

# Pendle Hill High School

## Assessment Task Cover Sheet

|                         |                |                              |            |
|-------------------------|----------------|------------------------------|------------|
| <b>Faculty/Subject:</b> | Modern History | <b>Assessment Task No:</b>   | 1          |
| <b>Year:</b>            | 12             | <b>Assessment weighting:</b> | 20%        |
| <b>Date Given:</b>      | 05/11/19       | <b>Due date and time:</b>    | 10/12/19   |
| <b>Student name:</b>    |                | <b>Teacher:</b>              | Ms Goulden |

### Submission Instructions

- The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account: [narelle.goulden@det.nsw.edu.au](mailto:narelle.goulden@det.nsw.edu.au)
- Assignments received after **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

### Absence/Late Submission

#### Late submission:

- For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
- For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

#### Absence:

- **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
- **Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.
- Failure to provide adequate documentation will result in late submission penalties being applied.

### Student Confirmation - please tick

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography - where appropriate.
- I have kept a copy of my assignment.

**Student Signature:** \_\_\_\_\_

### Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: \_\_\_\_\_

Subject: Modern History

Task No: 1

Due Date: 9 / 12 / 19

Date submitted:       /      /      

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

## **OUTCOMES:**

MH12-3- evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4- analyses the different perspectives of individuals and groups in their historical context

MH12-6- analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7- discusses and evaluates differing interpretations and representations of the past

MH12-9- communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## **TASK:**

In class, we have been studying the topic: Power and Authority in the Modern World 1919–1946. This task will focus on the impact of the Nazi regime on life in Germany and will require you to apply your source analysis skills and build on your knowledge on this topic.

This task has two components:

- Source analysis
- Written response

### **PART A (Source analysis)- 10%**

You are to choose 3 of the following aspects of life in Germany:

- Cultural expression
- Religion
- Workers
- Youth
- Women
- and minorities including Jews.

For each aspect, you are to **research** and locate a total of **six primary sources** on the impact of the Nazi regime on them [two for each chosen aspect]. Your sources must be relevant and primary based (visual, material, documents).

You are to **analyse** and **evaluate** each source by filling out and completing the attached Source Analysis Table. Use the questions in the source analysis scaffold as a guide to help you complete the table. A copy of the sources you have found must also be attached to the table.

You must also include a **bibliography** listing all the sources you have used in your studies. Refer to the attached material on how to write a bibliography.

### **PART B (Response)- 10%**

Using the sources and your own knowledge, you are to write a 1000 word response answering the following question:

**Analyse the impact of the Nazi regime on life in Germany.**

In your response, you must:

- Present detailed historical information
- Support your points with sources

**Remember – Analyse means to identify components and the relationship among them; draw out and relate implications.**

You will be assessed on your ability to:

- ◆ Comprehend and analyse a range of sources on the impact of the Nazi regime on life in Germany
- ◆ Use sources to make a comprehensive and detailed judgment on the impact of the Nazi regime on life in Germany.
- ◆ Demonstrate historical knowledge and understanding relevant to the question.
- ◆ Communicate ideas and information using historical terms and concepts appropriately.
- ◆ Present a sustained, logical and cohesive response.

## **HOW TO WRITE A BIBLIOGRAPHY**

**Your bibliography must be correctly referenced as shown below.**

Book:

Mason, K.J. (2002). *Experience of Nationhood: Modern Australia since 1900*. McGraw Hill (4<sup>th</sup> ed).

Book with multiple authors:

Cameron, K., Lawless, J., and Young, C. (2000). *Investigating Australia's 20<sup>th</sup> Century History*. Nelson, Southbank.

Books with an editor:

Evans, CL. (ed) (1992). *The Kingfisher illustrated history of the world*. Kingfisher, London.

Website:

McCulloch, J. (2001). *Jim's Buddhism page*. [Internet]. Available from: <http://home.austin.rr.com/jmcculloch> > 27 March 2002.

Journal article:

Bird, M L. (2002) Waiting for a change. *Time*. No. 11, 25 March. Pp 40-45.

## SOURCE ANALYSIS TABLE

| Name of source  |
|---|
| <b>Origin:</b> <ul style="list-style-type: none"><li>• Is it a primary or secondary source?</li><li>• Is it a written source, a photograph, cartoon, etc?</li><li>• Date and place it was made</li><li>• Who is the author or creator of this source?</li></ul>   |
| <b>Motive:</b> <ul style="list-style-type: none"><li>• What is the purpose of this source? Is it designed to inform or persuade? Why was the source created?</li><li>• Why did the author create the source?</li></ul>  |
| <b>Content:</b> <ul style="list-style-type: none"><li>• What content is presented in the source?</li><li>• What information does the source provide?</li></ul>  |
| <b>Audience:</b> <ul style="list-style-type: none"><li>• Who is the intended viewer?</li><li>• In what context would they arise?</li><li>• Where would they be likely to view this?</li><li>• What would they be doing with the information?</li></ul>  |
| <b>Perspective:</b> <ul style="list-style-type: none"><li>• What perspective is presented in the source?</li><li>• What opinions or belief statements are evident?</li><li>• What is the source's or the composers'/'s context?</li><li>• Would another source/composer have a different point of view depending on his/her background experiences?</li><li>• What opinions does the source/composer paint for a reader?</li><li>• What words and phrases did the source/author use to present the information?</li><li>• Why is the source presented in such a way, or why does the author present it in such a way?</li></ul> |
| <b>Usefulness</b> <ul style="list-style-type: none"><li>• Is the source relevant to the topic?</li><li>• How useful is the source to the topic under investigation?</li><li>• Why is it useful?</li></ul>   |
| <b>Reliability</b> <ul style="list-style-type: none"><li>• Is the source propaganda?</li><li>• Is it one-sided? (Biased?)</li><li>• Was it published? If so, who published it?</li><li>• Has it been peer reviewed by historians?</li><li>• Was it written by someone who has qualifications or expertise or who was an eyewitness to events?</li><li>• Is it supported by other sources?</li><li>• Is it reliable for some things but not others?</li><li>• Are there any obvious inaccuracies?</li><li>• Does it demonstrate bias?</li></ul>  |

Name: \_\_\_\_\_

| <b>SOURCE ANALYSIS MARKING CRITERIA</b>  | <b>Maximum Mark</b> | <b>Awarded Mark</b> |
|--|---------------------|---------------------|
| <ul style="list-style-type: none"> <li>• Selects all relevant and appropriate sources.</li> <li>• Completes all components of the source analysis accurately and comprehensively.</li> <li>• Writes a comprehensive, detailed and accurate comment on the source's usefulness and reliability.</li> <li>• Provides a detailed bibliography clearly showing all sources as indicated in the attached material.</li> </ul>             | 17-20               |                     |
| <ul style="list-style-type: none"> <li>• Selects mostly relevant and appropriate sources.</li> <li>• Completes most components of the source analysis accurately and comprehensively.</li> <li>• Writes a mostly comprehensive, detailed and accurate comment on the source's usefulness and reliability.</li> <li>• Provides a detailed bibliography clearly showing most sources as indicated in the attached material.</li> </ul> | 13-16               |                     |
| <ul style="list-style-type: none"> <li>• Selects some relevant and appropriate sources.</li> <li>• Completes some components of the source analysis accurately.</li> <li>• Writes a comment on the source's usefulness and reliability.</li> <li>• Provides a bibliography clearly showing some sources as indicated in the attached material.</li> </ul>  | 9-12                |                     |
| <ul style="list-style-type: none"> <li>• Selects at least two relevant and appropriate sources.</li> <li>• Completes at least two components of the source analysis accurately.</li> <li>• Writes a comment on either the source's usefulness and/or reliability.</li> <li>• Provides a bibliography listing the sources.</li> </ul>   | 5-8                 |                     |
| <ul style="list-style-type: none"> <li>• Selects one-two relevant and appropriate sources.</li> <li>• Completes a component of the source analysis.</li> <li>• Writes a comment on either the source's purpose, usefulness and/or reliability.</li> <li>• Includes a bibliography.</li> </ul>  | 1-4                 |                     |
| <b>Total</b>   | <b>20</b>           |                     |

**Comment:**

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Name: \_\_\_\_\_

| WRITTEN RESPONSE MARKING CRITERIA   | Maximum Mark | Awarded Mark |
|---|--------------|--------------|
| <ul style="list-style-type: none"> <li>Provides a comprehensive, detailed and accurate analysis on the impact of the Nazi regime on life in Germany.</li> <li>Supports the response with detailed and accurate information from relevant sources.</li> <li>Demonstrates historical knowledge and clear understanding relevant to the question using a range of historical terms and concepts appropriately.</li> <li>Presents a sustained, logical and cohesive response within the stated word limit.</li> </ul> | 21-25        |              |
| <ul style="list-style-type: none"> <li>Provides a detailed analysis on the impact of the Nazi regime on life in Germany.</li> <li>Supports the response with information from relevant sources.</li> <li>Demonstrates historical knowledge and clear understanding relevant to the question using appropriate historical terms and concepts.</li> <li>Presents a sustained and logical response within the stated word limit.</li> </ul>  | 16-20        |              |
| <ul style="list-style-type: none"> <li>Provides an explanation on the impact of the Nazi regime on life in Germany.</li> <li>Supports the response with some information from relevant sources.</li> <li>Demonstrates historical knowledge and some understanding relevant to the question using some appropriate historical terms and concepts.</li> <li>Presents a logically structured response within the stated word limit.</li> </ul>   | 11-15        |              |
| <ul style="list-style-type: none"> <li>Provides a description on the impact of the Nazi regime on life in Germany.</li> <li>May provide basic information from relevant sources.</li> <li>Demonstrates a basic understanding relevant to the question using some historical terms.</li> <li>Presents a basic response within the stated word limit.</li> </ul>  | 6-10         |              |
| <ul style="list-style-type: none"> <li>Provides general or limited points on the impact of the Nazi regime on life in Germany.</li> <li>May make limited use of historical terms and concepts</li> </ul>  | 1-5          |              |
| <b>Sub-total</b>  | <b>25</b>    |              |
| <b>TOTAL</b>  | <b>45</b>    |              |

**Comment:**

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