

<b>Task Name:</b> Source Analysis Task	<b>Unit:</b> Power and Authority in the Modern World
<b>Task Distributed:</b> Thursday 14 <sup>th</sup> November (Week 5)	<b>Task Due:</b> 5 <sup>th</sup> December (Thursday Week 8)
<b>Task Type:</b> Research and In-Class Written Exam	<b>Syllabus Outcomes:</b> MH12-1, MH12-4, MH12-6, MH12-7
<b>Task Weighting:</b> 20%	<b>Task number for Course:</b> 1

**Task Description:** This assessment task will be marked out of 45.

**Part A: Research.**

Students will be provided with four sources. Students must complete individual research on each source to analyse their value and limitations in the context of the study area, "Power and Authority in the Modern World". Students will use this information to complete a source analysis on each provided source (4 source analyses in total). The source analysis should be written in paragraph format and should cover the following points:

- **Identify** (the type and origin of the source).
- **Context** (the purpose and message of the source).
- **Perspective** (type/s of perspectives present in the source).
- **Significance** (what the source reveals about the time period).
- **Value** (how valuable is the source to a historian studying the time period).
- **Limitations** (how reliable is the source for a historian studying the time period).

A source analysis scaffold is attached to support the research and completion of the source analysis. Each completed source analysis should be no more than 250 words. All research must be accounted for by including an accurate bibliography in the Havard referencing format (2-3 references are recommended for each source).

**This section will be marked out of 20** (5 marks for each analysis).

**Part B: In-Class Written Exam.**

Students will be asked to answer **1 x knowledge-based question** and **3 x source-based short-answer questions** using their knowledge from the core study 'Power and Authority in the Modern World – The Nazi Regime to 1939' and source analysis from Part A. These questions will range from 3 to 10 marks and are modelled after Section 1 of the Modern History HSC exam.

Students will be assessed on their ability to utilise source material and/or their own knowledge to complete source-based questions. These questions will assess their ability to explain the sources' value, perspective, reliability, and limitations.

**The section will be marked out of 25.**

## NESA Glossary of Key Terminology:

- Describe: Provide characteristics and features
- Explain: Relate cause and effect; make the relationships between things; provide why and/or how
- Assess: Make a judgement of value, quality, outcomes, results or size

By understanding the directive verb associated with the task, students will gain an understanding of the detail needed to answer each question successfully.

## Check the NESA Glossary of Key Terminology:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>.

### Details of Submission:

- Part A will be submitted to **Google Classroom by 9am on Thursday, 5th December 2024.**
- Part B will be completed under exam conditions during **Period 4 on Thursday, 5th December 2024.** Students will have 5 min of reading time and 45 minutes of working time for this task.
- Students are NOT permitted to bring notes into the exam. A blank set of sources will be provided on the day of the task.

Absences on the day will be dealt with in accordance with school policies.

### Assessment Procedures:

All students should be aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

### Feedback provided:

- The task will typically be returned to students within two school weeks of the submission date.
- At this time, feedback, including information on improvement, will be delivered through the marking criteria and/or written comments.
- Students can clarify or seek further feedback by arranging a meeting with their teacher.

### Self-Reflection Component:

Students must complete a self-reflection worksheet when they receive their assessment mark and teacher feedback. Self-reflection is an essential part of the learning process as it provides an opportunity to reflect on the strength of your performance and areas that have been identified to strengthen in future tasks.

### What Areas of Learning will this Assessment Task Report On?

In this task, you will be assessed on your ability to:

- Analyse and interpret different types of sources for evidence to support a historical account or argument.
- Discuss and evaluate differing interpretations and representations of the past.
- Plans and conducts historical investigations and presents reasoned conclusions using relevant evidence from a range of sources.
- Analyse the different perspectives of individuals and groups in their historical context.

# Senior Source Analysis Scaffold

<p><b>Identify</b></p>	<p><b>What type of source is it?</b></p> <ul style="list-style-type: none"> <li>● Is this a primary or secondary source?</li> <li>● Is it a written or archaeological source?</li> <li>● What category of source is it from? (illustration, poster, cartoon, diary extract?)</li> </ul> <p><b>What is the origin of the source?</b></p> <ul style="list-style-type: none"> <li>● What is the title of the sources?             <ul style="list-style-type: none"> <li>○ Who produced or created the source?</li> <li>○ When was it created?</li> <li>○ Where was it created, produced or published?</li> </ul> </li> </ul>
<p><b>Context</b></p>	<p><b>What is the purpose of the Source?</b></p> <ul style="list-style-type: none"> <li>● What information is provided in the source?</li> <li>● What do the images reveal?</li> <li>● What language is being used?</li> </ul> <p><b>What message does the source want to convey?</b></p> <ul style="list-style-type: none"> <li>● What feelings are being evoked?</li> <li>● What big events are happening during this time period that are relevant to our understanding of the source?</li> </ul>
<p><b>Perspective</b></p>	<p><b>Is there evidence of more than one perspective?</b></p> <ul style="list-style-type: none"> <li>● Can you identify facts, opinions and biases within the source, and how does this shape or position our understanding of the purpose or meaning of the source?</li> <li>● What different perspectives do historians have about this person, group or event?</li> <li>● Is our interpretation of this person, group or event influenced by modern-day values, beliefs and ideas?</li> <li>● What opinion does this source present about the events at the time?</li> </ul>
<p><b>Significance</b></p>	<p><b>How important was the event, person or artefact to people at the time?</b></p> <ul style="list-style-type: none"> <li>● How deeply were people's lives affected by the event or person?</li> <li>● How many people's lives were affected by the event or person?</li> <li>● How long have people's lives been affected by the event or persons being studied?</li> <li>● To what extent did the event change people's lives?</li> </ul>
<p><b>Value</b></p>	<p><b>How valuable is the source to the understanding of the time period being studied?</b></p> <ul style="list-style-type: none"> <li>● What does this source reveal about attitudes of the event and time period being studied?</li> <li>● Why is this source valuable to our understanding of the period?</li> </ul>
<p><b>Limitation</b></p>	<p><b>How reliable is the source, and are there any limitations to what information the source provides?</b></p> <ul style="list-style-type: none"> <li>● Is there more than one way of interpreting the sources?</li> <li>● Can different conclusions be drawn from the available evidence?</li> <li>● What does the source NOT reveal about the time period?</li> <li>● Does this source support or align with other sources?</li> </ul>

## Source Booklet

### Source A:

A cartoon by Russian satirical artist Kukrinisky from 1941.



### Source B:

Extract from Nazi Publication, Der Sturmer, 1931

The years 1914-1918 involved the destruction of the German Reich's economic preeminence and thus the freedom of German labour. November 1918 did not result in the deposition (overthrow) of the feudal lords to the benefit of the workers. Instead, November brought the defeat of Germany as a state. But the German worker paid the price. His masters today are the irresponsible, faceless, international, big-capitalist and the Jews of the banking world...National Socialism demands a transformation from the utterly unscrupulous\* profit-motivated economy to an economy geared to need.

\*unscrupulous

behaving in a way that is dishonest or unfair to get what you want

## Source C

The development of the [Nazi] police state did not go unchallenged by the regime's opponents. Resistance to the creeping authoritarianism afflicting Germany in the 1930s had begun to take shape even before Hitler was appointed chancellor, and the first and most obvious organised resistance came from the left.\* Illegal political organisation and resistance groups sprang up fairly quickly after the Nazis came to power... many early resistance groups were easily detected by the Gestapo\*\* and most of the opposition from the left had been stamped out by 1936.

[Over time] Several strands of resistance to the [Nazi] regime... began to emerge very clearly... the breakneck speed of preparations for war, combined with Hitler's.... risky foreign policy, began to prompt some concern among senior military personnel...

... Although only a tiny minority were involved in active resistance, it seems that opposition to the Nazis occurred on a number of levels from industrial sabotage in factories and on farms, to small principled acts of defiance, such as refusing the Hitler salute... Popular opposition was often a temporary and limited response to specific policies...

\* political groups such as the Social Democrats and the Communists

\*\* Nazi secret police

Extract from Professor Tim Kirk's book *Nazi Germany*, 2007.



## Source D:

The cover of a German pro-Communist magazine AIZ (The Workers Pictorial Newspaper) published in September 1933. The AIZ magazine was originally produced in Germany but was forced to move to Czechoslovakia in March 1933. The main caption reads; Goering: The Executioner of the Third Reich'.

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**Part A Marking Criteria:**

Criteria	Marks
<ul style="list-style-type: none"><li>● Demonstrates extensive research by completing each section of the source table in a sophisticated and detailed manner.</li><li>● Synthesises research and own knowledge to address the context, significance, perspective, value and limitations of the source material and draws well-reasoned conclusions.</li><li>● Communicates ideas logically using a range of appropriate historical terms and concepts.</li><li>● References are accurate and demonstrate comprehensive research.</li></ul>	5
<ul style="list-style-type: none"><li>● Demonstrates research by completing each section of the source table in a detailed manner.</li><li>● Synthesises research and own knowledge to address the context, significance, perspective, value and limitations of the source material.</li><li>● Communicates ideas logically using appropriate historical terms and concepts.</li><li>● References are accurate and demonstrate research.</li></ul>	4
<ul style="list-style-type: none"><li>● Demonstrates some research into the different sections of the source table.</li><li>● May or may not attempt to synthesise research and own knowledge to address the context, significance, perspective, value and limitations of the source material.</li><li>● Communicates using some historical terms.</li><li>● References may or may not be accurate and demonstrate some research.</li></ul>	2 - 3
<ul style="list-style-type: none"><li>● Makes general statements about the source material provided.</li><li>● References may be included.</li></ul>	1

**Feedback:**

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