Year 10 History  
Assessment Task 4  
Term 4 2019  

Research on Differing Interpretations of Resistance Movements in the Modern World  
Due Date: Week 6, Monday, November 18  
Assessment Value: 25%

Presentation  
Use Turnitin to check your task for plagiarism and to submit your task  
500 – 750 words

Outcomes  
HT5-1 explains the historical forces and factors that shaped the modern world and Australia.  
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia.

The Big Idea  
When a person or group resists the dominant ideology in society, what are the different ways their story has been represented and why have these representations differed?
The Context

We learn about the past through both primary and secondary sources, but we need to be aware that opinions about the past will be influenced by whose opinion we are listening to. Understanding this will assist us in being aware of why it is important to know about who created a source as much learning from what the source tells us.

The Questions

➔ Explain, using specific examples, why and how the person/group resisted?
   (200 - 250 words) - 10 marks

➔ Source Description - 2 sources - each description is worth 5 marks
   (minimum 100 words each) - 10 marks

➔ With specific references to both of your sources,
   i) explain the different perspectives of the selected person/group shown in each source, and
   ii) explain why these differing perspectives have occurred.
   (minimum 250 words) - 15 marks
Step 1 - From the list, choose a person or group who showed resistance* to the authorities in their society. Research this person/group and then, in your own words.

**Explain, using specific examples,**

i) why and

ii) how the person/group resisted? (200 - 250 words) - 10 marks

*Resistance - The refusal to accept or comply with something; The use of force or violence to oppose someone or something.

**Synonyms** for ‘resistance’ - opposition, fight, battle, stand, struggle, confrontation, defiance

### Examples of people/groups/resistance movements in the modern world

<table>
<thead>
<tr>
<th>Social</th>
<th>Wars/Conflicts</th>
<th>Political</th>
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</thead>
<tbody>
<tr>
<td>Malcolm X</td>
<td>French resistance in WW2</td>
<td>Lech Walesa</td>
</tr>
<tr>
<td>Nelson Mandela</td>
<td>The Bielski Brothers</td>
<td>Suffragettes</td>
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<tr>
<td>Germaine Greer</td>
<td>Martin Niemoller</td>
<td>Julian Assange</td>
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<td>Ralph Nader</td>
<td>Georg Elser</td>
<td>Chelsea (Bradley) Manning</td>
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<tr>
<td>Stephen Biko</td>
<td>The White Rose</td>
<td>Che Guevara</td>
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<td>Aung San Suu Kyi</td>
<td>Claus von Stauffenberg</td>
<td>Gay and Lesbian rights</td>
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<td>Ho Chi Minh</td>
<td>Zelda d’Aprano</td>
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<td></td>
<td>Conscientious objectors/ pacifists WW1</td>
<td>Native American Sioux</td>
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<td>Xanana Gusmão</td>
<td>-Dakota access pipeline</td>
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<tr>
<th>Environmental</th>
<th>Religious</th>
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<tbody>
<tr>
<td>Rachel Carson</td>
<td>The troubles in Ireland</td>
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<tr>
<td>Bob Brown (Franklin Dam, Fraser Island)</td>
<td>ISIS</td>
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<tr>
<td>Jack Mundey (Green bans)</td>
<td>Osama bin Laden</td>
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<td>Whaling</td>
<td>Oscar Romero</td>
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<td>Helen Caldicott</td>
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<td>Gretna Green (nuclear)</td>
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<td>Greta Thurnberg</td>
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Step 2 Select 2 sources with conflicting perspectives on your chosen person or group and
i) describe the basic features of each source,
ii) the different contexts and/or perspective of each source.

➔ Write a paragraph for each description.
(minimum 100 words each) - 10 marks

Important!!!

- You are required to select sources that offer different perspectives.
- In this part of the task you may, initially, have difficulty finding alternative perspectives on the person/group.
- So you will need to think about what exactly you type into your search engine.
- You need to draw on your own ideas, based on the sources you choose.
- IT WILL NOT BENEFIT YOU TO DO AN INTERNET SEARCH FOR THIS QUESTION!

➔ To do this you will need to include the following:

CARMOP

- C - Content - what is the source about?
- A - Who was the intended audience for this source? Who was the source made for?
- R - Reliability - Is it biased or limited? Does this affect its believability?
- M - Motive - Why was it made? To inform, to educate, to persuade, to entertain? (for example)
- O - Origin of source – who made it? What was their connection to the person/group described? When was it made?
- P - What is its perspective/attitude of the source to the person/group described in the source?

Types of sources – in your choice of sources you could select from any of the following types.
These are examples only – there may be others that are useful

- Posters
- News reports (TV, newspaper, radio, digital)/feature articles

WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE
**Annotating your source can help you in the beginning - Sample Source A - a WW1 source.**

Diary of Robert Lindsay Mackay, a British soldier during the war

Excerpt from Allied soldier Robert Lindsay Mackay's war diary:

15th of September 1916

<table>
<thead>
<tr>
<th>Date and location mentioned increasing reliability.</th>
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<tbody>
<tr>
<td>Perspective of a newcomer</td>
</tr>
<tr>
<td>Useful for providing view of western front at this location and point in time.</td>
</tr>
<tr>
<td>Useful in showing Allied perspective of German military tactics</td>
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</tbody>
</table>

There had been a big show this morning ... Our people suffered heavily from our new gunfire methods – the barrage – to which our men were not accustomed ...

Well! Here we were sheltered for three days by the old Hun. Fortunately most of his stuff went 50 yards or more, though we did have a few people laid out now and then. Found a dug-out, but purely went to it. Weather beautiful. It was somewhat interesting to see some watch the shells knocking Martinpich into a heap of bricks, only about 100-200 yards away. Though not so stunning when the bricks began to fall around one. Hunused a lot of shrapnel against us – dirty stuff! We often picked up this stuff all around us, but had to let them go at once – they went so hot. At night one of our tanks just on our right flank took fire. It blew away for a long time while the Hun amused himself flinging shells at it.

We had a very lively three days of it ... We used for line Headquarters an old dugout in the near end of Martinpich with eight entrances – five of which were blown in by shellfire, one actually while I was inside. |

NOTE - This source is **NOT about resistance**, but shows how you go about explaining context and perspective of a source

“This source was written by Robert Lindsay Mackay in his diary on September 15, 1916, during the First World War. Mackay was a British soldier who experienced first hand what the conditions on the Western Front were like. As he describes this in a diary entry, it is reasonable to assume that this is an accurate description; it is an eye-witness account, from his point-of-view, and there was no need for him to distort the truth, because there was no real need for him to persuade anyone that the war was different to how he saw it. To him, the war involved the use of weapons he describes as “dirty stuff” and that they had “a few people laid out now...
and then”, ie. killed. Mackay probably intended this source for his personal recollections; keeping a diary was a common practice for WW1 soldiers, who spent much time waiting around for battle and therefore wanted to keep themselves occupied. It is possible that he also knew that, should he be killed in the war, the diary would go to his next-of-kin, so possibly he may have covered up some of the more horrible aspects of the war. In fact, his tone at times is quite light-hearted - “though not so amusing when the bricks began to fall around me Therefore, as a piece of evidence about trench and battle conditions, it is highly reliable and informative to historians. Because the perspective is personal and not from an official point-of-view, such as that of the government, it can be said to be honest in its description.”  264 words

Sample Source B (for guidance only, not to be used as this source is not about resistance!) Compare the diary entry to this source, also from WW1.

Advertisement for Mitchell’s Golden Dawn cigarettes

(End of samples)

Step 3: Once you have written your description of each of your 2 sources, answer the following question:

➔ With specific references to both of your sources.
i) explain the different perspectives of the selected person/group shown in each source, and
ii) Explain why these differing perspectives have occurred.

Your analysis should be at least 250 words

The Process

You will be given 4 periods of class time (Weeks 4 - 5) to work on aspects of the project. Keep a record of the sources you have used for ready reference.

REMEMBER….This task is as much about how people and groups in the past can be viewed from different perspectives as much as about the resistance movement itself.

We learn about the past through both primary and secondary sources, but we need to be aware that opinions about the past will be influenced by whose opinion we are listening to. Understanding this will assist us in being aware of why it is important to know about who created a source as much learning from what the source tells us.

The expectation is that the final product will reflect the amount of time given.
# Year 10 Assessment Task 4 2019
## Resistance in the 20th Century - Marking Criteria

### Question 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| **A 9-10** | Students in this band will typically:  
  ● Have a clear, cohesive and logical explanation;  
  ● Show a detailed knowledge of the motives and actions of a group or individual  
  ● Have no evidence of plagiarism - ideas are referenced |
| **B 7-8** | Students in this band will typically:  
  ● Have a logical and detailed explanation  
  ● Have no evidence of plagiarism  
  ● Show substantial knowledge of motives and actions, at the bottom end students may focus heavily on either motive or actions |
| **C 5-6** | Students in this band will typically:  
  ● Have an explanation with some details, clearly written by student  
  ● Shows some knowledge of the motives and/or actions of a person or group |
| **D 3-4** | Students in this band will typically:  
  ● Have a basic explanation  
  ● Demonstrate limited knowledge of motives and/or actions  
  ● May have evidence of some plagiarism |
| **E 1-2** | Students in this band will typically:  
  ● Plagiarise heavily, may receive a 0  
  OR  
  ● Have an explanation that is limited to one or two basic points  
  ● Demonstrates very elementary knowledge of the person/group  
  ● Too brief |

### Question 2

<table>
<thead>
<tr>
<th>Grade</th>
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</table>
| **A 9-10** | Students in this band will typically:  
  ● Clearly explain the context of both sources by identifying all of the key ideas (CARMOP)  
  ● Gives an explanation of both examples relevance to their view of context |
| **B 7-8** | Students in this band will typically:  
  ● Explains context of both sources but may not refer to all ideas that establish context  
  ● Have good examples which may not be clearly explained or have one example that is well explained |
### Question 3

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
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| A     | Students in this band will typically:  
  - Clearly demonstrate that there are two different interpretations  
  - Use effective and relevant examples from the sources, which are explained or clearly support their point of view.  
  - Have an extensive understanding of why they differ |
| B     | Students in this band will typically:  
  - Demonstrate that there are two different interpretations  
  - Use relevant quotes or references which may not be fully explained  
  OR  
  - Give an effective example/explanation for one source only  
  - Shows some understanding of why they differ |
| C     | Students in this band will typically:  
  - Identify a difference between the sources  
  - Make a general reference to one source and give an example for the other, that isn’t explained  
  - States that they are different but doesn’t clearly explain why |
| D     | Students in this band will typically:  
  - Have only one source that has some discussion of interpretation  
  OR  
  - Has two sources  
  - State that they are different but not satisfactorily explain how or why  
  - No direct reference to the sources |
| E     | Students in this band will typically:  
  - Provide a source without an explanation of difference or interpretation |