

Modern History marking guide and response

Sample external assessment 2020

Short response (55 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.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- 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.

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.

External assessment marking guide (EAMG)

Question	The response	Mark
1a	<ul style="list-style-type: none"> accurately describes qualities associated with the domino theory, using evidence from Source 1 	3
	<ul style="list-style-type: none"> accurately describes a quality associated with the domino theory, using evidence from Source 1 	2
	<ul style="list-style-type: none"> describes a quality associated with the domino theory 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors. 	0
	<ul style="list-style-type: none"> No response has been made. 	N
	The response	Mark
<ul style="list-style-type: none"> accurately describes a link between forward defence and the domino theory, using evidence from Source 1 	2	
<ul style="list-style-type: none"> describes a link between forward defence and the domino theory 	1	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	
<ul style="list-style-type: none"> No response has been made. 	N	

Question	The response	Mark
1b	<ul style="list-style-type: none"> provides a valid reason for why actions taking place in Asia were an important issue for the development of the domino theory, using evidence from Source 1 	2
	<ul style="list-style-type: none"> provides a reason for why actions taking place in Asia were an important issue for the development of the domino theory 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N

Question	The response	Mark
2	<ul style="list-style-type: none"> identifies a valid similarity regarding perspectives on defence treaties and Australian involvement in the Vietnam War provides a plausible explanation using evidence from Sources 2 and 3 	5
	<ul style="list-style-type: none"> identifies a valid similarity regarding perspectives on defence treaties and Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 2 or 3 	4
	<ul style="list-style-type: none"> identifies a similarity regarding defence treaties or Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 2 or 3 	3
	<ul style="list-style-type: none"> identifies a similarity in the evidence from Sources 2 and 3 	2
	<ul style="list-style-type: none"> identifies a similarity 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N
	The response	Mark
	<ul style="list-style-type: none"> identifies a valid difference regarding perspectives on defence treaties and Australian involvement in the Vietnam War provides a plausible explanation using evidence from Sources 2 and 3 	5
	<ul style="list-style-type: none"> identifies a valid difference regarding perspectives on defence treaties and Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 2 or 3 	4
<ul style="list-style-type: none"> identifies a difference regarding perspectives on defence treaties or Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 2 or 3 	3	
<ul style="list-style-type: none"> identifies a difference in the evidence from Sources 2 and 3 	2	
<ul style="list-style-type: none"> identifies a difference 	1	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	
<ul style="list-style-type: none"> No response has been made. 	N	

Question	The response	Mark
2	• demonstrates accurate and apt use of relevant terms placed in historical context	3
	• uses relevant terms placed in historical context	2
	• uses terms from the evidence in sources that may not be placed in historical context	1
	• does not satisfy any of the descriptors above.	0
	• No response has been made.	N

Question	The response	Mark	The response	Mark
3	Lindsay (Source 4) — Usefulness		Doyle (Source 5) — Usefulness	
	<ul style="list-style-type: none"> explains ways in which evidence from Source 4 is relevant to the historical interpretation 	3	<ul style="list-style-type: none"> explains ways in which evidence from Source 5 is relevant to the historical interpretation 	3
	<ul style="list-style-type: none"> explains a way in which evidence from Source 4 is relevant to the historical interpretation 	2	<ul style="list-style-type: none"> explains a way in which evidence from Source 5 is relevant to the historical interpretation 	2
	<ul style="list-style-type: none"> states a way in which evidence from Source 4 is relevant 	1	<ul style="list-style-type: none"> states a way in which evidence from Source 5 is relevant 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N	<ul style="list-style-type: none"> No response has been made. 	N
	Lindsay (Source 4) — Reliability		Doyle (Source 5) — Reliability	
	<ul style="list-style-type: none"> makes a plausible judgment about reliability of the evidence from Source 4, explaining two of the considerations listed 	3	<ul style="list-style-type: none"> makes a plausible judgment about reliability of the evidence from Source 5, explaining two of the considerations listed 	3
	<ul style="list-style-type: none"> makes a plausible judgment about reliability of the evidence from Source 4, explaining one of the considerations listed 	2	<ul style="list-style-type: none"> makes a plausible judgment about reliability of the evidence from Source 5, explaining one of the considerations listed 	2
	<ul style="list-style-type: none"> makes a statement about reliability 	1	<ul style="list-style-type: none"> makes a statement about reliability 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N	<ul style="list-style-type: none"> No response has been made. 	N

Question	The response	Mark
3	Corroborating	
	<ul style="list-style-type: none"> identifies the extent to which the sources corroborate that is relevant to the historical interpretation 	2
	<ul style="list-style-type: none"> identifies a way the sources corroborate (or do not corroborate) 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N

Question	The response	Mark
3	<ul style="list-style-type: none"> organises paragraph/s succinctly and purposefully around a central idea uses spelling, grammar and punctuation proficiently appropriately acknowledges sources used 	3
	<ul style="list-style-type: none"> organises paragraph/s purposefully around a central idea uses spelling, grammar and punctuation with control acknowledges sources used 	2
	<ul style="list-style-type: none"> demonstrates uneven control of spelling, grammar and/or punctuation acknowledges sources used 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N

Question	The response	Mark
4	<ul style="list-style-type: none"> develops a sophisticated historical argument that responds directly and fully to the motive 	5
	<ul style="list-style-type: none"> develops a valid historical argument that responds directly to the motive 	4
	<ul style="list-style-type: none"> develops a basic historical argument about a motive 	3
	<ul style="list-style-type: none"> develops a superficial historical argument by making statement/s related to a motive 	2
	<ul style="list-style-type: none"> makes a statement about Australian involvement in the Vietnam War 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N
	The response	Mark
	<ul style="list-style-type: none"> skilfully combines information from relevant evidence in the sources supplied to develop the historical argument 	3
	<ul style="list-style-type: none"> combines information from relevant evidence in the sources supplied to develop the historical argument 	2
	<ul style="list-style-type: none"> combines information from evidence in the sources supplied to develop a statement 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N
The response	Mark	
<ul style="list-style-type: none"> uses evidence from a range of sources in the stimulus book 	3	
<ul style="list-style-type: none"> uses evidence from sources in the stimulus book 	2	
<ul style="list-style-type: none"> uses evidence from a source in the stimulus book 	1	
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0	
<ul style="list-style-type: none"> No response has been made. 	N	

Question	The response	Mark
4	<ul style="list-style-type: none"> demonstrates accurate and apt use of relevant terms placed in historical context 	3
	<ul style="list-style-type: none"> uses relevant terms placed in historical context 	2
	<ul style="list-style-type: none"> uses terms from the evidence in sources that may not be placed in historical context 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N

Question	The response	Mark
4	<ul style="list-style-type: none"> organises paragraph/s succinctly and purposefully around a central idea uses spelling, grammar and punctuation proficiently appropriately acknowledges sources used 	4
	<ul style="list-style-type: none"> organises paragraph/s purposefully around a central idea uses spelling, grammar and punctuation with control appropriately acknowledges sources used 	3
	<ul style="list-style-type: none"> uses spelling, grammar and punctuation with control acknowledges sources used 	2
	<ul style="list-style-type: none"> demonstrates uneven control of spelling, grammar and/or punctuation 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	<ul style="list-style-type: none"> No response has been made. 	N