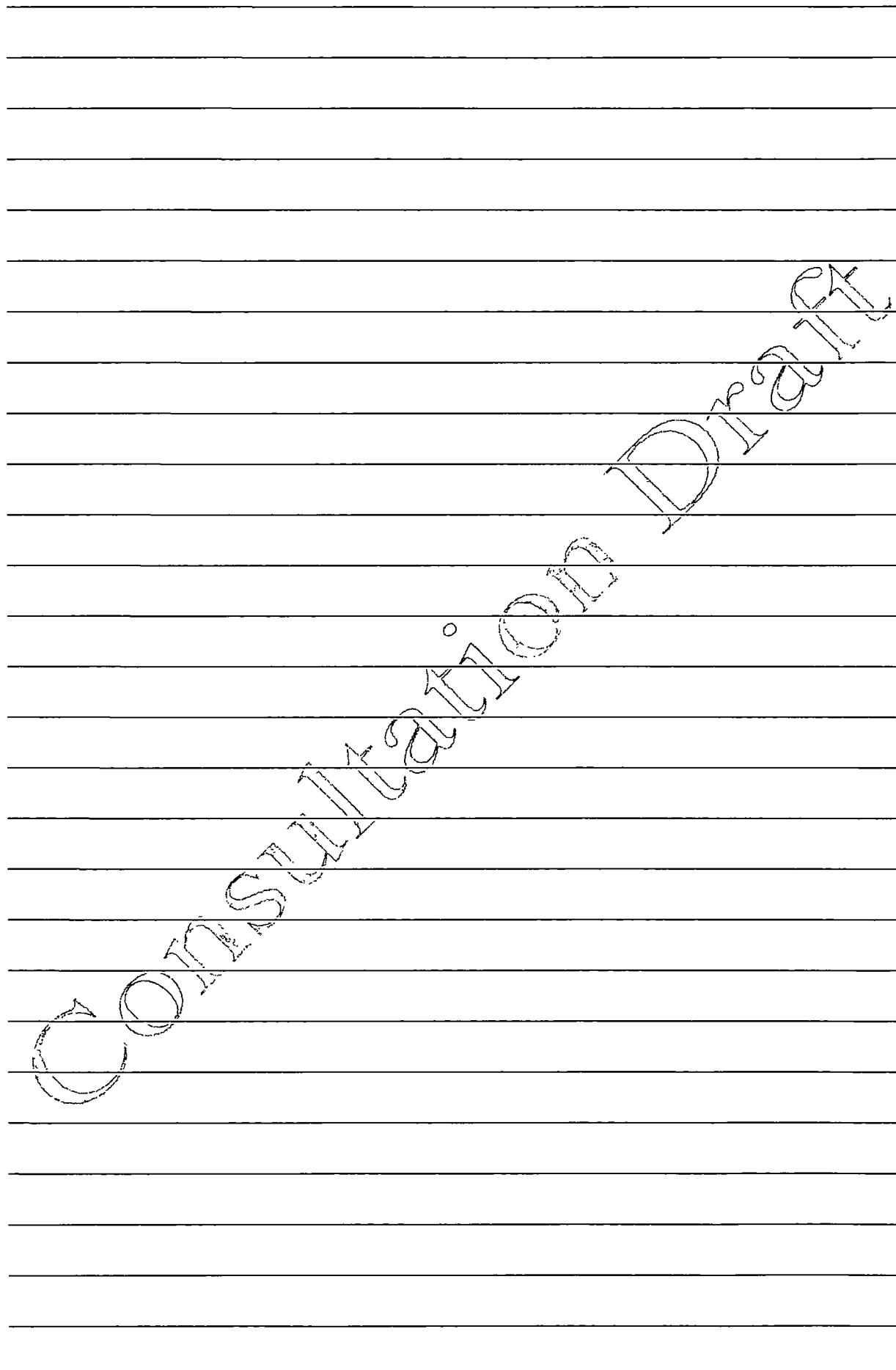
A black and white photograph of a spiral-bound notebook. The notebook is open, showing two pages of cursive handwriting. The top page has the words "I am a good boy" written in a flowing, continuous script. The bottom page has the words "I am a good girl" written in a similar style. The handwriting is done in a single direction, following the curve of the spiral binding.

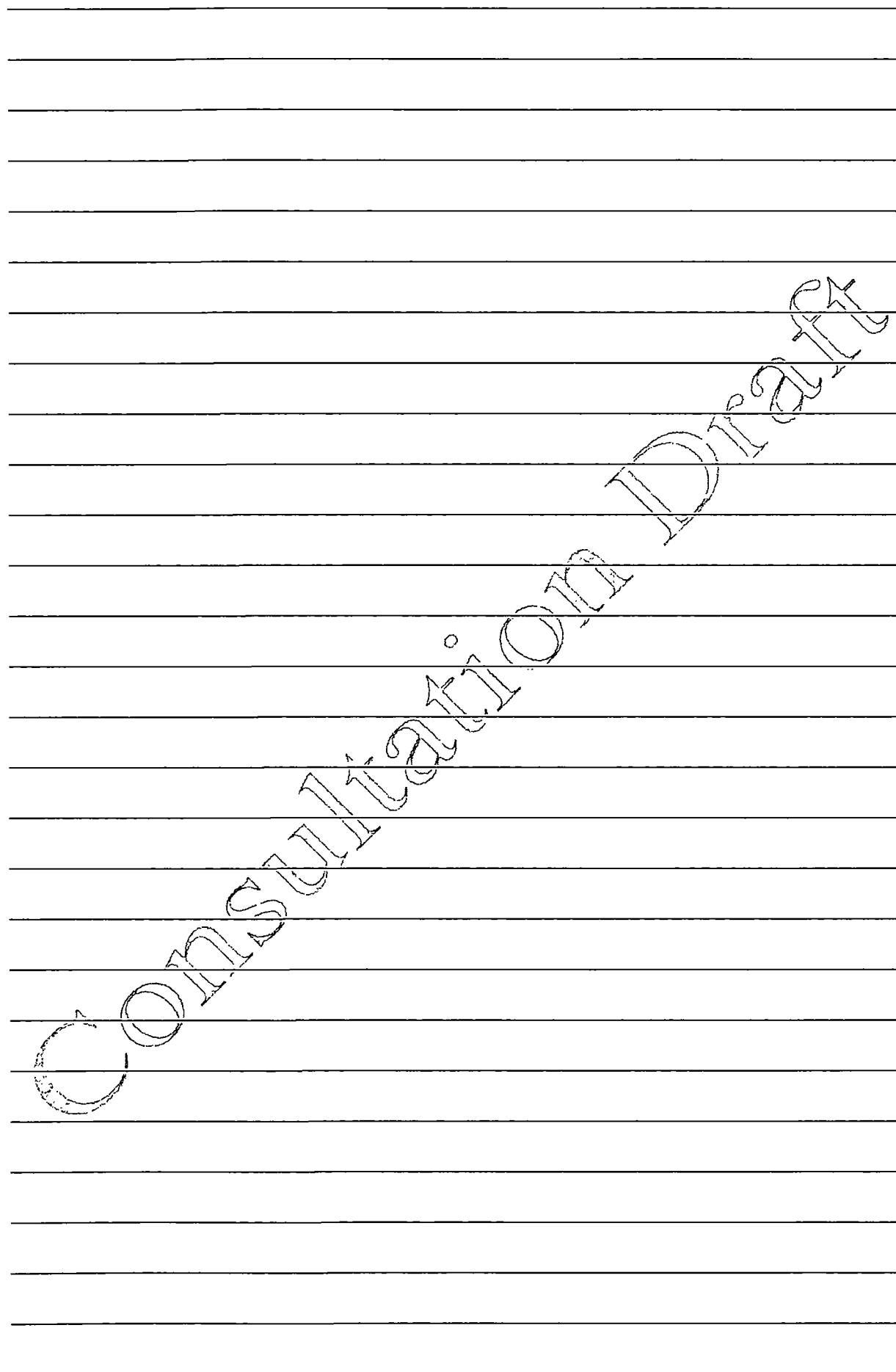




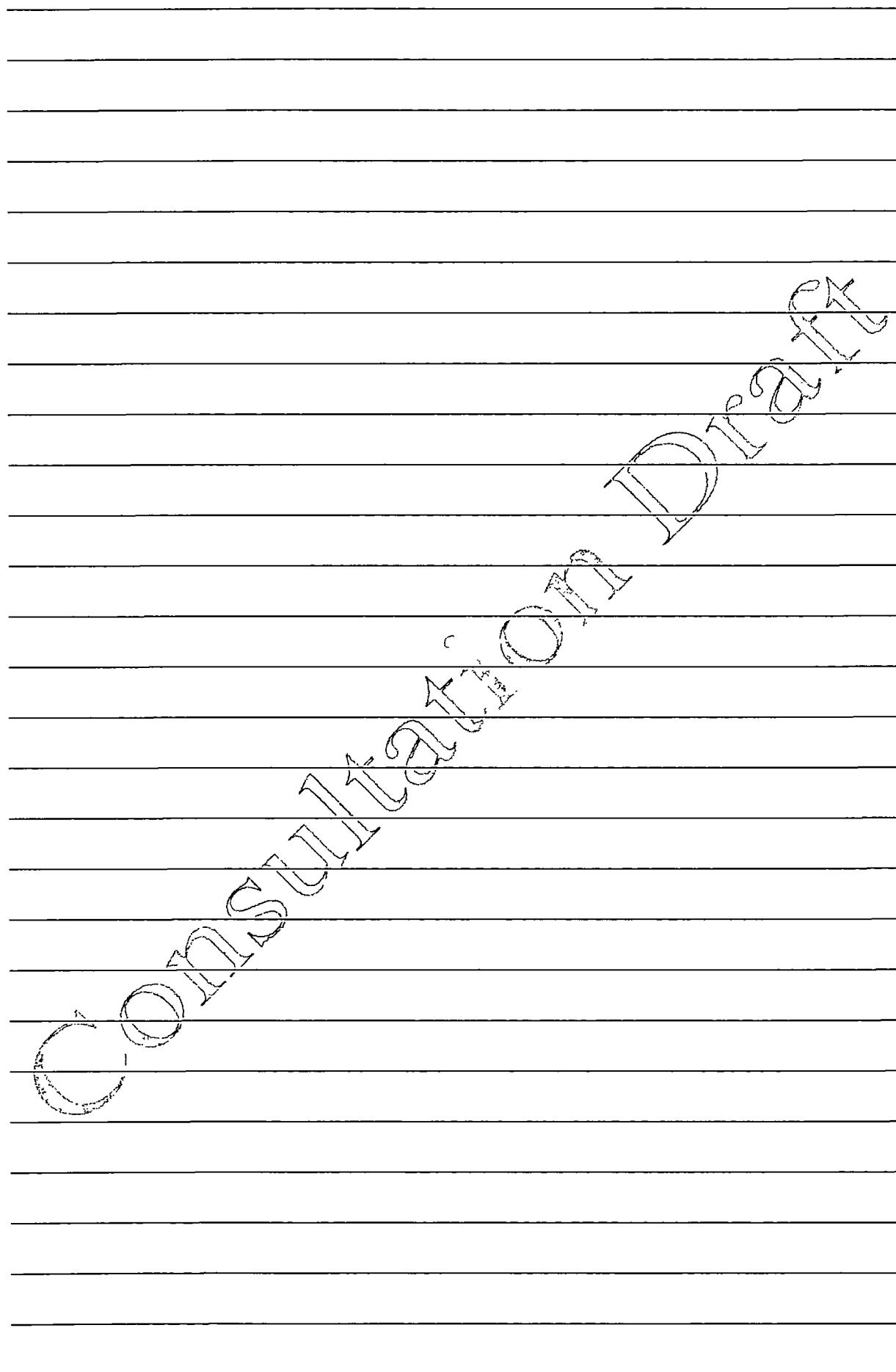


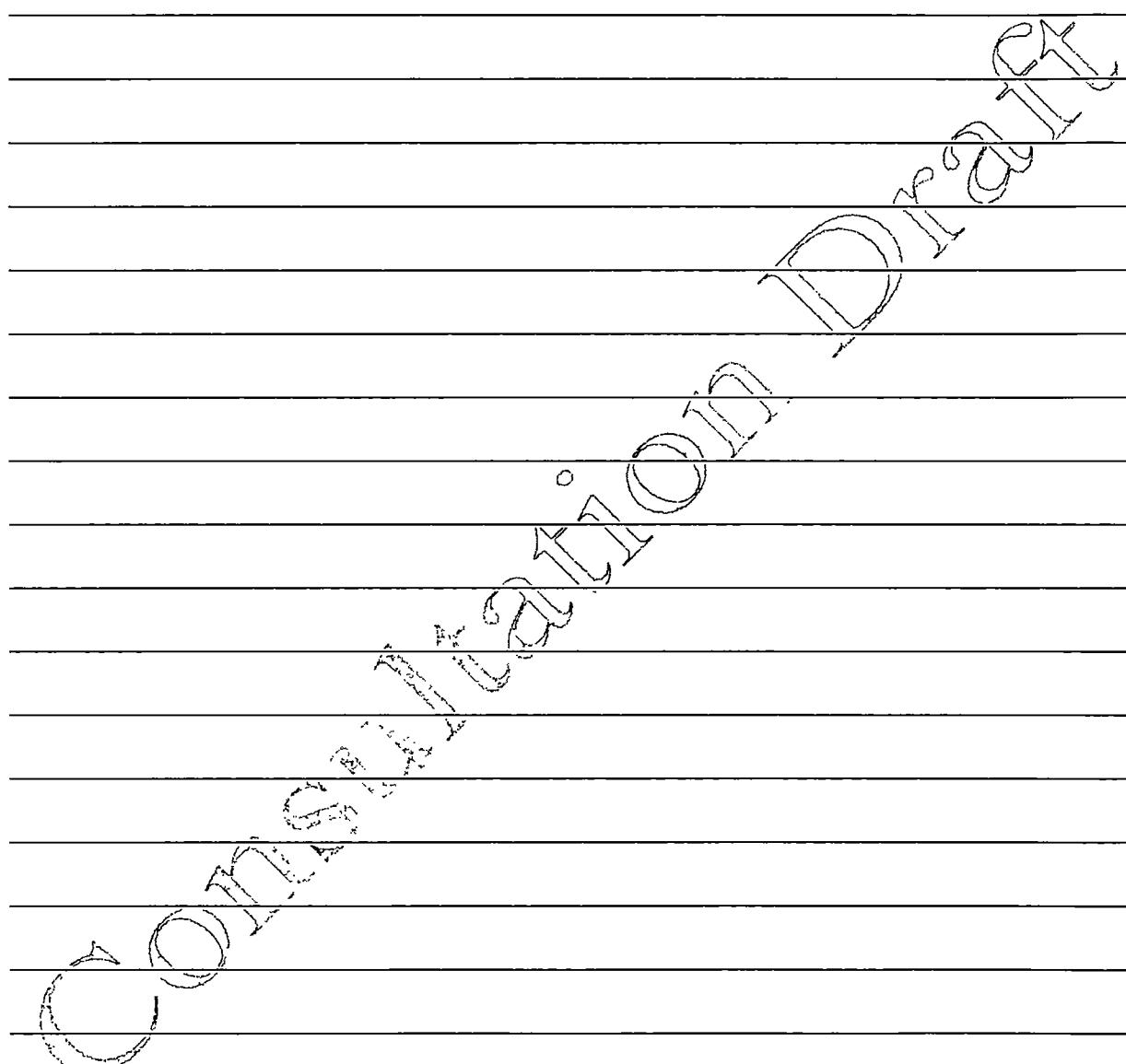
CONFIDENTIAL





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Consultation Draft

Consultation Draft



SAMPLE EXAMINATION MODERN HISTORY DOCUMENT BOOKLET Stage 3

CONTENTS

Document set	Area of study	Number of sources	Related question
1	Australia (1880s–1920s)	7	1
2	Australia (1920s–1950s)	7	1
3	Australia (1950s–1990s)	7	1
4	Ideas that shaped the Russian Revolution	2	5
5	Ideas that shaped the Chinese Revolution	2	5
6	Ideas that shaped the Cold War in Europe	2	5
7	Ideas that shaped conflict in the Middle East	2	5

Draft

DOCUMENT SET 1
Australia 1880s–1920**Source 1**

(The following extracts are from letters and diaries of soldiers serving on the Western Front in the First World War)

Soldier (a)

a shocking bombardment, hell let loose it seems as though every gun the enemy possessed was ranged against us the Germans set up a cheering and shouting, the like, I have never heard before and simultaneously charged us in mass formation It was fearful yet awe-inspiring, for the first few minutes I felt sick, then as steady as a rock, I was right in the line of fire and the shells came straight for my bay some fellows nerves gave way and they became gibbering idiots, Sergeants and all sorts, god it was little wonder for fighting here is just simply massacre

Soldier (b)

one foggy morning we could hear someone over towards the German entanglements calling for a stretcher bearer, it was an appeal no man could stand against, so some of us rushed out and had a hunt, we found a fine haul of wounded and brought them in another man about 30 yes [yards] out sang out 'Don't forget me cobber', I went in and got four volunteers with stretchers and we got [him and another man] in safely

Source 2

(This painting titled *The beach at Anzac* by F Crozier was created in 1919 and is part of the collection of The Australian War Memorial In Canberra)



DOCUMENT SET 1Australia 1880s–1920s *continued***Source 3**

(In this cartoon, produced late in 1916 by a regular contributor to the *Daily Worker*, Prime Minister Hughes is holding a circular bomb in his hand. The fuse is burning and its smoke spells out 'Conscription')

**THE EXPULSION**

HUGHES THIS IS AN OUTRAGE!
I CREATED IT, AND I CLAIM THE
RIGHT TO DESTROY IT'

Source 4

(A photograph of Prime Minister William Hughes in London at the end of the war)



Australia 1880s–1920s *continued*

Source 5

Changes in Australian prices July 1914 to 1919

Date	Changes in Prices								
	Metals and Coal	Textiles, Leather, etc	Agricultural Produce	Dairy Produce	Groceries	Meat	Building Materials	Chemicals	All Group
July 1914	1000	1000	1000	1000	1000	1000	1000	1000	1000
Year 1915	1166	934	2024	1272	1098	1502	1164	1490	1406
Year 1916	1539	1307	1130	1235	1266	1551	1361	176	1518
Year 1917	1919	1841	1081	1181	1302	180	1722	2141	1456
Year 1918	2197	2324	1351	1210	1378	1469	2448	3085	1695
Year 1919	1930	2169	1858	1373	1469	1446	2602	2827	1801

DOCUMENT SET 1Australia 1880s–1920s *continued***Source 6**(The following extract was published in *The West Australian* on 25 April 1996)**Anzac legend unites generations**

Their numbers are dwindling but their immortal spirit continues to inspire a nation

In past years, it would have been almost unthinkable to commemorate Anzac Day in the absence of the men whose exploits far from home created the legend that it celebrates. But such is the power of their story and their sacrifice that Australians will continue to honour them long after the last Gallipoli veteran has gone.

Other wars have spilt Australian blood and tested the mettle of our fighting men and women, who have not been found wanting. They too have earned the honour and gratitude with which their feats are remembered on Anzac Day by living up to the noble traditions that were forged by the Anzacs.

Although memories of Australian sacrifices in other wars are more recent, it is the Gallipoli legend that gives the Day its special spiritual significance for Australians. By their growing participation in Anzac Day ceremonies, young people have shown that Gallipoli is more to them than a name in a history book or atlas – and their understanding of and feeling for the legend will ensure its continuation across generations to come.

In the years to come more attention inevitably will shift to veterans of later conflicts – including World War II, Korea and Vietnam. Their stories will still be told, while those of the original Anzacs will be a legend held in the collective memory of the nation.

Source 7(The following extract from *Gallipoli: The Fatal Shore* was written in 2005 by Harvey Broadbent, who has been a documentary producer with the Australian Broadcasting Corporation and Senior Research Fellow in the Department of Modern History at Macquarie University)

The nature of the Anzac Day commemorations itself has had its share of controversy in recent years.

The mythical place of Anzac in the affairs of state has been elevated even more in recent times, affording additional opportunities for politicians to associate themselves with the Anzac kudos*.

At the end of 2003, seemingly to mark the re-endorsement of Anzac and its central importance to Australia as a foundation myth, Australian Prime Minister John Howard made a momentous pronouncement, broadcast on television and radio news programs. Standing at a lectern in front of images of Anzac Cove, he announced the creation of a \$52.6 million program designed to identify, protect and manage sites of national significance to be included on a National Heritage List. He proposed the Anzac as 'a fitting first nomination... given its significance in shaping the identity of our nation'. He continued 'The soil there is as much part of Australia as the earth on which their home is built'. The statement was a dramatic endorsement of Gallipoli's potency**.

* kudos = glory or renown

** potency = power or might

DOCUMENT SET 2

Australia 1920s to 1950s

Source 1

(The following are comments by Australians who were involved in the Second World War)

Reg Saunders remembers last days of the battle of Crete

For two days, we ate no food of any kind for the last couple days we were without water — and the result was that we just couldn't eat At times, we were almost running to keep up with the battalion Every one of us knew that it was a race against time and that anyone who stopped had had it

Hilda Lumsden remembers nursing in New Guinea

I always remember early [19]43 getting the boys off the Kokoda Trail, you know who had been in their clothes for ages and some of their boots had just rotted off It was like heaven for them to get washed and cleaned and put into bed But always these big heavy boots encrusted with mud were there as a reminder of what they had been through I think the physical wounds were the worst because our boys were very tough mentally, they really stood up to it wonderfully well, they just wanted to be cured as soon as possible and on their way home

Source 2

(This painting showing the Kokoda Trail in 1942 and created by G Browning in 1945 is part of the collection of The Australian War Memorial in Canberra)

DOCUMENT SET 2Australia 1920s–1950s *continued***Source 3**

(This cartoon depicting Prime Minister John Curtin was published in the *Bulletin* on 6 January 1943. At the time Curtin was addressing the ALP conference in relation to conscripts fighting outside Australian controlled territory)

**Source 4**

(A photograph of Prime Minister John Curtin and General MacArthur taken in June 1943)



DOCUMENT SET 2Australia 1920s–1950s *continued***Source 5****Men's and women's employment 1933 and 1943**

Occupation	1933		Women % of total	1943		Women % of total
	W	M		W	M	
A Primary production	19 747	554 119	3.4	40 085	409 909	8.9
B Mining and quarrying	193	68 161	0.3	588	47 272	1.2
C Manufacture building and construction	137 779	728 392	15.9	257 808	711 157	26.6
D Transport and communication	117 32	212 161	5.2	34 863	224 953	13.4
E Commerce property and finance	112 335	339 057	24.9	163 333	213 049	43.4
F Public administration and professional	107 102	125 092	46.1	143 542	142 932	50.1
G Entertainment, sport and recreation	3 972	20 278	16.4	7 308	12 323	37.2
H Personal and domestic service	190 024	52 354	78.4	106 981	27 380	74.1
TOTAL A-H	582 902	2 099 614	21.7	799 208	1 789 975	29.5
I Armed Services				44 700	842 160	5.0
TOTAL A-I	58 902	2 099 614	21.7	799 208	2 641 135	30.3

DOCUMENT SET 2Australia 1920s to 1950s *continued***Source 6**(The following extract was published in *The West Australian* on 25 April 1996)**Anzac legend unites generations**

Their numbers are dwindling but their immortal spirit continues to inspire a nation

In past years, it would have been almost unthinkable to commemorate Anzac Day in the absence of the men whose exploits far from home created the legend that it celebrates. But such is the power of their story and their sacrifice that Australians will continue to honour them long after the last Gallipoli veteran has gone

Other wars have spilt Australian blood and tested the mettle of our fighting men and women, who have not been found wanting. They too have earned the honour and gratitude with which their feats are remembered on Anzac Day by living up to the noble traditions that was forged by the Anzacs

Although memories of Australian sacrifices in other wars are more recent, it is the Gallipoli legend that gives the Day its special spiritual significance for Australians. By their growing participation in Anzac Day ceremonies, young people have shown that Gallipoli is more to them than a name in a history book or atlas — and their understanding of and feeling for the legend will ensure its continuation across generations to come

In the years to come more attention inevitably will shift to veterans of later conflicts — including World War II, Korea and Vietnam. Their stories will still be told — while those of the original Anzacs will be a legend held in the collective memory of the nation

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DOCUMENT SET 3
Australia 1950s–1990s**Source 1**

(The following extracts are comments from soldiers who served in Vietnam)

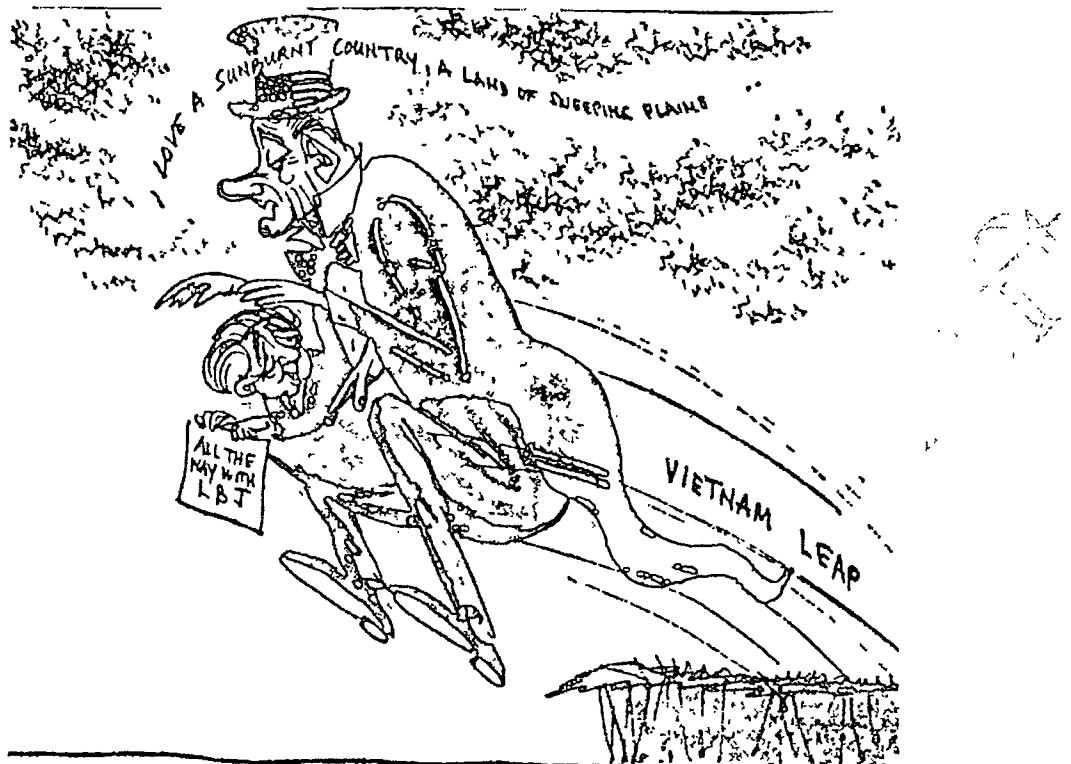
Soldier (a)

The forward scout got about half way along [a creek bed] and he just died on the spot, he just crumpled and that was it We didn't hear anything, he just crumpled A very good friend of mine, he went out to try and fix him up and he only got to the stage where he was bending over him [and] he just got shot straight through the heart Another one of our medics got there and he got shot just straight through the head They made me bag them up in green bags and I can still remember my friend's face He was smiling

Soldier (b)

After a while you became accustomed to it it was sort of boring, hot humid You got wet, you got eaten by mosquitoes, the leeches You were tramping around in water, fighting your way through the bamboo I think for the first two months that I was out with the battalion we had not one single contact

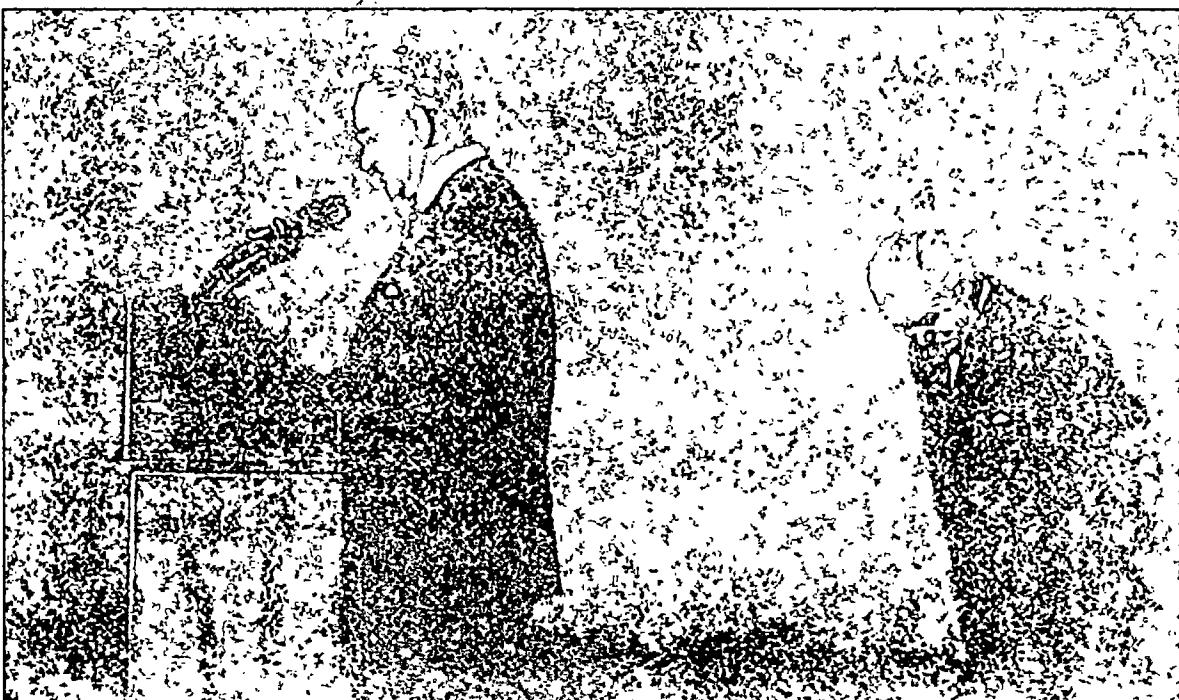
Source 2(This painting titled *Long Tan action, Vietnam, 18 August 1966* and created by B Fletcher in 1970 is part of the collection of The Australian War Memorial in Canberra)

DOCUMENT SET 3Australia 1950s–1990s *continued***Source 3**(This cartoon was published in *The Australian* in 1966)

"Gosh Lyndon, you make me feel so much at home"

Source 4

(A photograph of President Lyndon Johnson and Prime Minister Harold Holt taken at Canberra airport in 1966)



DOCUMENT SET 3Australia 1950s–1990s *continued***Source 5**

The following tables were compiled from figures from a number of public opinion polls between 1965 and 1971

Question: Should we keep our troops in Vietnam?			
Date	Yes (%)	No (%)	Undecided (%)
Sep 1965	56	28	16
Feb 1966	71	23	7
Sep 1966	62	26	12
May 1967	62	24	14
Apr 1968	68	26	6
Oct 1968	54	38	8
Dec 1968	49	37	11
Apr 1969	48	40	12
Aug 1969	40	55	6
Oct 1970	43	45	12
Oct 1970	42	50	9
Apr 1971	37	48	15

Questions:	Date	Rank (out of 10)
Where does Vietnam rate as a major issue that will influence your vote?	Sep 1966	8th
	Nov 1966	8th
	Nov 1967	5th
Where does conscription rate as a major issue that will influence your vote?	Sep 1966	9th
	Nov 1966	9th
	Nov 1967	7th

DOCUMENT SET 3Australia 1950s–1990s *continued***Source 6**(The following extract was published in *The West Australian* on 25 April 1996)**Anzac legend unites generations**

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The nature of the Anzac Day commemorations itself has had its share of controversy in recent years.

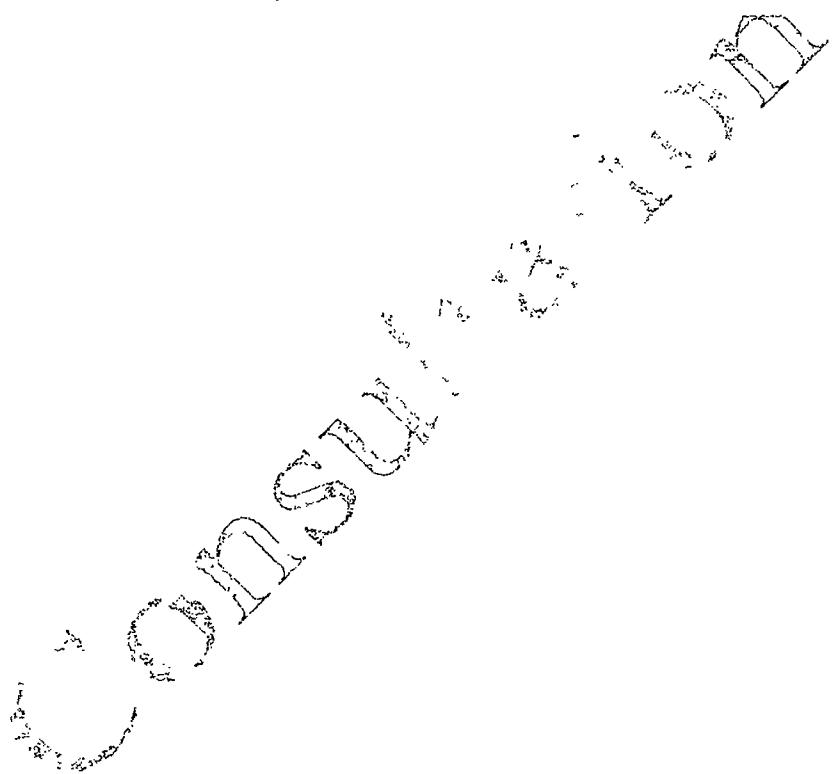
The mythical place of Anzac in the affairs of state has been elevated even more in recent times, affording additional opportunities for politicians to associate themselves with the Anzac kudos.*

At the end of 2003, seemingly to mark the re-endorsement of Anzac and its central importance to Australia as a foundation myth, Australian Prime Minister John Howard made a momentous pronouncement, broadcast on television and radio news programs. Standing at a lectern in front of images of Anzac Cove, he announced the creation of a \$52.6 million program designed to identify, protect and manage sites of national significance to be included on a National Heritage List. He proposed the Anzac as 'a fitting first nomination... given its significance in shaping the identity of our nation'. He continued 'The soil there is as much part of Australia as the earth on which their home is built'. The statement was a dramatic endorsement of Gallipoli's potency**.

* kudos = glory or renown

** potency = power or might

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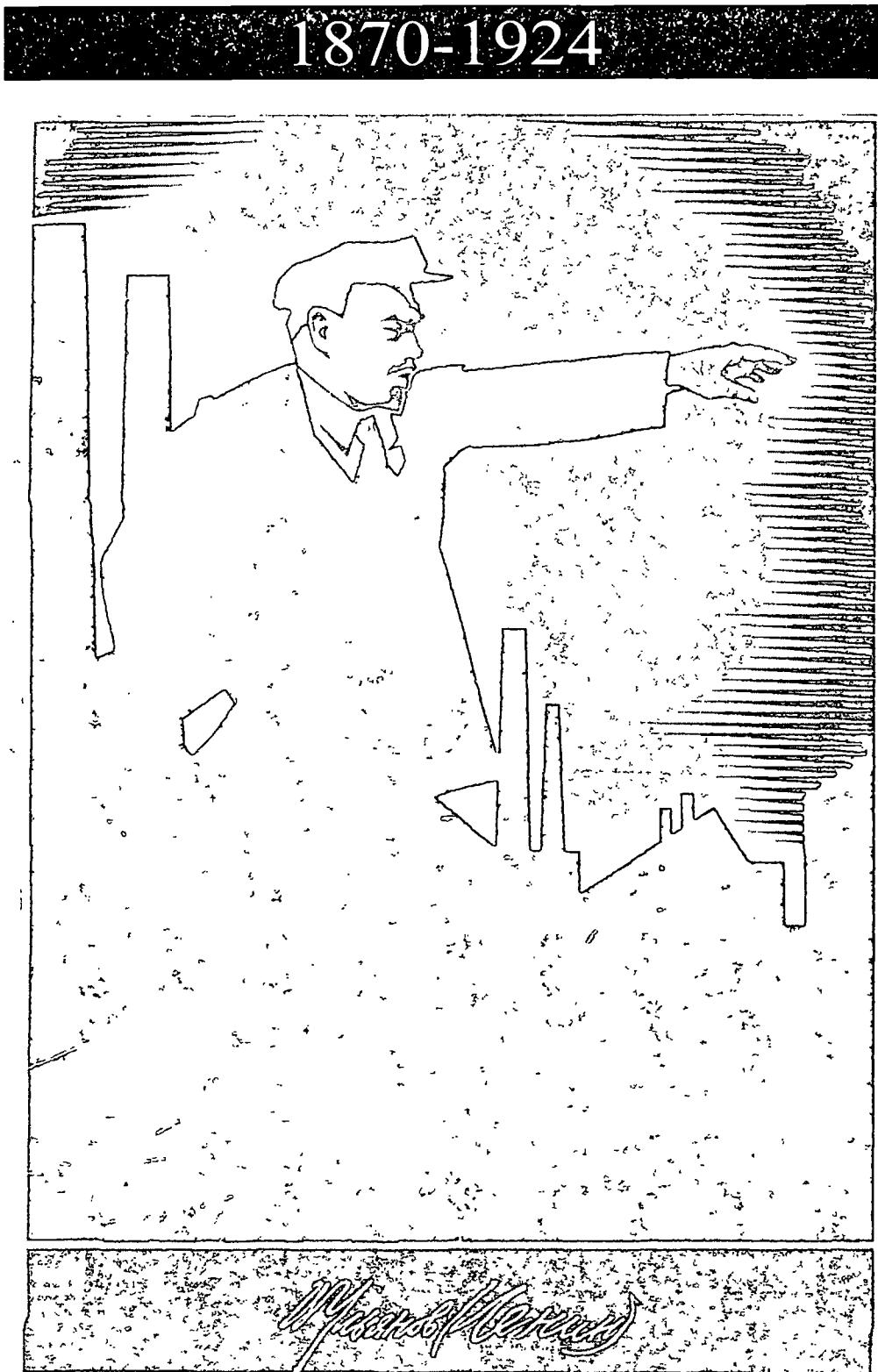


DOCUMENT SET 4

Ideas that shaped the Russian Revolution 1900s–1940s

Source 1

(A poster published after the death of Lenin. The words at the bottom of the poster translate as V I Ulyanov–Lenin)



DOCUMENT SET 4

Ideas that shaped the Russian Revolution 1900s–1940s *continued*

Source 2

An extract written by historian Richard Pipes and published in 1995)

Lenin saw himself as the commander-in-chief of a organization committed to permanent political warfare He unquestionably excelled in this particular pursuit [Lenin] was never an outstanding statesman — he had few constructive ideas — but that he was one of the great conquerors of world history, a man who vanquished his own country in a way that no one before him had even attempted The rival parties, the socialists and, to some extent, the liberals, were populist believing in the innate wisdom of the Russian people They were not prepared to fight, and they lost out to politician for whom struggle was a normal occupation and peace a mere breathing-spell for war

Lenin wanted power Lenin's rivals did not want it In 1917, the Socialists Revolutionaries and the Mensheviks were quite content to let the "bourgeois" Provisional Government govern while they kept up a steady barrage of denunciation and criticism But Lenin wanted much more

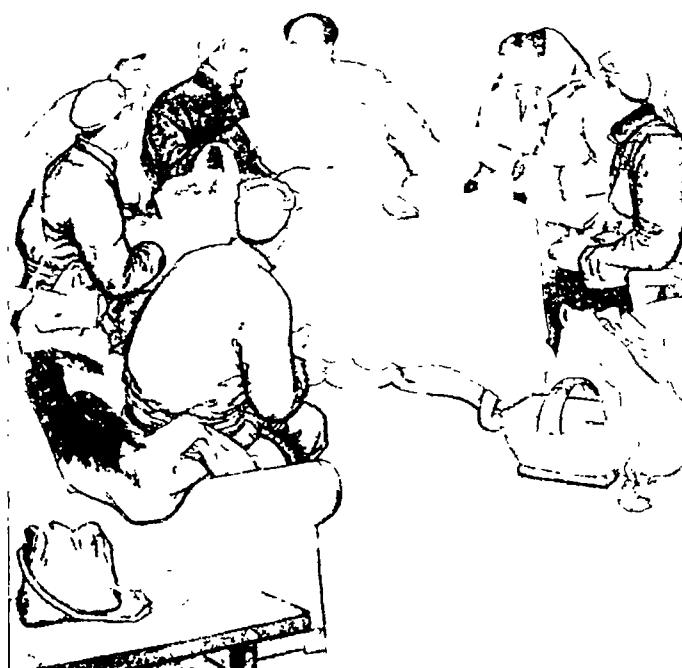
Russia he viewed as nothing more than a stepping-stone to global upheaval, a backward country, populated mainly by an uncouth rural "petty bourgeoisie", in the shape of self-sufficient "middle" peasants and "kulaks" Such a country could not make a world revolution at best, it could serve as a spark that would set off the powder-keg abroad

DOCUMENT SET 5

Ideas that shaped the Chinese revolution 1930s–1990s

Source 1

('The Hearts of Yenan People Turn Towards Chairman Mao', a poster produced in the 1950s by the Shensi Provincial Art Creation Group)



DOCUMENT SET 5

Ideas that shaped the Chinese revolution 1930s to 1990s *continued*

Source 2**Part (a)**

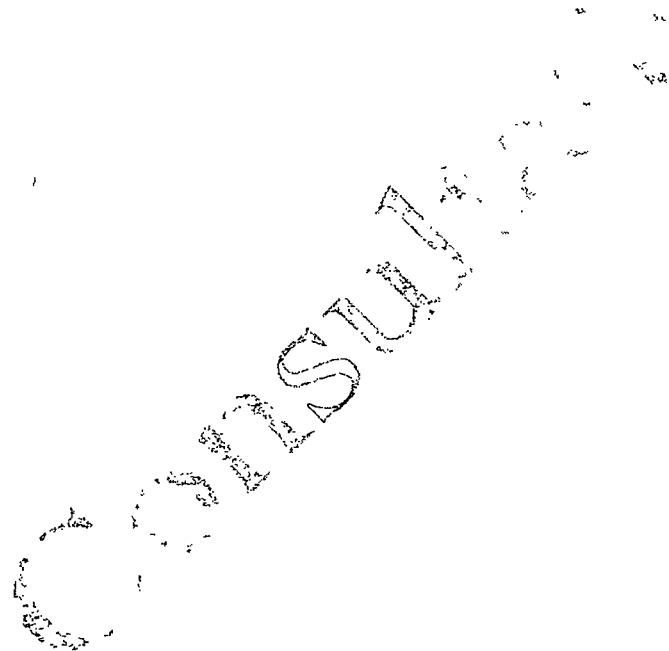
(The following is an extract from an article published in September 1976 in a Taiwan newspaper, *Central Daily News*)

After the CCP's illegal occupation of the Chinese mainland in 1949, Mao Zedong, by using the excuse of a 'proletarian dictatorship' conducted a systematic campaign of murdering the Chinese people. He murdered no less than 60 million between 1949 and 1976. During his whole career that covered a period of fifty years, the number of people who had died because of his rebellion and violence came closer to 100 million. No one, not even Hitler or Stalin, could match him in bloodthirstiness.

Part(b)

(This short extract is taken from *Mao The People's Emperor*, written by Dick Wilson and published in 1979)

His weakness was his inability to work for long with anybody who had genuine self confidence in his own judgment and would not change his ideas, merely because Mao told him to do so. He became sick of such colleagues and sometimes vindictive in his personal attitudes towards them. As Chairman he must have ultimate responsibility for the millions of deaths in China's class war but [his] tyranny lay not in excessive personal cruelty leading to deaths or imprisonment of colleagues but in his inability to work with men of real talent.



DOCUMENT SET 6

Ideas that shaped the Cold War in Europe 1940s–1990s

Source 1

(A Soviet cartoon on the Marshall Plan in 1948 with captions translated from the Russian)



DOCUMENT SET 6

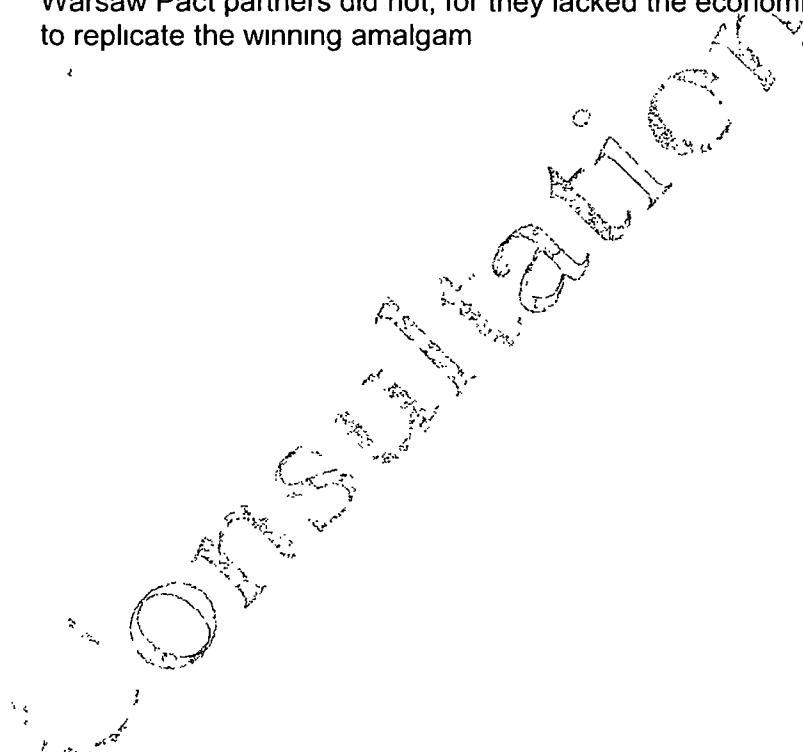
Ideas that shaped the Cold War in Europe 1940s–1990s *continued*

Source 2

(The following extract is from an article by Diane Kunz entitled *The Marshall Plan Reconsidered* and published in the journal *Foreign Affairs* May/June 1997)

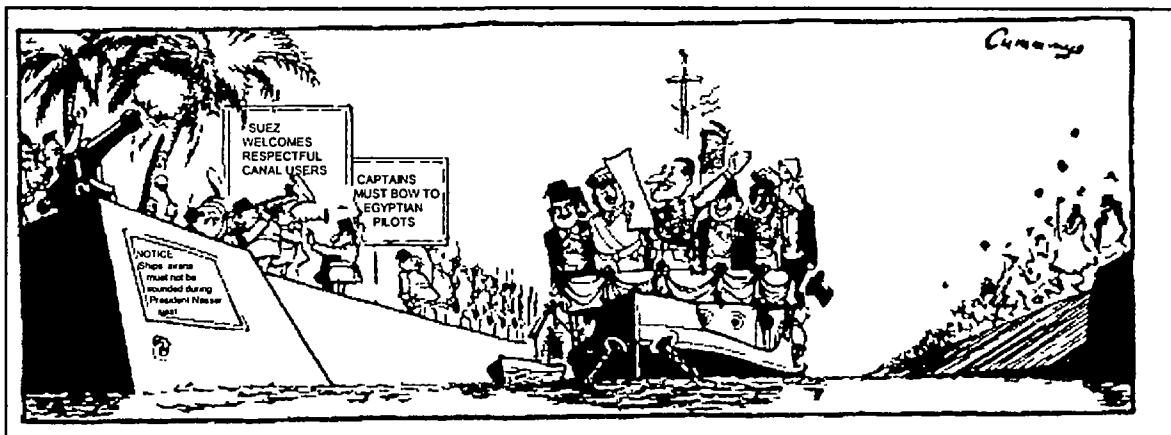
The Marshall Plan served as the economic and political foundation for the Western alliance that waged the Cold War. It allowed the United States gradually to engage itself in the bipolar confrontation by first committing money, not blood. After its initial subscription of dollars, the United States backed up its investment with military force, protecting Berlin against the Soviet blockade and forming the North Atlantic Treaty Organization, the first permanent military alliance in the nation's history. By providing the seed money for the recovery of Western Europe, the Marshall Plan transformed its beneficiaries from poverty cases into partners. During the quarter-century after 1948, Western Europe recorded its highest economic growth ever. This miraculous progress — indeed, the German recovery was known as the *wirtschaftswunder*, or economic miracle — muted the communist sirens on the eastern side of the Oder-Neisse line. Financial recovery and political stability went hand in hand, and military security soon followed.

Thanks to the Marshall Plan, Western Europe could emulate the United States, giving its citizens butter for the good life while not stinting on the guns that would protect that prosperity. The United States and its team had the recipe, the Soviet Union and its Warsaw Pact partners did not, for they lacked the economic and political freedom needed to replicate the winning amalgam.



DOCUMENT SET 7

Ideas that shaped conflict in the Middle East 1940s–1990s

Source 1(Cartoon first published in a British newspaper, the *Daily Express* on 11 February 1957)

GRAND OPENING CEREMONY / "And now it gives me great pleasure to close this canal, not only to British, French & Israeli ships - but to all ships that do not think Egypt the most advanced and wonderful nation in the world!"

Source 2(The following extract is from *Cutting the Lion's Tail* by the Egyptian historian Mohammed Heikal and published in 1986)

News of the ultimatum was received with astonishment bordering on disbelief. Britain and France's collusion with Israel was now staring us in the face, but this a possibility which had been discounted, because it was assumed that, however determined on a war Eden might be, he would have some consideration for his friends in Iraq and other Baghdad Pact countries, and for British prestige and interests in the Middle East, all of which would be irreparably damaged if he committed the one unforgivable sin – combining with Israel to attack an Arab country. Nasser found the whole situation made no sense at all – it was in fact, quite mad.

In retrospect, a clash of arms between the British, who had left Egypt so reluctantly after an occupation lasting seventy years, and the forces of Arab nationalism, which Nasser came to personify, can be seen to have been inevitable.

ACKNOWLEDGEMENTS

DOCUMENT SET 1—AUSTRALIA 1800s–1920s

- Source 1** *Studies of Society and Environment* (1997) 1(97), p 43 [Melbourne Ryebuck Media]
- Source 2** Crozier, F (1919) *The Beach at Anzac* (ART24074) [Oil on canvas, 61 x 45 4cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** McKinlay, B (1988) *A Century of Struggle The ALP A Centenary History* Blackburn, Vic Collins Dove, p 57 Claude Marquet cartoon used by permission Mitchell Library, State Library of New South Wales
- Source 4** Cohen, B (1998) *Ideals and Reality 1* Melbourne Addison Wesley Longman, p 93
- Source 5** Spenceley, G (1988) *The Search for Security A Modern World History* Melbourne Oxford University Press, p 225
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian* Reproduced courtesy of The West Australian newspaper
- Source 7** Broadbent, H (2005) *Gallipoli The Fatal Shore* Camberwell, Vic Penguin, p 286

DOCUMENT SET 2—AUSTRALIA 1920s–1950s

- Source 1** Laidler, R , & White, S (1991) *Australia 1900–1950 Light on the Hill* Caulfield East, Vic Edward Arnold, p 193
Studies (1995), Issue 3/1995, p 10 [Melbourne, Ryebuck Media]
- Source 2** Browning, G (1945) *Kokoda Trail* (ART24074) [Oil on canvas, 61 x 45 4cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** Cohen, B (1998) *Ideals and Reality 1* Melbourne Addison Wesley Longman, p 117 Norman Lindsay cartoon used by permission H , C and A Glad
- Source 4** *PM John Curtin shaking hands with General Douglas MacArthur, Sydney 8 June 1943 [Photograph]* (1943) Retrieved October, 2006, from John Curtin Prime Ministerial Library website http://john.curtin.edu.au/macarthur/graphics/00376_691.jpg
- Source 5** *Studies of Society and Environment* (2002) 3, p 52 [Melbourne Ryebuck Media]
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian* Reproduced courtesy of The West Australian newspaper
- Source 7** Broadbent, H (2005) *Gallipoli The Fatal Shore* Camberwell, Vic Penguin, p 286

DOCUMENT SET 3—AUSTRALIA 1950s–1990s

- Source 1** *Studies of Society and Environment* (2004) 2, pp 29–30 [Melbourne Ryebuck Media]
- Source 2** Fletcher, B (1970) *Long Tan action, Vietnam, 18 August 1966* (ART40758) [Oil on canvas 152 x 175cm] Retrieved October, 2006, from Australian War Memorial website <http://www.awm.gov.au/database/collection.asp> [Collections Search]
- Source 3** King, J (1978) *A Cartoon History of Australia* Adelaide Savvas Publishing, p 404
- Source 4** Moore, D (1988) President Johnson and Prime Minister Holt at Canberra Airport—1966 [Photograph] In J Rickard, *Australia A Cultural History* (p 214) London Longman (Photograph taken 1966)
Photograph © Estate of David Moore
- Source 5** *Studies of Society and Environment* (2004) 3, p 24 [Melbourne Ryebuck Media]
- Source 6** Anzac legend unites generations (1996, April 25) *The West Australian* Reproduced courtesy of The West Australian newspaper
- Source 7** Broadbent, H (2005) *Gallipoli The Fatal Shore* Camberwell, Vic Penguin, p 286

DOCUMENT SET 4—IDEAS THAT SHAPED THE RUSSIAN REVOLUTION

- Source 1** Morcombe, M , & Fielding, M (1998) *Russia in Revolution The Spirit of Change* Roseville, NSW McGraw-Hill, p 86
- Source 2** Pipes, R (1995) *Three Whys of the Russian Revolution* Sydney Random House, pp 42–43

DOCUMENT SET 5—IDEAS THAT SHAPED THE CHINESE REVOLUTION

- Source 1** *Chinese Paintings A New Series* (1977) Peking Foreign Languages Press
- Source 2** Green, J (1989) *China* Oxford Oxford University Press, p 67

DOCUMENT SET 6—IDEAS THAT SHAPED THE COLD WAR IN EUROPE

- Source 1** Desailly, R , Stapleton, P , & Lewis, R (1991) *Conflict in the Modern World* Milton, Qld Jacaranda Press, p 181
- Source 2** Kunz, D B (1997, May/June) Marshall Plan Commemorative Section The Marshall Plan Reconsidered A Complex of Motives *Foreign Affairs* Retrieved July, 2007, from http://www.foreignaffairs.org/19970501faessay3822/diane-b-kunz_marshall-plan-commemorative-section-the-marshall-plan-reconsidered-a-complex-of-motives.html

DOCUMENT SET 7—IDEAS THAT SHAPED THE CONFLICT IN THE MIDDLE EAST

Source 1 Cummings, M (1957, February 11) Grand opening ceremony [Cartoon] *Daily Express*

Source 2 Heikal, M (1986) *Cutting the Lion's Tail* London Corgi Press



EXAM MARKING KEY

STAGE 3 EXAM

SECTION A Document study Unit 3A

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

QUESTION 1

a Outline and contrast the messages in Source 1 and Source 2 (4 marks)

1880s – 1920s	1920s – 1950s	1950s – 1990s
<ul style="list-style-type: none"> Sources depict the mateship and masculinity of war S1 describes the horrors of the front S2 focuses on mateship and co-operation <p>Contrast</p> <ul style="list-style-type: none"> S1 from people at the time, S2 painted after the war (1919) S1 shows horror of war, S2 is an idealised painting – no death, not under fire, quite peaceful S1 personal points of view, S2 the patriotic point of view <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> S1 shows the impact of the conditions of war on Australian soldiers from a day to day point of view food, water, clean clothes, washing, rotting boots, plus the physical wounds S2 is an idealised painting (1945), Kokoda Trail, shows the struggle of Australian servicemen during WW2 (Battle for Australia) in the jungles of New Guinea <p>Contrast</p> <ul style="list-style-type: none"> S1 the soldiers identify needs because of war whereas S2 focuses on the terrain of jungle warfare S1 personal points of view, S2 the patriotic point of view <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> S1a and S2 show soldiers under fire S1b and S2 show the environment as the enemy All documents show the realism of war, but are remembered/created some time after the actual events <p>Contrast</p> <ul style="list-style-type: none"> S1a explicit in the way people died, S2 does not adequately show the dead S1b discusses the dense vegetation, S2 does not show the cover afforded by the vegetation S1 personal points of view, S2 the patriotic point of view <p><i>Support with quotes/references</i></p>

b How reliable are Source 3 and Source 4 as historical evidence? Refer to the sources to support your answer (5 marks)

1880s – 1920s	1920s – 1950s	1950s – 1990s
<ul style="list-style-type: none"> Individually they are not reliable, but together they help provide a more complete picture of the Prime Minister Reliable in that both published at the time as a comment on PM S3 is an anti-conscription cartoon. It reflects the perspective of the <i>Daily Worker</i>, a pro-worker publication which believed the conscription referendum undermined democracy, and thus it has limited reliability S3 does not show the perspective of those who supported Hughes, or why he believed conscription was necessary S4 is a favourable depiction of Hughes, however, as it does not give information on exactly when the photo was taken, for what publication or whether it was staged, it has limited usefulness S4 depicts Hughes as a hero, supported by the Australian soldiers. The British viewed Hughes favourably due to his desire to support the war effort to the extent of trying to introduce conscription <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> Individually they are not reliable, but together they help provide a more complete picture of the Prime Minister Reliable in that both published at the time as a comment on PM Both events (the conscription issue and Australia's new relationship with USA) did occur/develop in 1943 so the sources could be seen as useful views of these events Perspectives are different. In S3 the PM is meek, humble, begging. S4 he is an equal with USA. S3 shows the PM weak whereas S4 shows him stronger eg Curtin did go 'cap in hand' re conscription to the ALP (note 'worker') which was against conscription in WW1. It does not show he succeeded. Answers might debate whether he also went 'cap in hand' to the USA Some might also comment on the civilian suit compared to MacArthur But reliability also raises issue of bias and role of Bulletin for S3 <p><i>Support with quotes/references</i></p>	<ul style="list-style-type: none"> Individually they are not reliable, but together they help provide a more complete picture of the Prime Minister Reliable in that both published at the time as a comment on PM S3 Cartoon from 1966, PM Holt rides in the pocket of President Johnson of the USA. Johnson portrayed as 'Australian', but both seem unaware that they are leaping off a cliff into the unknown called Vietnam. 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. Does reflect a growing awareness by some in Australia that all was not well with the war and our commitment to it. Does reflect a section of public opinion on events S4 Holt standing behind LBJ, some would say in a subservient pose of head bowed. The source introduces the idea that perhaps the USA and Australia are not on equal footing within their alliance <p><i>Support with quotes/references</i></p>

c Account for the impact of war as indicated in Source 5 (4 marks)

1880s – 1920s	1920s – 1950s	1950s – 1990s
<ul style="list-style-type: none"> S5 refers to the impact of WWI on the economy The source indicates that the price of goods required in the war effort, metals, coal, chemicals and leather increased probably due to increased demand The price of food also increased which could also be linked to number of males in rural communities that went to war affecting the workforce Account Companies such as BHP flourished as they filled the gap left after the Trading with the Enemy Act stopped imports of resources from Germany Wheat and Wool Boards were established by the federal government to ensure the supply of essential resources and counter the fluctuating prices Shortages of workers 	<ul style="list-style-type: none"> S5 refers to the significant contribution of women during WW2 compared to 1933 Relatively smaller numbers actually in the armed services Conclusion is that WW2 had an impact on the number of men and women in employment and the nature of that employment Account 1930s – delineation of nature of work for men and women (not at war) 1940s – WW2 saw men volunteer and later being conscripted to the armed services therefore not available to help meet needs of ‘total war’ Role of propaganda and Commonwealth government legislation in getting men and women to enlist and women to assist on the homefront 	<ul style="list-style-type: none"> S5 refers to Vietnam War and the changes in domestic public opinion People (generally) supported the war in the beginning Statistics show public opinion changing the longer the war continued, although unlikely to alter voting in the late 1960’s Account Public opinion began to change due to <ul style="list-style-type: none"> the conscription issue, the SOS movement and student protest the public seeing what was occurring in Vietnam via their televisions and newspaper photographs the TET offensive debate on the US alliance the war dragging on for so long without a resolution in sight etc
<i>Support with statistics</i>	<i>Support with statistics</i>	<i>Support with statistics</i>

d Identify and discuss the authors' perspectives in Source 6 and Source 7 of Anzac Day (6 marks)

1880s – 1920s	1920s – 1950s	1950s – 1990s
<ul style="list-style-type: none"> S6 and S7 offer different perspectives on the importance of the ANZAC legend S6 Perspective is that the Anzac legend still has 'special spiritual significance for Australians', is a positive influence that unites the generations, commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory' The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item S7 Perspective is that the legend is "<i>mythical</i>" and had been deliberately "<i>elevated</i>", romanticises the notion of Australian identity with that of the legend "<i>soil</i>" S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage listing and expending Commonwealth funds 	<ul style="list-style-type: none"> S6 and S7 offer different perspectives on the importance of the ANZAC legend S6 Perspective is that the Anzac legend still has 'special spiritual significance for Australians', is a positive influence that unites the generations, commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory' The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item S7 Perspective is that the legend is "<i>mythical</i>" and had been deliberately "<i>elevated</i>", romanticises the notion of Australian identity with that of the legend "<i>soil</i>" S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage listing and expending Commonwealth funds 	<ul style="list-style-type: none"> S6 and S7 offer different perspectives on the importance of the ANZAC legend S6 Perspective is that the Anzac legend still has 'special spiritual significance for Australians', is a positive influence that unites the generations, commemorates the sacrifice of Australian 'fighting men and women' and is part of the Australian 'collective memory' The extract comes from the main newspaper in WA and reads more like an editorial comment than a news item S7 Perspective is that the legend is "<i>mythical</i>" and had been deliberately "<i>elevated</i>", romanticises the notion of Australian identity with that of the legend "<i>soil</i>" S7 is more circumspect, stating that the ANZAC Legend is being used as a tool by politicians for their own agenda, and potentially increasing their chances of re-election It identifies the PM, John Howard, as using the legend for 'nation building' and casts suspicion on his motives of earmarking foreign sites for National Heritage listing and expending Commonwealth funds

for protecting these locations	for protecting these locations	for protecting these locations
<i>In responding to this question students may use a variety of approaches and refer to their own time context</i>	<i>In responding to this question students may use a variety of approaches and refer to their own time context</i>	<i>In responding to this question students may use a variety of approaches and refer to their own time context</i>

e "War has always had a cohesive effect on Australian society "

Evaluate the extent to which the seven sources accurately reflect this statement (6 marks)

1880s – 1920s	1920s – 1950s	1950s – 1990s
<ul style="list-style-type: none"> The quote is very simplistic in nature The sources do not solely support the view that war had a cohesive effect on Australian society during this time period S2, 4 and 6 suggest that war created unity and a sense of identity that all Australians should be proud of S2 and S6 refer specifically to the ANZAC legend, the ideals of mateship, sacrifice and gratitude S3 and S5 provide insight into some of the divisions in society, referring to the labour movement and inflation The General Strike and the tension between workers and employers reinforces these views The initial enthusiasm for the war effort is not identified with both 	<ul style="list-style-type: none"> The quote is very simplistic in nature Sources 1,2, and 6 give some indication of how WW2 united soldiers despite the conditions of war, "race against time", "tough mentally", struggles against terrain Sources 4 and 5 show how Australians united together or with their allies to meet the needs of war However, Source 3 shows that not all Australians felt at one with Curtin over conscription and Source 7 questions the manipulation of the legend under which the soldiers of WW2 fought Areas of cohesion – generally accepting war time restrictions, support for PM Curtin, united against the enemy 	<ul style="list-style-type: none"> The quote is very simplistic in nature S6 identifies the Anzac Legend as being a link throughout generations of Australians – thus making war a cohesive force It could be argued that S5 indicates cohesion due to the public opinion polls showing a lack of concern about conscription and the Vietnam war as election issues, as well as a majority believing that we should keep our troops in Vietnam at the beginning of the conflict S3 and 4 indicate that not all people in Australia believed that Australia should be allied quite so closely with the USA and follow them into war S5 could also be used to demonstrate that public opinion began to swing away from the Government on the issue of

<p>electoral candidates, Cook and Fisher, pledging support to Britain's efforts</p> <ul style="list-style-type: none"> The divisive effects of conscription politically for the ALP as well as the impact on society E.g Irish Catholics versus Protestants is not referred to Tensions within families and communities that lost members are glossed over The longer term strains on the economy associated with the war loans are also ignored Whilst the ANZAC legend did create a stronger Australian identity, women were excluded, as were people of non Australian or British descent such as Germans S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context it can be a cohesive for future generations 	<ul style="list-style-type: none"> During WW2 Australians were not always so cohesive - examples might include - censorship and press criticism, aliens' loss of liberties often race related, propaganda, American military in Australia often resented and led to event such as the 'Brisbane riots', plus race issue of black American troops, rationing was resented, but accepted – led to black market, strikes in 1940/41 and consequent government legislation S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context it can be a cohesive for future generations 	<p>Vietnam and our involvement</p> <ul style="list-style-type: none"> The divisive effects of conscription, the protest movement, the debate over the US alliance are not shown, but hinted at in S5 S1 and S2 do not reflect cohesion as they are focussed on depicting the war – not its effects on society S6 and S7 relate directly to the quote and indicate that whilst war may be both divisive and cohesive in the contemporary context it can be a cohesive for future generations
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SECTION B 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 A

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

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

GUIDE TO MARKING RESPONSES	MARKS
Proposition/thesis Has proposition/thesis that indicates an understanding of the key components of the question that will be argued in the essay Has simplistic proposition/thesis in the essay Does not have proposition/thesis anywhere in the essay	/2 [2] [1] 0
Introduction 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 A few sentences outlining the theme of the essay and including a simple proposition A sentence or two outlining the 'who' or 'what' to be discussed in the essay No introduction to essay provided	/3 [3] [2] [1] 0
Evidence used to support statements, lines of argument Extensive use of detailed and accurate evidence used in a manner that assists critical analysis and evaluation 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 Use of accurate evidence throughout the essay If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion Mainly accurate evidence is used to support some lines of argument Evidence is used, some is accurate and there are few generalisations in the essay Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence Very limited use of evidence and the response is mainly a series of generalisations No supporting evidence, OR All generalisations and/or statements made without supporting evidence OR All evidence is incorrect	/8 [7-8] [5-6] [4] [3] [2] [1] 0
Complexity of discussion/ argument 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 Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events A simple chronological narrative with minimal content about cause action and reaction Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity	/6 [5-6] [3-4] [1-2] 0
Conclusion Draws essay's argument or point of view together 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 No conclusion given	/2 [2] [1] 0
Communication skills 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 Accurate and relevant use of historical terms Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay Has some relevant use of historical terms but is unable to express ideas with clarity of meaning 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) Response is mainly unable to be understood by the marker	/4 [4] [3] [2] [1] 0
TOTAL	/25

SECTION C Document study Unit 3B

QUESTION ONE

Instructions

This section has ONE (1) question made up of four (4) 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 | Ideas that shaped the Russian Revolution | <input type="checkbox"/> |
| Set 5 | Ideas that shaped the Chinese Revolution | <input type="checkbox"/> |
| Set 6 | Ideas that shaped the Cold War in Europe | <input type="checkbox"/> |
| Set 7 | Ideas that shaped conflict in the Middle East | <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

Question 5

a Compare and contrast the message conveyed in Source 1 and Source 2 (6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<p>Compare</p> <ul style="list-style-type: none"> S1 and S2 refer to the central role of Lenin between 1917 and 1921 They both refer to the political war (the shadowy truck filled with soldiers in S1, Lenin as commander-in-chief in S2) as a method for Lenin to achieve his vision Both sources also refer to the ideal of an industrialised nation <p>Contrast</p> <ul style="list-style-type: none"> S1 depicts Lenin in a positive light leading Russia towards a new society S1 suggests he is a great leader S2 suggests Lenin's success was a result of his opponent's shortcomings, their limited vision. It also questions Lenin's capacity to rule Russia S2 states he was 'never a great statesman' Style and tone very different <p><i>Support all points with quotes/references</i></p>	<p>Compare</p> <ul style="list-style-type: none"> S1 and S2a&b refer to the central role of Mao in establishing Communist rule over China <p>Contrast</p> <ul style="list-style-type: none"> S1 depicts Mao favourably, showing him as friendly almost jovial whilst the Yenan people look on admiringly. A father figure with his 'family' around him – suggesting he is protective of his people S2a claims Mao was responsible for the death of 10s of millions of Chinese, it implies he sought this result that he was bloodthirsty S2b also claims he caused the death of millions through his inability to work with people he saw as rivals Style and tone very different <p><i>Support all points with quotes/references</i></p>	<p>Compare</p> <ul style="list-style-type: none"> Both Sources are commenting on the Marshall plan <ul style="list-style-type: none"> a) its perceived impact b) the motivations behind it Both consider the impact of the USA on Post-war Europe <p>Contrast</p> <ul style="list-style-type: none"> S1 is critical of all aspects of the Marshall Plan whereas S2 describes it in positive terms Motive of US in S1 seen as self serving S2 focuses on the benefits the Marshall Plan provided to client countries <p><i>Support all points with quotes/references</i></p>	<p>Compare</p> <ul style="list-style-type: none"> Both Sources are commenting on the Suez Crisis of 1956 Both Sources are to an extent acknowledging the triumph of Nasser <p>Contrast</p> <ul style="list-style-type: none"> S1 is critical of Nasser and Egypt's actions and motives in nationalising the Suez Canal, whereas S2 shows Nasser as responding to events and the actions of other countries Motive of Nasser in S1 seen as self serving, S2 focuses more on the questionable motives of Britain S1 looks at the role of the individual whereas S2 looks at the inevitability of the conflict through historical movements <p><i>Support all points with quotes/references</i></p>

b Explain the historical context of Source 1 and Source 2 – that is the relevant events, people and actions depicted or represented in the sources (7 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<ul style="list-style-type: none"> S1 and S2 refer to the events of 1917 through to 1921 After the abdication of the Tsar, Russia was ruled by a Provisional Government scheduled to end with the formation of the Constituent Assembly When it became evident that the Bolsheviks would not win the majority Lenin and Trotsky staged a coup Negotiations on the B-L Treaty lead to the Civil War in which The Red Army, lead by Trotsky, was victorious over the White forces Simultaneously Lenin began implementing his ideals via decrees Lenin modified Marxism He initially introduced State Capitalism then War Communism to ensure supplies to the Red Army (including grain requisitioning and extra 	<ul style="list-style-type: none"> S1 refers specifically to the 1950s whilst S2a&b reflect on Mao's impact up to 1976 After the communists gained power, uniting China, Mao began putting into place his ideas for a communist economy/ society e.g. the Agrarian Reform Law in 1950, Five Year Plans beginning 1953, the creation of communes in 1958 culminating in The Great Leap Forward – rapid industrialisation using modern and traditional methods Mao launched the Hundred Flowers campaign. Some historians view this as means to flush out Mao's critics Problems with food production and the withdrawal of Russian assistance contributed to the failure of this 	<ul style="list-style-type: none"> The division of Europe post war (Yalta & Potsdam) The perceived Soviet expansion – creation of a 'buffer zone' Fear of Stalin's intentions The sources focus on the impact of Superpower foreign policy on Europe The sources also focus on the economic foreign policy of the USA (the Marshall Plan) Kennan Long Telegraph and Churchill's Fulton speech leading to formulation of Truman Doctrine Intervention in Greece 1947 George Marshall as Secretary of State – describe key features of Marshall Plan (economic aid with strings attached) Eastern bloc countries ineligible Soviet response to Marshall Plan (link to S1) 'dollar imperialism' and formation of Comecon Consequences – (link to 	<ul style="list-style-type: none"> The strategic importance of Suez Canal, British & French stake in its operation Rise of Nasser (1954 takes power) and Arab nationalism US involvement agreed funding of Aswan dam then withdrawn due to Nasser's arms deal with Eastern bloc country Nasser nationalises canal (July 1956) as response (ostensibly to raise revenue) Britain (leader - Eden), France (De Gaulle) & Israel (Ben Gurion) organise meeting at Sevres – hatch plan Israel invades Sinai – GB & France land troops to create 'buffer zone' (Oct 1956) US angry as not informed and looks hypocritical given criticism of USSR in Hungary Eisenhower puts pressure for withdrawal – uses

<p>rations for workers) and then NEP</p> <ul style="list-style-type: none"> Lenin used the Cheka as a means of controlling the domestic community 	<ul style="list-style-type: none"> movement In 1959 Mao was replaced as Chairman of the Republic by Liu Shaoqi In 1966, as Chairman of the CCP, Mao launched the Cultural Revolution against revisionists. The Red Guards caused chaos until they were brought under control by the army in 1968 	<p>S2) important pillar in containment policy, shored up Western alliance</p>	<ul style="list-style-type: none"> diplomatic (UN) and economic measures Eden announced ceasefire in Nov, GB & France pulled out Dec 1956 and Israel left Sinai March 1957. Replaced by UN peacekeepers Eden resigned
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c Account for the different perspectives presented in Source 1 and Source 2 Your answer may include discussion of purpose, motive, place and time (6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the Middle East
<ul style="list-style-type: none"> S1 is a pro Bolshevik poster that uses simple imagery to celebrate the vision of Lenin. This is an example of agitprop to generate support amongst the population, in this case the urban working class, whilst the Bolsheviks secured their position during the early years of the revolution S2 is written from the perspective of a modern Western historian who is attempting to explain why Russia succumbed to Leninism. Its purpose is to show that the rise of Leninism was partly the responsibility of the fractured nature of the Provisional Government, whilst suggesting the contempt that Lenin had for the state of Russia's development enabled Lenin to justify the destruction he unleashed 	<ul style="list-style-type: none"> S1 is a pro Communist/Mao poster, a piece of art/propaganda produced by a body created by the CCP Its purpose is to show Mao as one who listens to all Chinese, despite their ethnicity, thus unifying China S2a is from a Taiwanese newspaper, thus it represents a Nationalist perspective, published at the time of Mao's death. It emphasises the tragedy caused by Mao's 'illegal' regime comparing him to Hitler and Stalin S2b is a traditional western perspective of Mao that makes him responsible for the style of government prior to 1976. Written in 1979, when Sino-American relations had improved, it suggests there are talented men in China who the west could tolerate 	<ul style="list-style-type: none"> S1 is being used as propaganda by the Soviet Union. The aim is to attack the Marshall Plan directly and thus the USA and its post-war policies indirectly S2 is written by an historian aiming to assess and explain the Marshall Plan and place it within the appropriate context (although is still in the business of getting published/selling books) However it is very pro-American (see last paragraph) Nationalities of authors and the side of the Cold War fence on which they sat are different S2 has the benefit of hindsight, is able to take a long-term view on importance of Marshall Plan For top marks students need to tie the answer together, e.g. on perspectives 	<ul style="list-style-type: none"> S1 is a cartoon appearing in a British Newspaper. As such it will seek to embody public opinion to an extent (as newspapers need to make money) S2 is an historian aiming to assess and explain events (although is still in the business of getting published/selling books) The title of the book may suggest a pro Arab emphasis Nationalities of authors different, come from both sides of the conflict S1 published at a time (1957) when embarrassment of Suez still felt strongly in Britain S2 has the benefit of hindsight (1987), may have had access to government documents, and is able to take a long-term view on the validity and importance of actions and events For top marks need to tie the answer together, on

<ul style="list-style-type: none"> For top marks students need to tie the answer together, e.g. on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing 	<ul style="list-style-type: none"> For top marks students need to tie the answer together, e.g. on perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing 	<p>changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing</p>	<p>perspectives changing/evolving over time as more evidence comes to light, and/or cultural and social attitudes changing</p>
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d Using your knowledge of the whole period of study, **evaluate** the importance of the ideas, issues and/or events represented in the sources (6 marks)

Ideas that shaped the Russian Revolution	Ideas that shaped the Chinese Revolution	Ideas that shaped the Cold War in Europe	Ideas that shaped the conflict in the middle East
<ul style="list-style-type: none"> Both sources focus on the idea of Leninism, and the importance of leaders in bringing about change These themes are central to Russian history between 1900 and the 1940s Lenin pursued his ideas despite opposition from the existing régime, the Russian population and his party Even as late as October 1917 the party was divided over the method for taking over Russia Without Lenin's determination the Bolshevik party would have been relegated to history by the Constituent Assembly Pipes is correct in identify the lack of unity within Russia that Lenin was able to exploit to his advantage However the ideas of Lenin, his methods (particularly the use of 	<ul style="list-style-type: none"> All sources focus on the issue of Mao's leadership, his central role and style Both parts of S2 also focus on the impact of this leadership for the millions of Chinese who died The second issue is of particular importance for individuals and in particular those who opposed Mao, such as Liu Shaoqi There are significant events such as the Cultural Revolution that are not considered, nor are the ideas of Mao discussed – his particular interpretation of Marxism for China's situation The relative success of initial collectivisation is hinted at in S1 however the problems associated with the Great Leap Forward are not dealt with The conflict within the CCP over the direction of the post revolutionary society are hinted at 	<ul style="list-style-type: none"> The issue evident in both sources is the impact of superpower foreign policy on the Cold War (clash with Communism & Comecon) Success of Marshall Plan – strengthened alliances and caused strains in the Eastern bloc (e.g. Berlin) Marshall Plan shown as important reason for West winning the Cold War – made communism less attractive, prevented it spreading at a time when it was still politically appealing in some countries For top marks students would have to compare importance of economic factors with other key themes of the Cold War (impact of flashpoints, political factors, leadership, propaganda & fear) Students to weigh up the importance of Marshall Plan as part of the US policy of Containment Idea of Capitalism (economic aid) being used to wage Cold 	<ul style="list-style-type: none"> The issue in both sources is the importance of the Suez Crisis/1956 War with reference to strengthened Arab Nationalism and continued rise of Nasser (most important), the increased role played by Cold War Superpowers in the lead up to and events of the crisis (and the increased strategic importance of the Middle East in their geo-political struggle), the decline of the old imperial powers (Britain & France), Israel's intervention increasing tension and sowing the seeds for 1967 war For top marks students would have to compare importance of the Suez Crisis with not only other flashpoints (1948, 1967, 1973 etc) but with other key themes such as the rise of Zionism, efforts for peace etc They would have to make a well argued judgement as to why Suez

<p>force) and the subsequent rule of Stalin did not go unopposed. This opposition in turn made Lenin's successor, Stalin, paranoid and his coercive measures became more extreme resulting in millions of citizens dying through famine and the terror unleashed through the NKVD</p> <ul style="list-style-type: none"> • Students may refer to the historical debate on the ideas and issues raised by the sources 	<p>however the sources do not go beyond 1976 and investigate the direction China has taken after Mao's death under Deng</p> <ul style="list-style-type: none"> • The sources do not refer to impact on women, education, rural society • Students may refer to the historical debate on the ideas and issues raised by the sources 	<p>War (clash with Communism and Comecon)</p> <ul style="list-style-type: none"> • Students may refer to the historical debate on the ideas and issues raised by the sources 	<p>was an important event and just how important it was within the context of the area of study</p> <ul style="list-style-type: none"> • Students may refer to the historical debate on the ideas and issues raised by the sources
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SECTION D Essay

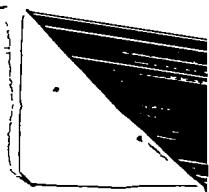
This section has **THREE** questions Attempt **ONE (1)** question only

Note 1 The context the student refers to must be the same as the one they responded to in Section A

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

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

GUIDE TO MARKING RESPONSES	MARKS
Proposition/thesis Has proposition/thesis that indicates an understanding of the key components of the question that will be argued in the essay Has simplistic proposition/thesis in the essay Does not have proposition/thesis anywhere in the essay	/2 [2] [1] 0
Introduction 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 A few sentences outlining the theme of the essay and including a simple proposition A sentence or two outlining the 'who' or what to be discussed in the essay No introduction to essay provided	/3 [3] [2] [1] 0
Evidence used to support statements, lines of argument Extensive use of detailed and accurate evidence used in a manner that assists critical analysis and evaluation 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 Use of accurate evidence throughout the essay If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion Mainly accurate evidence is used to support some lines of argument Evidence is used, some is accurate and there are few generalisations in the essay Limited evidence used and the response contains a number of generalisations and statements that lack supporting evidence Very limited use of evidence and the response is mainly a series of generalisations No supporting evidence, OR All generalisations and/or statements made without supporting evidence, OR All evidence is incorrect	/8 [7-8] [5-6] [4] [3] [2] [1] 0
Complexity of discussion/ argument 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 Displays a sustained argument throughout the discussion that demonstrates some understanding of the interconnectedness of events A simple chronological narrative with minimal content about cause, action and reaction Discussion/argument suggests no understanding of the topic and/or historic analysis of motivation, cause, action, impact, change and continuity	/6 [5-6] [3-4] [1-2] 0
Conclusion Draws essay's argument or point of view together 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 No conclusion given	/2 [2] [1] 0
Communication skills 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 Accurate and relevant use of historical terms Literacy enables the construction of an effective response with well developed sentences, paragraphs and/or essay Has some relevant use of historical terms but is unable to express ideas with clarity of meaning 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) Response is mainly unable to be understood by the marker	/4 [4] [3] [2] [1] 0
TOTAL	/25



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