

# Modern History

2013 Chief Assessor's Report



Government  
of South Australia

**SACE**  
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# MODERN HISTORY

## 2013 CHIEF ASSESSOR'S REPORT

### OVERVIEW

Chief Assessors' reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

In 2013, the overall quality of student responses in Modern History across all assessment components was consistent with those of previous years.

### GENERAL COMMENTS

It was pleasing to see how many teachers and students made the effort to read the 2012 Chief Assessor's report and, where appropriate, amended their practices based on the advice provided. Improvements were particularly evident in a number of areas. Teachers had obviously worked hard to give students a greater understanding of specific knowledge, historical contexts, issues and historiography. There were also positive changes in better task design, clear communication of the assessment design criterion, assessment differentiation, detailed teacher feedback on student work, less evidence of missing work, and improved exam practice. Teachers are strongly encouraged to share and discuss the annual Chief Assessor's report (including previous reports) with their students as it provides information on using strategies to gain higher results and avoid pitfalls.

It is important for teachers and students to read all instructions carefully, whether they relate to packaging school assessment materials or how many essay questions to answer in the examination paper. These instructions can affect a student's final result, and so teachers are encouraged to help students avoid costly errors, such as answering four essay questions in a topic when just one is required.

While it is understandable that specific topics in the syllabus and assessment types are more popular, it was refreshing to see that some topics studied and tasks prepared by students for assessment varied from those of last year. Teachers are encouraged to explore the syllabus and task design more widely, and apply different pedagogies to maximise student learning and enjoyment.

Additionally, teachers are reminded of the need to teach all four key areas for inquiry in each topic, regardless of whether students choose to specialise for the final examination. This will ensure that students can draw on the broader context when answering questions and more easily demonstrate achievement at the highest levels in each performance standard.

Students and teachers are always interested in the expected length of responses to examination questions. There is no specified minimum or maximum length, but essay answers that are longer than two pages — in the approximately 60 minutes available per essay — usually ensure the breadth and depth necessary to achieve the higher range of possible marks.

In both essays and Sources Analysis, although the minimum expectation is obviously that the student answers the question, many students still have difficulty in directly addressing the questions asked. In the individual essay this problem is sometimes compounded by poor question design. Poor performances can be due to students not reading the question properly, not having the required knowledge, or using a prepared answer. It is the responsibility of the student to explicitly address the question and provide relevant content and formulate an argument. Too many expected the marker to determine the relevance of their content to the question rather than being explicit about linking their factual knowledge to the specific question. Whether this is in the topic sentence beginning each paragraph or within the body of each paragraph does not particularly matter. Better students, indeed the majority of students, appear to understand and consequently meet these expectations.

Teachers should be congratulated in that many students showed an increased mastery of the conventions of essay writing and sources analysis this year. Nevertheless, straight narrative responses continued to undermine students' ability to achieve at the highest levels. Retelling the story of what happened, no matter how detailed, invariably scored less well on the performance standards of 'inquiry and analysis'/'reflection and evaluation'. Students need considerable practice throughout the year in using a variety of strategies to hone their skills in debating issues and formulating and defending arguments, so that these skills can be applied more naturally in coursework and in the examination setting. Poor planning and lack of checking was still evident amongst weaker students. The standard and legibility of handwriting also remains an issue for many students, with more practice required during the year.

This report also provides more detailed advice on achieving at the higher levels for each performance standard. The 'inquiry and analysis' and 'reflection and evaluation' performance standards are the two areas that continue to challenge students, so it is important that they develop a clear understanding of what these terms mean and of choose appropriate tasks to measure them. Task design in the Folio is steadily improving but teachers are encouraged to further direct the focus of individual tasks so that they meet the performance standards.

## **SCHOOL ASSESSMENT**

### **Assessment Type 1: Folio**

Moderators commented on the careful preparation of the moderation packages, and how much this helped the moderation process. Many teachers sent in a summary sheet for each student, which outlined their achievement in each task against the particular performance standards. This greatly assisted moderators in confirming their standards, as did the inclusion of written feedback to students.

For the most part, students had the opportunity to perform at all levels of the performance standards. 'Knowledge and understanding' was demonstrated clearly in most tasks and was generally accurately assessed. As in previous years, 'inquiry and analysis' was the area that teachers found most challenging to assess in tasks. Sources analysis tasks were the most popular form of this assessment type but teachers had obviously provided students with clear scaffolding to ensure that they included analysis in a variety of tasks. Some task sheets identified 'inquiry and

analysis' as an assessed performance standard, but teachers need to provide clear and frequent evidence of critical analysis for students to be ranked in the higher grade bands.

The most successful folio tasks were clear and explicit about the requirements, and included the format, assessment conditions (test or prepared), and how to address the performance standards which had been selected for assessment. There were some excellent task sheets which clearly articulated the focus of the assignment and identified specific conventions where 'communication' was being assessed. It was observed that some folios still contained over-assessment of the performance standards; for example, teachers tried to assess too many features in the one task rather than picking those relevant to the task type. The tasks which allowed students to thoroughly display skills in a few performance standards were the most focused and successful. It was noted that empathy pieces required a strong grounding in 'knowledge and understanding' to allow students to effectively demonstrate 'reflection and evaluation' and meet these criteria.

The most popular topics were Topic 3 (Revolutions), Topic 8 (First World War), Topic 9 (Age of Catastrophes), and Topic 10 (Postwar Rivalries). Within those topics there was a broader range of case studies in 2013 than in previous years. It was noted that in cases where students dealt with more than one revolution in Topic 3, they seemed to struggle to effectively answer the question in essay form using the two examples. They would have benefited from teachers providing detailed scaffolding on the best way to structure their material when constructing a reasoned historical argument.

Moderators noted that the majority of tasks continue to be essay based or sources analysis tasks taken from past examination papers, and this caused several concerns. They felt that if students were relying on tasks which were performed in test conditions for a Folio, they would not be able to reach the highest level of the performance standards as they did not have the opportunity to draft and edit. While it is vital that students have the opportunity to practise tasks under timed conditions, these would work better as formative activities and allow students to take on other tasks to complete their folio. In addition, some folios had half of their tasks as sources analyses from previous examinations, and it is possible that students had access to these past papers and answers. Moderators also noted that some task sheets identified 'knowledge and understanding' as an assessable performance standard for generic sources analyses, which is not appropriate. It is important that essay questions are structured to enable students to develop a reasoned historical argument, rather than simply to invite narrative responses.

Different types of tasks match various performance standards, so teachers should ensure that the design of tasks allow students to achieve at the highest level within each selected performance standard. This year there were several tasks which required a report style answer; this made it very challenging for students to achieve the highest grades in 'inquiry and analysis' and 'reflection and evaluation'. Mid-year examinations, which emulate the end-of-year examination with several components, should be used as formative exercises rather than submitted for the folio as they incorporate several different tasks in one.

It was felt that the word limit of 1000 words was well adhered to for all prepared, written tasks. Again, this year, some tasks only prescribed a maximum of 500 words and it was difficult for students to move beyond displaying 'knowledge and understanding' and demonstrate 'analysis', 'reflection or evaluation' within such a limited scope.

## Assessment Type 2: Essay

Most teachers continue to assess all the specific features against the performance standards in the essay, which moderators felt led to the most rounded, comprehensive pieces. Again, the most inconsistent grading occurred against 'inquiry and analysis' in relation to the student's use and critical analysis of sources, or construction of a reasoned historical argument. Essays need to contain a consistent referencing format and a structured bibliography that identifies the main sources and any background reading used.

The most influential factor for success in this assessment type was question construction. A number of questions only lent themselves to straight narrative responses, which made it difficult for students to reach the highest grade bands for 'inquiry and analysis' and 'reflection and evaluation'. The most successful essays responded to questions that had a clear focus and time frame, and invited an argument and the examination of a counter argument.

The majority of students seemed to use the increased maximum of five sources (formerly three sources pre-2013) and directly reference them within the essay. However, moderators still noted situations where students either used more than five sources or did not refer to any source directly in their essay. In both cases, this affected the student's ability to achieve in the highest grade bands. It is acceptable for a bibliography to contain more than five sources; students may have consulted these sources in their research process or used them for contextual background to their topic.

In that only five sources can be directly referenced, 'source' can be interpreted in its broadest sense. While some students may select an individual document as one source, such as The October Manifesto or Wilson's Fourteen Points, students should also consider including whole works as potential sources; for example, secondary histories such as *Hitler: A Study In Tyranny* by Alan Bullock as well as typical textbooks such as Ben Walsh's *GCSE Modern World History*. Moderators noted an over-reliance on internet sources which seemed to lack both depth and detail.

Many of the questions related to the course content. It is important that students are directed towards areas of interest which have strong sources, providing rich evidence and a variety of perspectives. While students should be encouraged to look outside the topics studied in class, there were some questions that had very little connection to an historical theme. It is best to avoid moral judgement questions, which have little basis in historical research.

The word count was well observed overall.

## EXTERNAL ASSESSMENT

### GENERAL COMMENTS

The 2013 examination was a fair and reasonable paper with the style of questions and degree of difficulty set at the appropriate level. With every key area of interest examined, it gave students ample opportunity to demonstrate their knowledge and critically analyse the issues put forward. The Sources Analysis section (Question 45) with the theme of the Suez Crisis was more challenging than previous years but was manageable for students who were well organised and able to think laterally. There was a good balance between written and non-written sources. As was the case in past years, answers given by some students to the Sources Analysis section compensated for mediocre answers in the essay questions.

Disturbingly, there seemed to be a greater number of students who answered every question within a topic. Instructions clearly stated that it is only necessary to answer one question per topic. Markers were instructed to apply a grade to what they considered to be the best response, but this usually garnered a low grade because it was answered so briefly.

In addition, a greater number of students did not record questions attempted on the front page of their script. The markers could usually deduce the question answered from the number written down at the beginning of the essay, but that was not always the case.

Following trends from previous years, there were large sections of the paper that attracted minimal responses this year. In the thematic section, Topic 3 (Revolutions) was the area that had been most studied with answers principally focusing on the Pre-revolutionary Societies and the Collapse of the Old Regime. Russia was the area of study most often addressed. Some students who tackled a question from Topic 1 (Modernisation) seemed to choose this because they could not find a question that suited them from the Revolutions topic. Their answers met with limited success.

In the Depth Study section, there was evidence that a greater range of topics was being taught. The most popular area was Topic 9 (Catastrophes), with most candidates choosing Hitler as their preferred case study. However, Topic 8 (First World War) and Topic 10 (Postwar Rivalries) attracted sizeable cohorts. Markers commented that there seemed to be more candidates choosing Postwar Rivalries as a topic this year than in the past.

#### *(a) Knowledge and Understanding*

Generally most students showed ample knowledge in their responses. Students who achieved at a higher level carefully addressed key words in the question such as 'essential' and 'crucial' and issues such as 'inadequate leadership between 1900 and 1914' (Question 29). Students who answered successfully used detailed knowledge which often implied greater understanding, wider reading, and informed consideration of topics. For example in Question 34, which directed students to address the issue of uncertainty within society, they used examples relating to economics (the effects of the Great Depression), politics (the frequency of elections and the fear of communism), and society (clash of old and new values). These students were able to support their knowledge with reference to historians' points of view and relevant quotations.

On the other hand, there were too many superficial, short responses; for example, an answer less than two pages long did not show sufficient depth of knowledge and understanding.

In addition, there were many examples of prepared answers. Students either ignored the issue raised in a question — such as ‘new technology’ in Question 30 — or mentioned it in the introduction and then discussed content even if it was not relevant to the question. Another example occurred in Question 33 which asked students to address the issue of whether the Great Depression transformed society. In many cases, students began by saying that society had been transformed but then wrote an essay about the causes or impact of the Great Depression.

Many markers queried whether all key areas of inquiry within a topic were being taught. Several questions required knowledge that went across more than one area. For example, the question ‘Mutual suspicions remained after the signing of postwar peace treaties’ (Question 32) implied knowledge of what suspicions had existed before and during the First World War. Similarly, ‘By achieving their goals, revolutionaries were able to consolidate power’ (Question 11) implied knowledge of what these goals were and that many had existed prior to the revolution.

In this year’s paper, questions were posed to give students the opportunity to show depth of knowledge. For example, Question 10 asked them to address *visionary* leadership — this enabled students to talk about Lenin’s vision in the case of Russia.

#### *(b) Inquiry and Analysis*

Students who scored highly within this criterion were able to address the main issue of the question, set it in the right time frame, and outline the whole of their argument. They realised that key phrases or words used that were common to all topics — such as ‘to what extent’, ‘evaluate’, or ‘do you agree’ — needed to be addressed as part of the question. For example, Question 9 asked students to evaluate the view that pre-revolutionary society was unstable. This was involved the concept of change versus that of continuity. These students outlined areas where instability existed but also showed where there was stability. Some even discussed other aspects of a pre-revolutionary society.

Similarly in a causative question, those students who scored well were able to link the proposition given to an actual event. For example, they described ‘visionary leadership’ and showed how it led to the actual collapse of the old order. By using appropriate linking sentences they developed a logical argument and connected associated issues to the main thread; for example, seeing the link between the First World War and the incompetence of the Tsar. This revealed their understanding that, in many cases, issues were complex. In Question 33, successful students understood that it was not only uncertainty that enabled a dictator to rise to power; the dictator had to use that uncertainty (for example, highlighting it through strong oratorical skills) to achieve his aim.

Most students had an appropriate essay style, but many lacked the skills to score highly. These students lapsed into lengthy narrative to explain a point rather than using the evidence to formulate an argument.

### *(c) Reflection and Evaluation*

Students who had a good understanding of short- and long-term causes or consequences were able to score well within this criterion. For example, in Question 12 — 'To what extent was violence used to suppress opposition to the revolution?' — those who used the case of Russia received credit if their argument incorporated the civil war and terror in 1918–20 and showed higher-order thinking skills in discussing an associated issue such as Lenin's need to change direction by the introduction of the New Economic Policy in 1921.

Another key aspect of this criterion was the ability to show the connection between individuals, events, and happenings. Students also displayed a higher level of understanding when they showed empathy in a given situation; some questions were set specifically to bring this out of students. For example, Question 37 asked students to consider the issue of mutual suspicions triggering the Cold War, and this enabled perceptive students to analyse individuals' reasons for their suspicions.

In addition, a well-structured conclusion that put the central issue in the context of other events and showed implications for the future enabled examiners to reward students highly.

### *(d) Communication*

Students were generally able to use suitable essay structure with an appropriate introduction addressing key words, outlining a logical argument, using relevant paragraphing in the body of the essay, and ending with a balanced conclusion. Pleasingly, there was a greater evidence of students using topic sentences in their paragraphs, thus enabling them to maintain relevance in their essays.

However, similar to past years — and constantly remarked upon in previous Chief Assessors' reports — there were many examples of poor expression and grammatical errors that detracted from the standard of the essay. For example, the use of clichés such as 'peasants had the short end of the stick' or inaccurate spelling ('brang' instead of 'brought', 'thrown' instead of 'throne', 'biassed' and 'biast' instead of 'biased', 'abolishment' instead 'abolition') detracted from the message of students' work. Poor planning was also evidenced in some work, where students had used arrows to direct markers to read along margins, or to refer to material three or four pages later in the script. Markers commented on the poor standard of handwriting in many cases, which made it hard for markers to follow the argument, and it was suggested that teachers should do more handwritten tests within a time limit to mitigate this problem.

In addition, students' attention should be drawn to accuracy in the facts they include in essays. Statements such as 'Hitler killed six million Jews' or 'Tsar Nicholas II was hopeless' are generalisations. Similarly students should question how they use the word 'people'; for example, did all the people suffer in the Great Depression, or only some?

In conclusion and on a positive note, assessors commented on the number of candidates who tackled issues earnestly, showed passion in their writing and demonstrated the importance of the historical experience.

## SPECIFIC COMMENTS ABOUT INDIVIDUAL QUESTIONS (ESSAYS)

### Part 1: Thematic Study

#### **Topic 1: Pain and Gain: Modernisation and Society since c. 1700**

(Questions 1–4)

##### *Question 1*

For success in this question, students had to identify the needs of the people in a traditional society and then discuss to what extent these needs were ignored. As with other questions in this topic, it is to be noted that several students used this question to address a Topic 3 issue — often with little success.

##### *Question 2*

The key to this question was to identify prominent individuals (note that more than one was needed) and to evaluate the impact they had on the modernising process in relation to other factors.

##### *Question 3*

A few answers to this question evaluated the effects of urbanisation as an aspect of modernisation, and compared the impact this had on workers with the impact on other classes.

##### *Question 4*

There were few responses to this question.

#### **Topic 2: Intruders and Resisters: Imperialism and its Impact since c.1500**

(Questions 5–8)

##### *Questions 5, 6, 7, 8*

There were few responses to these questions.

#### **Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c.1500**

(Questions 9–12)

Most students used Russia as their case study. Comparatively fewer students used France and, to a lesser degree, China and Cuba.

##### *Question 9*

This was a very popular question. Students readily accounted for the causes of instability but in many cases outlined specific examples (for example, the 1905 Revolution) instead of examining issues such as rioting and discontent with the existing government. Comparatively few students looked at the aspects of society which were stable, such as the influence of religion and class structure that had endured over time. To answer this question more successfully, students should understand the concept of change and continuity over time.

##### *Question 10*

The term 'visionary' caused problems for many students, most of whom paid little attention to the concept and consequently could not obtain a high grade. Students who did achieve a high grade described the visionary nature of leadership and weighed this up against other factors in causing the collapse of the old order.

*Question 11*

This question was generally well handled. Students articulated the goals of the revolutionaries and evaluated how these factors affected the consolidation of power in relation to others (success in war, the ability to modify their goals etc.).

*Question 12*

Likewise, this question was well handled by the majority of students. They evaluated how violence was used against internal and external enemies to suppress opposition and weighed this up against other factors such as reform and national ideals.

**Topic 4: A Sense of Belonging: Groups and Nations since c.1500**  
(Questions 13–16)

*Question 13*

To answer this question, students had to weigh up other factors which caused people to desire independence than oppression by the ruling classes. This also involved looking at the nature of this oppression (such as tradition and ideas). Several students with varying levels of success welded key individuals as a causative factor.

*Question 14*

The key word in this question was 'shape'. Students had to analyse how nationalism was shaped by ideas as opposed to other factors.

*Question 15*

There were few responses to this question.

*Question 16*

There were few responses to this question.

**Topic 5: The Captives, the Unwanted, and the Seekers Forced and Free Migration since c. 1500** (Questions 17–20)

*Question 17, 18, 19, 20*

There were few responses to these questions.

**Topic 6: Slaves, Serfs, and Emancipation: Forced Labour since c. 1500**  
(Questions 21–24)

*Question 21*

Most students who answered questions from this topic used slavery in the United States as their case study. In answering this question, students had to be aware that the word 'introduction' was important, as well as being able to evaluate the issue of 'greed' alongside other factors such as the ability to work in a tropical climate.

*Question 22*

Almost all responses agreed that fear of punishment dominated the lives of slaves. Very few examined other aspects of control. The word 'essential' was universally ignored.

*Question 23*

The few students who tackled this question focused on the American Civil War as a crucial factor in the emancipation process. Other aspects such as efficiency in the economy and the influence of public opinion were rarely mentioned.

#### *Question 24*

There were several interesting responses to this question. Having examined the concept of change and continuity in the short term, students discussed longer-term issues such as the effects of the Jim Crow laws.

## **Part 2: Depth Study**

### **Topic 7: Public and Private Lives: A Social and Political History of Women since c. 1750 (Questions 25–28)**

#### *Questions 25, 26, 27, 28*

There were few responses to these questions.

### **Topic 8: The War to End all Wars: The First World War and its Consequences, c. 1870–1929 (Questions 29–32)**

#### *Question 29*

In the past, answers relating to this topic have not been rigorous enough for a depth study, and tended to focus on generalisations about nationalism, militarism, alliances, and imperialism as causes of war. Consequently, this year questions were made more specific so that students would probe this key area of inquiry more deeply. To answer this question successfully, students needed to understand the concept of leadership and use appropriate examples to show whether the leadership was inadequate or not in the given time span. Students then had to look at the impact of leadership in comparison with other factors — both of a short- and long-term nature — and from that draw their conclusion.

#### *Question 30*

This question asked for specific information and an understanding as to what constituted ‘new’ technology. A favourite example given by students was the machine gun which on close analysis had appeared in the American Civil War. Some students mentioned boats as an example of new technology. Better answers, having given valid examples (such as poison gas and aeroplanes), then evaluated the effect of this new technology in comparison with other factors in determining the nature of the First World War.

#### *Question 31*

This question attracted few candidates compared with other questions within this topic. Students required knowledge outside the third key area of inquiry to answer this question satisfactorily. They also needed to examine events and circumstances up to 1929 that resulted from war, and determine what changes were lasting. For example, lasting changes could include the growth of fascism, communism, and the emergence of new nation states, while a short-term change could be the abolition of the cavalry charge in war. Some students commented on whether there were aspects of society that did not change, such as the continual suspicion of the allies towards Germany.

#### *Question 32*

As per the previous question, Question 32 required that students had a knowledge of events before 1919 (the year of the peace treaties), as well as an understanding of whether the mutual suspicions between countries that existed before and during the war remained up until 1929. Higher quality answers addressed this issue and

discussed the differing relations between countries from Versailles to the Treaty of Locarno and beyond.

**Topic 9: An Age of Catastrophes: Depression, Dictators, and the Second World War c. 1929–1945 (Questions 33–36)**

*Question 33*

This was a popular question and answers were limited to a discussion of the events in the United States or Germany. Success in this question hinged on the understanding of the word ‘transformation’ — how society had changed as a result of the Great Depression. Too many candidates read ‘transformation’ as meaning ‘impact’ and thus could not score highly for their ‘knowledge’, ‘application and reflection’ criteria. Several students had obviously prepared for a question relating to the causes of the Great Depression, and so used this information in their responses rather than focusing directly on the given question.

*Question 34*

Question 34 was also a popular question and responses were limited to discussing Germany and Hitler. For most students, this question enabled them to write about the effects of the Great Depression on German society. A smaller number of students wrote about the effects of the fragile democracy. This question offered great scope for students to write about issues such as the changing nature of society, but many limited their discussion to the uncertainty in society. They failed to show how Hitler used this uncertainty to rise to power as well as other characteristics such as the use of violence and his oratorical skills. It would have also been useful for students to use a time frame and note the date when Hitler assumed power.

*Question 35*

Fewer students answered this question which related to Hitler’s maintenance of power through popular support. More able students examined events from 1939 to 1945 and debated the issue of popularity through his programs, early successes in war and, in many cases, how ‘popularity’ was actually forced by violence. Candidates who scored highly in ‘reflection’ commented how this popularity deserted him towards the end of the war years.

*Question 36*

Even less popular was the question relating to war years. Most answers centred on a discussion of the Blitz and the Holocaust. Very few students fitted this theme into the broader context of the nature of the Second World War. Despite clear directions in the question only to choose one continent, several students discussed the war in both Europe *and* Asia.

**Topic 10: Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945 (Questions 37–40)**

*Question 37*

For students who chose this topic, this was a very popular question. Students demonstrated their knowledge in an interesting way by discussing a range of views as to why there were mutual suspicions. This was satisfactory as long as they addressed the key word ‘trigger’ and justified in their answer what the trigger actually was.

*Question 38*

For students to answer this question successfully, they needed to understand the terms ‘brinkmanship’ (a familiar term for students who had a good understanding of

the Cold War) and 'essential'. Students also needed to compare brinkmanship with other factors that could also have been essential in order to score high marks.

*Question 39*

There were few responses to this question.

*Question 40*

In answering this question, students needed to identify internal factors within countries such as the Solidarity Movement in Poland, the importance of political leaders such as Gorbachev in Russia, social factors such as mass communication, and economic factors such as living standards. They then needed to weigh up these factors against external issues in the collapse of Communism and see which had a greater effect.

**Topic 11. Persecution and Hope: Power and Powerlessness in Society since c.1500 (Questions 41–44)**

*Question 41*

In a chosen area of study — usually apartheid in South Africa and the Civil Rights Movement in the United States — students were asked to debate the effect that continued persecution of the oppressed had in maintaining stability in society, compared with other factors.

*Question 42*

As in the Question 41 case studies, students needed an understanding of the various forces shaping the freedom movements. Then they had to look at the role of repression compared with other factors such as the influence of prominent individuals in shaping freedom movements.

*Question 43*

There were few responses to this question.

*Question 44*

In answering this question, students required a clear understanding of the goals of persecuted people in their chosen society so that they could evaluate to what extent these goals were achieved.

**Part 2: Sources Analysis**

*Question 45*

Generally, students answered the Sources Analysis question quite well. In terms of marks, this compensated many students for the poorer efforts done in the essays.

(a) This question was generally well done. Most students were able to identify the reason for Dulles's change of attitude. There were still many students quoting directly and at length from the source, whereas only a sentence was necessary to gain the one mark offered.

(b) This question was also well done. Most students were able to state what they believed the sources were about (conclusions) and provide evidence to support what they believed.

(c) This question was asked to distinguish those students most able to engage with the sources. For students to gain full marks for this question, they needed to discuss limitations of maps in general (for example, they only supply a limited description of

an event; they give no evidence of cause or effect; they require interpretation and analysis; and they exhibit the bias of the artist). Too many students misread the question and tried to respond specifically to the source map; this gave them difficulty in finding two limitations.

(d) This question asked students to compare sources. The question asked 'to what extent', which directed students to state similarities *and* differences between sources 1 and 2. As in previous years, many students misunderstood and only cited similarities *or* differences. Two similarities were, for example, that Nasser and Dulles were mentioned in both sources and both mentioned the nationalisation of the Suez Canal. Two items of difference were the specific figure of \$100 million being mentioned and the president of the World Bank cautioning Dulles that Europe's oil came through the Canal. Both these points were mentioned in one source but not in the other.

(e) Despite many clues given by the setters over the years, students still experienced difficulty in gaining full marks for this question. This year, students were asked to consider the nature (type) of the source in reaching conclusions about the usefulness (strengths) *and* limitations (weaknesses) of each of *two* sources (Source 5 & Source 6). Students are also reminded that opinions should be backed up by evidence to gain full marks and they need to pay particular attention to the heading of each of the sources. Strengths of Source 5 included the event happening at the time it was written and Anthony Eden being a chief protagonist. The strength of Source 6 was that it represented the feelings of the time and was an example of the type of propaganda used. The weaknesses of Source 5 included bias and exaggeration and of Source 6 included bias and the need to know who the protagonists were.

(f) This year it was good to see more students who presented an integrated response with an appropriate introduction and conclusion. They noted that several sources specifically blamed Egypt for the crisis whilst other sources put the blame on Britain, the United States, Russia, and Israel. An argument that weighed up the causes for the crisis in apportioning blame received the maximum marks as long as students did not write the answers in order.

## **OPERATIONAL ADVICE**

### **Assessment Type 1: Folio**

It was good to see that most teachers this year included the learning and assessment plan in their moderation package as well as copies of each task sheet. Most sent in complete copies of all tasks, including the sources sheets and questions for Sources Analysis tasks, which made it easier for moderators to confirm the work submitted. However there were a significant number of packages where there was work missing from students who had been selected for moderation. Without a Variations — Moderation Materials form, it was very difficult for moderators to confirm the teacher's grades, because it was not known if the work was missing for a valid reason. It is also important that any changes to the approved learning and assessment plan are included in an addendum. Again, rather than simply submitting scripts, more teachers this year sent in videos of students doing oral presentations or role plays, which was of great assistance.

Moderators preferred it when teachers sorted work by individual student into cardboard wallets rather than sealed plastic bags. Some teachers instead packaged the folio pieces up by task, which made moderation time-consuming because each student's folio had to be assembled. It was very helpful when teachers provided a cover sheet which broke down the tasks set, performance standards, and the student's achievement in each category, and an overall grade. Including teacher feedback on work assisted moderators in finding evidence to support the teacher's marking. Work was also easier to deal with when each task was clearly identified with the student's name and SACE number.

### **Assessment Type 2: Essay**

Both the folio and the essay need to be submitted for moderation for each selected student. Keeping the named essays of all students in a separate package was the easiest way for moderators to deal with the separate assessment types for school assessment.

Chief Assessor  
Modern History

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