



Woodward Street
PO Box 654, Orange NSW 2800
P (02) 6362 3444
F (02) 6361 3616
www.orange-h.schools.nsw.edu.au

Orange High School

Honour the Past, Create the Future

Higher School Certificate Assessment Task Cover Sheet

Student Name:

Subject: Modern History

Year: 12

Teacher: E Green

Assessment Task Number (As per Assessment Policy booklet): 1

Assessment Task Title: Research Written Task

Assessment Weighting: 20%

Date Distributed: Wednesday 7th November 2018

Date Due: Friday 7th December 2018

All Higher School Certificate Assessment Tasks, other than in-class tasks, must be handed in at the library between 8.30am and 8.55am (before the first morning bell) on the due date. Zero marks if the Assessment Task is submitted late, unless an Illness/ Misadventure or application for extension form has been submitted.

TASK:

Historian K.D. Bracher argues:

'In spite of their ideological prehistory, there can be no doubt that the new dictatorships of our century were principally a result of the 1914–18 war'.

To what extent did this conflict and its aftermath contribute to the rise of dictatorships in Europe and Asia? Support your response with the sources provided and evidence based on your own research.

Source A

It has long been accepted that military failure destabilizes a political system, destroys economic viability, mobilizes the masses, and undermines the normal capacity of the regime to deal with disturbances. The European state system was profoundly altered by the collapse of three empires, induced by defeat and privation.

Lee, Stephen J.. *European Dictatorships 1918–1945* (p. 8). Taylor and Francis. Kindle Edition.

Source B

Stalin's personal strengths were greatly assisted by the threat that Bolshevism was about to collapse into chaos.

Lee, Stephen J.. *European Dictatorships 1918–1945* (p. 57). Taylor and Francis. Kindle Edition.

Source C

"It is not only our Army that marches to its objective, 44 million Italians march with that Army, all united and alert. Let others try to commit the blackest injustices, taking away Italy's place in the sun. When in 1915, Italy united her fate with the Allies, how many promises were made? To fight the common victory Italy brought her supreme contribution of 670000 dead, 480 000 disabled and more than a million wounded. When we went to the table of that odious peace they gave us the crumbs of the colonial booty."

Speech by Mussolini, 2 October 1935

Source D

“Now I am to carry out the vow I made five years ago when I was a blind cripple in the army hospital: to neither rest nor sleep until the November Criminals have been hurled to the ground, until on the ruins of their pitiful Germany of today has risen a Germany of power and greatness.”
Speech by Adolf Hitler, 8 November 1923 at the Munich Beer Hall Putsch

Source E

“Remember the year 1918, when we celebrated the first anniversary of the October Revolution. Three-quarters of our country was at that time in the hands of foreign interventionists. The Ukraine, the Caucasus, Central Asia, the Urals, Siberia and the Far East were temporarily lost to us. We had no allies, we had no Red Army—we had only just begun to create it; there was a shortage of food, of armaments, of clothing for the Army. Fourteen states were pressing against our country. But we did not become despondent, we did not lose heart. In the fire of war we forged the Red Army and converted our country into a military camp. The spirit of the great Lenin animated us at that time for the war against the interventionists. And what happened? We routed the interventionists, recovered all our lost territory, and achieved victory.”

J. V. Stalin, Speech at the Red Army Parade on the Red Square, Moscow, November 7, 1941

Assessment Criteria/Marking Rubric:

Criteria	Marks
<ul style="list-style-type: none">Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the questionPresents a logical, cohesive and well-structured response drawing on a clear identification of relevant key featuresSupport interpretation with detailed, relevant and accurate historical information, specific use of all sources and makes use of appropriate terms and concepts	21 – 25 A
<ul style="list-style-type: none">Addresses the question asked with a sound attempt at a judgement AND/OR an argument, which demonstrates well-developed knowledge and understanding of the issues(s) raised in the questionPresents a well-structured response drawing on relevant key featuresProvides detailed, relevant and accurate historical knowledge, with all sources and use appropriate historical terms and concepts	16 – 20 B
<ul style="list-style-type: none">Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issues(s) raised in the questionPresents a structured response, with some identification of the key featuresProvides adequate, relevant and accurate historical knowledge incorporating most historical terms and sources	11 – 15 C
<ul style="list-style-type: none">Presents a generalised, mostly relevant narrative or descriptive responsePresents a simple response, with some mention of the key featuresProvides limited, relevant and accurate historical knowledge incorporating some sources and historical terms	6 – 10 D
<ul style="list-style-type: none">Attempts a narrative or description, which may be only generally relevant AND/OR seriously incompleteMay be disjointed AND/OR very briefProvides very limited historical knowledge AND/OR sources	1 – 5 E