



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Modern History
<b>Topic</b>	Assessment 4 ( <i>The Shaping of the Modern World: World War One</i> )
<b>Class Teacher</b>	Miss E Green
<b>Head Teacher</b>	Mr I Paine
<b>Year</b>	11
<b>Date Given</b>	Friday 27 <sup>th</sup> May 2021 ( <i>Term 3, Week 7</i> )
<b>Date Due</b>	<b>Friday 10<sup>th</sup> September 2021 – 4pm</b> ( <i>Term 3, Week 9</i> ) <b>On Google Classroom</b>
<b>Weighting</b>	<b>Total: 25 marks</b> Knowledge and Understanding of Content: 20% <b>Weighting: 30%</b> Communication: 10%

### Assessment Outline

#### TASK:

Answer the following question with support from sources and evidence collect during your own research;

***The Treaty of Versailles was a fair and justified settlement. Assess.***

Maximum 1000 words (+/- 10%)

#### 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 11.1** Describes the nature of continuity and change in the modern world
- MH 11.3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH 11.5** Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

## Marking Criteria

Criteria	Marks
<ul style="list-style-type: none"> <li>• Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument</li> <li>• Demonstrates thorough, comprehensive and relevant knowledge and understanding of the issue(s) raised in the question</li> <li>• Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features</li> <li>• Supports argument(s) with detailed, relevant and a wide range of relevant sources</li> <li>• Makes use of sophisticated terms and concepts</li> </ul>	21 – 25  A
<ul style="list-style-type: none"> <li>• Addresses the question asked with an attempt at a judgement and/or argument</li> <li>• Demonstrates well-developed, relevant and accurate historical knowledge and understanding of the issues(s) raised in the question</li> <li>• Presents a well-structured response drawing on relevant key features</li> <li>• Supports argument(s) with a range of relevant sources</li> <li>• Makes use appropriate historical terms and concepts</li> </ul>	16 – 20  B
<ul style="list-style-type: none"> <li>• 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 question</li> <li>• Presents a structured response with some identification of the key features</li> <li>• Provides adequate, relevant and accurate historical knowledge and/or understanding</li> <li>• Uses some of relevant sources</li> <li>• Incorporates some historical terms and sources</li> </ul>	11 – 15  C
<ul style="list-style-type: none"> <li>• Presents a generalised, mostly factual and relevant narrative or descriptive response</li> <li>• Presents a simple response, with some mention of the key features</li> <li>• Provides basic, but relevant historical knowledge</li> <li>• May have sources</li> <li>• Incorporates general historical terms</li> </ul>	6 – 10  D
<ul style="list-style-type: none"> <li>• Attempts a narrative or description, which may indicate limited relevance AND/OR be seriously incomplete</li> <li>• Presents a disjointed AND/OR brief response</li> <li>• Provides very limited historical knowledge</li> <li>• Sources are not present</li> <li>• Limited historical terms are used</li> </ul>	1 – 5  E

# 'Assess' Essays

*Make a judgement of value, quality, outcomes, results or size*

## **What does this really mean?**

Assess requires to make a judgement about something. There are a few things you can be asked to assess:

- Value: Useful/useless
- Quality: Good/bad, effective/ineffective
- Results: Whether or not a desired outcome is/can be achieved
- Size: The degree or magnitude of something

You don't always need to make a clear cut decision about whether something effective or ineffective. You can place it on a **relative scale**. For example, something can be 'somewhat useful'.

## **How do I respond to this?**

Assess belongs to the 'evaluate' category. This means you need to:

- List the components
- Describes the characteristics
- Explain the function and purpose
- Figure the effects and impacts
- Make a judgement of the value/effectiveness of the topic

Considering how most of your essay-questions are 'assess' questions, the most important aspect in your essay is your **judgement**. Your judgement should be your first sentence in your introduction and paragraph to reinforce your stance.

The general structure for an introduction should be:

1. Your stance in relation to the question (including a judgement)
2. Explanation of your judgement in relation to the context
3. Elaborate by explaining your paragraphs (this may go over than one sentence)
4. Restate your thesis and how it relates to the question

As for your standard paragraph, the PEEL structure (point, explain, evidence, link) should be used. Personally, I think it should be PEEEL because you need to elaborate how that evidence relates to your explanation, and then link back to your thesis and question.

When it comes to evidence, it can range from statistics to historian quotes. A lot of students worry about memorising historian quotes – this is not compulsory but it can really enhance your argument. Remember, you should be structuring your arguments based your assessment of these events, not what the historian thinks. If you decide to throw in a historian quote, one or two should be enough. You can also paraphrase a historian – my teacher highly recommended this because to some teachers, it's a lot more impressive for you to understand what the historian says and put it in your own words rather than regurgitating a quote you may or may not understand.

## Analysing an essay or assignment question

The first step...

Identify the key **topic words** (words that direct you in what to research).

The second step...

Identify the **focus** of the essay or assignment question.

The third step...

Identify the **task terms** (words that tell how you are to deal with the content the essay will be about).

The fourth step...

Rewrite the question in your own words. This will help you understand the meaning of the question and what is being asked of you. This will also help you to write a **title** for your essay.

Use the following table to help you make sense of your question.

The first step... identify the <b>topic</b>	
The second step... identify the <b>focus</b>	
The third step... identify the <b>task word(s)</b> Refer next page	
The fourth step... anything that <b>limits</b> the assignment focus	
The fifth step... rewrite the question <b>in your own words</b>	

**Assess:** *make a judgement of value, quality, outcomes, results or size*

**'Yes'**

**'No'**

Pros ('advantages'):

- 
- 
- 
- 

**AND**

Cons ('disadvantages'):

- 
- 
- 

Judgement:

## Scaffold for assess

**Assess** – Make a judgement of value, quality, outcomes, results or size.

<p>Issue to be assessed:</p>	<p><b>Points to note:</b> Statement of topic to be assessed which reflects your view point or judgement.</p> <p>Preview of points for and against and concluding judgement.</p> <p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.</p> <p>Elaboration and support needs to include information about the value, quality or outcomes of the point being discussed. This can also refer to negative criticism about the point.</p> <p>Use linking words such as: <i>therefore, because, however, for instance, for example, as a result.</i></p> <p>Information used to make a judgement needs to be explained in your elaboration and then examples given to support it.</p> <p>Must make a judgement at the end either for OR against the argument based on the value, quality or outcomes of the topic.</p>
<p><b>Either:</b> Point for (advantages): Elaboration and support:</p> <p>Point for (advantages): Elaboration and support:</p> <p>Point for (advantages): Elaboration and support:</p> <p><b>Or:</b> Point against (disadvantages): Elaboration and support:</p> <p>Point against (disadvantages): Elaboration and support:</p> <p>Point against (disadvantages): Elaboration and support:</p>	
<p>Conclusion and judgement:</p>	