

Task Name: Source Analysis Task	Unit: Power and Authority in the Modern World
Task Distributed: Week 5A	Task Due: Friday 5 th December 2025 (Week 8B)
Task Type: Research and In-Class Written Exam	Syllabus Outcomes: MH12-1, MH12-4, MH12-6, MH12-7
Task Weighting: 20%	Task number for Course: 1

Task Description: This assessment task will be marked out of 35.

Part A: Research.

Students will be provided with four sources. Students must complete individual research on **TWO** of these sources 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 **TWO** of the provided sources (2 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 10 (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 12 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:

- Outline: Sketch in general terms; indicate the main features of.
- Account: Account for – state reasons for, report on.
- 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 Friday, 5th December 2025**.
- Part B will be completed under exam conditions during **Period 3 on Friday, 5th December 2025**. 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 2025 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>Identify</p>	<p>What type of source is it?</p> <ul style="list-style-type: none"> ● Is this a primary or secondary source? ● Is it a written or archaeological source? ● What category of source is it from? (illustration, poster, cartoon, diary extract?) <p>What is the origin of the source?</p> <ul style="list-style-type: none"> ● What is the title of the sources? <ul style="list-style-type: none"> ○ Who produced or created the source? ○ When was it created? ○ Where was it created, produced or published?
<p>Context</p>	<p>What is the purpose of the Source?</p> <ul style="list-style-type: none"> ● What information is provided in the source? ● What do the images reveal? ● What language is being used? <p>What message does the source want to convey?</p> <ul style="list-style-type: none"> ● What feelings are being evoked? ● What big events are happening during this time period that are relevant to our understanding of the source?
<p>Perspective</p>	<p>Is there evidence of more than one perspective?</p> <ul style="list-style-type: none"> ● 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? ● What different perspectives do historians have about this person, group or event? ● Is our interpretation of this person, group or event influenced by modern-day values, beliefs and ideas? ● What opinion does this source present about the events at the time?
<p>Significance</p>	<p>How important was the event, person or artefact to people at the time?</p> <ul style="list-style-type: none"> ● How deeply were people's lives affected by the event or person? ● How many people's lives were affected by the event or person? ● How long have people's lives been affected by the event or persons being studied? ● To what extent did the event change people's lives?
<p>Value</p>	<p>How valuable is the source to the understanding of the time period being studied?</p> <ul style="list-style-type: none"> ● What does this source reveal about attitudes of the event and time period being studied? ● Why is this source valuable to our understanding of the period?
<p>Limitation</p>	<p>How reliable is the source, and are there any limitations to what information the source provides?</p> <ul style="list-style-type: none"> ● Is there more than one way of interpreting the sources? ● Can different conclusions be drawn from the available evidence? ● What does the source NOT reveal about the time period? ● Does this source support or align with other sources?

Source Booklet

Source A – Hitler's interview with Richard Breiting, 1931, published in Edouard Calic, ed., "First Interview with Hitler, 4 May 1931," *Secret Conversations with Hitler: The Two Newly-Discovered 1931 Interviews*, New York: John Day Co., 1971, pp. 36-37. Also published under the title *Unmasked: Two Confidential Interviews with Hitler in 1931* published by Chatto & Windus in 1971

I will tolerate no opposition. We recognize only subordination – authority downwards and responsibility upwards. You just tell the German bourgeoisie that I shall be finished with them far quicker than I shall with Marxism.... When once the conservative forces in Germany realize that only I and my party can win the German proletariat over to the State and that no parliamentary games can be played with Marxist parties, then Germany will be saved for all time, then we can found a German Peoples State.

Source B – German students and Nazi SA plunder the library of Dr. Magnus Hirschfeld, Director of the Institute for Sexual Research in Berlin. The modern materials were loaded onto trucks and carted away for burning, Antiquarian books were sold abroad and dispersed. The public library of the Institute comprised approximately 10,000 mostly rare German and foreign books on the topics of sex and gender. Taken on 6 May 1933. Author unknown. (Source: Manfred Baumgardt, Schwules Museum Berlin). Note: Parts of the source have been censored for use in educational material.



Source C

The Horst Wessel Song (1929 version)

The flag is high, our ranks are closed
The S.A. marches with silent solid steps.
Comrades shot by the red front and reaction
March in spirit with us in our ranks
The street is free for the brown battalions
The street is free for the Storm Troopers
Millions full of hope, look at our swastika
The day breaks for freedom and for bread.
For the last time the call will now be sounded
For the struggle now we all stand ready.
Soon will fly Hitler's banners over every street
Our slavery will last only a short time longer.
Our slavery will last only a short time longer.
The S.A. marches with silent solid steps.
Comrades shot by the red front and reaction
March in spirit with us in our ranks.

<https://alphahistory.com/nazigermany/the-horst-wessel-song-lyrics/>

Source D

“Mai-Feier im Berliner Lustgarten” (‘May Holiday in the Berlin Pleasure Garden’). A traditional harvest celebration depicted in the German (Nazi) art pavilion at the 1937 Paris World’s Fair. The “maypole” is topped with Nazi flags. While the craft guilds and trade workers marched, they were being watched by boys in the Hitler Youth.



https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.soc.mil%2fARSOF_History%2farticles%2fv4n2_creating_a_demigod_page_2.html&c=E,1,d6f1FXsaxt3MESTa6fSHHarorNrfPTnb7PShWZNrx5n_1B_FQlv46Z4AkDgbq1heFkDvKrWMY2NLKeRv7O1ChrzZGfFutfAyziH9GaujiO3hzmz5v_pW7S58jA&typo=1

Part A Marking Criteria:

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

Feedback:



Student Assessment Declaration

This sheet must be signed, dated and included with each assessment you submit for marking. This does not include exams or in-class activities.

Student Name:	Due Date:
Course:	Task Weighting:
Assessment Task:	

What is Plagiarism and Malpractice

NESA describes Plagiarism as “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” This includes submitting work created by another author, coach or tutor, peer or generative AI application.

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage, including uncited use of resource and generative AI material, or ideas taken from someone else. It also includes submitting a past students assignment or an assignment you have previously used for another course or in another senior year of study.

School Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. The School Assessment Procedures clearly identify expectations surrounding academic integrity in submitting all your own work. These are provided to you in printed form and electronic form available on the school website under the Learning Tab for each year group.

A zero mark may be awarded for any or all components of the task that have been plagiarised or where instances of malpractice have occurred. For any instances of malpractice, including plagiarism, these will be logged on the NESA Malpractice register.

Student Declaration

- I certify that the attached worked presented in this assessment is all my own work prepared solely for this assessment task and I have fully acknowledged the work and opinions of others.
- I have taken all reasonable care to ensure that no other person has been able to copy this work either in paper or electronic form
- I understand that teachers will use professional judgement and/or plagiarism detection tools, to highlight concerns with authenticity of the submitted work.

Student's Signature:

Date: