

SACE TWO – AUSTRALIAN CURRICULUM
**MODERN
HISTORY**

WORKBOOK
SECOND EDITION

DARYL BEST



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CENTRE

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ACKNOWLEDGEMENTS

I would like to acknowledge the work of:

Mr Mark Manuel, teacher at Woodcroft College, whose critiquing of my original work and the suggestions of additional materials has been invaluable.

Mrs Rosa Best who proofread selected drafts.

Simon Kneebone who created excellent illustrations for this first full-colour edition.

Ilona Wallace who proofread drafts.

Daryl McCann who provided the photograph of the Xidan Wall.

PUBLISHING INFORMATION

This Workbook is part of the Essentials series, designed to support the teaching of SACE Stage 1 and 2 subjects in South Australia. It is specially designed to meet the requirements of the SACE Stage 2 Modern History course.

The Essentials Education series is published by:

Adelaide Tuition Centre, 21 Fourth Street, Bowden 5007.

TELEPHONE (08) 8241 5568 FACSIMILE (08) 8241 5597 WEB essentialseducation.com.au

LIBRARY CATALOGUE:

Best, Daryl

1. Modern History SACE 2 – 2. Essentials Workbook.

ISBN – 978-1-925505-32-0

First edition 2017. This second edition published 2019.

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Foreword

New Modern History curriculum

In 2018, students are required to study a new Stage 2 History course that has been extensively re-written. There are two sections.

The first section is titled *Modern Nations*, and consists of the following topics: Australia (1901–56), United States of America (1914–45), Germany (1918–45), the Soviet Union and Russia (1945–c.2004), Indonesia (1942–2005), and China (1949–c.2012). Topics from this section are examinable at the end of the year. Each topic has a Background Study which serves as an introduction to the topic. This will not be examined. Within each topic are three Focus Areas from which examination questions will be set. The exam will be worth 30 per cent of your final mark.

The second section is *The World Since 1945*, which consists of The Changing World Order, Australia's Relationship with Asia and the South Pacific Region, National Self-determination in South-East Asia, the Struggle for Peace in the Middle East, Challenges to Peace and Security, United Nations and Establishment of a Global Perspective. These topics will not be examined but the work done will form a folio worth 50% of your total mark.

The folio will be made up of five assessment tasks – two from *Modern Nations* and three from *The World Since 1945*. It will consist of 5000 words, or the equivalent in multi-modal format. This will be moderated by a panel of experienced teachers at the end of the year.

The Individual Essay now is the Historical Study. This asks you to write an extended essay of up to 2000 words *or* do an oral/multi-modal presentation of 12 minutes on any topic, so long as the subject matter is after 1750 CE. This is worth 20 per cent of your final mark.

How to use this book

The purpose of this book is to assist you in passing Modern History. The book sets out the main points that need to be known for what, I consider, may be the most popular topics: Germany (1918–45), the Soviet Union and Russia (1945–c.2004), China (1949–c.2012), The Changing World Order (1945–), and National Self-Determination in South-East Asia (1945–).

In this book, you will find detailed analysis of how to write essays, explanations of the types of essays asked in examinations, how to tackle Sources Analysis, how to approach the Historical Study, and how to interpret the SACE Performance Standards. In this new edition, I have included analyses of some questions set in the 2018 exam (see page 23).

This book should not take the place of your teacher, nor should it take the place of your reading, as the more and varied books, films and websites you examine, the more easily will you be able to obtain a point of view about the topics you are considering. This book should also be read in conjunction with the 2018 SACE Subject Outline, which sets out the Learning Requirements and Capabilities (Literacy, Numeracy, ICT, Personal and Social Capability, Ethical Understanding Intellectual Understanding and Critical and Creative Thinking).

This book is not meant to contain all the facts, nor is it to be a comprehensive analysis of the key historical questions and issues. *It is meant to be a framework* on which you can build knowledge, skills and confidence.

There are chapters to help you make notes, write essays, do your Historical Study, and handle Sources Analysis. Each topic chosen from the Course Outline has a chapter devoted to it.

For each selected topic, there is an outline of the Background Study and a detailed examination of each point within the three focus areas. At the end of each chapter, there are some issues to be examined. These are deliberately open-ended to enable you to consider various angles. You are expected to review the chapter and write your considerations in the spaces provided. At the end of the book, there is a chapter entitled Suggested Answers which provides some points of view for you to consider.

When you study History, *the way to achieve success is for you to have a point of view about each of the topics you are studying*. The Suggested Answers help you in this area. Further reading relating to each point you are studying will provide a depth of background information to help you formulate your point of view.

The study of History is demanding but well worth the effort.

SECTION

1

History writing and exams

The value of studying Modern History

'What use is History?' 'History is bunk!' These are statements that confront us often as we study History. This has become even more striking as the push to do subjects that will 'guarantee' jobs gathers pace.

Such statements ignore the political, social and economic events that comprise the rich tapestry of the past that has fascinated people for many years. Information about the great people of past societies continues to enthral filmmakers, novelists and the press. Stories of the Great War, the Second World War, the Vietnam War and Adolf Hitler continue to be the topics of endless reviews.

The past has given to civilisation aspects of science, literature and philosophy that continue to influence people to this very day. Communist and Fascist ideologies have played pivotal roles in the twentieth and twenty-first centuries. They have affected virtually every family in Australia. Fascism was one reason for the Second World War, which affected many South Australian families. The growing influence of Communism in the world since the Second World War resulted in many families migrating to Australia. Recently the downfall of Communism, the horrors of Bosnia-Herzegovina and the atrocities of ISIS have become real to us through the media.

It is a truism to say that knowledge of the past helps us to understand the present and maybe give direction to the future. It is also important to realise that the skills required for studying Modern History make this subject a key area of learning for South Australian secondary students.

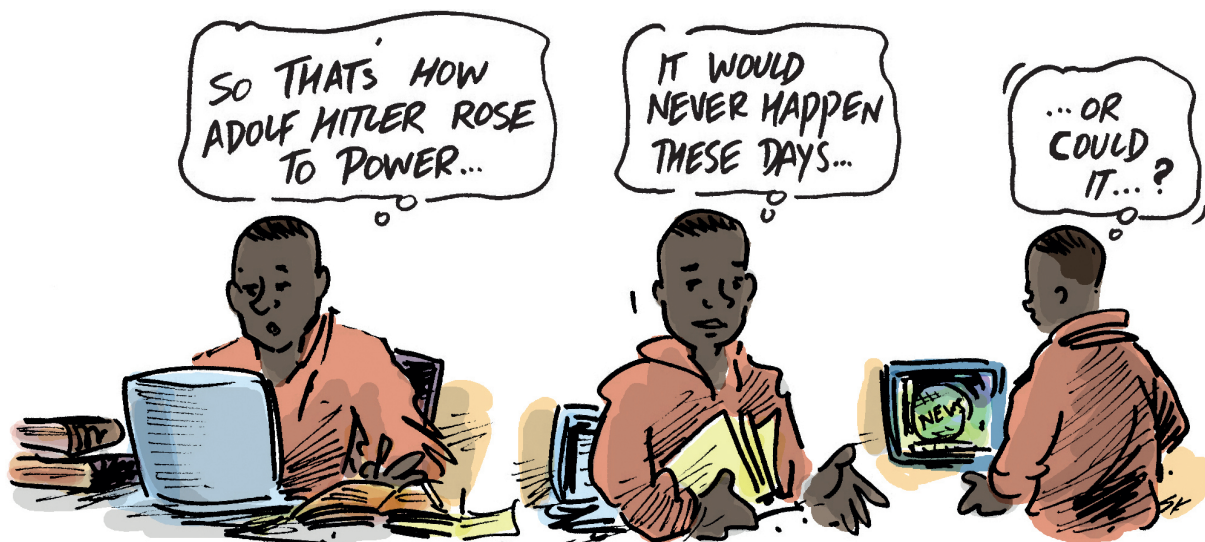
To succeed in this subject, you need to read with discrimination. You need to be able to recognise relevant information, render it in your own language and note it accurately. You must learn to analyse information, and be able to synthesise it with other information in order to make logical judgments.

A Modern History student needs to be able to understand a variety of forms of evidence – diary entries, cartoons, statistics, paintings, photographs, parliamentary reports (etc.) and realise that each form of evidence has its issues of bias and reliability.

The subject demands that you gain and test points of view against others in group situations. In addition, essay-writing in this subject makes the study relevant for South Australian students. The essays that are required are discursive in structure. They require you to state a point of view, present evidence in support of that point of view and be prepared to support that point of view against contrary arguments. This skill is necessary for many different fields of tertiary study, as well as for understanding thoroughly what we read in the newspapers and see on television.

If we understand that the study of History is relevant to us, and is not just an esoteric study of dry facts, it makes it easier for us to appreciate what we learn and, therefore, it will be easier for us to be successful in the end.

More and more employers are valuing the skills of lateral thinking, problem solving, flexibility, analytical thinking and creativity. History, being one of the liberal arts, develops these essential skills.



Tips for studying history

History is an **interpretation of the past**. You need to **read widely** to make your own interpretation of an issue.

When you start reading on a new topic, always consult the simplest text first to get a good overview.

The examiners are not interested in someone else's ideas – they want to discern **your own point of view**.

Studying history involves reading to form a point of view, then writing about and discussing a topic to test that point of view.

History has its own language. Be sure you spell proper names correctly. Mao the revolutionary leader of Communist China is not spelt the same as Moa, an extinct, flightless bird that used to live in New Zealand. Get to know terms such as *revolution*, *communism*, *fascism*, *nationalism* etc.

Make sure you have a copy of the Modern History Subject Outline and its guidelines. This can be downloaded from the SACE website. This Subject Outline has the structure of the course and its learning requirements. You need to refer to it so that you know what you are aiming to achieve.

Examiners set their tasks based on the focus areas for study in each topic. In the examination, three questions will be set from each topic.

Remember

Only Topics 1 to 6 (Modern Nations) will be tested in the exam.

All history is the study of **why** events happen (the *causes*), the *events* and the *results*.

An event always has **more than one cause**. Similarly, an event has **more than one result**.

Two basic types of causes exist:

- long term (often originating years before the event they contribute to)
- short term (happening immediately before).

A **short-term cause** is often the 'spark' of an event. For example, the spark that led to the invasion of Poland in 1939 was the spark that led to Britain's entry into the Second World War.

A **longer-term cause** was the opposition of some in the British parliament to the policy of Appeasement to Germany.

The same can be said about results, effects or consequences. Events have immediate and longer term results. For example, the immediate result of the Great Depression in Germany was the massive rise in unemployment. The longer-term result was the ascension of Hitler to power.



Effective note-taking and revision

The study of history involves reading to form a point of view, writing and discussing a topic to test that point of view.

How to take notes

Firstly, go to the simplest book about an issue, read it and **mark lightly in pencil** what you believe are the most important points. You must mark only in pencil so that you can erase the marks easily afterwards. The simplest book will give you an easily understood outline of the issue. At this stage you are **skimming to get an overview**. Another method to help you would be to **make a note of the page numbers of the book** so that you can refer to that text later if need be.

Write down what you have marked **in your own words** that you will understand. There are electronic forms of note-keeping that may help you.

Organise your notes under specific headings. Because the study of history is the study of *events* and their *causes* and *results*, these make ideal points for headings.

Next **consult more difficult books** and repeat the process.

Always underline or **highlight** **key words** in your notes so you can readily locate them in your revision later.

Condense your notes into one format so that you have a comprehensive and systematic set of notes about the issue.

How to revise

It is pointless to just look at your notes. You will not absorb much. Instead you should aim to condense your notes until you get to main points.

Commit your notes to memory by:

- writing them over and over
- saying them aloud as you write them down
- picturing your notes in your mind
- internalising them by imagining you are living in the period under revision
- committing them to memory before you go to bed and again the first thing in the morning
- having someone test you.

Always revise a few points at a time and revise for a short time each day.

Always start your revision by reviewing the work learned the day before. When you have successfully learnt a section of work, **reward yourself** in some way for a job well done.

Exam preparation

The key to success is an effective revision plan that takes into account careful organisation.

- **Plan** what you are going to study in advance.
- **Break your course down** into manageable pieces and fit it into a **timetable** that you can keep to.
- Always start your revision by **reviewing** what you learned the day before, because **remembering requires frequent revision**.
- In your timetable, set **firm times** for reviewing particular issues so that you can plan your revision efficiently and effectively.
- Use a **display board** upon which you can place revision notes, such as the causes for the rise of Hitler in Germany.
- Get someone to **test** you frequently.
- **Motivate yourself.** The examination is designed to allow you to focus on the topics of your choice. Read widely. Have discussions with others. Deliberately take an opposite point of view to provoke debate. Borrow videotapes and DVDs if they are available. You may still have a videotape that may contain priceless archival material. Watch clips on YouTube. There is a myriad of material online.
- **Take good notes.** The purpose of note-taking is to help you recall points. Avoid copying out large chunks of information straight from textbooks. Instead, **summarise** the main points in your own words. Leave **wide margins** so that you can put in extra points.
- Make sure you **keep together all the material on a particular topic**.
- Organise your notes as frequently as possible; don't leave this for a "sorting out" day.

- Use a **highlighter** to emphasise the key points in your notes.
- **Memorise effectively.** Don't just look at your notes. Try to **refine** your notes continually to main points. **Speak the points aloud. Frequently test yourself** or have others test you. Even draw pictures of some key events or develop anagrams to help you understand important points. Using a variety of approaches is important for effective memorising.

As the exam draws near

- Check the relevant questions in past exam papers to determine which areas are your strengths. The exam paper has enough options for you to discard areas of the course you found difficult or you didn't enjoy. Realise you should have a working knowledge of the whole topic because some questions may be harder than others.
- **Prepare plans** of main points that answer past exam paper questions. You may find a pattern emerging where you are required to keep using the same points to answer a question.
- **Never prepare a model answer.** This encourages you to write a prepared answer in the examination. This is a sure route for failure. In past years, approximately 30 per cent of students failed the exam. Very few students show that they know very little. In a previous course, when students had to respond to four questions, most of the failing students wrote about 10 to 12 pages when answering the questions. They had to know a lot to write so much. However, they did not use their information properly to answer the question.

For example, you may be asked:

'Weaknesses in democratic governments brought about the rise of Hitler to power.'
Do you agree? Argue your case.

Note that the reader is not expecting a discussion of Hitler's early life in Vienna prior to the First World War.

- Be aware that **all questions will be propositions** and you will be asked the extent to which you agree with the proposition. For example:

Indonesia, 1942–2005

'Poor living conditions in Indonesia led to the growth of the Communist party.'
To what extent do you agree?

Here you must discuss the statement first and say to what extent you agree with the proposition (avoid using "I think that..."). Having done that, you must discuss other points or causes.

Order your points according to importance.

Note: even if you think the topic of the question was not a very important cause, it still must be discussed first (and give the reason *why* it is not an important reason), as it is the issue of the question. For example, you may think that anti-Americanism is a more important reason. You would leave that argument until you are discussing the topic of poor living conditions.

Remember

Even though the examination is only one part of the process, it is a very important part that climaxes your year's study. You should always be working towards a successful examination result.

Tips for getting through exam day

The important day has arrived. If you are thoroughly prepared, you should see this as a chance to put into practice everything you have learned throughout the year.

Have a **good night's sleep** the day before the exam. Wake up early, have a **normal breakfast** and **skim read** your notes. Don't read your favourite essay, because that may encourage you to write a prepared answer. The time for learning new material has passed.

Get to the exam room about ten minutes early. Avoid discussing the possible exam paper with your friends or doing last-minute revision. It may only confuse or overwhelm you.

It is a common feeling to think that you have forgotten everything. You haven't. All your knowledge is tucked away in your brain waiting for the key word or question to bring it out.

When you are in the exam room waiting for the exam paper to be handed to you, **sit quietly and gather your thoughts.** A few deep breaths are good for you.

What to bring

Before you leave home, check that you have your pens, pencils, ruler, watch etc. Take more than one pen or pencil in case the pen runs out or the pencil breaks.

Do not take liquid paper (white-out). There are many instances when markers read the answers to find an area whitened out with nothing put in its place. Obviously, these students moved on to work on a different part of the exam while waiting for the white-out to dry and then forgot to return to the section. If you make an error, simply draw a clear, neat line through the text and continue.

What to do in reading time

Don't waste your 10 minutes by superfluously reading the whole paper. You have already worked out which sections of the exam paper you can answer.

Go straight to those questions, then:

- **Prepare an essay plan** on a scrap piece of paper.
- **An essay plan is critical** whenever you write an essay. This is where you do your thinking and organise your material. You will find that you will write far more and in a reasoned fashion if you plan beforehand. You may even think of additional points as you are following your plan while you write. Examiners do get critical when they have to read material in margins and asterisked points at the end of an essay. They won't penalise you, but you may not be rewarded to the fullest if the examiner is diverted from the logical progression of your argument.
- **Do not write on your exam booklet. It is not allowed.**
- Plan to spend **one hour** on each of the two exam questions.
- Write down the times when you are to finish one question and start the next. Keep to that time schedule. If you go over time on one answer then you have less time to spend on the next.

Once the exam begins

Always do your **favourite topic first**, whether it be an essay or the source analysis. It puts you into a good frame of mind for the rest of the paper.

When writing your essay, don't write the exam question at the top of the page. It wastes time. Just indicate the question by its number.

Remember

When answering essay questions, you don't have to write everything you know.

If you are asked, for example, why Hitler came to power, you will get the same mark for explaining five reasons as you would for explaining seven reasons so long as you have addressed the issue of the question and explained each point in depth and in good English.

If you run out of time, but you feel you must mention a couple of points that you didn't in the essay, **don't list any extra points** at the foot of the essay. As a last resort, incorporate them into the conclusion even though the conclusion shouldn't contain new information.

As you now have only to do two questions (one essay and one Sources Analysis), you are expected to write your answer in approximately three pages.

Leave time to read your essay through afterwards. You may be able to get rid of unnecessary **howlers** such as 'President Reagan was the leader of the Soviet Union'.

Avoid looking around to see what others are doing. Concentrate and keep to your own schedule.

Once the exam is over

Remember that once you have addressed the key points of the essay, it doesn't matter what supporting evidence you use, so long as whatever you have used is relevant and connected to the question.

Avoid talking about the exam with others. It may cause unnecessary alarm. **You may have the feeling that you have left out important information that you should have included.** Don't dwell on the negatives. Be happy with the thought that you did mention many worthwhile points.

Take a break. You cannot do anything more.



The marking process

Realise that the markers are a considerate group of people. They will reward you for what you say, not punish you for what you do not say.

Markers are also very forgiving people. They realise that secondary students are not experienced historians but young people who are trying their best in a very stressful situation. They will spend a lot of time deciphering your handwriting, searching your answer for a hint of inspiration, and rewarding you to the full when they do find it.

Your exam paper is marked twice according to the Performance Standards that are listed on page 10 in this guide book. Neither marker will know what the other marker awarded you. The total mark of both markers becomes your raw score. If there is a marked discrepancy between the first and second marker, the computer signals an alert and your paper is marked by the supervising examiner. He/she, in doing so, will look at the points awarded by each of the markers and work out where the discrepancy exists. The supervisor will then award the appropriate mark based on his /her evaluation of all the responses and the differing marks that had previously been awarded.

Afterwards, your moderated school-assessed score and the Historical Study are added and moderated alongside other subjects. Be assured that the process is a thorough one, carried out by experts in the field.

Check your knowledge

1. What type of text do you go to when you first begin making notes?

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2. How do you organise your notes?

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3. What are 'key words'?

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4. Write three ways you can commit notes to memory.

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5. What are two ways of revising your notes?

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6. What are the examiners interested in?

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7. What are the essentials of good note-taking?

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8. Write down two points that you think are essential for a good revision plan.

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9. What is wrong about preparing a model answer?

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10. What can you do if you run out of time and want to complete an essay in the examination?

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11. What is wrong with taking liquid paper with you into the examination room?

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12. What is the advantage of an essay plan?

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Now turn back and read the chapter to see if you are correct.

Assessment: standards and styles

Multi-modal assessment tasks

Most of the remarks in this book relate to essay writing or exam responses (including Sources Analysis). Essays are still the most common assessment tasks for Modern History. However, it is possible that your assessment throughout the year may come in different ‘shapes and sizes’, that is, through different types of assignments.

The SACE Subject Outline gives examples of other types of tasks that can be used to demonstrate learning. Apart from essays, assignments and sources analysis, these include empathy exercises, interviews, oral presentations, excursions etc. A complete list is given in the Subject Outline. You can find this list below for your information. This is useful if your teacher decides to give you free choice for one of your assessment tasks.

Here are some general principles to follow.

- Each activity must demonstrate the Performance Standards.
- Each oral exercise must have a specific time limit (e.g. six minutes = 1000 words).
- There are traps in empathy exercises. One common example is an *imagine* exercise, e.g. *You are a scholar during the Cultural Revolution in China. What are your thoughts about the chaos enveloping your country? How would you know how that person felt? It would be very easy to make general statements without supporting evidence.*

Types of alternative learning activities

Film reviews

There are many films and television documentaries that relate to the Topics you may be taught. Show excerpts of the film and critically analyse it to reveal its strengths and weaknesses.

Interviews

Questions and responses are made up to match the Performance Standards. The questions are asked by one person (the interviewer), and the appropriate responses are given by another (the interviewee or subject).

Sources Analysis

In reverse where you frame the questions in line with what is expected of the students at the end of the year.

Devil’s advocate

Here you justify the actions of a historical figure, e.g. Pol Pot’s decision to set up genocide in Cambodia (Kampuchea). This demonstrates your understanding of context and the complex circumstances that lead to decisions/historical events.

Journalism

You are a reporter (researcher, diarist etc.). Prepare a newspaper article complete with headline and pictures, describing an event that you have seen or heard of.

More assessment/activity types

Below is the list of suggested assessment/activity types given in the SACE Subject Outline. Which would you choose if you had free choice?

- an essay
- a sources analysis
- an oral presentation
- a multimodal presentation
- a research assignment
- a role play
- a debate
- an empathetic piece
- a historical report
- an excursion report
- an obituary
- a primary source trail
- a photo-story
- a podcast
- a historical atlas
- a time capsule
- a museum exhibit
- a web page
- a historical media study
- a biographical sketch.

Understanding and exploration

A level

- Specific, comprehensive, in-depth and relevant examples of people, events and ideas.
- Evidence of wider reading and consideration.
- Historical understanding involving accurate knowledge supported by evidence.
- Insightful exploration implies the *complexity* (see Key words, page 13) of causation and outcomes.

B level

- Specific, in-depth and relevant examples of people, events and ideas.
- Historical understanding involving accurate knowledge supported by evidence.
- Insightful exploration implies the complexity of causation and outcomes.

C level

- Relevant examples described generally.
- Historical knowledge may become sketchy and have inaccuracies in places.
- Causation and outcomes are explained simply without the complexity of a B- or A-level answer.

D level

- Supporting information may be detailed but lacking relevance.
- There is basic understanding based on limited reading.

E level

- Supporting evidence is sketchy and simplistic, inaccurate and lacking relevance.



Application and evaluation

A level

- Develop and debate opinions, ideas and arguments in an in-depth and logical fashion.
- Recognise similarities and/or differences in interpretation among historians.
- Strong understanding of short- and long-term causes and outcomes.
- Construct an essay that shows insights and understanding.
- Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at a particular time.
- Structured and accurate introduction that addresses the issue of the question, defines a concept and outlines an argument.
- Body of an essay accurately describes the issue of the question and develops an argument that includes link sentences to show the logical development of the argument.
- Conclusion sums up the argument and reflects on the impacts on a longer term.
- Language is accurate, empathetic, expressive and with appropriate historical terminology.
- Make on-going relevant links between the topic and associated issues in the question.

B level

- Develop and debate opinions, ideas, issues and arguments.
- Construct an essay that shows insights and understanding.
- Evaluation of why individuals and groups acted in certain ways at particular times.
- Structured and accurate introduction that addresses the issue of the question.
- Body of the essay addresses the issue of the question and develops an argument logically.
- Conclusion sums up the argument.
- Language is accurate, empathetic, expressive and with appropriate historical terminology but may lack some coherency in places.

C level

- Some attempt to develop and debate opinions, ideas, issues and arguments.
- Construct an essay that shows some understanding.
- Knowledge of why individuals and groups acted in certain ways at a particular time.
- Essay may lack appropriate structure as in an A- or B-level answer, but is mostly relevant.
- Essay may be inaccurate in places.

D level

- Superficial attempt to develop and debate ideas, issues and arguments.
- Evidence of limited use of source materials.
- Superficial understanding of how individuals and groups acted in certain ways at a particular time.
- Errors in expression.

E level

- Little or no attempt to create an argument.
- Irrelevant material being used as evidence.
- Major weaknesses in expression.

Analysis

A level

- Critical examination of the issue at hand.
- Develop and debate ideas, issues and arguments in a logical fashion.
- Recognise differences in interpretation of a historical issue.
- Recognise that different events are shaped by internal and external forces and challenges.

B level

- Develop and debate opinions, ideas, issues and arguments in depth.
- Recognise that different events are shaped by internal and external forces and challenges, but not to the same depth and sophistication as in an A-level response.

C level

- Evidence of opinion, ideas, issues and arguments.
- More reliance on description than critical, in-depth analysis of internal and external forces and challenges.

D level

- Superficial treatment of opinion, ideas, issues and arguments.
- Mainly descriptive analysis.
- Internal or external forces and challenges are described rather than analysed.

E level

- No attempt to create an argument.
- Sketchy knowledge of internal and/or external forces and challenges.

Aa word focus

Key words and phrases used in the Performance Standards

Specific: an actual example involving people and events.

Comprehensive: large and wide-ranging list of examples.

Insightful: accurate, intuitive and deep understanding.

Perceptive: awareness of issues in arriving at a conclusion.

Relevant: relates to the issue at hand.

Complexity: ability to go beyond the simple issue to see deep and inter-related issues. Complexity implies an interrelationship of causes and outcomes and a knowledge of short- and long-term issues.

Causation: (*cause*) why things happen.

Outcome: results.

Evaluation: looking at all the evidence available and reaching a conclusion.

Example essays across different grade bands

'Weakness in democratic government enabled Hitler to come to power.'

Do you agree? Argue your case.

Essay 1

This essay would have scored an E grade, as it showed limited understanding. There was an attempted description of a historical period based on a limited understanding of evidence and appropriate language.

Essay	Comments
<p>It was the last days of the war and the Germans were getting hammered by the Americans. So in order to save their skins they decided to get rid of the Kaiser and set up the Wiemer government to prove to the allies that they were serious about peace. So they made peace at Versailles. The allies all sat around tables and took away lots of territory from Germany and forced her to loose her army, navy and airforce. At the end of the discussions they frogmarched the Wimer politicians in and forced them to sign the treaty. Pretty weak.</p>	<p>No real introduction. Facts are either incorrect or at best too general. Colloquial expression and poor spelling. An attempt made to connect fact to the essay question.</p>
<p>After that there were lots of riots in Germany. People were cheesed off that they had signed such a rotten treaty. One of these people was Adolf Hitler. He was born in Austria before the war and when the war started he had joined the German army and had got himself gassed. He wanted revenge so in 1923 he tried to take over the government. He failed and so he was locked up for a while. The government must have been weak to allow him to try to take over government.</p>	<p>No real analysis of issue. Essay becomes a story of Hitler some of which is irrelevant. Slang expression. An attempt made to link the story to the question. This is not really explained.</p>
<p>When he got out he promised he was going to take over the government democratically so he spent the next few years getting lots of money from friends and setting up his own army called the brown shirts to harrass the jews whom he thought had stuffed the government up. The government must have been weak to allow all this to happen.</p>	<p>Simplistic story continued. Incorrect facts. Unsupported assumption. No capital for Jews. An attempt made to link story to the question. Incorrect grammar and poor spelling.</p>
<p>Then the depression happened. Hitler blamed it all on the jews and communists who made up the government. There were lots of elections at this time and in the last one Hitler's nazis became the second strongest party in the parliment.</p>	<p>Simplistic story. Concepts poorly explained. Poor spelling. Writer assumes that reader understands that frequent elections may mean weakness in government.</p>
<p>The last event shows how really weak the government was. A group of politicians did a deal with Hitler to let him become Chancellor. They should of realised that Hitler was going to do the dirty on them. Sure enough he did and within eighteen months he had kicked them out and he was boss of Germany.</p>	<p>Concluding paragraph but note no conclusion. Slang expression and incorrect grammar. Counterfactual: "They should of [sic]..." Unsupported attempted link to the essay question.</p>

Essay 2

This essay would have scored a D grade, as there was a recognition and basic understanding of events and superficial analysis. There was an appropriate use of subject specific language and conventions.

Essay	Comments
<p>The weakness in democratic government along with its political and social unrest due to World War 1 brought about the rise of Hitler in Germany.</p>	<p>The introduction answers the question but does not outline what is going to be said in the body of the essay..</p>
<p>Hitler was leader of the Nazi Party which was an extreme form of nationalism. It promotes the rights of the state over the rights of an individual. It incorporates a solitary leader, propoganda, secret police and brainwashing in its ideas.</p>	<p>There is no introductory statement to set the scene.</p>
<p>After World War 1 Germany experienced a great loss of morale as well as social, political and economic upheaval and despair. It was forced to sign the Versailles Treaty to ensure peace. The conditions of the Versailles Treaty were very unfair to Germany and added to the losses experienced in war. The treaty demanded that Germany take the blame for the war. Germany lost its navy and its army was limited to 10000 men. It also had to pay huge reparations to the victorious nations. The treaty was a huge influence on the rise of fascism in Germany. The morale of the people was low and the there was a lack of leadership.</p>	<p>The second paragraph does not address weakness in democratic government.</p>
<p>The Depression was another reason for the rise to power of Hitler. In 1929, Wall Street crashed in America. Its effects were soon felt in Germany as it lived on American loans. People lost their jobs. The price of food skyrocketed. People were forced to pawn all their belongings in order to live. It was in conditions like these that Hitler found much support.</p>	<p>Nothing has been said about weaknesses in democratic governments. It is a story about the Versailles Treaty.</p>
<p>Adolf Hitler came to power as Chancellor in 1933. Within a few months he had sacked the other ministers and became Fuhrer with unlimited power. The leadership qualities offered by this charismatic leader appealed to a vulnerable people.</p>	<p>Still nothing about weaknesses in democratic governments.</p>
<p>During this period of social and political unrest, democracy was unsuccessful. People wanted firm leadership and a vision for the future that Hitler was able to give.</p>	<p>Quite a good conclusion that is supposed to sum up the essay. This is the only evidence about democratic governments</p>

Essay 3

This essay would have scored a B grade, as it showed evidence of an exploration of the topic and a good understanding of the issues. There was a well-considered construction of a reasoned historical argument and communicated in a coherent fashion. It could have been described in greater depth to be awarded an A grade.

Essay	Comments
<p>Hitler was the leader of Germany from 1934-45. The rise of Hitler in Germany was due to several factors one of which was the weakness in democratic government. However it was not only this but a combination of economic troubles and the resentment as a result of the Treaty of Versailles that allowed Hitler's Nazi party to take control.</p>	<p>Introduction answers the question by providing a general statement and follows up by answering the question and then provides a brief summary of what will be said in the body of the essay.</p>
<p>After Germany's defeat in the First World War, the newly created democratic government, the Weimar republic, faced many problems. It provided slow responses to these in desperate times. The Republic was a series of coalition governments that had to bargain and deal with minority groups to get anything done. Often there were internal conflicts that slowed action and made the people restless. Often it had to rely on Article 48 of the constitution (rule by Presidential Decree to achieve any successes. The people also blamed the Government for signing the Versailles Treaty where Germany lost some of its land, all of its colonies, much of its army and navy and had to accept the blame for the War. This and other weaknesses allowed extremist groups from the Right and the Left to gain a political foothold. The cry that Germany had been stabbed in the back gained strength. Hitler was able to use the government's weak response to Versailles as a foothold to power.</p>	<p>Addresses the issue of the question – weaknesses in democratic government.</p>
<p>It could be argued that Hitler could have come to power sooner but for the democratic government's greatest leader Stresemann. Stresemann was leader in the middle 1920's. He stabilized Germany's weak currency and brought peace with Germany's neighbours in the Locarno treaty. Most importantly, he renegotiated Germany's reparation repayments and established loans with the United States through the Young and Dawes Plans. Because of Stresemann's firm leadership, Hitler's fascist party lost support. Unfortunately Stresemann died and Germany fell back to its old uncertainties again.</p>	<p>Still to do with the first part of the essay – but it can be criticised for being too narrative. Is it really adding to the essay.</p>
<p>The incident that shows how weak Germany's democratic government was in the time of the Great Depression. Hitler's Nazi party was gaining in power during elections. A group of democratic politicians, in order to save the state did a deal with Hitler. They offered him the chancellorship thinking that they would be able to control him. Little did they know. Within 18 months, they had been ousted from power and Hitler was able to get the Enabling Act passed that gave him supreme power.</p>	<p>Quite a good paragraph that links weakness in democratic government with a key event at the time.</p>
<p>Another factor that gave rise to Hitler was economic distress. Germany not only had to pay huge reparations from the Treaty of Versailles, but suffered hyperinflation in the Depression of 1923. People lost their jobs and lost all their savings. Many had to scabble in rubbish bins for food and on coal tips for fuel. In 1922 the US dollar was worth 15 marks. In Jan 1923 the US dollar was worth 72,000 marks and in November 1923 the US dollar was worth 16 million marks. The same economic trouble occurred in 1929 with the Great Depression. It was in these times of economic uncertainty that Hitler was able to use his spell binding oratory to come to power.</p>	<p>This paragraph is the only example where the writer has attempted to debate the issue of the question.</p>
<p>Although weak democratic governments gave Hitler the chance to come to power, it was not weak democratic governments alone that gave him the power. It was a combination of this as well as economic distress that were the reasons.</p>	<p>Conclusion sums up the argument adequately.</p>