PICTON HIGH SCHOOL
Creating Opportunities Achieving Success

YEAR 11 Modern History

Meiji Restoration

Due Date: <u>Thursday 2nd April</u>	Assessment Name: Investigating the Nature of Modern History: Source Based Task
Mark: x/30	Weighting: 30 %

SYLLABUS OUTCOMES TO BE ASSESSED:
MH11-2 A student proposes ideas about the varying causes and effects of events and developments.
MH11-3 A student analyses the role of historical features, individuals, groups and ideas in shaping the past.
MH11-6 A student analyses and interprets different types of sources for evidence to support an historical account or argument.
MH11-10 A student discusses contemporary methods and issues involved in the investigation of Modern History.

DIRECTIVES TO BE ASSESSED:
Propose – Put forward an argument or point of view for consideration
Analyse – Identify components and the relationship between them; draw out and relate implications
Interpret – Draw meaning from
Discuss - Identify issues and provide points for and/or against

TASK DESCRIPTION:
You are to <u>Submit via Google Classroom</u> an essay response of <u>1200 words</u> in response to the following question:

  i) **Discuss the following statement: - "<u>Instead of being a rational and pragmatic response to a global reality, the Meiji reforms were in fact both oppressive and reactionary</u>." (15)**

- This task will require you to research sources relating to the Meiji restoration.
- You will need to analyse these sources to find useful information which will allow you to propose an argument in relation to the essay question.
- You will then need to write an essay which proposes an argument supported by these sources.

  ii) **Three of your sources must be analysed using the COMBATS method to demonstrate your ability to analyse sources. You must use at least ONE PRIMARY and ONE SECONDARY source. You should present the analysis of your three sources in SEPARATE paragraphs, and each analysis should be at least 200 words. (15)**

ASSESSMENT CRITERIA – STUDENT CHECKLIST:
You will be assessed on your ability to:
- Demonstrate your understanding of the key events and issues related to the Meiji Restoration
- Analyse sources relating to the Meiji Restoration to draw out information which supports an argument
- Establish an argument in the introduction of your essay which is then supported by evidence from your sources.
- Sustain a consistent and coherent argument throughout an extended piece of writing.

MARKING GUIDELINES

ESSAY	Mark/Grade
- The essay presented is very well-structured and cohesive with a sustained proposed argument that specifically addresses the question asked. Meets word requirements. - The essay demonstrates a superior ability to use detailed evidence from sources in the support of a central argument. - The essay demonstrates an outstanding ability to discuss contemporary issues relating to the Meiji restoration. - The use of historical terminology is contextually correct and demonstrates a sophisticated understanding of the key concepts relating to the Meiji restoration.	**13-15**
- The essay presented is well-structured and mostly cohesive with a sustained proposed argument addressing the question asked. Meets word requirements. - The essay demonstrates a well-developed ability to use detailed evidence from sources in the support of a central argument. - The essay demonstrates high ability to discuss contemporary issues relating to the Meiji restoration. - The use of historical terminology is mostly correct and demonstrates a strong understanding of the key concepts relating to the Meiji restoration.	**10-12**
- The essay presented is structured and presents a proposed argument addressing the question that is inconsistently supported. Meets word requirements. - The essay demonstrates a developing ability to use detailed evidence from sources to support an argument. - The essay demonstrates a sound ability to discuss contemporary issues relating to the Meiji restoration. - The use of historical terminology may contain contextual errors, but still demonstrates a sound understanding of the key concepts relating to the Meiji Restoration.	**6-9**
- The essay presented contains elements of structure. It may propose an argument that is not supported or may make unconnected points throughout. The presence of narrative is likely to be prevalent. Word requirements may not be reached. - The essay demonstrates an undeveloped, and basic ability to use detailed evidence from sources. - The essay demonstrates a basic ability to discuss contemporary issues relating to the Meiji restoration. - The use of historical terminology may be incorrectly used, demonstrating a basic understanding of the key concepts relating to the Meiji restoration.	**4-5**
- The essay presented is largely unstructured. No proposed argument is likely to be established. Excessive narrative is likely to be prevalent. The word requirements are not fulfilled. - The essay demonstrates a limited ability to discuss contemporary issues relating to the Meiji restoration. - The essay demonstrates a limited ability to use detail and evidence from sources. - Historical terminology – if used at all – is incorrect and demonstrates a limited understanding of the key concepts related to the Meiji restoration.	**1-3**

MARKING GUIDELINES

Source Analysis x 3 = 15	Mark/Grade
• The source is very well-analysed, comprehensively identifying the relevant and useful historical information. The origin and motive of the author is correctly and thoroughly identified. • Any identifiable bias in the source is accurately identified and credible possible reasons for the bias are explained. • The intended audience for the source is correctly identified and the text type used to convey information to this audience is explained. • The origin of the source is correctly attributed and meets the requirements for origin.	**5**
• The source is well analysed and identifies the relevant and useful information successfully. The origin and motive of the author is identified and is largely accurate. • Identifiable bias in the source is correctly identified and credible possible reasons for this bias are proposed. • The intended audience for the source is correctly identified and the text type used to reach this audience is addressed. • The origin of the source is correctly attributed and meets the requirements for origin.	**4 – 4.5**
• The source is soundly analysed. Some relevant and useful historical information from the source is identified. The analysis addresses the origin and motive of the author but may not necessarily be accurate or thorough. • Identifiable bias in the source is addressed but may not be correctly identified or attributed. • An intended audience for the source is identified, but this may not necessarily be accurate or thorough, and the text type used is not linked to the intended audience. • The origin of the source is correctly identified and meets the requirements for origin.	**3 – 3.5**
• The analysis of the source is basic, with minimal useful or relevant evidence identified. The origin and motive of the author may not be addressed. • Identifiable bias in the source is not addressed, or an attempt to do so is made but is likely to be inaccurate or not relevant. • The intended audience is not identified or is identified but is incorrect. The text type is not accurately identified. • The origin of the source is incorrectly identified and/or doesn't meet the requirements for origin.	**2 – 2.5**
• The source is analysed to a limited extent. Little to no relevant or historical information from the source is identified. The analysis is unlikely to address the origin and motive of the author/ or tries to, but it is incorrect. • No attempt is made to address the issue of bias in the source/ or bias is identified but is inaccurate or irrelevant. • The intended audience is not identified, and the text type is not addressed. • The origin of the source is not identified and/or doesn't meet the requirements for origin.	**1 – 1.5**