



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History

Course: Modern History

Year: 11

Assessment Task: Task 2 In-Class Essay

Assessment Weighting: 30% Due: Term 2, Week 7, Date: Friday 14/6/24

Task Type: In Class Task

Outcomes assessed (NESA)

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Task Description/Overview

You are to research and prepare for the essay question below. You are to answer the question in class under examination conditions.

Detailed Assessment Task Description

You are to research and address the following question, aiming for a 3 – 4 page essay response:

“An effective tsar could be harsh provided he was consistently harsh. Rulers are often killed not for brutality but for inconsistency. And tsars had to inspire trust and respect among their courtiers but sacred reverence among the peasantry, 90 per cent of their subjects, who saw them as “Little Fathers.” They were expected to be severe to their officials but benign to their peasant “children”: “the tsar is good,” peasants said, “the nobles are wicked.”

— Simon Sebag Montefiore, *The Romanovs: 1613-1918*

Question: Engaging with the source and your own knowledge; To what extent was revolution inevitable by 1917?

You will answer this question in class in examination conditions and cannot take your notes into class.

You will do this essay in class during;

11MH3 = P.4 14/6/24 (*Will have a bulk absence done for the regular period 4 – You will still have to complete the regular period 4 classwork*)

11MH6 = P.4 14/6/24

You will be assessed on how well you:

- Demonstrate historical knowledge and understanding relevant to the question
- Communicate ideas and information using historical term and concepts appropriately
- Present a sustained, logical, and cohesive response.

You are limited to submit one draft for feedback and guidance up to no later than 2.40pm on Thursday 31st of May.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> • Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive knowledge and understanding of the issues raised in the question. • Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features and perfect use of historical terms and concepts. • Supports interpretation with detailed, relevant and accurate historical knowledge, evidence and understanding. • Engages with the source in a sophisticated manner covering most relevant issues raised by the source. 	21-25
High (H)	<ul style="list-style-type: none"> • Addresses the question asked with a good attempt at a judgement and/or argument, which demonstrates well-developed knowledge and understanding of the issues raised in the question. • Presents a well-structured response drawing on relevant key features and good use of historical terms and concepts. • Provides detailed, relevant and accurate historical knowledge and understanding. • Engages with the source but may not address most relevant issues raised by the source. 	16-20
Sound (S)	<ul style="list-style-type: none"> • Addresses the question asked with relevant but largely narrative or descriptive response which may contain implied understanding of the issues raised in the question. • Presents a structured response, with some identification of the key features and sound use of historical terms and concepts. • Provides adequate, relevant and accurate historical knowledge and understanding. • May reference the source but with errors. 	11-15
Basic (B)	<ul style="list-style-type: none"> • Presents a generalised, mostly relevant narrative or descriptive response. • Presents a simple response, with some mention of the key features and basic use of historical terms and concepts. • Provides limited, relevant and/or accurate historical knowledge and understanding. • Attempts to engage with the source. 	6-10
Limited (L)	<ul style="list-style-type: none"> • Attempts a narrative or description, which may be only generally relevant. • May be disjointed AND/OR very brief with limited use of historical terms and concepts. • Provides very limited historical knowledge. Does not engage with the source. 	1-5

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