

Modern History marking guide and response

External assessment 2023

Short response (48 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. comprehend terms, concepts and issues linked to a topic focused on international experiences in the Modern World
3. analyse evidence from historical sources to show understanding that is linked to a topic focused on international experiences in the Modern World
4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on international experiences in the Modern World
5. evaluate evidence from historical sources to make judgments linked to a topic focused on international experiences in the Modern World
6. create responses that communicate meaning to suit purpose that is linked to a topic focused on international experiences in the Modern World.

Note: Unit objective 2 is not assessed in this instrument.

Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

Marking guide

Criterion: Analysing

Q	The response:
1	Similarity <ul style="list-style-type: none">explains a valid similarity [1 mark]uses well-chosen evidence from Source 1 [1 mark]uses well-chosen evidence from Source 2 [1 mark]
	Difference <ul style="list-style-type: none">explains a valid difference [1 mark]uses well-chosen evidence from Source 1 [1 mark]uses well-chosen evidence from Source 2 [1 mark]

Criterion: Comprehending

Q	The response:
1	<ul style="list-style-type: none">includes term/s from Source 1 [1 mark]includes term/s from Source 2 [1 mark]uses relevant terms from Source 1 and/or 2 that are placed in historical context [1 mark]

Criterion: Analysing

Q	The response:	M
2	<ul style="list-style-type: none">explains the extent to which the cartoonist and the SMH have a shared view about Australian VW protestors, using well-chosen evidence from Source 3	3
	<ul style="list-style-type: none">explains the extent to which the cartoonist and the SMH have a shared view about Australian VW protestors, using evidence from Source 3	2
	<ul style="list-style-type: none">explains the extent to which the cartoonist and the SMH have a shared view about Australian VW protestors, referring to evidence from Source 3	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:
2	<ul style="list-style-type: none">includes one term from Source 3 [1 mark]includes a second term from Source 3 [1 mark]uses relevant terms from Source 3 that are placed in historical context [1 mark]

Criterion: Evaluating

Q	The response:	M
3	Source 4	
	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	3
	• explains a judgment about usefulness, using evidence from the source	2
	• makes a statement about the usefulness of evidence from the source	1
	• does not satisfy any of the descriptors above.	0
	Source 5	
	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	3
	• explains a judgment about usefulness, using evidence from the source	2
	• makes a statement about the usefulness of evidence from the source	1
	• does not satisfy any of the descriptors above.	0
	Source 6	
	• explains a discerning judgment about usefulness, using well-chosen evidence from the source	3
	• explains a judgment about usefulness, using evidence from the source	2
	• makes a statement about the usefulness of evidence from the source	1
	• does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:
3	<ul style="list-style-type: none">• uses relevant term/s from Source 4 that are placed in historical context [1 mark]• uses relevant term/s from Source 5 that are placed in historical context [1 mark]• uses relevant term/s from Source 6 that are placed in historical context [1 mark]

Criterion: Creating and communicating

Q	The response:	M
3	<ul style="list-style-type: none">• organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question	3
	<ul style="list-style-type: none">• organises paragraph/s to convey ideas relating to the question	2
	<ul style="list-style-type: none">• conveys ideas related to the question	1
	<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Q	The response:	M
4	Argument	
	• develops a sophisticated historical argument that responds to the question fully	4
	• develops a valid historical argument that responds to the question	3
	• develops a basic historical argument that responds to the question	2
	• develops statements that respond to the question	1
	• does not satisfy any of the descriptors above.	0
	Combining evidence	
	• skilfully combines well-chosen evidence from all three sources to develop the historical argument	5
	• skilfully combines well-chosen evidence from two sources to develop the historical argument	4
	• combines relevant evidence from three sources to develop the historical argument	3
	• combines relevant evidence from two sources to develop the historical argument	2
	• refers to evidence from at least one source to develop statements	1
	• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Q	The response:	M
4	<ul style="list-style-type: none">explains a discerning judgment about reliability, using well-chosen evidence from Source 7, 8 or 9	3
	<ul style="list-style-type: none">explains a judgment about reliability, using evidence from Source 7, 8 or 9	2
	<ul style="list-style-type: none">makes a statement about the reliability of evidence from Source 7, 8 or 9	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:
4	<ul style="list-style-type: none">uses relevant term/s from Source 7 that are placed in historical context [1 mark]uses relevant term/s from Source 8 that are placed in historical context [1 mark]uses relevant term/s from Source 9 that are placed in historical context [1 mark]

Criterion: Creating and communicating

Q	The response:	M
4	<ul style="list-style-type: none">organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question	3
	<ul style="list-style-type: none">organises paragraph/s to convey ideas relating to the question	2
	<ul style="list-style-type: none">conveys ideas related to the question	1
	<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

References

Source 2

Liberal Party of Australia 1966, It's Your Choice: Where do you Draw the Line Against Communist Aggression?, The Land Printing House, Canberra, <https://anzacday.org.au/were-australians-fighting-an-other-peoples-war-in-vietnam>.

Source 3

Molnar, G 1967, 'They're carrying only flowers and olive branches. Rather heavy ones, I think.', Sydney Morning Herald, 21 October, George Molnar collection, National Library of Australia, <https://nla.gov.au/nla.obj-147520500/view>.

Source 4

The Age, 1 October 1968, 'War censors get tough' www.theage.com.au/world/asia/from-thearchives-1968-australia-blanket-censors-vietnam-war-reporting-20190926-p52v85.html. The use of this work has been licensed by Copyright Agency except as permitted by the Copyright Act, you must not re-use this work without the permission of the copyright owner or Copyright Agency.

Source 5

Funnell, A 2007, Interview with T Payne, Radio National, 16 August, www.abc.net.au/radionational/programs/archived/mediareport-1999/the-australian-media-and-the-vietnam-war/3221934#transcript. Reproduced by permission of the Australian Broadcasting Corporation - Library Sales RN (c) 2017 ABC

Source 6

Gorman, L 2008, 'The Cold War: An Australian perspective', P Dennis & J Grey (eds), The Military and Media: The 2008 Chief of Army military history conference, Australian History Military Publications, Canberra, p. 108. Used with permission.

Source 7

National Museum of Australia 2021, Defining Moments: Vietnam moratoriums, www.nma.gov.au/defining-moments/resources/vietnam-moratoriums. Available under terms of NMA copyright notice for non-commercial educational purposes.

Source 8

Extracted from Strangio, P (Monash University) 2020, '50 Years On, the Vietnam moratorium campaigns remind us of a different kind of politics', The Conversation, 8 May, <https://theconversation.com/50-years-on-the-vietnam-moratorium-campaignsremind-us-of-a-different-kind-of-politics-137883>. Creative Commons Attribution-NoDerivs 4.0 CC BY-ND 4.0.

Source 9

Jackson, A 2020, 'The Lasting Legacy of the Vietnam Moratorium,' Eureka Street, 8 May, www.eurekastreet.com.au/article/the-lasting-legacy-of-the-vietnam-moratorium. Used with permission.



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