Year 12 Modern History

Historical Analysis Assessment Task 2023

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| **TOPIC**: Russia and the Soviet Union 1917-1941 | **MARKS:** /30 |
| **SUBMISSION REQUIREMENTS:**  Term 1, Week 10.  Wednesday 29th March – 11:59pm.  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 11). | **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:**  You are to conduct a Historical Analysis of an aspect of Russia and the Soviet Union 1917 - 1941. This is similar to the Historical Investigation you completed in the Year 11 Course.  You are to choose one of the key features of the topic listed below to research and conduct your project:   * Bolshevik consolidation of power. * Political and economic transformation. * Social and cultural transformation. * Nature and impact of Stalinism. * Aims, nature and effectiveness of Soviet foreign policy.   Part A: (10 marks)  You are to complete the research proposal sheet (attached to this assessment task) to assist you in designing a research question to address your chosen topic.  Part B: (20 marks)  You are to write an extended response of no more than 1,200 words addressing your research question from Part A of this task. You should **discuss** historical sources and debates throughout your response to assist in your **analysis** and **evaluation** of the selected question. | |
| **ASSESSMENT CRITERIA:**  Remember that this is a similar process to the one you have already done in the Year 11 course through the Historical Investigation.  It is important that the research question you formulate be taken ONLY from the topic listed in the task description. If you are uncertain as to how your proposed question might fit into one of these syllabus points, please discuss it with your teacher. In addition, if you discover information that you are unsure of its validity or are uncertain as to if it fits your topic, please discuss this with your teacher.  Part A: Research proposal  Please complete the research proposal sheet and submit with your task. As with the Historical Investigation, this is designed to help you focus on the steps you will need to undertake. This is to be submitted as part of the task, but there will be opportunity to work on it in class. You will be asked to confirm your question with your teacher (via CANVAS) during Week 7 of Term 1.  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 question you have outlined in your research proposal in Part A of this task. Be sure to incorporate historical sources and debates into your response to strengthen the argument you are making.  **Example Questions:**  Analyse the impact of changing leadership of the Soviet Union on Bolshevik ideology in the period to 1941.  Evaluate the outcome of the civil war in the consolidation of Bolshevik power.  Assess the reasons Stalin was able to outmanoeuvre his opponents and gain control of the Soviet Union.  Evaluate the nature and impact of Stalinism on the Soviet Union to 1941  Evaluate the competing visions for the Bolshevik leadership.  To what extent did Stalin transform social and culture life in Soviet Union until 1941.  Evaluate the economic and political transformation of Russia and the Soviet Union | |

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| **ASSESSMENT MARKING CRITERIA – Research Proposal** | | |
| MH12-6: **Analyses** and **interprets** different types of sources for evidence to support an historical account of argument. | **Mark** | **Grade** |
| Evidence of a detailed, comprehensive and well-planned Historical Analysis is demonstrated throughout the Research Proposal. A sophisticated and relevant research question has been developed which **analyses** the significance of historical features relevant to the Soviet Union. Several highly relevant sources of evidence have been selected and clear, sophisticated link between these sources and the proposed historical argument has been made. A complex historical argument is well articulated. | 9-10 | A |
| Evidence of a comprehensive and well-planned Historical Analysis is demonstrated throughout the Research Proposal. A relevant research question has been developed which **analyses** the significance of historical features relevant to the Soviet Union. Several relevant sources of evidence have been selected and clear link between these sources and the proposed historical argument has been made. A detailed historical argument is articulated. | 7-8 | B |
| Evidence of a well-planned Historical Analysis is demonstrated throughout the Research Proposal. A research question has been developed, which may lack refinement, and which attempts to **analyse** the significance of historical features relevant to the Soviet Union. Several sources of evidence have been selected and a link between these sources and the proposed historical argument has been made. An historical argument is evident. | 5-6 | C |
| Evidence of a basic ability to plan a Historical Analysis is demonstrated throughout the Research Proposal. A research question has been developed which lacks relevancy to the task, and which may or may not attempt to **analyse** the significance of historical features relevant to the Soviet Union. Several sources of evidence have been selected but it may lack a clear link between these sources and the proposed historical argument. Some basic attempts to form an historical argument is evident. | 3-4 | D |
| Evidence of a limited ability to plan a Historical Analysis is demonstrated throughout the Research Proposal. A research question has been developed which is not relevant to the task, and which does not attempt to **analyse** the significance of historical features relevant to the Soviet Union. Sources may be identified. Historical argument is not evident. | 1-2 | E |

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| **ASSESSMENT MARKING CRITERIA – 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 |

**Historical Analysis — my proposal**

FOCUS QUESTION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_SUB-QUESTIONS OR POINTS OF ARGUMENT / POTENTIAL PARAGRAPHS:

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USEFUL SOURCES

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| Source  (details) | Information provided by source (interpretation) | How the source can be used to strengthen my argument (analysis) |
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STAGES REQUIRED TO GET TO FINAL PRODUCT BY SUBMISSION DATE

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