

Modern History General Senior Syllabus 2019 v1.2

Subject report 2020

February 2021

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Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Negotiating these unforeseen hardships, schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement against goals and standards is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice and in making assessment decisions.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General and General Extension subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

Number of schools offering the subject: 302.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	4261	4483	4579

*Units 3 and 4 figure includes students who were not rated.

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory	Not rated
Unit 1	4097	158	6
Unit 2	4263	208	12

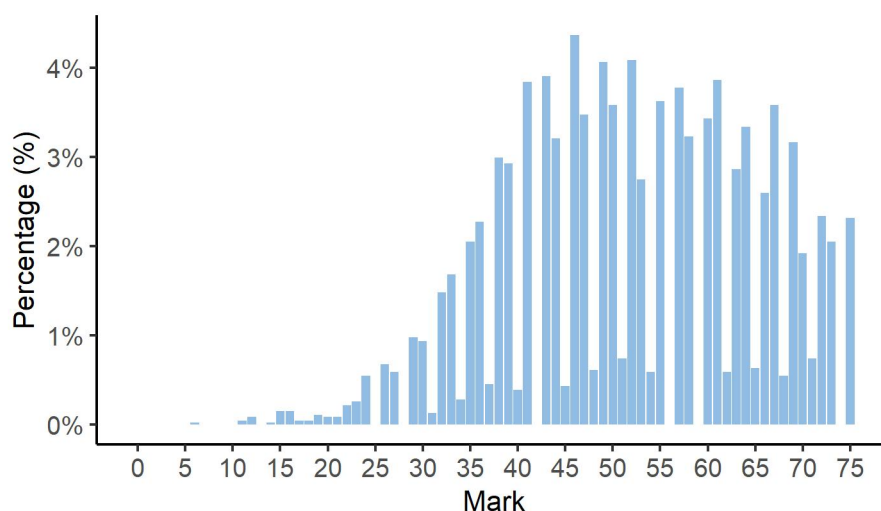
Units 3 and 4 internal assessment results

2020 COVID-19 adjustments

To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.

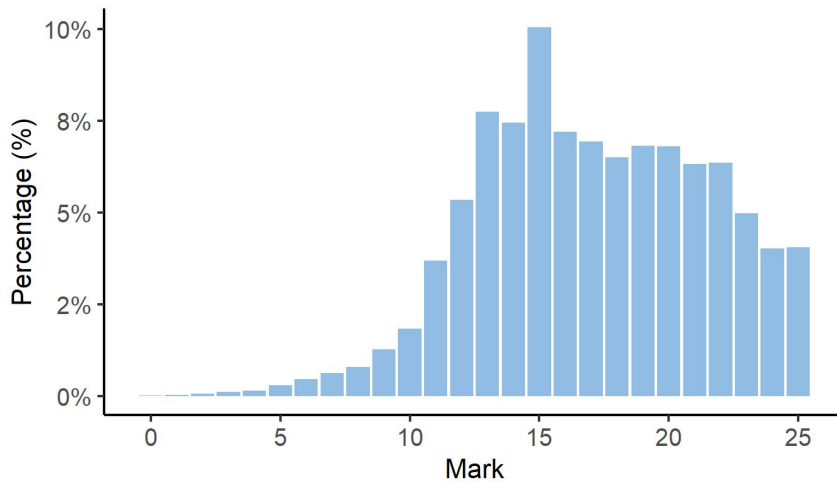
In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In the case of the latter, the data and information for these instruments has not been included.

Total results for internal assessment

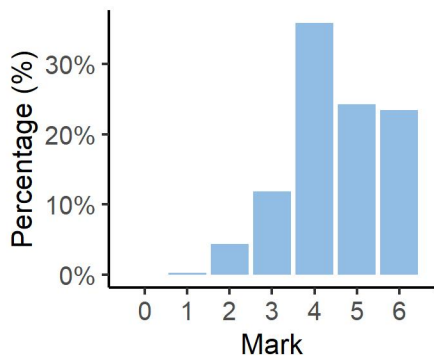


IA1 results

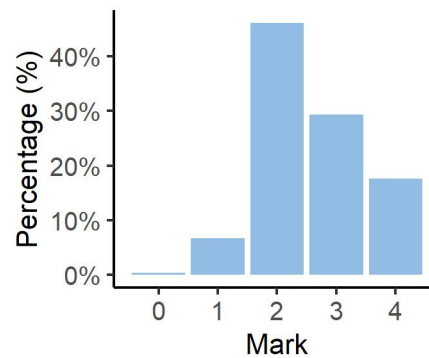
IA1 total



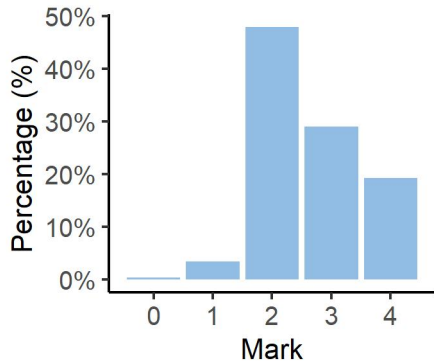
IA1 Criterion 1



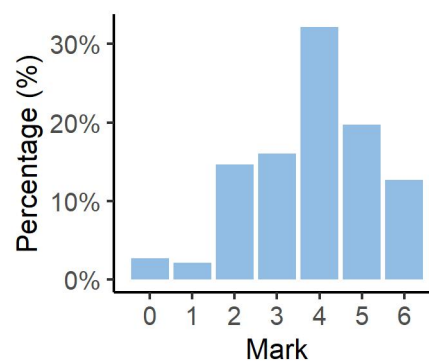
IA1 Criterion 2



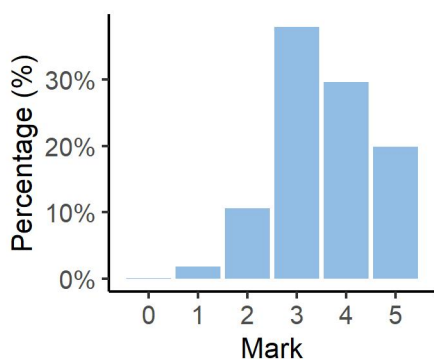
IA1 Criterion 3



IA1 Criterion 4

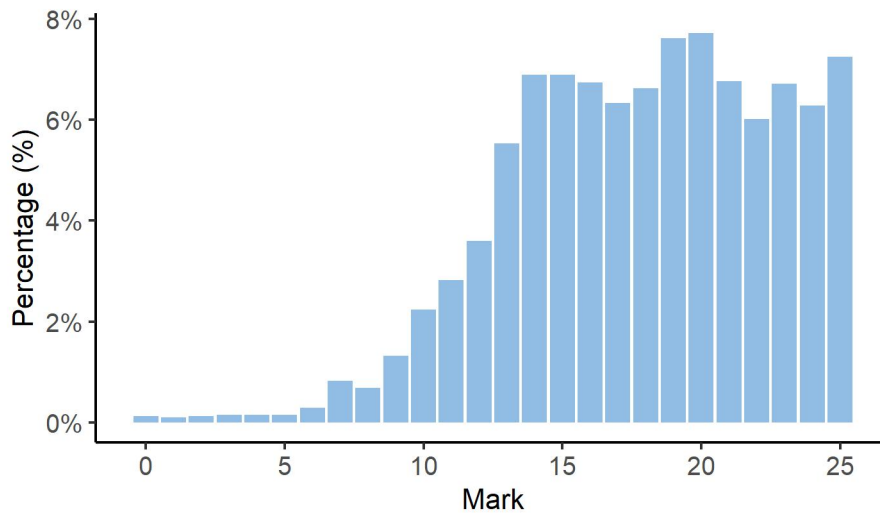


IA1 Criterion 5

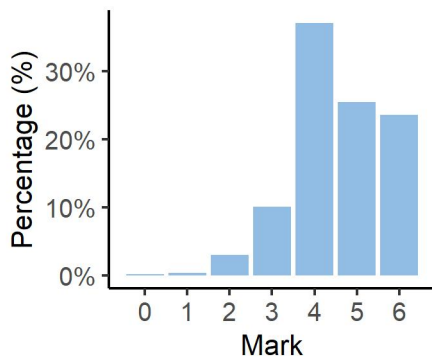


IA2 results

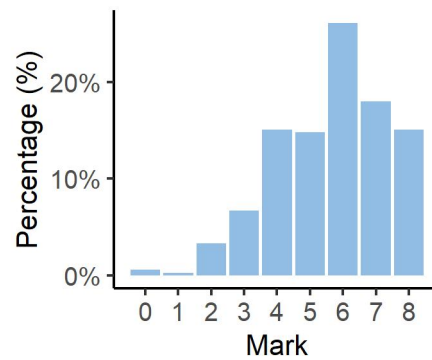
IA2 total



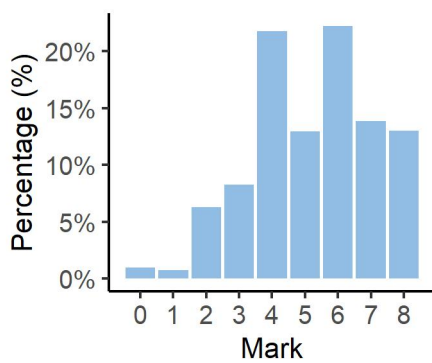
IA2 Criterion 1



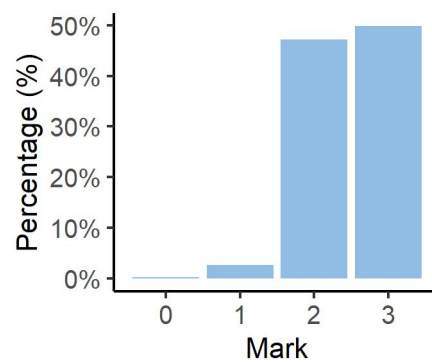
IA2 Criterion 2



IA2 Criterion 3

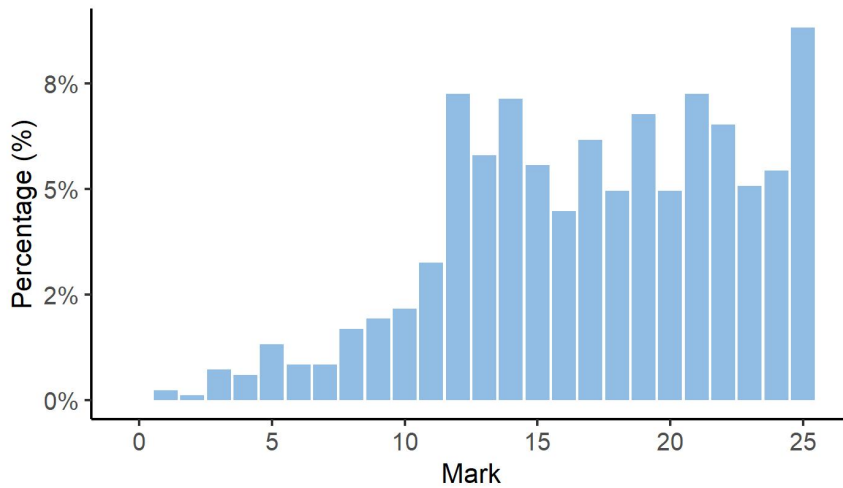


IA2 Criterion 4

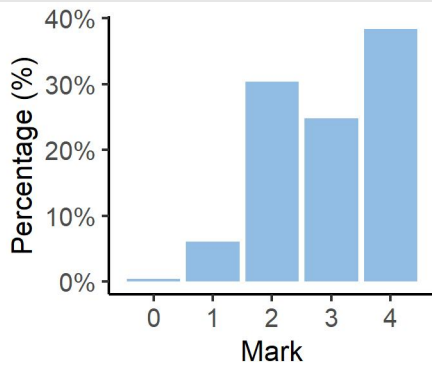


IA3 results

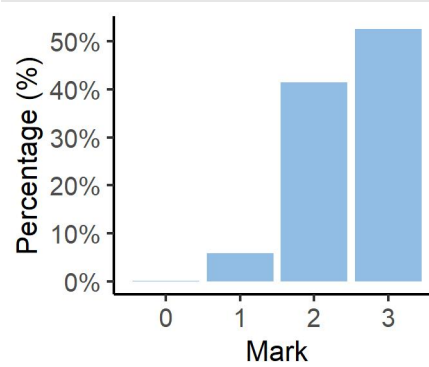
IA3 total



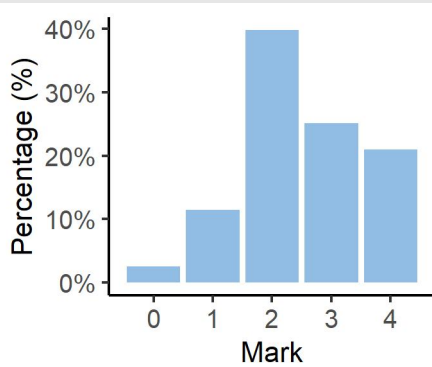
IA3 Criterion 1



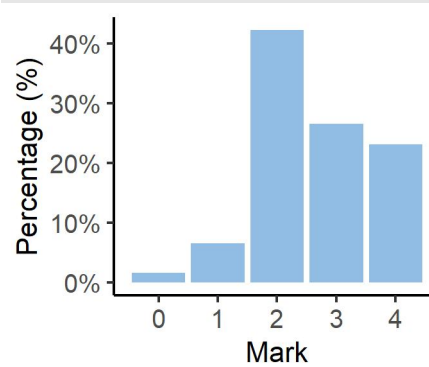
IA3 Criterion 2



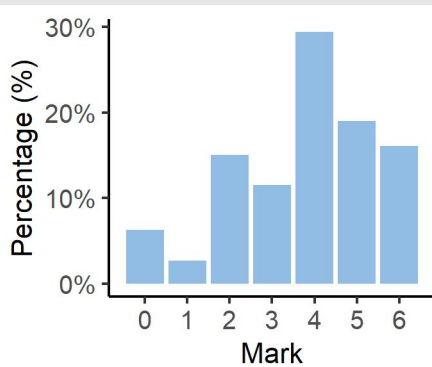
IA3 Criterion 3



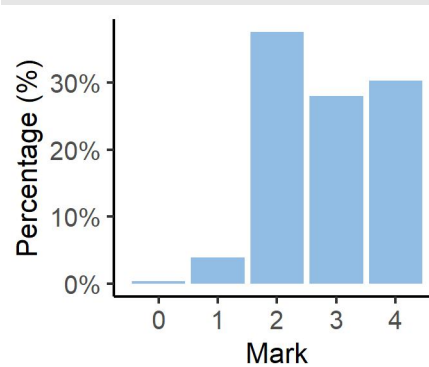
IA3 Criterion 4



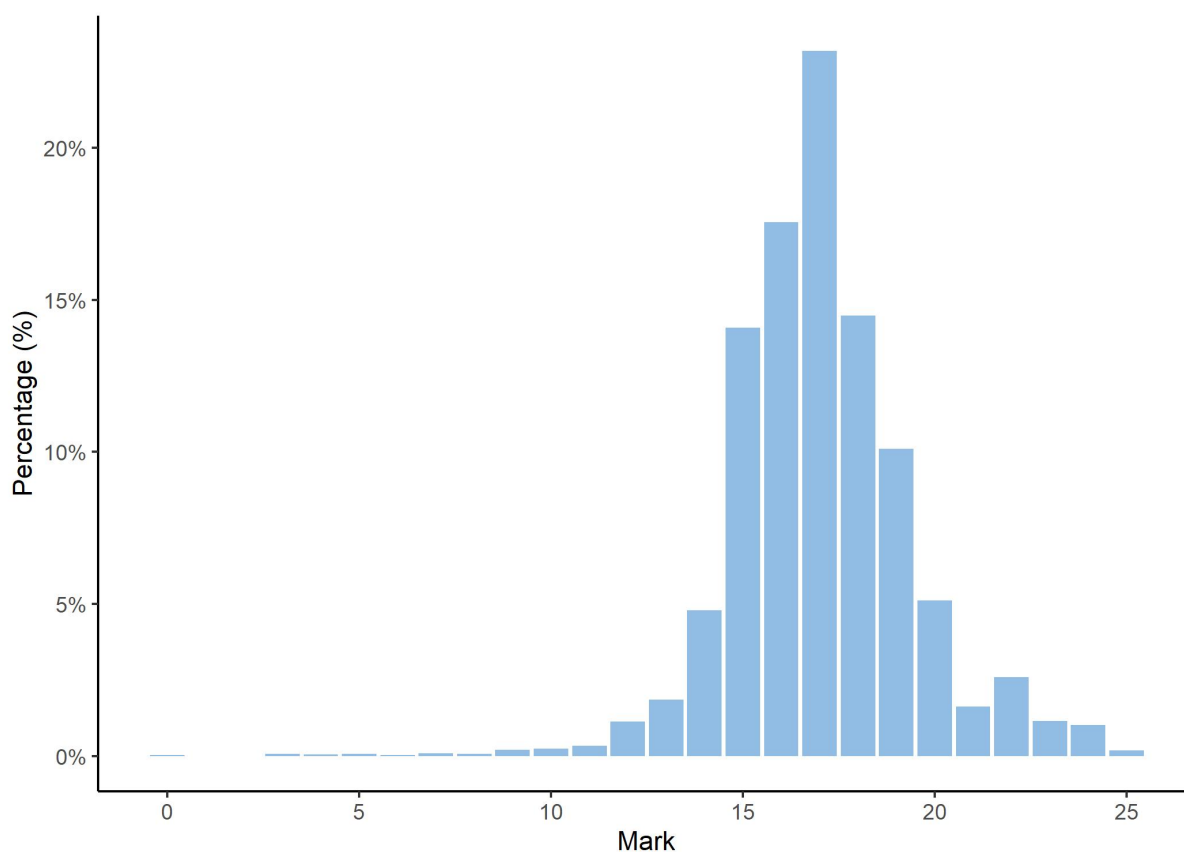
IA3 Criterion 5



IA3 Criterion 6



External assessment results



Final standards allocation

The number of students awarded each standard across the state are as follows.

Standard	A	B	C	D	E
Number of students	1263	1739	1380	132	0

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–80	79–63	62–43	42–17	16–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	185	238	224
Percentage endorsed in Application 1	60	78	73

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

IA	Number of schools	Number of samples requested	Supplementary samples requested	Extraordinary review	School review	Percentage agreement with provisional
1	302	1571	261	92	40	97.68
2	245	1371	193	4	16	97.85
3	57	325	49	8	7	97.04

Internal assessment 1 (IA1)

Examination — essay in response to historical sources (25%)

In this technique, students respond to an unseen question using evidence from 9–12 sources provided in the stimulus material (6–7 seen sources and 3–5 not seen sources). The essay in response to historical sources requires students to develop a sustained analysis, synthesis and evaluation of the stimulus material to fully support a student-generated hypothesis (Syllabus section 4.16.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	95
Authentication	0
Authenticity	9
Item construction	15
Scope and scale	19

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- opportunities for students to show their understanding of subject matter for *one* topic from Unit 3, e.g. a focus on subject matter from Topic 5: Germany, 1914–1949 was demonstrated by having an unseen question focus on the relationship between propaganda and the rise of Nazism in Germany during the 1930s
- opportunities for unique student responses, e.g. the task allowed students to develop a unique hypothesis because the
 - unseen question used words indicating a variety of responses were possible, e.g. ‘To what extent did ...?’, ‘How important was ...?’
 - stimulus included evidence from sources that was well selected, allowing students to:
 - develop a range of possible hypotheses in response to the unseen question
 - make judgments about the usefulness and/or reliability of evidence from sources, e.g. the context statement for the evidence from Source 1 briefly described the author’s publication record, but also noted how the author wrote Source 1 soon after fleeing political persecution in Nazi Germany.

Practices to strengthen

It is recommended that assessment instruments:

- give students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG, e.g. check if the
 - sources in the stimulus include a *range of sources*, such as primary and secondary sources, written and visual sources, and/or sources reflecting different perspectives (see glossary definition for *range of sources*)
 - unseen question and/or stimulus include features enabling students to incorporate intellectual complexity into their response and thereby develop a *sophisticated historical argument*
- conform to syllabus specifications, e.g. check if *each* source includes a context statement that is in the form of a 'brief description' and is 'succinct enough for students to engage with during planning time'
- are of suitable scope, and the scale of information, knowledge and skills is appropriate for the syllabus conditions, e.g. the unseen question focuses on a part of history that can be addressed fully in 800–1000 words and completed in 15 minutes of planning time and 2 hours of working time.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	12
Language	23
Layout	13
Bias avoidance	11

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- bold, italics and other formatting only where relevant
- stimulus that contained minimal distractors and was accessible to all students, e.g. to facilitate accessibility, English translations were provided for all words in a foreign language that were included as evidence from a source.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications, assessment objectives and the ISMG, e.g. check if the language used in the task provides students with explicit direction regarding the need to develop a *historical argument* by using the phrase 'Write a historical argument in response to the following statement' rather than 'Discuss the following statement'

- include images, diagrams or other visual elements that are legible, clear, relevant and accessible, e.g. check that font sizes are used consistently by ensuring words within context statements are in the same font size
- are free of errors and model accurate textual features, e.g. contain accurate labelling of sources.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Comprehending	98.52	0.82	0.67
3	Analysing	97.94	1.72	0.34
4	Synthesising	98.3	1.44	0.26
5	Evaluating	94.8	4.34	0.86
6	Creating and communicating	98.84	0.69	0.47

Effective practices

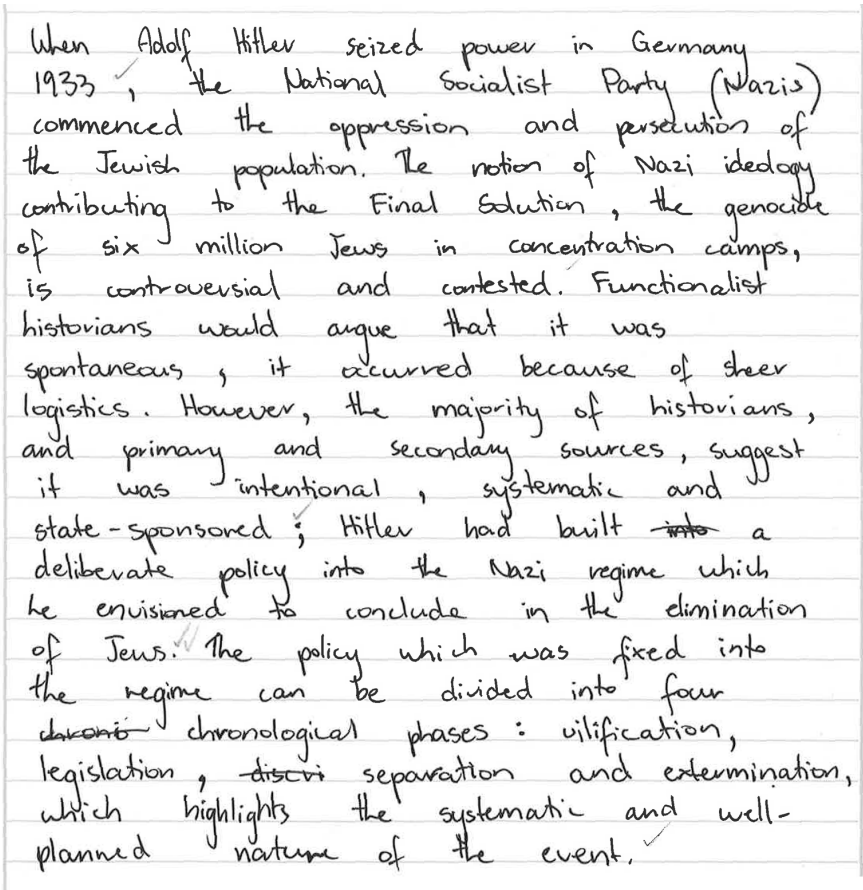
Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- in making judgments for the Comprehending criterion, responses were considered based on
 - the *use of terms* being placed into historical context, e.g. terms such as ‘anti-Semitism’ and ‘Final Solution’ used accurately in an essay responding to a question about the treatment of Jews in Nazi Germany
 - the explanation of *issues* related to the unseen question, e.g. an unseen question about the nature of Japanese militarism during the 1930s might hinge on an understanding of issues such as Japanese populism and competing interpretations regarding the application of *kokutai* (system of government)
 - showing an *understanding of the relationship between concepts and ideas* developed in response to the unseen question, e.g. a response to a question about the Japanese war-time general, Yamashita Tomoyuki, connects historical concepts of evidence and significance with ideas about command responsibility and political accountability
- for making judgments about the Creating and communicating criterion, responses were considered in terms of
 - succinctness at the upper performance level, with attention being given to brevity and clarity (see glossary definition for *succinct*)
 - the quality of thinking associated with the ideas conveyed (*logical* at the upper performance level)
 - how the features of an essay in response to historical sources and ethical scholarship were applied, e.g. *consistently* or *inconsistently* at the upper or lower performance levels, respectively

- the frequency and effect of errors in spelling, grammar and punctuation, e.g. these errors were *frequent* and *impeded the communication of ideas* at the lower performance level.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

<p>Comprehending (5–6 marks) This excerpt demonstrates the thorough and mostly accurate use of terms placed into historical contexts, e.g. Final Solution, functionalist historians and intentionalist historians.</p>	 <p>When Adolf Hitler seized power in Germany 1933, the National Socialist Party (Nazis) commenced the oppression and persecution of the Jewish population. The notion of Nazi ideology contributing to the Final Solution, the genocide of six million Jews in concentration camps, is controversial and contested. Functionalist historians would argue that it was spontaneous, it occurred because of sheer logistics. However, the majority of historians, and primary and secondary sources, suggest it was intentional, systematic and state-sponsored; Hitler had built into a deliberate policy into the Nazi regime which he envisioned to conclude in the elimination of Jews. The policy which was fixed into the regime can be divided into four chronic chronological phases: vilification, legislation, discr separation and extermination, which highlights the systematic and well-planned nature of the event.</p>
<p>Creating and communicating (4–5 marks) This excerpt demonstrates:</p> <ul style="list-style-type: none"> • features of an essay in response to historical sources (introduction) • minimal errors in spelling, grammar and punctuation. 	<p>In 1939, state-sanctioned youth organisations were beginning to gain traction in Germany, specifically Hitler Jugend and the League of German Girls (BDM). As World War II (WW2) progressed, these groups became more prevalent and German children were, while not legally required, expected to be members. These organisations allowed Adolf Hitler and the National Socialists Party (NSDAP) to nurture the minds of the youth so as to develop a single way of thinking and outlook on life. The reasons for joining the groups however, is still largely contested. On balance, the evidence suggests, to a considerable extent, that the youth, particularly those of 'Aryan' descent, were motivated to join the state-sanctioned youth organisations for ideological reasons during the Third Reich. This is apparent when taking into account the development of their values and beliefs, their unwavering support of Hitler and their idealistic dreams for the future of the Germany.</p>

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when matching evidence in responses to descriptors for the Analysing criterion, attention should be given to
 - distinguishing *features* of evidence from a *feature* of evidence
 - determining if the features of evidence come from a *range of sources* or *sources* in the stimulus provided when considering the upper or mid performance levels, respectively
 - ensuring explanations regarding the evidence from sources in the stimulus provided contribute to the development of the hypothesis when considering the upper performance level
- when matching evidence to descriptors for the Synthesising criterion, attention should be given to
 - ensuring combinations of information are used to *support* a historical argument and *justify* decisions when considering the upper and mid performance levels
 - determining that the approach taken to prove a hypothesis reflects intellectual complexity or covers the core points associated with the unseen question when considering whether a historical argument should be characterised as *sophisticated* or *basic*, respectively
- when matching evidence to descriptors for the Evaluating criterion, attention should be given to
 - distinguishing judgments from statements, with the judgments focused on *forming an opinion* (e.g. how and/or why an opinion was reached) and statements focused on expressing an opinion only (e.g. 'The evidence from the source is reliable.')
 - ensuring judgments and statements being made are concerned with the usefulness *and/or* the reliability of evidence from the sources supplied
 - determining if judgments about usefulness and/or reliability are
 - applying evidence from a range of sources *and/or* referring to different perspectives when considering the upper performance level (see glossary definition for *perspectives* and the discussion about perspectives in the IA2 section of this report)
 - clearly showing how and/or why evidence is useful and/or reliable.

Internal assessment 2 (IA2)

Investigation — independent source investigation (25%)

In this technique, students use research and investigative practices to assess a range of cognitions in a particular context. Students demonstrate application of historical concepts and historical skills in the investigation by selecting and analysing a range of historical sources and considering different perspectives. The features of an independent source investigation are: a student-driven key inquiry question, 3–5 sub-questions, a rationale, a source analysis of 4–6 sources (both primary and secondary) and a critical summary of evidence (Syllabus section 4.16.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	49
Authentication	2
Authenticity	12
Item construction	17
Scope and scale	2

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- authentication strategies that reflected QCAA guidelines for assuring student authorship
- checkpoints that were suitable for the task *and* aligned with the authentication strategies, e.g. the checkpoints required students to submit a single draft that included a rationale, source analysis, critical summary of evidence and a reference list.

Practices to strengthen

It is recommended that assessment instruments:

- address *all* assessment specifications, e.g. the task
 - requires students to investigate an area of the past that aligns with the timeframe/s and any other features referred to in the topic *and* the aspect of the topic
 - refers to a recognised system of referencing *and* a reference list
- allow for unique student responses, e.g.
 - the task directs students to *choose their own*

- investigation linked to the topic *and* aspect of the topic
 - key inquiry question
 - sub-questions
 - specific pieces of evidence from sources for a source analysis
- scaffolding, if any, focuses briefly on the processes or presentation of the student response, rather than providing very specific, systematised, prescriptive and/or exhaustive details about what to investigate and how to write a response (see also Section 8.2.3 of the *QCE and QCIA policy and procedures handbook*).

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	9
Language	6
Layout	0
Bias avoidance	0

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- appropriate language and avoided unnecessary jargon, specialist language and/or colloquial language
- an absence of errors and modelled accurate spelling, grammar, punctuation and other textual features.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications, objectives and ISMG, e.g. make sure the instrument clearly indicates the topic *and* aspect of the topic within which the student conducts their own investigation
- use bold, italics and other formatting features only where relevant.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
2	Devising and conducting	98.72	0.51	0.77
3	Analysing	96.67	1.97	1.36
5	Evaluating	97.23	1.81	0.96
6	Creating and communicating	98.77	0.21	1.01

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Devising and conducting criterion, responses were considered in terms of
 - the type of key inquiry question provided, e.g. a *nuanced* key inquiry question at the upper performance level
 - what the historical research was applied to in the response, e.g. key inquiry question at the upper and mid performance levels
 - the quality of the historical research evident in the response, e.g. *detailed*, *adequate* or *rudimentary* at the upper, mid or lower performance levels, respectively
 - the type of sources used as the basis for historical research. At the upper performance level, the historical research was based on evidence from primary *and* secondary sources. However, there is no particular balance of primary or secondary sources required
 - whether a perspective, perspectives or different perspectives were conveyed, e.g.
 - at the lower performance level, the existence of a single *perspective* was evident in responses that reflected the point of view of one group, person or institution only
 - at the mid performance level, the existence of *perspectives* was evident in responses that reflected similar points of view being shared by two or more separate groups, people or institutions
 - at the upper performance level, *different perspectives* were evident in responses when the points of view of two or more separate groups, people or institutions were clearly shown to be dissimilar
- for the Creating and communicating criterion, responses were considered in terms of the extent to which the following were evident
 - features of an independent source investigation (see Syllabus section 4.16.2)
 - ethical scholarship, i.e. using a recognised referencing system to acknowledge sources, (including a reference list) (see Syllabus section 4.16.2 and glossary definitions for *ethical scholarship*, *reference list* and *recognised referencing system*).

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for criteria at the performance level indicated. The samples may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the responses.

Devising and conducting (5–6 marks)

This excerpt demonstrates detailed use of historical research by using evidence from primary and secondary sources that demonstrates application of the key inquiry question.

Critical Summary of Evidence:

The evidence collected across the source analysis has proved highly relevant and useful when attempting to answer the key inquiry question and sub-questions. Various perspectives are evident across the primary and secondary evidence which directly corresponds with sub-question 1. Secondary Source 1, suggests that mothers in Nazi Germany were active participants in Nazi Germany, supporting husbands and pushing Nazi ideals within their homes. This is corroborated by primary Source 4, which described the role of women as being mothers whose lives revolved around their husband and household. However, Source 1 differs from Source 4 as Koonz implied that women were just as important in the advancement of Nazi Germany as their male counterparts, contrary to Hitler's ideology. Koonz's feminist approach limits the reliability of the source, while her credentials and distinguished reputation amongst historians mean the source is somewhat reliable. Thus, according to Source 1, a tentative answer to the key inquiry question is that mothers widely accepted the Nazi ideals surrounding the role of women, however, they did overstep the familial ideal expected of them.

Sources 1 and 4 are corroborated by Source 2 which highlights the extent some Aryan women went to, in order to accept Nazi ideals and become the 'ideal Aryan women'. As seen in the image, the women depicted are 'beautiful', Aryan mothers. This means that they fully accepted Nazi ideals relating to women by becoming a mother and providing children for the Fuhrer. The verified image and accompanied article were published by esteemed professors of history, making it a reliable source. Consequently, it is highly useful in answering the key inquiry question as it shows that women became mothers to better suit Nazi ideals.

This perspective is contested by Source 3 representing mothers' resistance to Nazi ideals by bringing non-Aryan children into the world. Leszcyńska and the mothers of the children depicted, rejected the Nazi ideal of the 'perfect Aryan woman' by delivering German-born Jewish children in concentration camps. While they fulfilled the role of 'mother', they resisted the Nazi ideal that only Aryan women should produce offspring. The image, although undated, appeared in prominent newspapers of the time and information found with the photograph proves its validity. Moreover, the fact that not all mothers accepted Nazi ideals provides complexity to the tentative response.

The evidence from Sources 1-4 was useful in answering sub-question 3 as young Aryan women were idealised by the Nazi Party and consequently, many young women fully accepted the Nazi ideals presented to them. Meaning the response of mothers differed according to age and background. In response to sub question 4, much Nazi history has been disposed of, rewritten or contains strong opinions, such as Koonz's feminist approach which places limitations on the evidence.

Based on the evidence presented, the preliminary answer to the key inquiry question is that the majority of mothers largely accepted Nazi ideals. Obviously, a great deal more investigation would need to be undertaken and further evidence from a variety of perspectives examined before the hypothesis can be considered anything more than tentative. However, considering the initial research, this can be considered an auspicious preliminary answer. Nonetheless, the sources prove that mothers' role in Nazi Germany is worthy of historical recognition and the nature of their true response to Nazi idealism should be uncovered.

Creating and communicating (3 marks)

This excerpt demonstrates features of an independent source investigation (rationale).

PART 2: RATIONALE

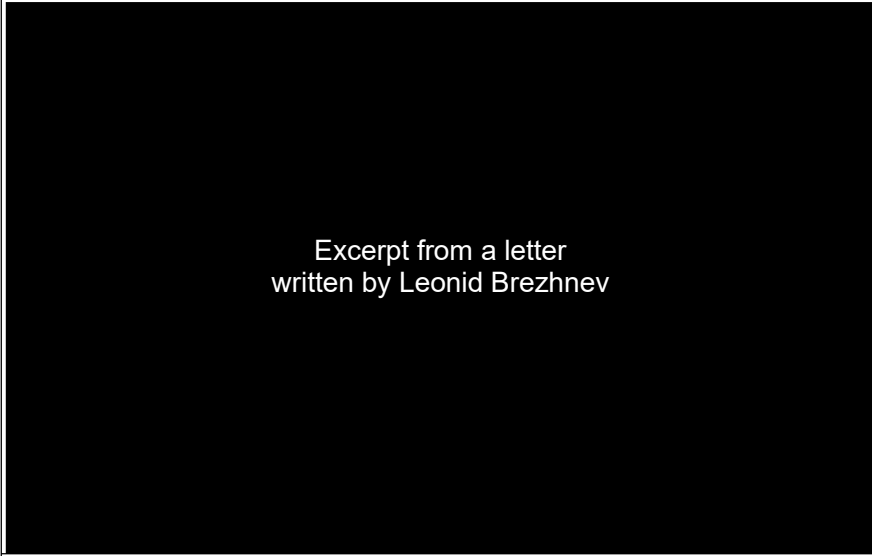
(APPROXIMATELY 200-300 WORDS)

Since preliminary investigations of the Cultural Revolution, I developed an interest in the role of art in shaping Mao's proletarian culture, which grew as I explored significant changes within art movements from 1966-1976. I found that while there was an abundance of information regarding the CCP's use of propaganda, there was little evidence of profound conclusions being made about Mao's influence on representations within art movements. I began to question the relevance of art to the revolution as both a form of propaganda and as a method in oppressing individualism. Mao's focus on art as an important tactic in shaping the revolution highlights the core ideologies of the CCP, as the visual representations communicated the importance of conserving Mao's image as a 'deity'. As I furthered my research, I questioned the aims of the CCP. The contentious nature of perspectives offered in primary and secondary sources led to new challenges. Scholarly secondary sources offered reliable insights into the penetrative methods Mao utilised to suppress traditional culture, an element many primary sources lacked due to continuous censorship within China. Useful primary insights from artists and party members indicated what drove the party's response to art. My preliminary hypothesis is that Mao Zedong's censorship of art allowed Communist ideology to become a universal and morally 'correct' element of daily life for Chinese society, as art served as a method to oppress individualism through the politicisation and depersonalisation of traditionalist expression, further constructing a new culture that wholly represented Maoist values.

Creating and communicating (3 marks)

This excerpt demonstrates features of an independent source investigation (excerpt from the source analysis section)

Source 4: Primary Source



Excerpt from a letter written by Leonid Brezhnev

Analysis:

This letter to the US from First Secretary of the USSR, Leonid Brezhnev, gives a Soviet perspective of the situation. His incensed descriptions of Israel, including the words 'continues drastically' and 'brazenly challenging' imply a negative stance towards them, which may potentially lead to Israel's enemies being directly assisted by the Soviets. This is further shown in Brezhnev's implied threat of acting 'unilaterally', hinting at a direct Soviet intervention without US agreement. Source 5, which reveals a Soviet naval build-up, corroborates with this evidence, with the sources indicating a preparedness for war, through both political correspondences and militarily. However, the letter's rather polite tone towards the US and appeals for cooperation 'in the interest of peace' suggests that Brezhnev preferred not to escalate into direct engagement. Considering this, source 4 may suggest that war was not extremely imminent, with the Soviet leader actively striving for peace.

As the letter was written by Brezhnev directly to Nixon, the leaders of their respective countries, the perspectives shown hold very high value. The letter is likely to be authentic, being sourced from an official online archive managed by 'professional historians', which makes it highly reliable. However, the politeness of the letter generates some vagueness around Brezhnev's true meanings, who, unlike Kissinger (source 3), did not clearly state whether the USSR was willing to engage the US. Nevertheless, his implied threats strongly indicate the Soviet's inclination towards war should Israel continue fighting.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when matching evidence to descriptors for the Analysing criterion, attention should be given to
 - distinguishing *features* of evidence from a *feature* of evidence (see glossary definition for *features of evidence*)
 - determining if the features of evidence come from *primary and secondary sources* or *sources* in the stimulus provided when considering the upper or mid performance levels, respectively
 - ensuring explanations regarding the evidence from sources contribute to the development of the key inquiry question

- when matching evidence to descriptors for the Evaluating criterion, attention should be given to
 - distinguishing judgments from statements, with judgments clearly *forming an opinion* (e.g. how and/or why an opinion was reached), and statements only expressing an opinion (e.g. ‘The evidence from this source is reliable.’)
 - ensuring the judgments being made are concerned with the usefulness *and* the reliability of evidence from the sources supplied at the upper performance level (see glossary definitions for *usefulness* and *reliability*)
 - determining that judgments about usefulness and reliability are
 - based on evidence from primary and secondary sources *and* refer to different perspectives when considering the upper performance level, but are based on evidence from primary and secondary sources *and/or* refer to perspectives when considering the mid performance level (5–6 marks)
 - *referring* to different perspectives, e.g. the judgments include a discussion that clearly shows how or why the perspectives reflected in the evidence from sources can be distinguished.

Internal assessment 3 (IA3)

Investigation — historical essay based on research (25%)

In this technique, students research a historical topic through the collection, analysis and synthesis of evidence from primary and secondary sources. Students create their own key inquiry question and hypothesis. The final response to the investigation is a historical essay based on research that requires a sustained analysis, synthesis and evaluation of evidence to fully support the hypothesis (Syllabus section 5.16.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	61
Authentication	3
Authenticity	18
Item construction	4
Scope and scale	11

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- task instructions aligned with the specifications in the syllabus, e.g. the task required students to
 - select an area of the past to investigate within the topic and aspect of the topic
 - create their own key inquiry question.

Practices to strengthen

It is recommended that assessment instruments:

- give students the opportunity to demonstrate their understanding of the subject matter for the unit and topic, e.g. check if task instructions require students to investigate an area of the past that aligns with the
 - focus of the assigned topic, including the *timeframe/s associated with the topic*
 - aspect of the topic (see glossary definition for *aspect of the topic*)
- address *all* assessment specifications, e.g. check if task instructions require students to practise ethical scholarship by using a recognised referencing system to acknowledge sources, including a *reference list*.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	7
Language	7
Layout	0
Bias avoidance	0

*Total number of submissions: 306. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- appropriate language and avoided unnecessary jargon, specialist language and colloquial language
- bold, italics and other formatting features only where relevant, e.g. bold and/or italics were applied to the word 'and' in order to emphasise that ethical scholarship consists of using a recognised referencing system *and* a reference list.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues aligned to the specifications, objectives and ISMG, e.g. check if there is a clear and close alignment between descriptions of the topic *and* the aspect of the topic in the context and other sections of the task.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional
1	Comprehending	98.54	1.22	0.24
2	Devising and conducting	97.45	1.94	0.61
3	Analysing	97.69	2.07	0.24
4	Synthesising	96.96	2.19	0.85
5	Evaluating	94.29	4.13	1.58
6	Creating and communicating	97.33	2.43	0.24

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Comprehending criterion, responses were considered based on
 - the *use of terms* in their historical context
 - the *explanation of issues* related to the key inquiry question
 - showing an *understanding of the relationship between concepts and ideas* developed in response to the key inquiry question
- for the Devising and conducting criterion, responses were considered in terms of
 - the type of key inquiry question provided, e.g. a *nuanced* key inquiry question at the upper performance level
 - the quality of the historical research evident in the response, e.g. *detailed, adequate or rudimentary* at the upper, mid or lower performance levels, respectively
 - the type of sources used as the basis for historical research, e.g. at the upper performance level, the historical research was based on evidence from primary and secondary sources
 - whether a perspective, perspectives or different perspectives were evident
- for the Analysing criterion, consideration was given to whether responses used features of evidence from primary and secondary sources (upper performance level) or sources (mid performance level) (see glossary definition for *primary and secondary sources*)
- for the Creating and communicating criterion, responses were considered in terms of
 - how the features of a historical essay based on research and ethical scholarship were applied, e.g. *consistently* at the upper performance level
 - the frequency and effect of errors in spelling, grammar and punctuation, e.g. these errors were *frequent* and *impeded the communication of ideas* at the lower performance level.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Analysing (3–4 marks)

This excerpt demonstrates:

- discerning use of features of evidence from primary and secondary sources
- detailed examination of the features of evidence from sources.

While the Soviets were provoked, Khrushchev's decision to place ballistic missiles in Cuba led the United States to retaliate, thus setting the Cuban Missile Crisis in motion. When faced with the threat of US ballistic missiles in Turkey, Khrushchev posed the question: "*Why not throw a hedgehog at Uncle Sam's pants?*" (Khrushchev, 1962). Khrushchev alluded to the idea of 'fighting fire with fire'. He said this when visiting Bulgaria which borders Turkey, where there was an American nuclear missile base which when fired, could destroy the USSR. Thus, Khrushchev's question is interpreted as asking himself and his colleagues if deploying missiles near the US would be the best option to protect the USSR. Cuba provided the perfect site, only 90 miles from Florida in the US. Installing Soviet missiles in Cuba had the double benefit of protecting the island from attack and of equalising the balance of power in nuclear weapons (Isaacs, 1998). Furthermore, Khrushchev explained his choice to install missiles in Cuba by stating it would create parity with America's long-range missiles. "*The American rockets in Turkey are aimed at us and scare us our missiles will also be aimed at the US even if we don't have many of them. But... they will be even more afraid.*" (Khrushchev, 1962). This primary account from Khrushchev depicts the perspective that the Soviet Union was determined to protect their communist ally, Cuba, as well as redress the balance the power of nuclear weapons with the United States. It is reliable as it was Khrushchev's direct thoughts on the issue at the time and is useful as it provides perspective on Khrushchev's decision to install missiles in Cuba. Philip Brenner, an eminent professor of international relations, provides the following perspective on the Soviets' actions during the crisis: "Like our own military analysts, Soviet national security advisers tend to worry about worst-case scenarios, and U.S. actions made them very nervous. While the Soviet placement of nuclear missiles ninety miles from the United States may have been an absurdly risky and dangerous way to discourage both U.S. aggression against Cuba and a U.S. first-strike against the Soviet Union, it is an understandable reaction to the circumstances." (Brenner, 2002). Brenner's comment suggests that whilst Soviet placement of nuclear missiles in Cuba was risky, it was an understandable reaction to the circumstances as Khrushchev was acting out of concern for the USSR's national safety. Brenner's perspective is marginalised as it paints the Soviets as acting justly as oppose to the dominant narrative which suggests the Soviets wished to threaten the US. When confronted by the United States, Khrushchev was intent that the deployment

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when matching evidence to descriptors for the Synthesising criterion, attention should be given to
 - ensuring combinations of information are used to *support* a historical argument and *justify* decisions when considering the upper and mid performance levels
 - determining if the approach taken to prove a hypothesis reflects intellectual complexity or covers the core points associated with the key inquiry question when considering whether a historical argument should be characterised as *sophisticated* or *basic*, respectively (see glossary definitions for *sophisticated*, *complex*, *basic* and *fundamental*)
- when matching evidence to descriptors for the Evaluating criterion, attention should be given to
 - distinguishing judgments from statements, with the judgments focused on *forming an opinion* (e.g. how and/or why an opinion was reached) ensuring the judgments being made are concerned with the usefulness *and* the reliability of evidence from the sources supplied at the upper performance level (see glossary definitions for *usefulness* and *reliability*)
 - determining that judgments about usefulness and reliability are based on evidence from primary and secondary sources *and/or* refer to different perspectives at the upper performance level. At the mid performance level, judgments are based on evidence from sources *and/or* refer to perspectives.

External assessment

Summative external assessment (EA): Examination — short responses to historical sources (25%)

Assessment design

Assessment specifications and conditions

The QCAA nominates one Unit 4 topic that will be the basis for external assessment. Schools are notified of the topic at least 12 months before the external assessment is implemented. In 2020, the external assessment focused on Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends). The aspect of the topic was Australia and the Vietnam War.

Short response examination

The examination assesses the application of a range of cognitions to unseen questions in response to historical sources. The short response examination includes a number of short items requiring paragraph responses that include references to historical sources and evidence.

Stimulus specifications

- Up to 12 sources
- Sources must be succinct enough to allow students sufficient time to engage with them in planning time
- Sources not provided before the exam
- Context statements will be supplied for each source in the form of a brief description that may include author, time of production and any general details about the circumstances in which a source was produced.

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: 3–5 questions with a total word length of 800–1000 words

The assessment instrument consisted of one paper (a question and response book and a stimulus book). This assessment was used to determine student achievement in the following assessment 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.

The paper consisted of four questions linked to specific stimulus and assessed a range of historical skills. Questions 1a, 1b, 2a and 2b required shorter responses. Questions 3 and 4 required longer responses.

The stimulus book provided excerpts from nine historical sources that represented different perspectives on the topic and aspect of the topic. The stimulus included excerpts from primary and secondary sources that were presented in writing and/or visually. The varied authors of these sources included Australian diplomats, politicians, Vietnam War veterans and political cartoonists. Each source was linked to a specific question and the stimulus was designed to elicit use of evidence from historical sources to respond to questions assessing: Comprehending, Analysing, Synthesising, Evaluating, and Creating and communicating.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- Comprehension, particularly in relation to the use of terms placed into historical context (Questions 1–4)
- Analysis, particularly in relation to explaining
 - two implicit messages about the Labor Party’s views on the nature of the Vietnam War (Question 1 Part 1b)
 - comparing perspectives on Vietnamese losses during the Battle of Long Tan (Question 2 Part 2a)
- Creating and communicating, particularly in relation to the organisation of paragraph/s and acknowledgment of sources (Questions 3 and 4).

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives from the syllabus.

Short response

Criterion: Analysing

Item: Question 2 Part 2a

Question 2 Part 2a assessed Analysing *and* Comprehending by requiring students to use evidence from Sources 2 and 3 in the stimulus book to compare perspectives on Vietnamese losses during the Battle of Long Tan.

Effective student responses:

- identified a valid similarity regarding perspectives on Vietnamese losses during the Battle of Long Tan
- provided a plausible explanation using evidence from Sources 2 and 3
- identified a valid difference regarding perspectives on Vietnamese losses during the Battle of Long Tan
- provided a plausible explanation using evidence from Sources 2 and 3
- demonstrated accurate use of relevant terms placed in historical context.

Student sample of effective responses

This excerpt has been included to:

- indicate that a response required a
 - *comparison*, i.e. a similarity and difference
 - comparison related to *Vietnamese losses*, rather than Australian losses, during the Battle of Long Tan
 - a similarity related to the evidence from Sources 2 and 3
 - a difference related to the evidence from Sources 2 and 3
- illustrate how direct quotes and/or paraphrasing have been applied to effectively to demonstrate the use of evidence from Sources 2 and 3.

Analysing (4 marks)

This excerpt:

- identifies a valid similarity regarding perspectives on Vietnamese losses during the Battle of Long Tan
- provides a plausible explanation using evidence from Sources 2 and 3.

Analysing (4 marks)

This excerpt:

- identifies a valid difference regarding perspectives on Vietnamese losses during the Battle of Long Tan
- provides a plausible explanation using evidence from Sources 2 and 3

Both Sources 2 and 3 share the perspective that the number of Vietnamese losses during Long Tan were unclear at the time. Source 2, a recount from a soldier at Long Tan, states that "The only thing for sure is that the body count was not done accurately". Similarly, Source 3 suggests that "Australian claims about the number of enemy soldiers killed in the battle may be highly inflated", corroborating the fact that the number is ~~unclear~~ unclear. However both Sources display different reasons for the number being inaccurate. Terry Burstall expresses that soldiers would not have been able to count ^{accurately} due to the trauma, when he says "How would a shell-shocked digger [be able to assess the number of killed]?" (Source 2). Whereas Source 3 provides information about "enemy ~~enemy~~ commander... listed his losses at 500", suggesting that the ~~difference~~ differing numbers are not the fault of the Australian troops.

Criterion: Evaluating

Item: Question 3

Question 3 assessed Evaluating, Comprehending, and Creating and communicating by requiring students to evaluate the usefulness and reliability of evidence from Sources 4 and 5 in the stimulus book for an investigation about the Battle of Long Tan as an Australian military success. For each evaluation made, the use of two considerations was required.

Effective student responses included:

- a plausible judgment about the extent to which evidence from Source 4 was useful, citing two considerations
- a plausible judgment about the extent to which evidence from Source 4 was reliable, citing two considerations
- a plausible judgment about the extent to which evidence from Source 5 was useful, citing two considerations
- a plausible judgment about the extent to which evidence from Source 5 was reliable, citing two considerations
- a plausible judgment about the extent to which the evidence from Sources 4 and 5 corroborate each other
- the accurate use of relevant terms placed in historical context
- paragraph/s organised purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

Student sample of effective responses

This excerpt has been included to:

- illustrate how evaluating the usefulness and reliability of evidence from Source 4 required students to
 - make *judgments* rather than statements
 - make *plausible* judgments
 - apply these plausible judgments to an investigation about the *Battle of Long Tan as an Australian military success*
 - develop *each* plausible judgment with *two considerations*
- indicate that considerations
 - are based on information drawn from sources and may include the: title, excerpt, reference details, context statement and/or footnotes
 - help to develop *plausible* judgments when they are used to discuss *clearly* and *specifically* how and/or why judgments were reached
- illustrate how direct quotes and/or paraphrasing have been applied to effectively to demonstrate the use of evidence from Source 4.

Evaluating (3 marks)

This excerpt:

- makes a plausible judgment about the extent to which evidence from Source 4 is useful, citing two considerations.

Evaluating (3 marks)

This excerpt:

- makes a plausible judgment about the extent to which evidence from Source 4 is reliable, citing two considerations.

Source 4 provides explicit ~~evind~~ evidence on the success of the battle, stating that it was a 'decisive Australian victory.' Furthermore, the ~~at~~ author mentions that the task force became essentially unchallenged for the rest of the war, which is implied to be ~~as~~ ^{the} result of the battle. Therefore, this source is very useful since it describes both the tactical and likely strategic ~~success~~ military successes which the Australians experienced, supporting the claim. The author's ~~crediti~~ credentials as a member of the VRB increases the reliability of his statements since it's assumed that he would be experienced in historical matters i.e. the Vietnam War. He provides an opposing perspective as well: 'That Long Tan stopped a major assault on an Australian base... is debated.' This indicates that he is quite objective as he ~~could~~ ~~considered~~ other view points. His speech also seems to be quite unbiased as he refrained from excessively praising Australian soldiers. Therefore, although Humphreys would have been looking to honour Australian soldiers (which could cause some bias), he manages to provide an impartial speech, making this source reliable.

Criterion: Synthesising

Item: Question 4

Question 4 assessed Synthesising, Comprehending, and Creating and communicating. To do this, students were required to synthesise evidence from Sources 6, 7, 8 and 9 to form a historical argument in response to the following question: To what extent did public opinion contribute to the decision made by the Australian Government during the early 1970s to withdraw from the Vietnam War?

Effective student responses included:

- the development of a sophisticated historical argument that responded directly and fully to the question
- combined relevant evidence from Sources 6, 7, 8 and 9 to develop the argument
- demonstrated accurate use of relevant terms placed in historical context
- paragraph/s organised purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

Student samples of effective responses

This excerpt has been included to:

- illustrate how a sophisticated historical argument can be demonstrated by, e.g.
 - applying across the response a historical argument consisting of intellectual complexity
 - addressing problematic evidence
- illustrate how direct quotes and/or paraphrasing have been applied to effectively demonstrate the use of evidence from Sources 8 and 9 for Question 4.

<p>Synthesising (11 marks)</p> <p>The response:</p> <ul style="list-style-type: none">• develops a sophisticated historical argument that responds directly and fully to the question• combines relevant evidence from Sources 6, 7, 8 and 9 to develop the argument (section of the response with evidence from Sources 6 and 7 not shown in this excerpt) <p>Note: This excerpt includes two paragraphs: one from the start of the response and another paragraph near the end of the response.</p>	<p>The Australian Government's decision to withdraw troops from the Vietnam war in the early 1970s has always been met with public debate. The motives behind this decision continues to be a continuous contestable ^{issue} issue, with some arguing it was based more on us policy and the state of south Vietnamese forces, and others stating the negative attitudes of the public regarding Australia's involvement was more detrimental. On balance, the first no argument ^{argument} has more merit.</p> <p>Although the argument that ^{us} policy change and Vietnamese strengthen the strengthening of Vietnamese forces has been made, the opposing belief cannot be ignored. A change in public policy opinion was heavily clear in the early 1970s, where many disagreed with Australia's involvement in the war altogether.</p>
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Source 8, a cartoon by Stewart McCrae shows a conversation between John McEwen and John Gorton, the ~~Prime Minister~~ Deputy Prime Minister and Prime Minister of Australia. Notably, the background of the conversation is met by protests with signs reading "Bring our Boys Back Now" and "Quit Viet Now." This highlights that there was a clear negative ~~connotation~~ connotation towards the war within the public. However, the cartoon provides no evidence that this has a clear link to the decision to withdraw troops and rather just emphasises that the Government was being criticised. Source 9 also shows a view that public opinion was at the forefront of the Vietnam War. Firstly, the excerpt by Peter Edwards states that the "protest movement gained momentum" highlighting a clear ^{negative} stance ~~for~~ of the public. Additionally, Edwards mentions that ~~McMahon~~ "was complaining of the groans." Additionally, Edwards mentions that a clear unpopular vote was escalating the government's concerns to withdraw. However, the excerpt's last statement disputes that public opinion was detrimental to the decision to withdraw; "public opinion... turned against the war... in Australia in 1969, but the turning-point for the Australian government came in 1967." This clearly implies that the Australian Government was already concerned ~~for~~ the about Australian involvement in the war long before public opinion changed. Therefore, it is evident that public opinion did not have much contribution to the ~~Australian's~~ Australian Government's decision to withdraw, where it was rather US policy change and the strengthening of Vietnamese forces that had more influence.

(continued on next page) →

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- unpacking questions with students, taking particular note of
 - how each question directs students to respond to very specific points, e.g. the 2020 external assessment questions focused on
 - views expressed by representatives of the Australian Government (Question 1 Part 1a)
 - the Battle of Long Tan as an Australian military success (Question 3)
 - the role played by public opinion and Australia's decision to withdraw from the Vietnam War that arose during the early 1970s (Question 4)

- any additional question-specific instructions associated with answering a question, e.g. the 2020 external assessment questions required
 - two examples (Question 2 Part 2b)
 - two considerations when developing each evaluation (Question 3)
 - evidence from certain sources for creating a response (Questions 1–4)
- how a question associated with Synthesising requires students to develop a *historical argument* rather than a general summary of what the evidence from sources convey
- unpacking *sources* with students, taking particular note of how
 - the sources provided consist of a variety of features, such as: title, excerpt from a source, ellipses, words in square brackets that clarify meaning or indicate an error in the original text (e.g. [*sic*]), footnotes, reference details (which sometimes include the word *circa* rather than a specific year of publication), and context statements
 - depending on the question, one or more of these features can help students to develop a response, e.g. students might use a source's reference details and/or context statement when developing a judgment about the reliability of evidence for a particular source
- teaching and learning activities addressing the synthesise objective that give attention to
 - making sure it is clear to a reader why and/or how specific evidence from a source helps students to develop a historical argument
 - addressing problematic evidence from sources, e.g. evidence from sources that challenge, contradict or is difficult to reconcile with the evidence from other sources.

Senior External Examination

The following information relates to the Modern History Senior External Examination, a standalone examination offered to eligible Year 12 students and adult learners. This commentary should be read in conjunction with the external assessment section of the preceding comments for the General subject.

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Overall, students responded well to the following assessment aspects:

- Analysing features of evidence, particularly in relation to short responses that were assessed in SEE 1, Section 1
- Devising historical questions and conducting research, particularly in relation to combination responses for SEE 2, Paper 1
- Synthesising evidence from historical sources to form a historical argument, particularly in relation to SEE 1, Section 2 and SEE 2, Paper 1.

Practices to strengthen

It is recommended that when preparing for the assessment for the Senior External Examination consideration be given to:

- ensuring candidates apply a time-management strategy for developing responses, especially in preparation for SEE 1, Sections 1 and 2
- preparing for Section 1 of the SEE 1 by conducting activities focused on, e.g.
 - creating a nuanced key inquiry question (see glossary definition for *nuanced*)
 - making judgments about the usefulness of evidence from sources, particularly discussions about the extent to which evidence from sources contribute to the development of a key inquiry question and/or sub-questions
 - distinguishing between using evidence from sources and making judgments about the usefulness of evidence from sources
 - using information included in various parts of the source (e.g. title, excerpt, reference details, context statement and/or footnotes) when making judgments about the reliability of evidence from sources
- preparing for Section 2 of the SEE 1 by conducting activities focused on, e.g.
 - deconstructing an unseen question
 - using planning time to begin unpacking the sources included in the stimulus book, including the context statements
 - including judgments about the usefulness and/or reliability of the evidence from sources
- preparing for Paper 1 of the SEE 2 by conducting activities focused on, e.g.
 - forming a nuanced key inquiry question based on evidence from the sources provided
 - synthesising evidence to form a historical argument
 - locating implicit messages in visual sources, e.g. political cartoons, propaganda posters and photos
- preparing for Paper 2 of the SEE 2 by conducting activities based on the advice included in the external assessment section of this report.