**Stage 1 Modern History**

**Assessment Type 2: Historical Study**

**Due Date:**

**Drafts Due:**

**Word Limit:** 1000 words or multi modal equivalent

**Assessment Conditions:** 2 weeks of lesson time + one term of homework time

**Other:**

* A mixture of **primary** and **secondary** sources must be used
* A full **reference list** (works cited) and **bibliography** (works used but not cited) must be included at the end of the essay

**ASSESSMENT CONTEXT:**

The historical study requires you to undertake an investigation in which you inquire into, interpret, and research a historical topic in depth. The investigation can be on a topic linked to the material covered in class or a topic developed independent of the content.

The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. You will negotiate with me the nature and approach of the investigation in terms of the topic, issue, hypothesis and/or focusing question(s), research and sources, and presentation.

**Learning Requirements:**

1. understand and explore historical concepts

2. understand and explore the role of ideas, people, and events in history

3. analyse developments and/or movements in the modern world, and their short- and long-term impacts

4. analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges

5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments

6. draw conclusions and communicate reasoned historical arguments.

**Instructions:**

1. Think of a historical time or topic that interests you! You may choose a topic that
   * From c.1750 onwards
   * is about a historical idea, event, person or group
   * think outside the square – you can evaluate an historical movement, an historical novel, architecture, music, leaders, plagues, events… the list can go on forever!
2. Check the library, the internet and other sources to check that your topic is able to be researched. There is no point choosing an obscure topic only to discover that there are no reliable or suitable sources!
3. You must use both primary and secondary sources in this essay.
4. Consider the purpose of the Individual History Essay: As a general rule, it is wise to have only one purpose in the essay: **For example, understanding, analysing and evaluating the accuracy of a film or novel in depicting a certain person, event or period in history.**
5. Develop a hypothesis or focussing question. This is the question that you will answer, and it must enable you to critically evaluate your topic. Some examples of how to develop a question are below:
   * **Question Stems:** Use question stems which invite a ***reasoned historical argument***, for example:
     + How far…?
     + How useful…?
     + How valuable…?
     + How accurate…?
     + How important…?
     + How far reaching…?
     + How widespread…?
     + How representative…?
     + How reliable…?
     + To what extent…?
   * **Proposition Questions:**
     + ***Proposition***: “General, but limited statement addressing an historical issue”
     + ***Questions stems:***
       - Do you agree? Argue your case in relation to…
       - To what extent do you agree with this proposition in relation to…?
       - Assess the validity of… in relation to…
       - Evaluate the accuracy of this proposition in relation to…
       - Critically evaluate this proposition in relation to…?

**For example:**

1: ‘Tyranny was the foundation of Stalin’s regime in the Soviet Union 1929-1953.’ To what extent do you agree with this statement?

2: How useful is the film *Life is Beautiful* in enhancing an understanding of the Holocaust in Italy during the period 1940-1943?

1. Once you have decided on your topic and your question you can begin researching and writing your essay! This will start with your question, and will end with a full written draft. You will be use a history blog to develop your ideas and get feedback from other members of the class.

**Assessment design criteria:**

*The assessment design criteria that will be assessed in this task are below (in bold)*

|  |  |  |
| --- | --- | --- |
| **Understanding and Exploration** | **Application and Evaluation** | **Analysis** |
| *The specific features are as follows:*  UE1 Understanding and exploration of historical concepts  UE2 Understanding and exploration of the role of ideas, people, and events in history | *The specific features are as follows:*  AE1 Application of the skills of historical inquiry to examine and evaluate sources and interpretations  AE2 Use of evidence to support arguments and draw conclusions  AE3 Communication of reasoned historical arguments, with acknowledgment of sources | *The specific feature is as follows:*  A1 Analysis of short-term and long-term impacts of developments and/or movements in the modern world  A2 Analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges |

**Checklist:**

*In order to meet these criteria you should aim to do the following in your responses – check these off before you hand up the task!*

|  |  |
| --- | --- |
| **Assessment criteria** | **✓** |
| **Understanding and Exploration**   * In your response show a clear knowledge of your chosen topic * Use clear and concise examples to illustrate your argument * Show an understanding of specific ideas, people and events as relevant |  |
| **Application and Evaluation**   * In your response refer to particular individuals or groups that are particularly important to your case study * Use relevant evidence to support **your** argument * Reference your sources correctly * Use appropriate historical terms |  |
| **Analysis**   * Where appropriate consider both the long term and short term impacts * Consider the internal and external forces relevant to your topic |  |

**Stage 1 Modern History**

**Historical Study**

**Assessment Sheet**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **UNDERSTANDING & EXPLORATION** | **APPLICATION & EVALUATION** | **ANALYSIS** |
| **A** | In-depth understanding and exploration of historical concepts.  Comprehensive understanding and insightful exploration of the role of ideas, people, and events in history. | Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations.  Discerning use of relevant evidence to support arguments and draw insightful and relevant conclusions.  Communication of well-reasoned, coherent, and insightful historical arguments, with appropriate acknowledgment of sources. | Critical analysis of short- and long-term impacts of developments and/or movements in the modern world.  Insightful and critical analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **B** | Some depth in understanding and exploration of historical concepts.  Some depth of understanding and thoughtful exploration of the role of ideas, people, and events in history. | Thoughtful application of the skills of historical inquiry to examine and evaluate sources and interpretations.  Well-considered use of mostly relevant evidence to support arguments, and draw mostly relevant conclusions.  Communication of reasoned and coherent historical arguments, with some insights, and with appropriate acknowledgment of sources. | Some depth in analysis of short- and long-term impacts developments and/or movements in the modern world.  Well-considered analysis of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **C** | Understanding and exploration of historical concepts.  Understanding and considered exploration of the role of ideas, people, and events in history. | Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation.  Use of generally relevant evidence to support arguments, and draw some relevant conclusions.  Communication of generally reasoned and coherent historical arguments, with acknowledgment of sources. | Description, with some analysis, of short- and long-term impacts of developments and/or movements in the modern world.  Description, with some analysis, of ways in which societies in the modern world have been shaped by both internal and external forces and challenges. |
| **D** | Some recognition of historical concepts.  Recognition and basic understanding the role of ideas, people, and events in history. | Basic application of some skills of historical inquiry to select and use sources.  Use of some information with partial relevance to support an argument, and draw basic conclusions.  Partial communication of a historical argument, with attempted acknowledgment of sources. | Description of basic short- and/or long-term impacts of a development and/or movement in the modern world.  Superficial description of one or more ways in which societies in the modern world have been shaped by an internal or external force or challenge. |
| **E** | Attempted engagement with one or more historical concepts.  Awareness of one or more ideas, people, or events in history. | Attempted application of the skills of historical inquiry to select and use one or more sources.  Attempted use of information of limited relevance.  Attempted description of a historical event, with limited or no acknowledgment of sources. | Attempted description of a short- or long-term impact of a development or movement in the modern world.  Attempted description of one way in which a society in the modern world has been shaped by an internal or external force. |
| **Teacher Comment:** | | | |