

# PICTON HIGH SCHOOL

Creating Opportunities Achieving Success



**Year: 10      Subject: History**

<b>Due Date:</b> Term 1, Week 7 - Monday 11 <sup>th</sup> March, 2024	<b>Assessment Name:</b> The World from 1945 Task
<b>Mark/Grade:</b> A - E	<b>Weighting (if applicable):</b> N/A

## **TASK DESCRIPTION:**

During class you will be given 50 minutes to write a structured response to the following question:

**“Analyse how events since 1945 have shaped the world we live in today”**

You will be permitted to bring one, single sided A4 page of prepared notes to assist you. These must be handwritten and in point form, they can not be a pre-written response. This page of notes will also be submitted at the completion of the task.

## **SYLLABUS OUTCOMES TO BE ASSESSED:**

**HT5.2** - sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5.3** - explains and analyses the motives and actions and of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5.9** - applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5.10** - selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## **DIRECTIVES TO BE ASSESSED:**

**Analyse** - Identify components and the relationship between them; draw out and relate implications

## **ASSESSMENT CRITERIA AND STUDENT CHECKLIST**

- Prepare one A4 page of handwritten notes in point form to assist in the completion of the writing task
- Practise writing your response within the 50 minute timeframe
- Submit draft to your teacher for feedback

**Check your assessment booklet for the current PHS Assessment Policy procedures, located on the school's website. This includes information on submission dates, plagiarism, malpractice and the use of AI.**

## ASSESSMENT MARKING CRITERIA

Outcome	A (above standard)	B (above standard)	C (at standard)	D (below standard)	E (below standard)
HT5.2 - sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	Student draws historical conclusions based on an understanding of chronology, continuity and change in the development of the modern world.	Student explains historical events based on an understanding of chronology, continuity and change in the development of the modern world.	Student outlines historical events and describes significant patterns of continuity and change in the development of the modern world.	Student identifies factors contributing to continuity and change in the development of the modern world.	Student recounts some historical events and identifies significant changes.
HT5.3 - explains and analyses the motives and actions and of past individuals and groups in the historical contexts that shaped the modern world and Australia	<p>Student response demonstrates an extensive ability to analyse how events since 1945 have shaped the world today.</p> <p>Student response demonstrates a sustained ability to construct a historical argument supported by specific historical detail and/or source evidence.</p>	<p>Student submission demonstrates a thorough ability to explain how events since 1945 have shaped the world today.</p> <p>Student response demonstrates a thorough ability to construct a historical argument supported by specific historical detail and/or source evidence.</p>	<p>Student submission demonstrates a sound understanding of how events since 1945 have shaped the world today.</p> <p>Student response is largely descriptive but does attempt to address the question with some supporting historical detail.</p>	<p>Student submission demonstrates a basic ability to describe major events since 1945. May or may not explain how they have shaped the world today.</p> <p>Student response includes minimal historical detail and lacks a clear argument. May be narrative in nature.</p>	<p>Student submission demonstrates an elementary understanding of major world events since 1945.</p> <p>Information may not be relevant to the question.</p>
HT5.9 - applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5.10 - selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	<p>Student response uses an extensive range of relevant historical terms and concepts.</p> <p>Student response demonstrates a sustained ability to convey information about the past effectively in a well-structured written response.</p>	<p>Student response uses a range of relevant historical terms and concepts.</p> <p>Student response demonstrates an attempt to convey detailed information about the past effectively in a structured written response.</p>	<p>Student response uses some relevant historical terms and concepts.</p> <p>Student response conveys information about the past in a structured written response.</p>	<p>Student response uses minimal historical terms and concepts.</p> <p>Student response conveys information in a basic and or descriptive manner. May be written in point form or be lacking structure.</p>	<p>Student response has little to no historical terms.</p> <p>Student response is incomplete.</p>

### Feedback/Comments – overall grade -

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