

Modern History marking guide and response

External assessment 2021

Short response (60 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:	M
1	Difference 1	
	<ul style="list-style-type: none"> identifies a valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War provides a plausible explanation using evidence from Sources 1 and 2 	3
	<ul style="list-style-type: none"> identifies a valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 1 or 2 	2
	<ul style="list-style-type: none"> identifies a valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War refers to evidence from Source 1 or 2 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	Difference 2	
	<ul style="list-style-type: none"> identifies another valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War provides a plausible explanation using evidence from Sources 1 and 2 	3
	<ul style="list-style-type: none"> identifies another valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War provides a plausible explanation using evidence from Source 1 or 2 	2
	<ul style="list-style-type: none"> identifies another valid difference in how the GOSV was described in relation to Australian involvement in the Vietnam War refers to evidence from Source 1 or 2 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Comprehending

Q	The response:	M
1	· aptly uses relevant terms from Source 1 and/or Source 2 placed in historical context	2
	· uses relevant terms from Source 1 and/or Source 2 placed in historical context	1
	· does not satisfy any of the descriptors above.	0

Q	Sample response
1	<p>The first difference concerns how both authors depicted the level of involvement by the Government of South Vietnam (GOSV) in Australia's decision to send military forces to the Vietnam War in 1965. Source 1 indicates the GOSV played a pivotal role as Menzies says 'The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance'. In contrast, Source 2 suggests the GOSV had a nominal role as a request to Australia from the GOSV was 'never in fact produced'.</p> <p>The second difference concerns how the GOSV was persuaded to endorse Australian military assistance in the Vietnam War. Source 1 implies little persuasion as it only refers to how the GOSV made this 'request' for military support. On the other hand, Source 2 indicates explicitly that the GOSV, through Dr Phan Huy Quat, was 'pressured' into accepting Australia's military initiative.</p>

Criterion: Analysing

Q	The response:	M
2	Similarity	
	<ul style="list-style-type: none"> identifies a valid similarity regarding the origins of the NSS provides a plausible explanation using evidence from Sources 3 and 4 	3
	<ul style="list-style-type: none"> identifies a valid similarity regarding the origins of the NSS provides a plausible explanation using evidence from Source 3 or 4 	2
	<ul style="list-style-type: none"> identifies a valid similarity regarding the origins of the NSS refers to evidence from Source 3 or 4 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	Difference	
	<ul style="list-style-type: none"> identifies a valid difference regarding the origins of the NSS provides a plausible explanation using evidence from Sources 3 and 4 	3
	<ul style="list-style-type: none"> identifies a valid difference regarding the origins of the NSS provides a plausible explanation using evidence from Source 3 or 4 	2
	<ul style="list-style-type: none"> identifies a valid difference regarding the origins of the NSS refers to evidence from Source 3 or 4 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Comprehending

Q	The response:	M
2	· aptly uses relevant terms from Source 3 and/or Source 4 placed in historical context	2
	· uses relevant terms from Source 3 and/or Source 4 placed in historical context	1
	· does not satisfy any of the descriptors above.	0

Q	Sample response
2	<p>Sources 3 and 4 reveal much about the origins of the National Service scheme (NSS). Both sources suggest problems associated with Indonesia prompted the introduction of the NSS. For example, Menzies claims the NSS was introduced to prevent a communist-leaning Indonesia from making further military incursions into Malaysia. Edwards also notes the NSS was introduced when Australia's 'main concern' was 'Indonesia's confrontation with ... Malaysia'.</p> <p>Both sources, however, offer different views about the importance of the Vietnam War and the origins of the NSS. In Source 3, the importance of the Vietnam War is implied when Menzies discusses how North Vietnam's 'aggressive attitude' contributed to 'continued instability' in the Government of South Vietnam. However, Source 4 suggests the Vietnam War had little to do with the creation of the NSS as the NSS was 'not introduced principally with Vietnam in mind'.</p>

Criterion: Evaluating

Q	The response:	M	The response:	M
3	<i>The Canberra Times</i> (Source 5) — usefulness		Photograph (Source 6) — usefulness	
	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 2 considerations from the source 	3	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 2 considerations from the source 	3
	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 1 consideration from the source 	2	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 1 consideration from the source 	2
	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - referring to consideration/s 	1	<ul style="list-style-type: none"> · makes a judgment about the usefulness of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - referring to consideration/s 	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

Q	The response:	M	The response:	M
3	<i>The Canberra Times</i> (Source 5) — reliability		Photograph (Source 6) — reliability	
	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 2 considerations from the source 	3	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 2 considerations from the source 	3
	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 1 consideration from the source 	2	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - explained with the discerning use of 1 consideration from the source 	2
	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 5 that is <ul style="list-style-type: none"> - plausible - referring to consideration/s 	1	<ul style="list-style-type: none"> · makes a judgment about the reliability of evidence from Source 6 that is <ul style="list-style-type: none"> - plausible - referring to consideration/s 	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

Criterion: Comprehending

Q	The response:	M
3	Understanding of the phrase 'All the way with LBJ'	
	· demonstrates an informed understanding of what 'All the way with LBJ' indicated about Australia's relationship with the USA during the Vietnam War	3
	· demonstrates a basic understanding of what 'All the way with LBJ' indicated about Australia's relationship with the USA during the Vietnam War	2
	· refers to the relationship between Australia and the USA during the 1960s	1
	· does not satisfy any of the descriptors above.	0
	Use of terms	
	· aptly uses relevant terms from Source 5 and/or Source 6 placed in historical context	2
	· uses relevant terms from Source 5 and/or Source 6 placed in historical context	1
	· does not satisfy any of the descriptors above	0

Criterion: Creating and communicating

Q	The response:	M
3	· organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question	3
	· organises paragraph/s to convey ideas relating to the question	2
	· conveys ideas related to the question	1
	· does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Q	The response:	M
4	Historical argument	
	· develops a sophisticated historical argument that responds to the question fully	6
	· develops a valid historical argument that responds to the question	5
	· develops a basic historical argument that responds to the question	4
	· develops a superficial historical argument	3
	· makes statements related to the question	2
	· makes a statement related to the question	1
	· does not satisfy any of the descriptors above.	0
	Combination of evidence from sources	
	· skilfully combines relevant evidence from all 4 of the sources provided to develop the historical argument	6
	· skilfully combines relevant evidence from 3 of the sources provided to develop the historical argument	5
	· combines relevant evidence from all 4 of the sources provided to develop the historical argument	4
	· combines relevant evidence from 3 of the sources provided to develop the historical argument	3
	· combines relevant evidence from 2 of the sources provided to develop the historical argument	2
	· refers to relevant evidence from a nominated source when making a statement/s	1
· does not satisfy any of the descriptors above.	0	

Criterion: Evaluating

Q	The response:	M
4	<ul style="list-style-type: none">· makes a plausible judgment about the extent to which the evidence from 2 of the sources provided corroborates a point being made in the historical argument	3
	<ul style="list-style-type: none">· makes statements about the extent to which the evidence from 2 of the sources provided corroborates a point being made in the historical argument	2
	<ul style="list-style-type: none">· makes a statement about the extent to which the evidence from 2 of the sources provided corroborates a point being made in the historical argument	1
	<ul style="list-style-type: none">· does not satisfy any of the descriptors above.	0

Criterion: Comprehending

Q	The response:	M
4	Understanding of the aims of civic action	
	· demonstrates an informed understanding of the aims of civic action	4
	· demonstrates a basic understanding of the aims of civic action	3
	· refers to the aims of civic action	2
	· refers to an aim of civic action	1
	· does not satisfy any of the descriptors above.	0
	Use of terms	
	· aptly uses relevant terms from Sources 7, 8, 9 and/or 10 placed in historical context	2
	· uses relevant terms from Sources 7, 8, 9 and/or 10 placed in historical context	1
	· does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Q	The response:	M
4	· organises paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used	3
	· organises paragraph/s to convey ideas relating to the question, acknowledging sources used	2
	· conveys ideas related to the question	1
	· does not satisfy any of the descriptors above.	0

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