JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: History    Course: Modern History    Year: 12

Assessment Task: Task 2 - National Study: Russia and the Soviet Union 1917-1941 - Research task

Assessment Weighting: 25%    Due: Term 1 Week 9 Date: 23/03/2020

Task Type: Hand in Task ☐ In Class Task ☒ Practical Task ☐

Outcomes assessed (NESA)

- MH12-1 accounts for the nature of continuity and change in the modern world
- MH12-2 proposes arguments about the varying causes and effects of events and developments
- MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past
- MH12-4 analyses the different perspectives of individuals and groups in their historical context
- MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH12-7 discusses and evaluates differing interpretations and representations of the past
- MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task Description/Overview

You are being provided with two possible questions to research and prepare an essay for. These are;

1. Discuss how the power struggle between Stalin, Trotsky and other leading Bolshevik figures in the 1920s shaped the Russian leadership by 1941.

OR

2. Critically analyse the political and social nature of the USSR under Stalin in contrast to that of Lenin's

Detailed Assessment Task Description

- You will be given 40 minutes to write a response to the question provided on the day.
- You will be given 5 minutes to read the question over and to also gather your thoughts.
- You will be provided with an answer booklet on the day
HSC examination guidelines will apply.

**Essay Structure**

**Introduction**
- Outline the overall direction of your response, using the main terms of the question.

**Body**
- You should create a mind-map or jot down points that need to be included in your essay.
  - These points are your body paragraphs.
  - The body is the structure of your essay.
  - Structure your paragraphs carefully
  - Develop the argument you stated in your introduction in each body paragraph.
  - Link each paragraph logically to the next.

**Conclusion**
- Sum up your argument.
- No new information should be added.
- Use ALARM to achieve a better result

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<tr>
<th>Grade</th>
<th>Description</th>
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| Outstanding (O) | • Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question  
                 • Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features  
                 • Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate terms and concepts | 21-25      |
| High (H)        | • Addresses the question asked with a sound attempt at a judgement and/or an argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question  
                 • Presents a well-structured response drawing on relevant key features  
                 • Provides detailed, relevant and accurate historical knowledge and uses appropriate historical terms and concepts | 16-20      |
| Sound (S)       | • Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question  
                 • Presents a structured response, with some identification of the key features  
                 • Provides adequate, relevant and accurate historical knowledge incorporating some historical terms | 11-15      |
<p>| Basic (B)       | • Presents a narrative or descriptive response, which is largely relevant but may be generalised AND/OR incomplete | 6–10       |</p>
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<th>Presents a simple response, with some mention of the key features</th>
<th>Provides limited, relevant and accurate historical knowledge incorporating some historical terms</th>
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<td>Limited (L)</td>
<td>Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete</td>
<td>Provides very limited historical knowledge</td>
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**Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:
- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.