

**PICTON HIGH SCHOOL
HSC MODERN HISTORY
NATIONAL STUDY: USA 1919-1941**



Due Date: Term 1, Week 5 – Friday 1 st March 2024.	Assessment Name: National Study Historical Analysis
Mark: /25	Weighting: 25% Source Analysis: 10% Historical Response: 15%

SYLLABUS OUTCOMES TO BE ASSESSED:

- MH12.2** A student proposes arguments about the varying causes and effects of events and developments
- MH12.3** A student evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12.6** A student analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12.8** A student plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.

DIRECTIVES TO BE ASSESSED:

- Proposes:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
- Analyse:** Identify components and the relationship between them; draw out and relate implications.
- Evaluates:** Make Judgement based on criteria; determine the value of.
- Presents:** To give, provide or make something known.

TASK DESCRIPTION: You are required to complete a mandatory historical analysis relating to the following syllabus dot point from the USA 1919-1941 National Study:

- ***Social tensions, including immigration restrictions, religious fundamentalism, Prohibition, crime, racial conflict, anti-communism and anti-unionism***

Your historical investigation will be comprised of **two** parts:

PART 1 - Source Analysis (450 words) **10%**

PART 2 – Historical Response (750 Words) **15%**

You are to choose one of the historical statements from the selection over the page that relates to the USA between 1919 and 1941. You will be required to select **ONE** of these statements, conduct a historical investigation into it and then use that research to write a historical response to your selected statement.

PART 1 – Source Analysis (Annotated Bibliography)

In Part 1 of your task you are to gather and **present** a reference list of 6 sources that you have used to write your Historical Response. These sources should be set out in an appropriate bibliography (alphabetical order by last name). **TWO of these sources must be published works** (either books or journal articles).

You are required to write an explanation **analysing** and **evaluating THREE** of the sources you have used in your investigation. Your analysis must be no longer than 450 words and must equally discuss all three of your chosen sources (150 words per source). You **must** address the perspective of each source, and its usefulness to your research. Your analysis and evaluation must demonstrate your understanding of your chosen issue and how your selected sources have helped support your thesis, with reference to the strengths and potential weaknesses of your sources.

Your research includes the location of 6 different sources. **This must include at least one example of:**

- **A Primary Source**
- **A Secondary Source**
- **A Film Source (E.g. YouTube)**

PART 2 – HISTORICAL RESPONSE

You are required to select and write a historical response to **one** of the historical statements listed below regarding the USA 1919-1941. You must use your chosen sources to compose and support your argument in your written response.

Choose ONE of the statements to write your Historical Response to:

- *Calvin Coolidge's Immigration Act of 1924 was successful in keeping wages and living standards high for both the existing population and the new arrivals that arrived legally.*
- *1920's religious fundamentalism and its literal belief in the Bible and its teaching developed as a social and religious protest against 'modern' threats to traditional Christianity.*
- *The 1919 amendment to prohibit the manufacture, transport and sale of alcohol done little but intensify the social and economic problems it was meant to solve.*
- *The Crime rate during the Great Depression did not significantly reflect the economic impact on individual Americans.*
- *Racial conflict was the dominant social tension in the USA between 1919 and 1941.*
- *The Red Scare of 1919-1920 provided a convenient cover for the suppression of civil rights of those perceived to be challenging the social order.*

Your written response must be between 700 and 750 words (Maximum 750) and the sources must be correctly referenced using footnoting within it.

You will be assessed on your ability to **present** your understanding using historical knowledge, concepts and terms, in an appropriate and well-structured form and your ability to **analyse** and **evaluate** sources to form a historical argument.

Advice for writing your Historical Response

- As your historical response is limited to 750 words you are **not required** to write a formal introduction or conclusion. You **are required** to propose an argument, you should ensure in the first two sentences of your first paragraph that you state whether you intend to agree or disagree with the historical statement you have chosen and your reasons for doing so.
- You should ensure that in your response you write structured paragraphs. Each paragraph should deal with a separate aspect of the central argument you wish to establish.
- You only have 750 words, you must ensure your writing is succinct and focused. Ensure your argument is embedded throughout your response and that you are using your chosen sources to support your argument.

MARKING CRITERIA – SOURCE ANALYSIS

Guideline	Mark/Grade
<ul style="list-style-type: none"> • Comprehensively collates a wide range of SIX sources that meet the required criteria (one primary, one secondary, two published and one video source) • Analyses and evaluates THREE sources in a highly relevant and detailed manner, referring to perspective and usefulness • A completely correctly formatted bibliography is included 	9-10
<ul style="list-style-type: none"> • Collates a wide range of SIX sources that predominately meet the required criteria • Analyses and evaluates THREE sources in a relevant and detailed manner, referring to perspective and usefulness • A mostly correctly formatted bibliography is included 	7-8
<ul style="list-style-type: none"> • Collates a range of SIX sources that meet some of the required criteria • Analyses and evaluates THREE sources, making some reference to perspective and usefulness • A substantially correctly formatted bibliography is included 	5-6
<ul style="list-style-type: none"> • Collates some sources that meet some of the required criteria • May attempt to analyse and evaluate sources • A bibliography with some correct elements is included 	3-4
<ul style="list-style-type: none"> • Collates some sources that may meet a limited amount of the required criteria • Bibliography is included. None of the sources have been annotated. 	1-2
<ul style="list-style-type: none"> • No bibliography or annotations are included is included. 	0

MARKING CRITERIA – ESSAY

Guideline	Mark/Grade
<ul style="list-style-type: none"> • Sustained and well supported argument in response to the historical statement • Highly effective integration of all sources. Sources successfully support the argument being made and are used correctly • The historical response is well-written, consistent and highly detailed • Student demonstrates sophisticated understanding and use of a range of appropriate historical terms and concepts within the maximum word limits • Minimal spelling and grammatical mistakes may be evident within the essay. 	13-15
<ul style="list-style-type: none"> • Coherent argument in response to the historical statement • Effective integration of most sources throughout the response. Sources competently support the argument being made and are used correctly • The historical response is well-written, and detailed • Student demonstrates thorough understanding and use of a range of appropriate historical terms and concepts within the maximum word limits • Some spelling and grammatical mistakes may be evident within the essay. 	10-12
<ul style="list-style-type: none"> • Student presents a historical response with a generalised argument • Sound integration of the sources throughout the response. Sources may support the argument being made • Historical response has evidence of structured paragraphs • Student responds using some appropriate historical terms • Several spelling and grammatical mistakes may be evident within the response. 	7-9
<ul style="list-style-type: none"> • Student presents a written response which contains a narrative or description • Basic use of some sources throughout the essay that may support the argument being made • Student provides elements of structure in their response using some historical terms and/ or concepts • Substantial spelling and grammar mistakes may be evident throughout the whole essay. 	4-6
<ul style="list-style-type: none"> • Student response is a limited narrative or essentially descriptive • Limited to no sources are integrated into the essay • Student uses limited historical concepts and terms • Response has very limited structure and is filled with spelling and grammatical mistakes. 	1-3