Modern History: HSC

John Edmondson High School - 2019

Assessment Task 1

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<tr>
<th>Component</th>
<th>Assessment Strategy</th>
<th>Weighting</th>
<th>Date Due</th>
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<tr>
<td>Power and Authority 1919-1946</td>
<td>Research and Oral presentation</td>
<td>20%</td>
<td>Thursday 21/11/2019 Period 1 &amp; 2</td>
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The Task:

Answer the following question:

“Discuss what methods were used by the Nazi party from 1924 to 1946 to exercise control over all their territories, including the efficiency of those methods.”

- In your response, you must include at least 8 sources, and your own knowledge
- As part of the support to your argument, you must also, research and incorporate, in detail, three of the following methods of control used by the Nazi Regime to exercise control over the German people;
  A. LAWS
  B. CENSORSHIP
  C. REPRESSSION & TERROR
  D. PROPAGANDA
  E. CULT OF PERSONALITY
  F. EDUCATION
In this task you must:

- Speak for a maximum of 5 minutes
  1. You have an allowance of +/- 10% = 30 seconds
  2. Marks will be lost for going outside the time.
  3. During the speech you will hear a single knock at 4 minutes, then another single knock at 5 minutes. At 6 minutes you will hear two knocks and will be stopped at 7 minutes.
  4. You CAN use palm cards or supporting reading material, however, although you can engage with the visual presentation such as pointing or drawing on the board, you must not engage in the practise of reading verbatim from the slides on the board.
  5. Presentations will continue through recess and lunch if not completed during period 1 and 2.
  6. You are expected to engage with your audience and that can only be possible if you have practised and have confidence in your own research.

- Use at least 8 sources
  1. Must include at least 4 primary sources and 4 secondary sources in your presentation. (One either way will be acceptable for full marks e.g. 3P and 5S or vice versa).
  2. All sources must be from credible authors.

- Include at least 3 of the mentioned methods of control

- Create a PowerPoint presentation to accommodate the speech
  1. PowerPoint must include all sources used during the presentation which are correctly labelled.
  2. Presentation must include a bibliography at the end PowerPoint slideshow which is completed in the proper Harvard style (alphabetical order, etc). The following link is to a .pdf document guiding you on the school approved method, [https://bit.ly/2PUK15i](https://bit.ly/2PUK15i)

**FURTHER EXAMPLES ON HOW TO WRITE A BIBLIOGRAPHY**

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

**Book:**

**Book with multiple authors:**

**Books with an editor:**

**Website:**

**Journal article:**
Scaffold to assist in preparation of source analysis

<table>
<thead>
<tr>
<th>Source:</th>
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<tbody>
<tr>
<td>Reference:</td>
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<tr>
<td>Author/s: OR Location of Artefact:</td>
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<tr>
<td>Type: e.g. Primary, Secondary, Archaeological, Written etc.</td>
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Brief Description:

Comment on the PURPOSE, USEFULNESS and RELIABILITY of the source

The following questions can be used as a guide.

**PURPOSE:**
- To inform?
- To persuade?
- To entertain?
- To educate?

**USEFULNESS:**
- What information can I get from this source?
- Is this information relevant?
- How can I use the information to help me answer my question/topic?

**RELIABILITY:**
- Where did this information come from?
- Who wrote/published this information? Are these people/organisations reliable?
- Is the information accurate- i.e. sourced and referenced correctly?
- Can I trust this source? Why/why not?
On the assessment due date you must do the following:

1. Provide a hard copy of both the presentation and the speech (2 separate documents) to Mr Canobra (to be handed in stapled to reduce risk of losing sheets) together with a completed acknowledgement form between 7.50am and no later than 8.20am in B10. (the printed copies can be in Black and White)

2. Provide a digital copy of the presentation and speech either through a USB stick when you hand in the hard copy, or email (preferred method) no later than 8.20am or Google Drive (there will be a folder created for the assessment, if you wish to use Google Drive please just place it in the correct folder and name the two files as your name). Reminder that any changes made in the Google Drive can be seen by Mr Canobra so any changes that are made after the due time and date can be noted easily.

Outcomes:

- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Satisfactory completion of course
A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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| Outstanding (O) | • Critically analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas  
• Discusses in detail 3 methods of control  
• The question is fully addressed  
• Incorporates a minimum of 8 relevant primary and secondary sources  
• Critically analyses at least 2 sources  
• Displays a sophisticated understanding of historical terms and concepts  
• Communicates high level argument through well structured and detailed texts | 21-25      |
| High (H)     | • Analyses and describes the key features of specific periods of history and evaluates the role of key individuals, groups, events and ideas  
• Discusses 3 methods of control  
• The question is fully addressed  
• Incorporates 8 primary and secondary sources  
• Provides a deep analysis for minimum 2 relevant sources  
• Displays a high understanding of historical terms and concepts  
• Communicates high level argument through well structured and detailed texts | 16-20      |
| Sound(S)     | • Explains the key features of specific periods of history and makes some judgements on the role of key individuals, groups, events and ideas  
• Discusses 2 methods of control  
• The question is partially addressed  
• Incorporates 8 sources  
• Attempts a deep analysis for minimum 2 sources  
• Demonstrates a sound understanding of historical terms and concepts  
• Clearly communicates a general argument through well structured texts | 11-15      |
| Basic (B)    | • May explain some key features of specific periods of history and makes some judgements on the role of key  
• Discusses 1 method of control  
• Makes some vague references to the question  
• Incorporates at least 6 sources  
• Attempts a deep analysis on 1 source  
• Demonstrates basic understanding of historical terms and concepts  
• Provides a basic argument through poorly structured texts | 6-10       |
| Limited (L)  | • Describes people, events and ideas from specific periods of history  
• Attempts to address a/some method of control  
• The question is not addressed  
• Does not incorporate sources or some sources are not entirely relevant  
• Source analysis may not be evident  
• Demonstrates comprehension of limited historical terms and concepts  
• Provides limited coherent descriptions of people and events from the past in simple narrative style | 0-5        |