Modern History subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

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 subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 321

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	5180	4985	4875

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	4759	421
Unit 2	4606	379

Units 3 and 4 internal assessment (IA) results

Total marks for IA
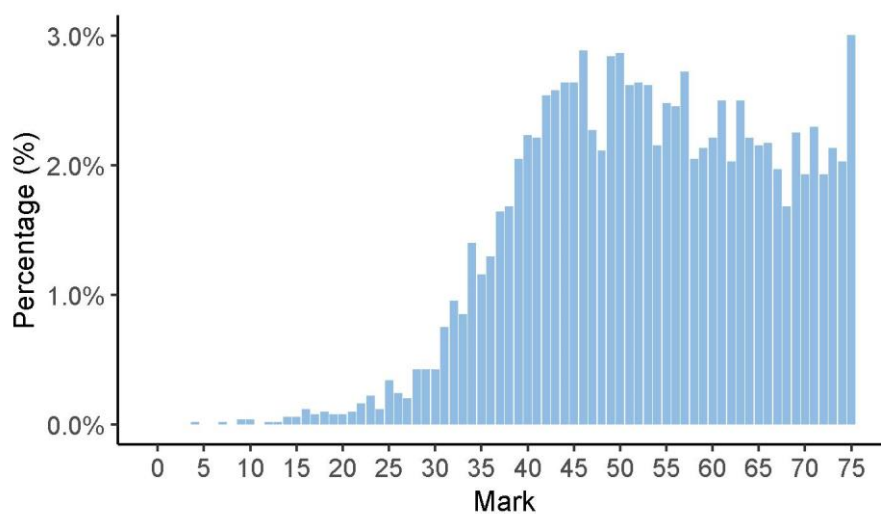
IA1 marks

IA1 total
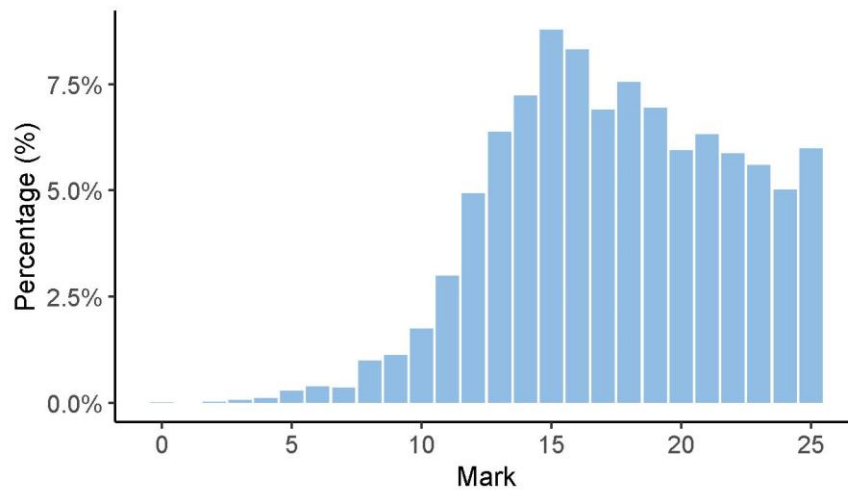
IA1 Criterion: Comprehending
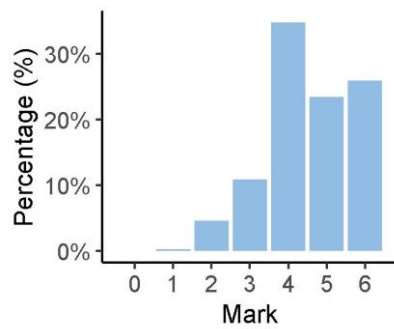
IA1 Criterion: Analysing
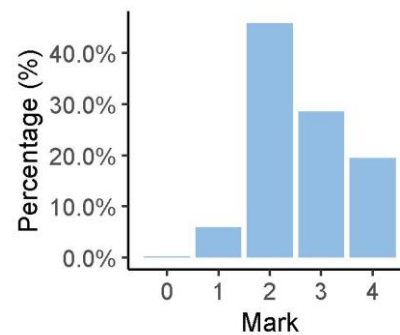
IA1 Criterion: Synthesising
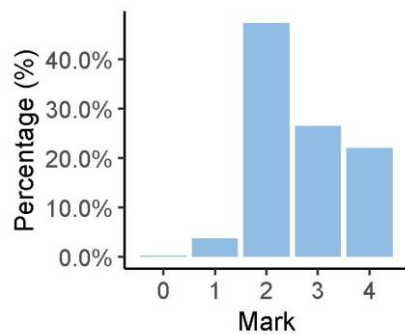
IA1 Criterion: Evaluating
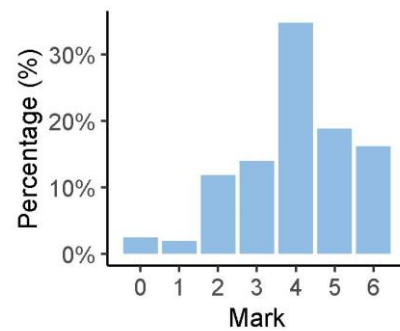
IA1 Criterion: Creating and communicating
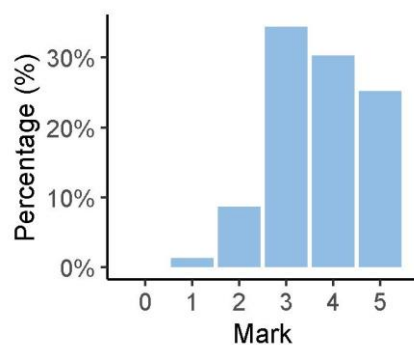
IA2 marks

IA2 total
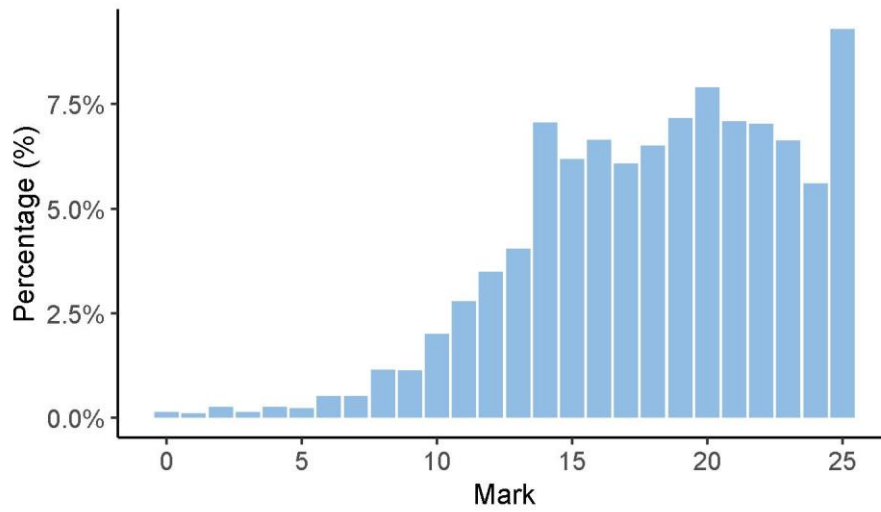
IA2 Criterion: Devising and conducting
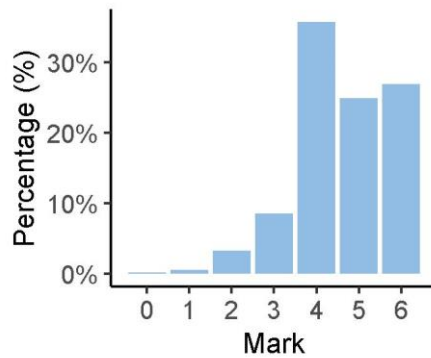
IA2 Criterion: Analysing
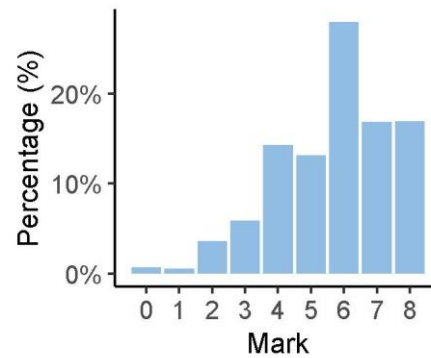
IA2 Criterion: Evaluating
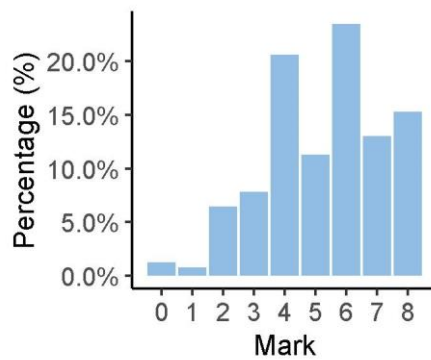
IA2 Criterion: Creating and communicating
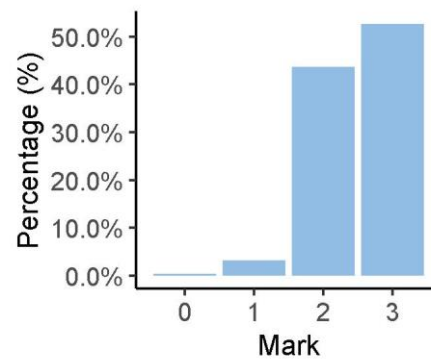
IA3 marks

IA3 total
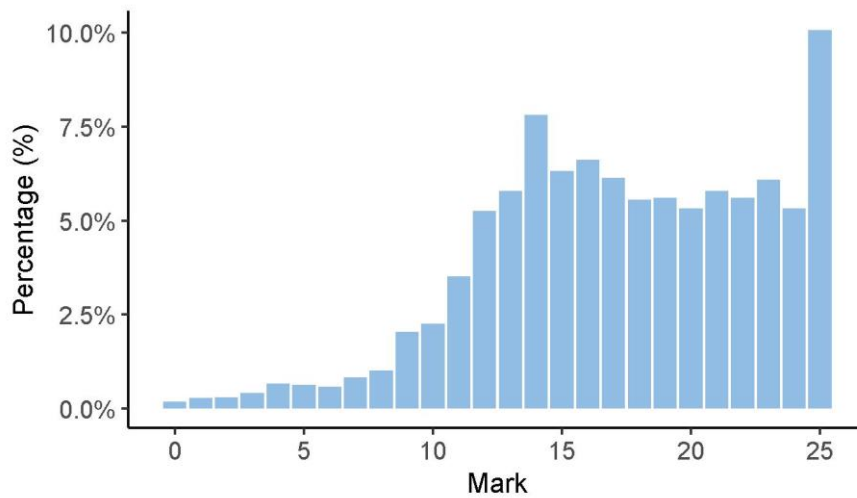
IA3 Criterion: Comprehending
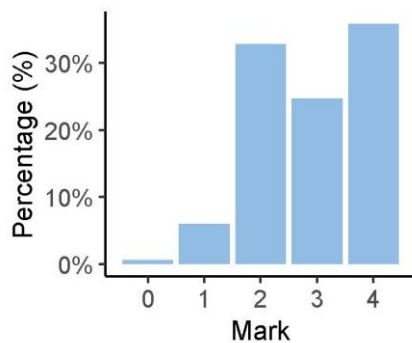
IA3 Criterion: Devising and conducting
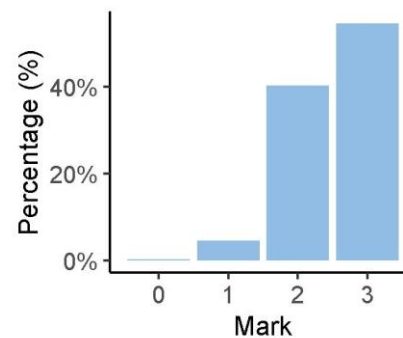
IA3 Criterion: Analysing
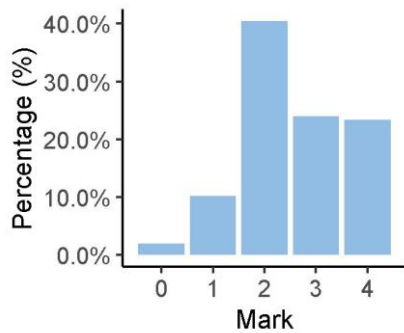
IA3 Criterion: Synthesising
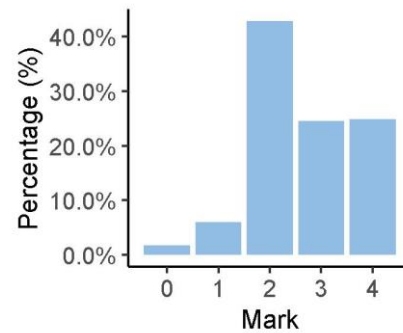
IA3 Criterion: Evaluating
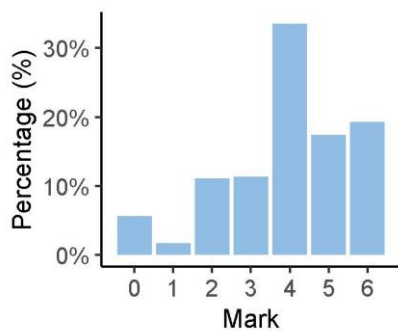
IA3 Criterion: Creating and communicating
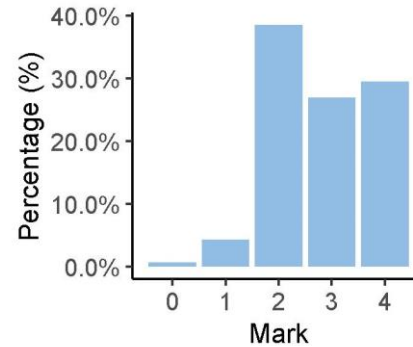
External assessment (EA) marks
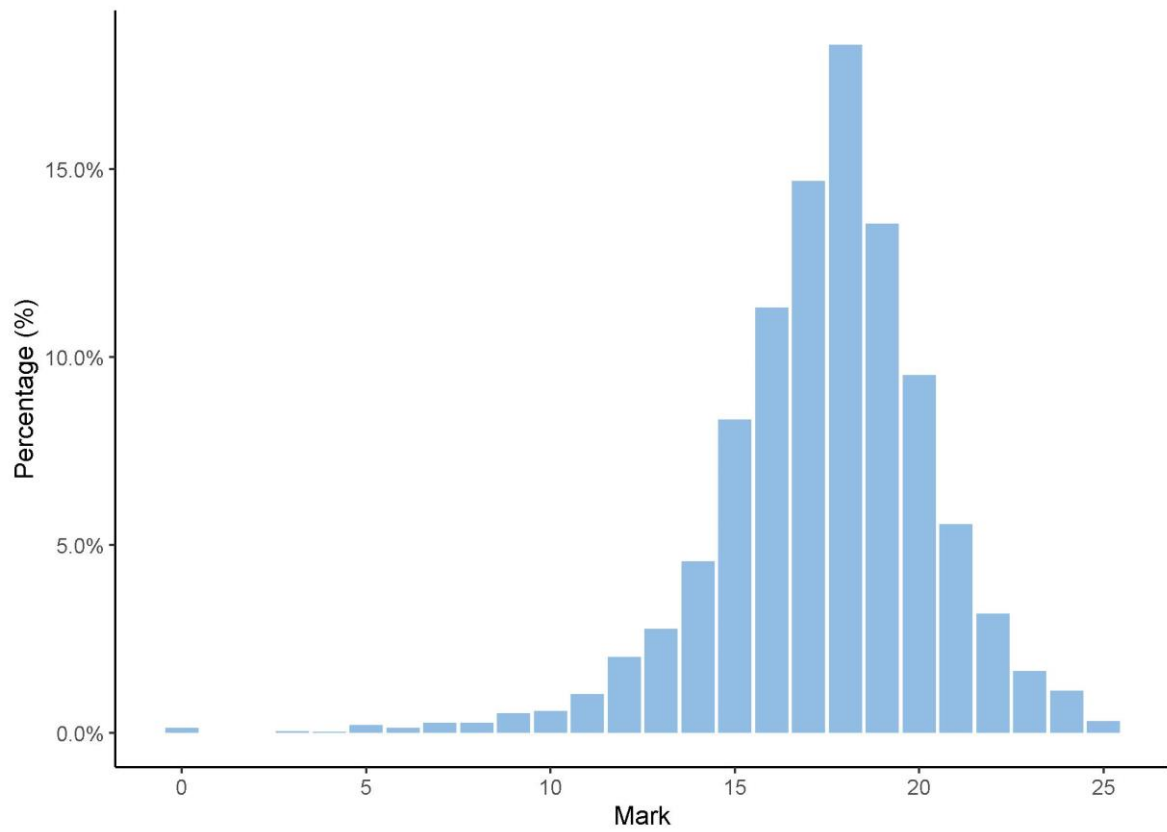
Final subject results

Final marks for IA and EA
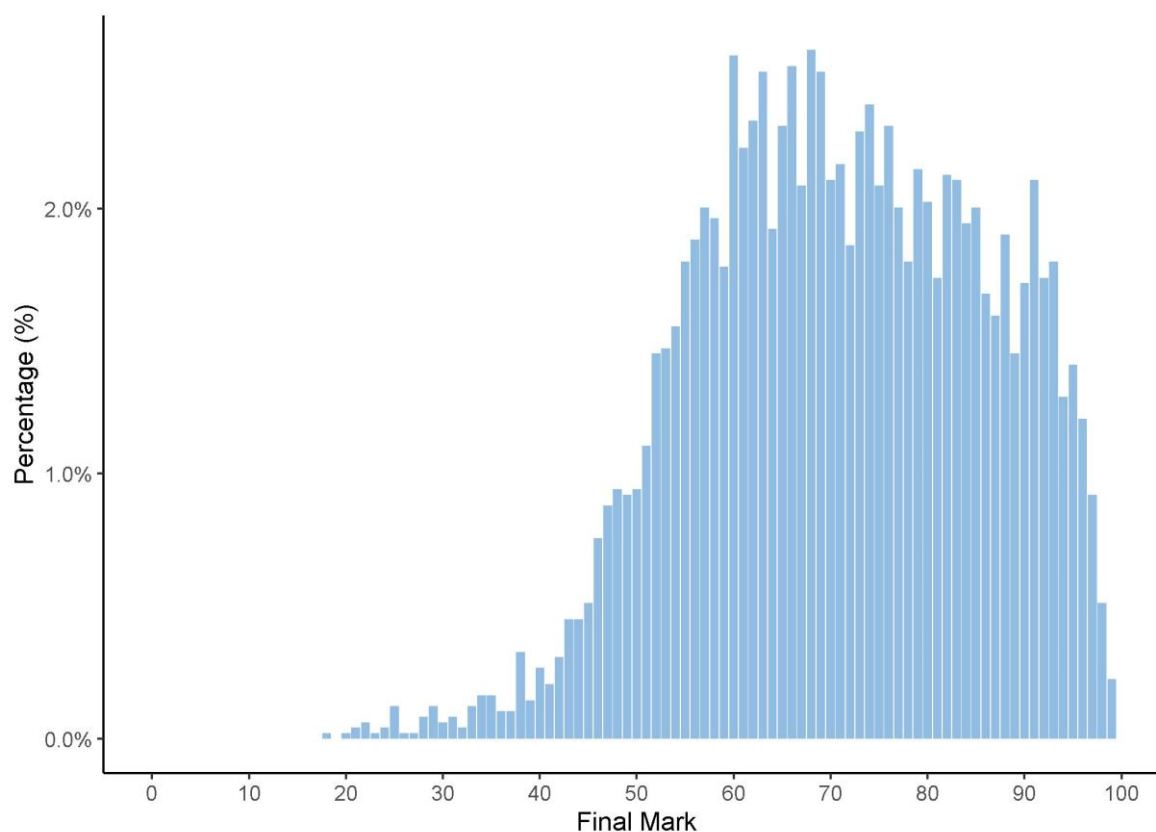
Grade boundaries

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	100–81	80–64	63–43	42–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	1444	1810	1492	130	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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	321	321	320
Percentage endorsed in Application 1	60%	44%	86%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	319	1818	245	83.07%
2	319	1758	294	83.7%
3	319	1764	156	89.03%

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. 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).

For the General subject, the topic and aspect of the topic selected by the school for the IA1 come from Unit 3 (Syllabus section 4.16.1).

For the Alternative Sequence, in 2021 the topic and aspect of the topic selected by the school for the AS U1 IA1 came from AS unit 1 (AS section 2.15.1).

Assessment design

Validity

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	104
Authentication	0
Authenticity	4
Item construction	18
Scope and scale	22

*Each priority might contain up to four assessment practices.

Total number of submissions: 321.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided students with the opportunity to demonstrate their understanding of the subject matter for the topic selected from Unit 3, e.g. assessing Topic 6: United States of America, 1917–1945 by focusing on an unseen question about prohibition in the United States of America during the 1920s

- addressed assessment specifications, e.g. creating an unseen question that aligned with a clearly articulated topic and aspect of the topic

- gave students the opportunity to cover the required assessable objectives and performance-level descriptors of the ISMG by ensuring the

    – unseen question was of a scale commensurate with the conditions of the task, with the unseen question focused on, e.g., a specific time, place, space, historical event, historical figure or historiographical debate

    – the stimulus, as a whole package, included evidence from a range of sources; reflected different perspectives; and enabled students to corroborate their judgments about the usefulness and/or reliability of evidence from sources

    – context statements for sources, as a whole package, enabled students to complete their own judgments about the usefulness and/or reliability of evidence from sources.

Practices to strengthen

It is recommended that assessment instruments:

- include stimulus aligned with the syllabus specifications by ensuring, e.g.

    – the correct number of seen sources (6–7) and not seen sources (3–5) are cited. Where a quote from a source is the focus of an unseen question, consider including this quote as part of an unseen source. This will allow students to see the quote in context

    – the sources, as a total package, are succinct enough for students to engage with during the planning time. To facilitate this, consider using excerpts that have relevance to the unseen question

    – context statements for sources are in the form of a brief description that may include information regarding the author, time of production, and any general details about the circumstances in which a source was produced.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	16
Language	26
Layout	24
Transparency	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 321.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language, e.g. contextual and/or historiographical details included alongside the unseen question were kept to a minimum

- included images in sources that were legible, clear, relevant and accessible, e.g. enlarging the words and imagery in political cartoons to ensure all features in the foreground and background were readily identifiable.

Practices to strengthen

It is recommended that assessment instruments:

- provide clear instructions using cues that align to the specifications, objectives and ISMG, e.g. directing students to develop a *historical argument* by including this phrase in the task

- include stimulus that contain minimal distractors and are accessible to all students by ensuring that, e.g.

  – sources (including their context statements) do not include extraneous information

  – context statements identify key features that may be difficult to see in an image or text that may be hard to read in a cartoon

- are free of errors and model accurate spelling, grammar, punctuation and other textual features, e.g. use of '[sic]' when a word or phrase has been spelt incorrectly in the original excerpt cited within a source.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Comprehending	93.73%	0.94%	5.33%	0%
2	Analysing	92.48%	4.08%	3.13%	0.31%
3	Synthesising	92.48%	5.64%	1.88%	0%
4	Evaluating	87.15%	7.52%	5.02%	0.31%
5	Creating and communicating	94.04%	2.82%	3.13%	0%

Effective practices

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

- for the Comprehending criterion, judgments recognised

  – the use of terms being placed into historical context, e.g. terms such as 'Father of Nations' and 'Stalinism' being used accurately in an essay responding to a question about the relationship between the 'Cult of Stalin' and the consolidation of Stalinist rule in the Soviet Union during the 1930s

- the explanation of issues related to an unseen question, e.g. an unseen question about the creation of the state of Israel might hinge on an understanding of issues that contributed to the British relinquishing control of their mandate in Palestine

- showing an understanding of the relationship between concepts and ideas developed in response to an unseen question, e.g. a response to a question about Mao Zedong's support for the Red Guard during the early years of the Cultural Revolution connects the historical concepts of evidence and significance with ideas about youthful zealotry and the abolition of the 'Four Olds'

- for the Synthesising criterion, judgments recognised how combinations of information from the stimulus were applied to

    - decisions, e.g. to justify insightful decisions at the upper performance level, reasonable decisions at the mid performance level or related to a partial or fragmented decision at the lower performance level

    - the historical argument, e.g. to support a sophisticated historical argument at the upper performance level or a basic historical argument at the mid performance level. The historical argument is developed throughout the response

- for the Creating and communicating criterion, judgments recognised

    - succinctness — i.e. brevity and clarity — at the upper performance level

    - the organisation of the ideas related to the unseen question and hypothesis (logical at the upper performance level)

    - how the features of an essay in response to historical sources and ethical scholarship were applied (consistently at the upper performance level)

    - the frequency and effect of errors in spelling, grammar and punctuation (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 the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate evidence in the Comprehending criterion

    - of the thorough and mostly accurate use of terms placed into historical contexts, e.g. the Red Guards and the Cultural Revolution

    - to illustrate a detailed explanation of issues related to the unseen question, e.g. exploring the social environment that underpinned the motives of students providing enthusiastic support for the Cultural Revolution

- to demonstrate evidence in the Synthesising criterion

    - of the combination of information from the stimulus supplied to justify insightful decisions to support the historical argument that the social environment, as well as loyalty to Mao and Mao Zedong Thought contributed to students' enthusiastic support for the Cultural Revolution. The topic sentence signposts the insightful decision, which is then elaborated upon and justified using a combination of evidence from a range of sources.

**Comprehending
(5–6 marks)**
- thorough and mostly accurate use of terms placed into historical contexts
- detailed explanation of issues related to the unseen question

**Synthesising
(3–4 marks)**
- combination of information from the stimulus supplied to justify insightful decisions
- these combinations use evidence from a range of sources from the stimulus supplied

As Professor Chan suggests, the pressure of class labels lead to intense competition between students whilst at school to both be the most loyal communists and to participate in revolution. Chan states that "not only academic achievement had to be counted, but also the students' "class origins"" when considering those who would be admitted into higher schools (Source 4). As well as this, "attention was to be given to the student's personal commitment to the revolutionary cause" (source 4),

which may have motivated many students to become Red Guards and show their loyalty to the CCP. John Israel, a *Sinologist* also puts forward this idea saying that "[the] prospect *Professor Emeritus of History* of gaining advantages in the relentless competition for education" (Source 7) may have motivated young Chinese *people* to support the Cultural Revolution through their role as Red Guards. Both these sources are useful and reliable given that they corroborate the competition for education and have been written by qualified authors who have deeply researched the topics. They have both also been published in The China Quarterly, a *reliable* academic journal focusing on Chinese history, which is read by other scholars. As both Chan and Israel suggest, the requirement for political activism in the competition for education may have lead the Red Guards to enthusiastically support the Cultural Revolution.

Effective selection + integration of quotas

This student response excerpt has been included:

- to demonstrate the combination of information from the stimulus supplied to justify insightful decisions and to support a sophisticated historical argument, with a clear provision of evidence from sources to support the decision that informal education was a relatively successful form of youth indoctrination within Nazi Germany. This decision is a key contribution to the overall historical argument developed across the response and signposted in the excerpt from the introduction

- to illustrate how information from a range of sources from the stimulus supplied is combined to justify insightful decisions and support a sophisticated argument. This excerpt includes the use of primary and secondary sources to justify a decision about the success of informal education as a form of youth indoctrination in Nazi Germany.

**Synthesising
(3–4 marks)**

- combination of information from the stimulus supplied to justify insightful decisions
- combination of information from the stimulus supplied to support a sophisticated historical argument
- these combinations use evidence from a range of sources from the stimulus supplied

Perhaps one of the greatest myths of Hitler's Third Reich (1933-1945) was its ability to indoctrinate an entire generation of German youth. Through both formal and informal education put in place by the National Socialist regime, the youth were indocrinated to allign with the party's values and ultimately, Hitler's weltanschauung, however, the extent to which they were remains contestable. The Reich Government's education methods were somewhat successful in indoctrinating German youth with National Socialistic ideals, as while formal education explicitly focussed on disseminating these ideals, informal was, to a greater extent, more successful, as aided by the Jungvolk's desire for a superior purpose of prosperity and Hitler's cult of personality.

Informal education, through youth groups such as the Hitler Youth and the League of German Girls, engaged German youth in their desire for purpose, whilst capitalising the apparent anti-Semitic values of the time and imploying National Socialistic ideals. Source 1, an exerpt from Hitler's *Mein Kampf*, is the most useful in determining the Reich's vision for young people of Germany. Nurturing a sense of purpose within the future Reich, Hitler writes that the 'prosperity... of the race' is that of the Jungvolk's responsibilty. Furthermore, he states that 'useful... body' (Hitler, 1925) is to become their ultimate goal, alligning with Hitler's Darwinian thoughts on preserving the Aryan race that encompased the NSDAP's core values. Source 7, a cartoon entitled, *Deutiche Jugend*, published in Nazi publication, *Der Stuermer* (1936), works in corroboration with these ideals. The cartoon depicts a highly uniform Hitler Youth march, as the boys walk with pride 'foward facing the sun', they lead the Reich into a new age of prosperity. Whilst providing a feirce sense of unity within the Hitler Youth, formed around an undying mission to 'drive the devil from the land', the propoganda capitalises the venomous anti-Semitic atmosphere in German society. Furthermore, the Fuhrer's hypnotic appeal amongst Germanic youth aided in alligning their values towards the National Socialistic. Historian, Ian Kershaw, contends in his writings, *The 'Hitler Myth': Image and Reality in the Third Reich* (2001), that, 'For many of the young ones, the Fuhrer [was] not the representative of the party' (Kershaw, 2001). Kershaw implies that instead, his image stood apart from the Nazi Party, thus, may imply that German youth did not extend a likening to their ideals, but instead idolised Hitler as a messiah figure. This, however, is somewhat disputed by Martin Collier in his work, *Hitler and the Nazi State*, claiming that active opposition of his dictatorship, and therefore, anti-indoctrination was an option, with the existance of dissident groups such as 'the Eidelweiss Pirates' and 'swing groups' (Collier, 2005). Although, Collier states that only 'a minority of young people' were repelled by the increasing brutatlity of the Reich, decreasing the source's usefullness in regard to the totality of indoctrination. Therefore, informal education was a relatively successful form of youth indoctrination under the National Socialist values of the Reich from a racial perspective, however with the encouragement of their desire for superiority in the ranks and an esteemed sense of purpose from the adoration of Hitler.

Practices to strengthen

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

- for the Evaluating criterion

    – judgments be distinguished from statements. A judgment explains why and/or how evidence from a source may be useful or reliable, whereas a statement expresses an opinion only. 'The evidence from the source is reliable' is an example of a statement — it expresses an opinion only, with no reasoning given

    – judgments are clearly made about the usefulness and/or reliability of evidence from the sources supplied

    – the distinction between the qualifiers discerning and adequate is noted, e.g. a response typically reflects discerning, rather than adequate, judgments about reliability when it clearly and convincingly shows why evidence from sources in the stimulus supplied are useful and/or reliable. Discerning judgments reflect thoughtful and astute choices when evaluating.

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).

For the General subject, the topic and aspect of the topic selected by the school for the IA2 come from Unit 3 (Syllabus section 4.16.1).

For the Alternative Sequence, in 2021 the topic and aspect of the topic selected by the school for the AS U1 IA2 came from AS unit 1 (AS section 2.15.1).

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 priority	Number of times priority was identified in decisions*
Alignment	181
Authentication	4
Authenticity	11
Item construction	11
Scope and scale	4

*Each priority might contain up to four assessment practices.

Total number of submissions: 321.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided a context related to the subject matter for the topic and aspect of the topic, e.g. the context noted that students had been studying Topic 12: Israel, 1948–1993, with the aspect of the topic being the social and political conditions in Israel during the Austerity Period (1949–1959)

- included appropriate authentication strategies that reflected QCAA guidelines for assuring student authorship.

Practices to strengthen

It is recommended that assessment instruments:

- address all assessment specifications, including
    - a *student-driven* key inquiry question. This could be achieved by, e.g.
        - including the phrase 'student-driven key inquiry question'
        - creating a list of task specifications that begins with the phrase 'To complete this task *you* must …' followed by an instruction to develop a key inquiry question
    - specifying '4–6 sources', rather than 'sources' only
    - stating that a *recognised system of referencing* must be used. This could be achieved by, e.g.
        - including the phrase 'recognised system of referencing'
        - mentioning by name the recognised system of referencing to be used
    - stating that a reference list is required
- ensure scaffolding, if any, does not redefine information that is already provided in the assessment instrument.

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	5
Layout	0
Transparency	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 312.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions in areas such as the task, checkpoints, authentication strategies and scaffolding (if any).

Practices to strengthen

It is recommended that assessment instruments:

- are free of errors and model accurate spelling, grammar, punctuation and other textual features, e.g. correct spelling for the names of historical figures and historical events

- use bold, italics and other formatting features only where relevant, e.g. the use of bold to emphasise to students that they need to apply ethical scholarship through a recognised system of referencing, including a *reference list*.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Devising and conducting	91.85%	5.33%	2.19%	0.63%
2	Analysing	90.28%	7.21%	2.19%	0.31%
3	Evaluating	87.77%	7.52%	3.45%	1.25%
4	Creating and communicating	97.18%	1.57%	1.25%	0%

Effective practices

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

- for the Devising and conducting criterion, judgments recognised

  - the use of historical questions and the type of key inquiry question created. A nuanced key inquiry question demonstrates specificity and is finely differentiated to focus the inquiry

  - the quality of the historical research evident in the response, i.e. detailed, adequate or rudimentary at the upper, mid or lower performance levels, respectively

  - the type of sources selected for the investigation. At the upper performance level, the historical research is based on evidence from primary and secondary sources that offer different perspectives. However, there is no particular balance of primary or secondary sources required

- for the Analysing criterion, judgments were made about

  - the features of evidence being identified and examined. At the top performance level this identification is discerning and the examination is detailed. Not all features of evidence are required to be identified for the analysis to be considered discerning or detailed. Judgments for the Analysing criterion are made across the response

- for the Creating and communicating criterion, responses were considered in terms of

  - alignment with the features of an independent source investigation, as described in the syllabus specifications

  - ethical scholarship, i.e. using a recognised referencing system to acknowledge sources, including a reference list.

Samples of effective practices

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

These student response excerpts have been included:

- to provide an example of a nuanced key inquiry question and relevant sub-questions, e.g. investigating to what extent women's liberation during the Stalinist era was a genuine goal as opposed to a propaganda tool in Excerpt 1

- to illustrate the use of evidence from a primary source that demonstrates the application of the key inquiry question. This is clearly shown in the interrogation of evidence from Source 4, with clear links to Sub-questions 1, 2 and 4. Excerpt 2 contains an informed explanation of how evidence from the source contributes to the development of the key inquiry question about the role of women in the Soviet Union during the Stalinist era.

Devising and conducting (5–6 marks)	**Excerpt 1**
• discerning use of historical questions by creating a nuanced key inquiry question and relevant sub-questions • detailed use of historical research by using evidence from primary and secondary sources that demonstrate the application of the key inquiry question • selection of evidence from primary and secondary sources that offer different perspectives	**1. KEY INQUIRY QUESTION** To what extent was the rhetoric of women's liberation a genuine political goal of the Stalinist regime as opposed to a propaganda tool? **2. SUB QUESTIONS** i. What political, economic and social factors contributed to the stance of the Soviet government on women? ii. How did the role and status of women in society change during the Stalinist era? iii. How do modern historians view the motivations behind Stalin's policies on women? iv. How did gender roles and expectations for women change during the Soviet Union under Stalin and in what ways did they remain unchanged?

Excerpt 2

Source 4 is a 1944 propaganda poster by artist Nina Vatolina. Titled "Glory to the Mother Heroine", it celebrates wartime motherhood. A woman is the central figure, surrounded by her 10 children. The lighting in the painting highlights the eldest children in military uniform, revealing the reason for increasing the birth rate – to provide soldiers for the Red Army. The boy in the front holds a toy plane, suggesting he may become a pilot and the boy wearing a white shirt and red necktie is a 'young pioneer' – a Communist youth organisation. It is implied all the children are serving the USSR in some way. Only the mother stares straight at the viewer, signifying power and poise and inviting the viewer's admiration. The mother's pose and the way she holds the child recalls religious imagery of the virgin and child. The poster's construction, such as the way the children's faces are placed around a central figure, also displays conventions of religious paintings. This suggests religious associations were used to validate the new politics. It also points to the way Stalin sought to promote traditional views of family. The poster appeals to cultural and ideological ideas: childbearing is presented as women's natural role and their patriotic duty.

This source reliably shows how the Soviet government only valued women for their labour (in this case, reproductive labour). It also reveals the incentive to do this beyond financial compensation – the glorification of motherhood. The poster implies mothers who have many children will gain respect and admiration. Therefore, this primary source is useful in answering sub-question 1. It implies the reason the Soviet government needed to increase the birth rate, and it corroborates source 3. It is relevant to sub questions 2 and 4 as it confirms the expectation of women to raise children remained unchanged and was emphasised during this era (as well as that motherhood remained how women were defined and valued).

This student response excerpt has been included:

- to provide an example of a detailed examination of features of evidence from a secondary source, e.g. identifying the origin of the source; providing context; and explicit and implicit meaning in the first paragraph

- to illustrate an informed explanation about how evidence from a source contributes to the development of the key inquiry question, e.g. linking to the sub-questions about the changing role and status of women and what factors contributed to this change.

Analysing (7–8 marks) - discerning identification of the features of evidence from primary and secondary sources - detailed examination of the features of evidence from primary and secondary sources - informed explanation about how evidence from sources contributes to the development of the key inquiry question	Source 5 is from "The Status of Women in the Soviet Union" by Australian law scholar, Alice Erh-Soon Tay. The article describes the 'retreat to conservatism' that occurred in the 1930s, and how Stalin's policies attempted to strengthen families to solve social issues. It corroborates source 4 by describing incentives put in place to raise the birth rate, such as increased state aid to pregnant women, and the titles and honours bestowed on women with many children. Tay describes how domesticity was celebrated, and the family became paramount, in order to reduce juvenile delinquency, increase the birth rate and enforce parental responsibilities. She implies Stalin's family policies and pro-natalist policies were not ideological, but instead were a pragmatic response to social, political and economic issues. This evidence is useful in answering the key inquiry question. This article was written in 1972, when the USSR still existed, so provides a non-contemporary perspective. This source usefully corroborates the propaganda poster from source 4 by discussing the need for troops as motivation behind Stalin's pro-natalist policy. It also highlights social factors that influenced Stalin's family policy. This is a highly reliable, trustworthy source: Alice Tay is a respected academic and the article was published in a reputable, peer-reviewed journal.

This student response excerpt has been included:

- to demonstrate ideas related to the key inquiry question and sub-questions conveyed logically, e.g. a clear, succinct and logical articulation of the context of the changing role of women in the Soviet Union during the Stalinist era and how this related to Soviet ideology

- to illustrate a section of a critical summary of evidence reflecting on evidence, decisions and tentative conclusions.

| **Creating and communicating (3–4 marks)** • succinct, with ideas related to the key inquiry question and sub-questions conveyed logically • features of an independent source investigation and ethical scholarship are consistently demonstrated • minimal errors in spelling, grammar and punctuation | **5. CRITICAL SUMMARY OF EVIDENCE**

 The evidence examined provides perspectives that usefully address this topic. Sources 1 and 2 speak to the changing role of women in Soviet society in the 1930s, particularly the narrative Stalin's government promoted regarding opportunities for women through socialism. Source 3 criticises the official narrative of the Soviet government. The author explains that economic development took priority over social services and that women were expected to work outside the home *and* complete all domestic labour, creating a 'double burden'. She also discussed establishment and closing of the Zhenotdel, the sexism and prejudice still prevalent against women in the workforce and Stalin's pro-natalist policies as evidence of "the pervasive inequality of Soviet women".

 Source 4, a propaganda poster, elucidates the changing role of women during the Stalinist era. Although in the 1930s the focus was on women's participation in the industrial workforce, later in the 1940s, due to the war (among other factors), expectations for women reverted to motherhood. Source 5 (a secondary source corroborating source 4) discusses the 1940s' 'retreat to conservatism'. It clarifies the way Stalin implemented family-strengthening policies to address social issues and upheaval caused by famine and the collectivisation crisis.

 These sources offer broad understanding of factors affecting women's role and status in the Stalinist era. Together, they suggest a preliminary answer to the key inquiry question: the narrative of 'women's emancipation' more likely being a political tool manipulating women into roles benefitting progress of the USSR rather than actual political reform. Further, progress achieved during this time was limited. While this tentative hypothesis is supported by modern perspectives and analysis of primary sources, it would be enhanced through examination of first-person sources; specifically, experiences of women during this period. |

Practices to strengthen

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

- there is an emphasis on the use of historical research that provides evidence from primary **and** secondary sources to match the upper performance levels for the Analysing, Evaluating and Devising and conducting criteria. A balance of primary and secondary sources is **not** required; rather, sources should be selected purposefully to demonstrate application of the key inquiry question

- responses matched to the upper performance levels for the Devising and conducting and Evaluating criteria require the selection of evidence from primary and secondary sources that offer different perspectives

- for the Evaluating criterion, judgments should be distinguished from statements. Judgments clearly elaborate on how and/or why decisions about usefulness and reliability were reached.

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).

For the General subject, the topic and aspect of the topic selected by the school for the IA3 come from Unit 4 that was not nominated by the QCAA for the external assessment (Syllabus section 5.16.1).

For the Alternative Sequence, in 2021 the topic and aspect of the topic selected by the school for the AS U2 IA3 came from AS unit 2. The topic must not be the one nominated by the QCAA as the basis for external assessment (AS section 3.15.1).

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 priority	Number of times priority was identified in decisions*
Alignment	33
Authentication	3
Authenticity	7
Item construction	7
Scope and scale	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 320.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- selected and contextualised one Unit 4 or AS Unit 2 topic not nominated by the QCAA as the basis for external assessment.

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. the task requires 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 and aspect of the topic (see syllabus glossary definition for *aspect of the topic*).

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 priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	10
Layout	1
Transparency	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 320.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions using cues that aligned to the specifications, objectives and ISMG, e.g.
  - provided a context that identified the topic and aspect of the topic
  - ensured the task required students to investigate an area within the topic and aspect of the topic.

Practices to strengthen

There were no significant issues identified for improvement.

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 confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Comprehending	95.61%	2.51%	1.88%	0%
2	Devising and conducting	97.18%	1.25%	1.57%	0%
3	Analysing	94.98%	4.08%	0.94%	0%
4	Synthesising	95.3%	3.45%	1.25%	0%
5	Evaluating	92.48%	5.33%	0.94%	1.25%
6	Creating and communicating	96.87%	2.82%	0.31%	0%

Effective practices

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

- for the Comprehending criterion, judgments matched to the upper performance level for

    - the use of terms in their historical context, e.g. 'spheres of influence' and 'missile gap' being used accurately in an essay responding to a key inquiry question about the Kennedy Administration's response to the Cuban Missile Crisis of 1962

    - the explanation of issues related to the key inquiry question, e.g. a key inquiry question about the leadership of Fidel Castro during the Cuban Missile Crisis of 1962 might hinge on an understanding of issues such as the nature of the relationship between the Soviet Union and the Republic of Cuba in the aftermath of the Bay of Pigs Invasion of 1961

    - an understanding of the relationship between concepts and ideas developed in response to the key inquiry question, e.g. a response to a key inquiry question about the reasons for the 1948 Berlin Blockade may connect the historical concepts of evidence, cause and effect, and significance with ideas about the opposing economic aims for reconstruction in post-war Germany by the USSR and the western allies

- for the Analysing criterion, judgments that appeared within the body of the essay distinguished between the use of features of evidence from primary and secondary sources at the upper performance level and from sources at the mid performance level. (See syllabus glossary definition for *primary and secondary sources.*)

- for the Creating and communicating criterion, judgments recognised
    - 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 are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to provide an example of discerning use of a nuanced key inquiry question that provides some specificity to narrow the focus, e.g. investigating the motives for the United States intervention in the Korean War (1950–1953) and determining the role played by the United States' attitude towards communism
- to demonstrate the selection of a primary source that offers one significant perspective relevant to the inquiry question and hypothesis. Across the response, different perspectives were evident in the selection and use of primary and secondary sources.

Devising and conducting (3 marks)	**Excerpt 1**
• discerning use of historical questions by creating a nuanced key inquiry question • detailed use of historical research by using evidence from primary and secondary sources that demonstrate the application of the key inquiry question and hypothesis • selection of evidence from primary and secondary sources that offer different perspectives	Spanning over a period of three years (1950-1953), the Korean War represents one of the only active military confrontations of the Cold War. Occurring just five years after the conclusion of World War II and two years before the Vietnam War, the Korean War is habitually referred to as the 'forgotten war' in modern scholarship. Despite this title, the Korean War set an important precedent for ideological combat and proxy warfare fought during the Cold War and majorly shaped the tactics of international interaction and alliance of the time. The primary catalyst of the war was sparked by internal Korean conflicts after Northern Korean troops violated the demarcation line between North and South Korea, effectively withdrawing neutrality (Schlesinger, 1967). United States intervention was critical to the outcome of the war; the military capability of South Korean forces, for example, likely would not have sustained conflict with the North without this external support. Although widely contested, the majority of America's motivations for intervening in the Korean War were rooted in their passionate anti-communist perspective. Consequently, deeply rooted aversions to communist ideology, personal political motivation and animosity towards communist nations represent the primary factors which motivated the United States to intervene in the Korean War.

	Excerpt 2
	A key motivation behind US involvement in the Korean War is exemplified by America's innate aversion to communism and fear of this ideology spreading globally and encroaching on America. Truman, the American President in office during the Korean War, staunchly opposed communism. His perspective reflects the fears America held towards communist expansion and aggression. As a high-profile and democratically elected leader in American Government, it can be assumed that Truman's views were representative of a large portion of the American population. Consequently, Truman is a highly useful source in portraying the anti-communist viewpoint prevalent throughout the US and its influence on America entering the Korean War. In a speech made by Truman, designed to encourage military intervention to the United Nations on June 27th 1950, just two days after North Korean invasion, he states that "the attack upon Korea makes it plain beyond all doubt that communism…passed beyond the use of subversion to conquer independent nations" and advanced to using "armed invasion and war" (Truman, 1950). Within Truman's speech, the fear of communist expansion to independent nations is abundantly clear. By explicitly associating communism with unreasonable violence, Truman targets communism as the antagonising and threatening force, rather than North Korea directly.

These student response excerpts have been included:

- to demonstrate succinctly and logically conveyed ideas related to the key inquiry question and hypothesis about how effective a response the policy of Mutually Assured Destruction was during the Arms Race (1945–1990)

- to illustrate particular features of a historical essay based on research. In Excerpt 1, the introduction sets the context and includes the student-generated hypothesis and outline of the argument. In Excerpt 2, the conclusion draws together the main ideas and arguments.

Creating and communicating (3–4 marks)	**Excerpt 1**
• succinct, with ideas related to the key inquiry question and hypothesis conveyed logically • features of a historical essay based on research and ethical scholarship are consistently demonstrated • minimal errors in spelling, grammar and punctuation	The Cold War was a period of tension between the United States (US) and the Soviet Union (1947 – 1991). The two countries disagreed on their political ideologies and the US feared the dissemination of communist ideals. Within the Cold War, a significant contributor to escalated tensions was the Arms Race (1945 – 1990). The Arms Race saw the build-up of nuclear warheads from both the US and the Soviet Union, beginning after the Soviet Union detonated an atomic bomb in 1949. Underpinning the Arms Race was the principle known as Mutually Assured Destruction (MAD). The doctrine was implemented to deter nuclear warfare as a nuclear attack on one superpower would be met with a counterattack from the other, leading the world to nuclear destruction. The policy of MAD was successful in achieving its aim to deter the nations from nuclear warfare; however, it was only somewhat an effective response to the Cold War as it unintentionally escalated tensions between the two leaders and many Americans at the time considered MAD as an unreliable solution.

Excerpt 2

Mutually Assured Destruction was successful in preventing a nuclear outbreak, but _Hypothesis_ as it failed to de-escalate tensions and was unreliable, it can only be considered a somewhat effective response to the Arms Race. MAD was able to restrain the US _Articulation of_ and the Soviet Union from attacking one another, as neither nation had anything to _argument_ gain from engaging in a war. Whilst MAD deterred nuclear war, it also encouraged greater build-up of nuclear weapons, which heightened tensions between the two nations and increased the threat of a nuclear catastrophe. Further, MAD was not a credible defence policy because it failed to provide a sense of security for the American people and gaining nuclear superiority had little utility. Despite some of the weaknesses MAD displayed during the Cold War Arms Race, the US continue to use _clear response_ the doctrine as a viable defence strategy today.

Practices to strengthen

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

- for the Synthesising criterion

  – combinations of information are used to *support* a historical argument and *justify* decisions at both the upper and mid performance levels, e.g. combinations of information cited in body paragraphs justify key decisions that align with, and develop, the historical argument signposted in the hypothesis

  – sophisticated historical arguments demonstrate intellectual complexity. Approaches taken to prove a hypothesis reflecting intellectual complexity will vary, but may involve addressing problematic evidence, e.g.

    - refuting evidence from sources that challenges or contests a hypothesis

    - establishing precisely why evidence from specific sources is especially important for developing a hypothesis.

External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — short responses to historical sources (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of four short response questions (60 marks).

The examination assessed subject matter from Unit 4. Questions were derived from Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends); and the aspect of the topic: Australia and the Vietnam War.

The assessment required students to respond to four unseen questions in response to historical sources.

The stimulus book provided excerpts from a range of primary and secondary sources that represented different perspectives on the topic. Context statements were supplied for each source.

The AS assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the AS. The AS examination consisted of one paper:

- Paper 1, Section 1 consisted of four short response questions (60 marks).

The AS examination assessed subject matter from AS unit 2. Questions were derived from Topic 8: Anti-apartheid movement in South Africa, 1948–1991; and the aspect of the topic: Strategies used to oppose apartheid in South Africa.

The AS assessment required students to respond to four unseen questions in response to historical sources.

The AS stimulus book provided excerpts from a range of primary and secondary sources that represented different perspectives on the topic. Context statements were supplied for each source.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

- the requirements of the Comprehending criterion, with terms used both aptly (with reference to the context of the question) and relevantly (in the manner that the source intended)

- the requirements of the Analysing criterion in Questions 1 and 2, including incorporation of relevant evidence from sources, either as quotations or paraphrasing

- the requirements of the Evaluating criterion in Question 3, particularly when unpacking the evidence from Sources 5 and 6, to make a judgment about their usefulness for investigating what the phrase 'All the way with LBJ' indicated about Australia's relationship with the United States of America during the Vietnam War

- the requirements of the Evaluating criterion in Question 4, with corroboration of two sources to support a point being made in the historical argument.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Short response

Criterion: Analysing

Question 2

This question required students to analyse and comprehend by using evidence from Sources 3 and 4 in the stimulus book to compare explanations about the origins of the National Service scheme.

Effective student responses:

- identified a valid similarity regarding the origins of the National Service scheme, providing a plausible explanation using evidence from Sources 3 and 4 to support this similarity

- identified a valid difference regarding the origins of the National Service scheme, providing a plausible explanation using evidence from Sources 3 and 4 to support this difference

- aptly used relevant terms from Source 3 and/or Source 4 placed in historical context.

This student response excerpt has been included:

- to demonstrate a high-level response where the requirement to compare was met by clear identification of both a similarity and a difference in the explanations of the origins of the National Service scheme in Sources 3 and 4

- to provide an example of directly answering the question, signposting a similarity and a difference.

Analysing	Sources 3 and 4 both suggest Australia's need for the National Service scheme was derived from its geographic vulnerability to the spread of communism. In Source 3 Menzies states his fear of the Indonesian President's ability "to weaken communist resistance" while Source 4 expresses the fear that "Indonesia might escalate its low-level conflict but also take on Australia directly". Both Sources explicitly reveal a fear of the growing Indonesian power as a motive for the National Service Scheme to be introduced, by the government. They both also reveal the decision was primarily a government descision, however Source 4 emphasises the "army hadn't sought National Service". On the other hand, the sources contradict in their descriptions of the influence the Vietnam War had. Menzies suggests in Source 3 the "instability of government" and "aggressive attitude of North Vietnam" was a factor in the need to build the army as "rapidly as possible", as the fear of communist spread through Vietnam compounded Indonesian threats. Source 4 however explicitly states it "was not introduced principally with Vietnam in mind", but rather Indonesia was the main concern. Thus while both sources corroborate that the National Service Scheme was introduced as a means of protection from the spread of communism, they differ in the explaination of Australia's primary militaristic concerns.

Criterion: Evaluating

Question 3

This question required students to evaluate, comprehend, and create and communicate by making a judgment about the extent to which evidence from Sources 5 and 6 in the stimulus book was useful and reliable for investigating what the phrase 'All the way with LBJ' indicated about Australia's relationship with the United States of America during the Vietnam War. For each source, students needed to include two considerations for usefulness and two considerations for reliability to support their judgments.

Effective student responses:

- made a judgment about the reliability of evidence for both sources that was plausible and explained with the discerning use of two considerations from the source

- made a judgment about the usefulness of evidence from both sources that was plausible and explained with the discerning use of two considerations from the source

- demonstrated an informed understanding of what 'All the way with LBJ' indicated about Australia's relationship with the USA during the Vietnam War

- aptly used relevant terms from Source 5 and/or Source 6 placed in historical context

- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question.

This student response excerpt has been included:

- to demonstrate a section of a high-level response with a judgment about the usefulness and reliability of one source. The response is well structured, remaining focused on the specific question asked.

Evaluating	
	Source 5 is highly useful and mostly reliable for the investigation of the significance of "All the way with LBJ" to Australia's relationship with the US. The source explicitly states it is a mere "catchy campaign slogan" with a danger of "misinterpretation" in revealing the meaning of the phrase. This explicit statement prove it is useful, yet is further supported by the evidence that Australia had never historically relied on America for economic aid, and acts in the course of national interest. This explaination thus increases its usefulness, as it supports the claim that the phrase is not a reflection of relations. Published days after Holt publicised the phrase it is a reliable indication of Australian beliefs at the time, and the messages portrayed to the public. Written in the Canberra Times, it is likely subject to political bias from the author, as they portray Holt and his actions in a favourable light. However, due to the well informed and educated judgements in the article, and the relevance of its publication, it remains mostly reliable.

Criterion: Synthesising and Evaluating

Question 4

This question required students to synthesise, evaluate, comprehend, and create and communicate by synthesising evidence from four sources to form a historical argument in response to a question. Students were required to synthesise evidence from four sources in the stimulus book to form a historical argument in response to the question: 'To what extent did the Australian military forces fulfil the aims of 'civic action' during the Vietnam War?' Students needed to include a judgment about the extent to which the evidence from two of these sources corroborated a point being made in their historical argument.

Effective student responses:

- developed a sophisticated historical argument that responded to the question fully

- skilfully combined relevant evidence from all four sources provided to develop the historical argument

- made a plausible judgment about the extent to which the evidence from two of the sources provided corroborated a point being made in the historical argument

- demonstrated an informed understanding of the aims of civic action and aptly used relevant terms from the sources placed in historical context

- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

These student response excerpts have been included:

- to provide an example of skilfully combined evidence that supports the argument (Excerpts 1 and 2)

- to show a plausible judgment about how evidence from two sources corroborates a point being made in the historical argument (Excerpt 2).

Synthesising; Evaluating	**Excerpt 1**
	Evidence from Source 1, 8, 9 and 10 supports the historical argument that while Australian civic action programs during the Vietnam War were successful to a partial extent, ultimately the primary aim of winning support for the South Viet Nam government. through civil action could not be achieved.

Excerpt 2

. Source 8 is a press statement from Malcolm Fraser, minister for the Australian Army in 1966, wherein he accounts successes of civic action in Phuoc Tuy Province, and asserts that "The Task Force is achieving excellent co-operation with Vietname officials" (Source 8). The press statement does not mention the popularity of the South Vietnamese government, only focusing on the success and commencement of projects such as a new dispensary building, marketplace, and school. This supports the argument that civic action did achieve partial success, in its purpose of creating new facilities, "improving living conditions" and "assisting in health, welfare and public works projects" (Source 1). This support is corroborated by Source 9, an article from the Australian Army Journal by Peter Arnison, a member of the 1st Battalion, Royal Australian Regiment in 1967. Arnison states that despite the initial "dismal failure" of food and clothing handouts, the medical and dental aid programs were so successful that after a year the village (formerly "apathetic") he was based in was pro-government (Source 9). It is also important to note that Sources 1 and 10, which reflect the failure of the primary aim of the civic action, were written after the Vietnam war, while sources 8 and 9, which focus on successes, were written during the war. This is reflective While evidence from all the sources supports the historical argument, this is reflective of the intention of the sources from the Vietnam War, to not demonstrate any Australian weakness or failure, which affects the accuracy of events depicted.

Criterion: Synthesising

Alternative Sequence Question 4

This question required students to synthesise, evaluate, comprehend, and create and communicate by synthesising evidence from four sources to form a historical argument in response to a question. Students were required to synthesise evidence from four sources in the stimulus book to form a historical argument in response to the question: 'To what extent were the strategies used by South African-based sporting organisations to oppose apartheid a success?'

Effective student responses:

- developed a sophisticated historical argument that responded to the question fully

- skilfully combined relevant evidence from all four sources provided to develop the historical argument

- made a plausible judgment about the extent to which the evidence from two of the sources provided corroborated a point being made in the historical argument

- demonstrated an informed understanding of the strategies used by South African-based sporting organisations and aptly used relevant terms from the sources placed in historical context

- organised paragraph/s purposefully to succinctly and fluently convey ideas relating to the question, acknowledging sources used.

This student response excerpt has been included:

- to demonstrate synthesis of evidence from historical sources to develop a sophisticated historical argument in responses to the question. The excerpt shows the first part of the argument being formed. The second part of the response (not shown) explained the limitations of boycotts.

Synthesising	While sporting boycotts certainly contributed to the anti-apartheid movement in South Africa, the ~~level of success of~~ strategies used by South African-based sporting organisations were only partially a success. One way in which the boycotts and strategies were a success was in generating international attention. Source 7, an excerpt from the 1971 paper prepared for the United Nations Unit on Apartheid, outlines in paragraph 3 the international action against segregated teams, and source 8, written by Robin Kelley, Professor of American History at the University of California, states that by 1970, there was a "rising international consciousness of the realities of apartheid", which "stimulated mass sports-related protests". The protesting and boycotts also lead to international sporting boycotts. Source 7 states that "the International Table Tennis Federation removed ~~att~~ the all-white South African Table Tennis Union from membership". Source 9, written by Randolph Vigne, an anti-apartheid activist, outlines how ~~the~~ a Brazilian football team cancelled its 1959 Cape Town visit, and how the work of the South African Non-Racial Olympic Committee (SANROC) successfully got South African banned

Practices to strengthen

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

- teaching and learning experiences that support students to respond in an appropriate manner to short response questions, e.g.

  - encourage students to provide direct responses to questions rather than starting answers with contextual or background information

  - signpost the aspect of the question that is being addressed, e.g. first difference/second difference/similarity/usefulness/reliability

- ways in which evidence from sources can be combined skilfully. Question 4 required students to demonstrate synthesis of evidence, which included explaining how and/or why evidence from each source supported points made in the historical argument.

Senior External Examination

The Modern History Senior External Examination (SEE) is a standalone examination offered to eligible Year 12 students and adult learners. It contributes 100% to a student's final subject result.

The assessment was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the Modern History Senior External Examination syllabus.

The SEE consisted of two assessments:

- SEE 1 contributed 50% of the marks

- SEE 2 contributed 50% of the marks.

Note: The SEE information should be read in conjunction with the rest of the subject report.

Number of students who completed the Modern History Senior External Examination: 12.

Distribution of standards

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

Assessment decisions

Effective practices

Overall, students responded well to:

- questions in SEE 1 Sections 1 and 2 with a focus on analysing, particularly when comparing

- questions in SEE 1 Section 2 that required comprehending by using terms from the sources in the historical context of the topic and question

- questions in SEE 1 Section 1 and SEE 2 Paper 1 that required the devising of key inquiry questions and sub-questions.

Practices to strengthen

It is recommended that when preparing students for the Senior External Examination, teachers consider:

- providing opportunities to develop skills to analyse when responding to questions that require engagement with the features of evidence (see syllabus glossary definition for *features of evidence*)

- providing opportunities to develop skills to evaluate the usefulness and reliability of evidence from sources (e.g. focusing on using the parts of the source provided to make these judgments)

- providing opportunities to develop skills to synthesise evidence from sources to form a historical argument that is developed throughout the response

- providing opportunities to develop strategies to answer to all questions within the examination conditions and respond to the specific requirements of each question.