



Modern History 2025 v1.2

IA3: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Devising and Conducting	4	
Comprehending	4	
Analysing	4	
Evaluating	4	
Synthesising	5	
Communicating	4	
Overall	25	

Conditions

Technique	Investigation — historical essay based on research
Unit	Unit 4: International experiences in the Modern World
Topic/s	Topic 1: Australian engagement with Asia since 1945 (World War II in the Pacific ends)
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Other	Students can develop their response in class time and their own time. The key inquiry question and direct quotes are included in the word count.
Resources	Open access to resources.

Context

You have been investigating international experiences that have emerged in the Modern World. For the first topic we studied, the Australian engagement with Asia since 1945, we focused on an aspect of the topic: Australian involvement in the Vietnam War.

Task

Investigate an area associated with Australian involvement in the Vietnam War and create a historical essay based on research.

You will write a historical essay based on research that includes all its features. To do this you will:

- devise a key inquiry question
- conduct research, locating evidence from both primary and secondary historical sources
- write a historical essay based on research that includes
 - your key inquiry question included at the beginning of your response
 - an introduction (which sets the context and includes the hypothesis and an outline of your historical argument)
 - body paragraphs with topic sentences
 - a conclusion (which draws together the main ideas and historical argument)
 - ethical scholarship in the form of a recognised system of referencing and a reference list.

Checkpoints

- ☐ After approx. 3 hours: Check progress (key inquiry question, background research, selection of possible sources)
- ☐ After approx. 6 hours: Check progress (possible hypothesis, evidence gathered)
- ☐ After approx. 9 hours: Check progress (hypothesis, essay plan)
- ☐ After approx. 12 hours: Check progress (draft)
- ☐ Final submission on the due date

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will use plagiarism-detection software to submit your response.

Instrument-specific marking guide (IA2): Investigation (25%)

Devising and Conducting	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> development and application of a nuanced key inquiry question discerning selection of relevant evidence from primary and secondary historical sources acknowledgment of different perspectives in the evidence from historical sources 	3–4
<ul style="list-style-type: none"> development and application of a key inquiry question selection of relevant evidence from primary and secondary historical sources acknowledgment of perspectives in the evidence from historical sources 	2
<ul style="list-style-type: none"> includes a key inquiry question selection of evidence from sources. 	1
The student response does not satisfy any of the descriptors above.	0

Comprehending	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and mostly accurate use of terms in historical context informed understanding of concepts related to the key inquiry question detailed explanation of issues related to the key inquiry question 	3–4
<ul style="list-style-type: none"> appropriate use of terms in historical context reasonable understanding of concepts related to the key inquiry question adequate explanation of issues related to the key inquiry question 	2
<ul style="list-style-type: none"> partial and/or inaccurate use of terms superficial understanding of concepts 	1
The student response does not satisfy any of the descriptors above.	0

Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> discerning selection and detailed examination of features of evidence from historical sources 	4
<ul style="list-style-type: none"> effective examination of features of evidence from historical sources 	3
<ul style="list-style-type: none"> adequate examination of features of evidence from historical sources 	2
<ul style="list-style-type: none"> identification of a feature/s of evidence from historical sources. 	1
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
• discerning and well-reasoned judgments about the usefulness and reliability of evidence from historical sources	4
• effective judgments about the usefulness and reliability of evidence from historical sources	3
• adequate judgments about the usefulness and/or reliability of evidence from historical sources	2
• superficial, irrelevant and/or inaccurate judgments about the usefulness and/or reliability of evidence from historical sources.	1
The student response does not satisfy any of the descriptors above.	0

Synthesising	Marks
The student response has the following characteristics:	
• sophisticated historical argument that skilfully combines evidence from historical sources to justify decisions	5
• effective historical argument that combines evidence from historical sources to justify decisions	4
• basic historical argument that combines evidence from historical sources to support decisions	3
• superficial historical argument that combines evidence from historical sources	2
• superficial historical argument or non-historical argument that refers to evidence from sources.	1
The student response does not satisfy any of the descriptors above.	0

Communicating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • conveys ideas related to the key inquiry question clearly and purposefully • all features of an independent source investigation are consistently applied • minimal errors in spelling, grammar and punctuation 	3–4
<ul style="list-style-type: none"> • conveys ideas related to the key inquiry question purposefully • most features of an independent source investigation are applied • some errors in spelling, grammar and punctuation 	2
<ul style="list-style-type: none"> • conveys idea/s related to the historical question/s superficially • features of an independent source investigation are inconsistently applied • frequent errors in spelling, grammar and punctuation impede the communication of ideas. 	1
The student response does not satisfy any of the descriptors above.	0

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