



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

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| <b>Subject</b>       | Modern History   |
| <b>Topic</b>         | Historical Analysis Task<br>(National Study: Russia and the Soviet Union – 1917 to 1941) |
| <b>Class Teacher</b> | Miss E Green   |
| <b>Head Teacher</b>  | Mr I Paine   |
| <b>Year</b>          | 12 – HSC   |
| <b>Date Given</b>    | Term 1, Week 5   |
| <b>Date Due</b>      | Friday 24 <sup>th</sup> March 2022 – Term 1, Week 9                                      |
| <b>Weighting</b>     | Total: 25%      Historical Response: 15%<br>Source Analysis: 10%                         |

### Assessment Outline

You are required to complete a mandatory historical analysis relating to the following syllabus dot point from the Russia and the Soviet Union – 1917 to 1941 National Study.

- **The Soviet State under Stalin including:**
  - ***Political Transformation under Stalin: growth of the Party, use of terror, show trials, gulags, propaganda and censorship***

Your historical analysis will be comprised of 2 sections;

1. Historical Response (750 words) 15%
2. Source Analysis (450 words) 10%

You are to choose one of the statements from the selection provided. You will conduct a historical investigation into this issue/concept through research in order to write a historical response to your chosen statement.

### PART 1 – Historical Response

You are required to write a historical response to the historical statement below regarding Russia and the Soviet Union 1917-1941. You will **propose** a thesis regarding your chosen statement. You must use your chosen sources (as per Part 2 below) to compose and support your argument in your written response.

- *The use of terror contributed to the political transformation of the Soviet State under Stalin.*

**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.

## **PART 2 – Source Analysis (Annotated Bibliography)**

As part of your task, you will need to collect and **present** a bibliography of minimum 6 sources that you have used in the writing of your historical response.

These references should be set out according to the school's faculty policy guidelines and demonstrate breadth of research. THREE (3) of the resources in this bibliography must be published works such as books or journal articles. Other resources used can be of your choosing, such as documentaries or academic websites.

There must be at least one example of;

- A Primary Source
- A Secondary Source
- An Audio-Visual Source *i.e. Film or Documentary.*

You are required to write an explanation **analysing** and **evaluating** **THREE** (3) of the sources you have used in your investigation. Your analysis must be no longer than 450 words in total and must equally discuss all three of your chosen sources (150 words per source). You must address the perspective of each source, reliability, 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 your thesis, with reference to the strengths and potential weaknesses of sources.

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**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 judgements based on criteria; determine the value of.

**Presents:** To give, provide or make something known.

### **Non-completion of Task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

### **Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### **Outcomes Assessed**

**MH 12.2** proposes arguments about the varying causes and effects of events and developments

**MH 12.3** evaluates the role of historical features, individuals, groups and ideas in shaping the past

**MH 12.4** analyses the different perspectives of individuals and groups in their historical context

**MH 12.5** assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

**MH 12.8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

**MH 12.9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### Historical Response Marking Criteria

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|---|---------|
| <ul style="list-style-type: none"> <li>• Sustained and well supported argument in response to the historical statement.</li> <li>• Highly effective integration of all sources. Sources successfully support the argument being made and are used correctly.</li> <li>• The historical response is well-written, consistent and highly detailed.</li> <li>• Student successfully uses a range of appropriate historical terms and concepts within the maximum word limits.</li> <li>• Minimal spelling and grammatical mistakes may be evident within the essay.</li> </ul> | 13 – 15 |
| <ul style="list-style-type: none"> <li>• Coherent argument in response to the historical statement.</li> <li>• Effective integration of most sources throughout the response. Sources competently support the argument being made and are used correctly.</li> <li>• The historical response is well-written, and detailed.</li> <li>• Student provides a detailed response using a range of appropriate historical terms and concepts within the maximum word limit.</li> <li>• Some spelling and grammatical mistakes may be evident within the essay.</li> </ul>         | 10 – 12 |
| <ul style="list-style-type: none"> <li>• Student presents a historical response with a generalised argument.</li> <li>• Sound integration of the sources throughout the response. Sources may support the argument being made.</li> <li>• Historical response has evidence of structured paragraphs.</li> <li>• Student responds using some appropriate historical terms.</li> <li>• Several spelling and grammatical mistakes may be evident within the response.</li> </ul>   | 7 - 9   |
| <ul style="list-style-type: none"> <li>• Student presents a written response which contains a narrative or description.</li> <li>• Basic use of some sources throughout the essay that may support the argument being made.</li> <li>• Student provides elements of structure in their response using some historical terms and/ or concepts</li> <li>• Substantial spelling and grammar mistakes may be evident throughout the whole essay.</li> </ul>   | 4 – 6   |
| <ul style="list-style-type: none"> <li>• Student response is a limited narrative or essentially descriptive.</li> <li>• Limited to no sources are integrated into the essay.</li> <li>• Student uses limited historical concepts and terms.</li> <li>• Response has very limited structure and is filled with spelling and grammatical mistakes.</li> </ul>   | 1 – 3   |
| <ul style="list-style-type: none"> <li>• No historical response included</li> </ul>   | 0       |

### Source Analysis Marking Criteria

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