

Friday 3 June 2016

Question book

Modern History

Year 11 — Extended written response

Time allowed Organisation and login time: 10 minutes
Reading time: 10 minutes
Writing time: 120 minutes

Materials provided

1. Access to the online Learnosity system
2. Question book (this book) for reference only
3. Instrument-specific standards (at the back of this book)
4. Sources (clean copy of seen and unseen sources)
5. Response book.

Equipment allowed	Equipment	Comments
	pens, pencils, erasers and highlighters	ensure materials have no added text or handwriting

Guidelines

- The online Learnosity system is accessible for 130 minutes from the time the system opens.
- The sources (hard copy) may be annotated during reading time.
- Respond in the spaces provided in the online response book.
- You may use this book and drafting paper for planning, but they will not be marked.
- Write 500–600 words.

Responding

- The assessment consists of a single question about the topic: the relationship between youth, power and resistance in Nazi Germany (1933–1945).
In an **extended written response to historical evidence**, answer the question mainly by reference to the sources. A response to the question requires:
 - forming historical knowledge by using, evaluating and synthesising sources
 - communicating historical knowledge by communicating information, presenting historical arguments and meeting task requirements.
- Engage with the criteria in the instrument-specific standards.

DO NOT WRITE ON THIS PAGE
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Question

Using the range of evidence in the sources provided and your own knowledge, respond in an essay format to the following question:

Did the Edelweiss Pirates resist the power of the Third Reich?

Responding

In answering this question your response should take into account that a group is resisting power when it:

1. **says it wants to resist** those in power
2. **takes action** against those in power
3. **is perceived as having spoken** against **or acted** in ways that are against those in power.

In your response, you should:

- formulate an historical argument (hypothesis) in response to the question
- use and evaluate the evidence from the sources (seen and unseen) to support your argument by focusing on the:
 - reliability, accuracy and representativeness of sources
 - relevance of sources
 - extent to which the sources support your answer to the question.

END OF PAPER

Modern History instrument-specific standards

	Standard A	Standard B	Standard C	Standard D	Standard E	Result
Forming historical knowledge through critical enquiry	<ul style="list-style-type: none"> uses a diversity of primary and secondary sources to: <ul style="list-style-type: none"> comprehend and apply explicit and implicit meanings analyse to identify implicit and explicit patterns of information and categorise evidence perceptively interpret values and motives and identify perspectives, while acknowledging the time period and context of a source's production corroborate primary and secondary sources evaluates the relevance, representativeness, likely accuracy and likely reliability of sources synthesises evidence from primary and secondary sources to justify insightful decisions 	<ul style="list-style-type: none"> uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit and implicit meanings analyse to identify explicit patterns and allocate information to categories interpret values and motives and identify perspectives corroborate secondary sources evaluates the relevance, likely accuracy and likely reliability of sources synthesises evidence from primary and secondary sources to make reasoned decisions 	<p>In response to historical questions, the student:</p> <ul style="list-style-type: none"> generally uses primary and secondary sources to: <ul style="list-style-type: none"> comprehend explicit meanings identify simple and familiar concepts, values and motives that are explicit analyse to identify obvious themes or patterns recognise relevant sources detect bias in sources refers to mainly secondary sources to make obvious decisions 	<ul style="list-style-type: none"> generally, when dealing with historical sources: <ul style="list-style-type: none"> identifies basic explicit facts comprehends some of the explicit meaning groups information according to identified classifications where decisions are made, supports them mainly with opinions 	<ul style="list-style-type: none"> includes some information relevant to a factual inquiry comprehends some factual detail in a basic historical source recognises information with some common characteristics in a basic historical source 	
Communicating historical knowledge	<ul style="list-style-type: none"> consistently communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people, and the relationships among them presents coherent, valid historical arguments that: <ul style="list-style-type: none"> incorporate concepts of change and continuity over time use extensive vocabulary in a succinct and effective manner accord closely with the style and conventions applicable to the format of the task refer to evaluation processes, without disrupting the argument incorporate direct and indirect references to diverse relevant historical evidence accurately use the conventions of a recognised system of referencing meets stipulated or negotiated requirements of tasks for length, format or scope of responses 	<ul style="list-style-type: none"> usually communicates accurately recalled or selected definitions, key historical concepts, terms, events, developments and people presents coherent, credible historical arguments that: <ul style="list-style-type: none"> refer to the causes and consequences of changes and continuities over time use vocabulary effectively accord for the most part with the style and conventions applicable to the task incorporate direct and indirect reference to relevant historical evidence use appropriate conventions of a recognised system of referencing meets stipulated or negotiated requirements of the task in most instances 	<ul style="list-style-type: none"> communicates some recalled or selected definitions and descriptions of key historical concepts, terms, events, developments and people presents coherent responses that: <ul style="list-style-type: none"> use some historical concepts incorporate some direct reference to appropriate sources of historical evidence are expressed in descriptive and explanatory language in which the meaning is discernible despite errors in vocabulary, style and conventions use some elements of a recognised system of referencing usually meets stipulated or negotiated requirements of the task 	<ul style="list-style-type: none"> communicates some recalled or selected accurate definitions and historical knowledge presents responses to basic historical research questions that: <ul style="list-style-type: none"> incorporate some reference to sources of historical evidence convey meaning that is sometimes discernible despite frequent errors in vocabulary, style and conventions uses some elements of a recognised system of referencing, with frequent inaccuracies usually completes task, but may not meet all of the stipulated or negotiated requirements 	<ul style="list-style-type: none"> communicates little recall or selection of accurate historical knowledge presents responses to tasks that contain errors in vocabulary, style and conventions that obscure meaning where tasks are completed, rarely meets stipulated or negotiated requirements of tasks 	
	On balance across extended prose in examination conditions, the student:					