

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



## YEAR 12 Modern History

### Soviet Union Historical Analysis

<b>Due Date:</b> Thursday 25 <sup>th</sup> 2021	<b>Assessment Name:</b> Soviet Union Historical Analysis
<b>Mark:</b> /25	<b>Weighting:</b> 25%

#### SYLLABUS OUTCOMES TO BE ASSESSED:

MH 12-2: proposes arguments about the varying causes and effects of events and developments  
MH 12-3: evaluates the role of historical features, individuals, groups and ideas in shaping the past  
MH 12-6: analyses and interprets different types of sources for evidence to support an historical account or argument  
MH 12-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

#### DIRECTIVES TO BE ASSESSED:

Assess - Make a judgement of value, quality, outcomes, results or size  
Evaluate - Make a judgement based on criteria; determine the value of

#### TASK DESCRIPTION:

- A) You are required to use AT LEAST four different historical sources on the Soviet Union to support a historical analysis of between 1000 to 1200 words to the following question:

**Assess the political, social and economic impacts of the Bolshevik consolidation of power on the Soviet Union.** (15 marks)

One of these sources will be provided to you, but you must locate at least three other sources on your own. Sources should be a mixture of both Primary and Secondary in nature, and secondary sources should reflect academic quality and depth. Your historical investigation **MUST** include footnoting as referencing and a correctly presented bibliography of all sources used.

- B) You are required to select TWO sources that you found most helpful in supporting your historical analysis. For *each source* you are to write:

**An evaluation of the source's usefulness to your historical analysis.** (10 marks)

This evaluation should include

- Who the author was/ is and what their perspective was/is with regard to this subject matter
- Why their arguments or insights can be considered as credible or reliable
- What specific information or historical evidence you found most helpful in supporting your structured argument
- Why you chose to use the work or words of this particular author over that of others – why specifically do you feel this source has particular impact

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

You will be assessed on your ability to:

- Find quality historical sources and locate useful and reliable information within them
- Demonstrate an ability to analyse and evaluate historical sources for their use in supporting a historical argument
- Write a structured historical analysis that sustains an argument throughout supported by accurate and relevant source evidence
- Demonstrate historical understanding that is relevant to the question
- Communicate ideas and information logically
- Use historical terms and concepts appropriately

<b>Historical Analysis Marking Criteria</b>	
<b>Guideline</b>	<b>Mark/Grade</b>
<ul style="list-style-type: none"> <li>- Historical Analysis proposes a sophisticated argument regarding the social, political and economic impacts of the Bolshevik consolidation of power on the Soviet Union.</li> <li>- The argument is consistently reinforced and supported using appropriate source evidence from at least four well-chosen and relevant sources (primary and secondary) that are appropriately footnoted and presented correctly in a bibliography.</li> <li>- Historical Analysis is very well-structured using historical terminology appropriately, demonstrating a comprehensive and sophisticated understanding of the role of historical features, individuals, groups, and ideas in shaping the past.</li> <li>- Clearly meets word requirements</li> </ul>	<b>13-15</b>
<ul style="list-style-type: none"> <li>- Historical Analysis proposes a considered argument regarding the social, political and economic impacts of the Bolshevik consolidation of power on the Soviet Union.</li> <li>- The argument is sustained throughout and supported using relevant and appropriate evidence from at least four sources (primary and secondary) that are appropriately footnoted and presented correctly in a bibliography.</li> <li>- Historical Analysis is well-structured using historical terminology in a mostly successful way. A strong understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated.</li> <li>- Meets word requirements.</li> </ul>	<b>10-12</b>
<ul style="list-style-type: none"> <li>- Historical Analysis proposes a sound argument regarding the social, political and economic impacts of the Bolshevik consolidation of power on the Soviet Union.</li> <li>- The argument is mostly sustained and supported using mostly relevant and appropriate evidence from at least four sources (primary and/or secondary) that may be inconsistently footnoted and presented in a bibliography.</li> <li>- Historical Analysis is structured and uses some appropriate historical terminology. A sound understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated.</li> <li>- Meets word requirements.</li> </ul>	<b>7-9</b>
<ul style="list-style-type: none"> <li>- Historical analysis proposes one or more ideas about regarding the social, political and economic impacts of the Bolshevik consolidation of power on the Soviet Union.</li> <li>- An argument is either lacking or is not consistent. Attempts to provide supporting evidence from sources (may be less than four and primary and/or secondary) that are likely to be inconsistently or incorrectly footnoted and/or presented in a bibliography.</li> <li>- Historical Analysis may contain some elements of structure such as recognisable paragraphs. A basic understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated.</li> <li>- Does not meet word requirements.</li> </ul>	<b>4-6</b>
<ul style="list-style-type: none"> <li>- Historical analysis may attempt to address one or more issues regarding the social, political and economic impacts of the Bolshevik consolidation of power on the Soviet Union.</li> <li>- No argument is identifiable.</li> <li>- Footnoting and/or Bibliography is either missing or incorrectly presented. Has less than four sources. A limited understanding of the role of historical features, individuals, groups and ideas in shaping the past is demonstrated.</li> <li>- Does not meet word requirements.</li> </ul>	<b>1-3</b>

**ANY PLAGIARISM IDENTIFIED WILL RESULT IN A MARK OF ZERO AND AN N-WARNING.**

## Evaluation of Sources Marking Criteria

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>- Response successfully analyses and interprets an appropriate and well-chosen source for evidence to support an historical account or argument.</li> <li>- Student successfully identifies the author and their perspective regarding this subject matter.</li> <li>- Sophisticated analysis has been provided regarding the credibility and reliability of the source evidence.</li> <li>- The student is able to identify the key evidence from the source that they have found most useful in advancing their own central argument.</li> </ul>	5
<ul style="list-style-type: none"> <li>- Response analyses and interprets an appropriate source for evidence to support an historical account or argument.</li> <li>- Student identifies the author and addresses their perspective regarding this subject matter.</li> <li>- A strong analysis has been provided regarding the credibility and reliability of the source evidence.</li> <li>- The student is able to identify the key evidence from the source that they have found most useful in advancing their own central argument.</li> </ul>	4
<ul style="list-style-type: none"> <li>- Response attempts to analyse and interpret an appropriate source for evidence to support an historical account or argument.</li> <li>- Student identifies the author but may not successfully interpret their perspective regarding this subject matter.</li> <li>- An analysis has been attempted regarding the credibility and reliability of the source evidence.</li> <li>- The student is able to identify some evidence from the source that they have found useful in supporting their own central argument.</li> </ul>	3
<ul style="list-style-type: none"> <li>- Response may attempt to analyse and/or interpret a source for evidence to support an historical account or argument.</li> <li>- Student tries to identify the author and/or their perspective.</li> <li>- The credibility and reliability of the source evidence may be addressed but not appropriately accounted for.</li> <li>- The student may identify some evidence from the source they have used in their historical analysis.</li> </ul>	2
<ul style="list-style-type: none"> <li>- A limited effort to analyse and interpret an appropriate source for evidence to support an historical account or argument is evident.</li> <li>- Student is unlikely to identify either the author or their perspective.</li> <li>- The credibility and reliability of the source evidence is unlikely to have been addressed.</li> <li>- The student is unable to identify any evidence from the source that they have found useful in supporting their own central argument.</li> </ul>	1