Year 12 HSC: Modern History

Assessment Task 2 2024

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| **TOPIC**: Russia and the Soviet Union 1917-1941 | **MARKS:** /30 |
| **SUBMISSION REQUIREMENTS:**  Due date**: Thursday the 29th of February 2024** [29/03/2024] Week 5, Term 1.  This task must be submitted on CANVAS, if you are unable to submit the task by the due date/time you are required to fill in an illness & misadventure form with appropriate evidence to the Deputy Principal (Year 12). | **WEIGHTING:**  25% |
| **OUTCOMES TO BE ASSESSED:**  MH12-6: **Analyses** and **interprets** different types of sources for evidence to support an historical account of argument.  MH12-7: **Discusses** and **evaluates** differing interpretations and representations of the past. | |
| **DIRECTIONAL VERBS:**  **Analyse -** Identify components and the relationship between them; draw out and relate implications  **Discuss -** Identify issues and provide points for and/or against  **Evaluate -** Make a judgement based on criteria; determine the value of  **Interpret -** Draw meaning from | |
| **TASK DESCRIPTION:**  This task has TWO parts- Part A and Part B  **Part A: (10 marks)**  You are to complete the source analysis (attached to this assessment task) to assist you in supporting your historical argument for Part B. This includes researching FOUR highly relevant sources and:   * Provide the source details (type, title, author, date etc) * Information provided by the source (the interpretation of relevant information – what does the source reveal?) * Analysis of the source (How the source can be used to strengthen your argument)   **Part B: (20 marks)**  You are to write an extended response of no more than 1,200 words addressing the following question:  ***Evaluate*** *the reasons Stalin was able to outmanoeuvre his opponents and gain control of the Soviet Union.*  You should **discuss** historical sources and debates throughout your response to assist in your **analysis** and **evaluation** of Stalin’s struggle for power. A comprehensive bibliography must be provided, see the criteria for Bibliography tips and expectations. | |
| **ASSESSMENT CRITERIA:**  Part A: Source Analysis: Please complete the Source Analysis table to submit with your task. As with the Historical Investigation, this is designed to help you focus on the evidence required to support your argument in Part B. Please collect a variety of FOUR (4) sources that assist in showing Stalin’s competition for power.  Part B: Extended Response An ALARM matrix has been attached to help you formulate your extended response. Your ability to successfully complete this section of the assessment task will rely on your completion of Part A. Your extended response must address the research. Be sure to incorporate historical sources and debates into your response to strengthen the argument you are making. Use of AI is forbidden.  **Checklist for a detailed and structure historical analysis essay**  Does each paragraph have the following:   * **S** - Structure * **H** - Historical terminology * **A** - Argument * **D** - Detail * **E**- Evidence   **USEFUL TIPS AND RESOURCES – Writing a Bibliography**  A bibliography is an important means of acknowledging the sources of your information. It is important that you follow the established rules below regarding what to include in a bibliography and its correct layout.  **General guidelines and information:**   * keep a record of the sources you use as you go * add your bibliography on a separately at end of your work with the heading ’**Bibliography’** * arrange items in alphabetical order according to author, or title when there is no author * use italics for the main title * take note of correct punctuation, as shown in examples * Include the date on which you viewed website pages and add the URL. * p. stands for page; pp. for pages.      |  | | --- | | **Examples** | | **Books**[Text Wrapping Break]Edwards, Paul. 2006,  *7 Keys to Successful Study.*  ACER, Hawthorn.  Marsden, J.B. 2003, *Everything I know about writing.* Allen and Unwin, Port Melbourne. | | **Books with more than one author**[Text Wrapping Break]Cameron, K., Lawless, J., and Young, C. 2000, *Investigating Australia's 20th Century History*. Nelson, Southbank. | | **Encyclopedia entry**  *‘Education'*, Encyclopedia Britannica. 1998, Encyclopedia Britannica Inc., Chicago. Vol.4. p. 373. | | **Encyclopedia (online)**  *‘Literature for Children,'* World Book Online. viewed 4 June 2010, [**http://www.worldbookonline.com**](http://www.worldbookonline.com/) | | **Website (with author)**  Credaro, Alex. *Constructing Bibliographies.* viewed June 14, 2010, <http://www.geocities.com/koalakid_1999/loyola/biblio.html> | | **Website (no author)**  *‘Origins of society: fact and myth',* Skwirk. viewed 6 June, 2010, [http://www.skwirk.com](http://www.skwirk.com/). | | **Journal and newspaper articles**  Kluger, J. 2008, ‘*The battle to save your memory'*, Time Magazine. 12 June, pp. 52-57.  Oaten, C. 2008, ‘*Open your house to the sun'*, The Sydney Morning Herald. 6 September, p. 3 | | |

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| **ASSESSMENT MARKING CRITERIA – [Part A Source Analysis]** | | |
| MH12-6: **Analyses** and **interprets** different types of sources for evidence to support an historical account of argument. | **Mark** | **Grade** |
| An excellent source analysis table has been developed as evidence to support the historical account of argument. The student has chosen four highly relevant and well-researched historical sources of evidence. The detail of each source is accurate, and interpretation of evidence shows the value in supporting the historical argument for Part B. | 9-10 | A |
| A comprehensive source analysis table has been developed as evidence to support the historical account of argument. The student has chosen four relevant historical sources of evidence. The detail of each source is mostly accurate, and interpretation of evidence shows the value in supporting the historical argument for Part B. | 7-8 | B |
| A sound source analysis table has been developed as evidence to support the historical account of argument. The student has chosen up to four relevant historical sources of evidence. The detail of each source is mostly accurate, and interpretation of evidence shows the value in supporting the historical argument for Part B. | 5-6 | C |
| A basic source analysis table has been developed as evidence to support the historical account of argument. The student has chosen some historical sources of evidence which may lack relevancy. An attempt to provide the detail of each source is made, but lacks valuable interpretation of evidence to support the historical argument for Part B. | 3-4 | D |
| A limited source analysis table has been produced, where a lack of relevant of complete sources have been interpreted which limits the valuable evidence to support the historical argument for Part B. | 1-2 | E |

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| **ASSESSMENT MARKING CRITERIA – [Part B Extended Response]** | | |
| MH12-6: **Analyses** and **interprets** different types of sources for evidence to support an historical account of argument.  MH12-7: **Discusses** and **evaluates** differing interpretations and representations of the past. | **Mark** | **Grade** |
| A well-structured, detailed and complex historical argument is presented through a thoroughly refined extended response. This response provides a sophisticated **evaluation** of the contribution and significance of key figures, events, movements and ideas relevant to the Soviet Union, and **analysis** of differing perspectives. Use of historians, sources or historical debates is effectively integrated and enhances the historical argument presented. | 17-20 | A |
| A well-structured and detailed historical argument is presented through a detailed extended response. This response provides a thorough **evaluation** the contribution and significance of key figures, events, movements and ideas relevant to the Soviet Union, and **analysis** of differing perspectives. Use of historians, sources or historical debates is evident throughout, but may lack sophistication of integration. | 13-16 | B |
| A structured historical argument is presented through an extended response. This response provides an **evaluation** of the contribution and significance of key figures, events, movements and ideas relevant to the Soviet Union, and an attempt to **analyse** differing perspectives. Use of historians, sources or historical debates is attempted, however, lacks sophistication and does not enhance the historical argument. | 9-12 | C |
| Some attempt at an historical argument is presented through an extended response, but it lacks coherency. This response may or may not **evaluate** of the contribution and significance of key figures, events, movements and ideas relevant to the Soviet Union, or attempt **analyse** differing perspectives. Use of historians, sources or historical debates may or may not be attempted and it does not enhance the historical argument. | 5-8 | D |
| Little evidence of an historical argument is present in a structured extended response. This response does not attempt to **evaluate** the contribution and significance of key figures, events, movements and ideas relevant to the Soviet Union or attempt to **analyse** differing perspectives. No evidence of the use of historians, sources or historical debates. | 1-4 | E |

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| **PART A – SOURCE ANALYSIS** |

USEFUL SOURCES

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| Source  (details)  Title, author, date, type. | | Information provided by source (interpretation) | How the source can be used to strengthen my argument (analysis) |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |