

Modern History 2019 v1.2

IA2: Sample assessment instrument

Investigation — independent source investigation (25%)

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name

Student number

Teacher

Issued

Due date

Marking summary

Criterion	Marks allocated	Provisional marks
Devising and conducting	6	
Analysing	8	
Evaluating	8	
Creating and communicating	3	
Overall	25	

Conditions

Technique	Investigation — independent source investigation
Unit	Unit 3: National experiences in the Modern World
Topic/s	Topic 9: China, 1931–1976 (invasion of Manchuria begins — Cultural Revolution ends)
Duration	Approximately 15 hours of class time over a period of weeks; students may use class time and their own time to develop a response.
Mode/length	Written: 1500–2000 words
Individual/group	Individual
Other	Direct quotes are included in the word length unless cited for authentication purposes (e.g. direct quotes presented alongside the source analysis).
Resources	Access to library and electronic resources.

Context

You have been studying national experiences that have emerged in the Modern World. For the second topic we studied, the national experiences of China, we focused on an aspect of the topic: the development of Communist China under the leadership of Mao Zedong from 1949 to 1976.

Task

Investigate an area associated with the development of Communist China under the leadership of Mao Zedong from 1949 to 1976. Present your findings in an independent source investigation.

To complete this task, you must:

- identify, locate and organise 4–6 primary and secondary sources that have not been studied in class and that demonstrate different perspectives
- devise a key inquiry question and 3–5 sub-questions
- create a rationale (with a paragraph structure) that explains the thinking behind your topic
- develop a source analysis where emphasis is given to analysing and evaluating evidence from historical sources (this may be in dot points)
- create a critical summary of evidence reflecting on decisions, judgments and/or conclusions
- practise ethical scholarship by using a recognised referencing system to acknowledge sources (including a reference list).

Checkpoints

- After approx. 3 hours: Progress check (key inquiry question, background research, selection of possible sources).
- After approx. 6 hours: Progress check (rationale, evidence gathered).
- After approx. 9 hours: Progress check (source analysis, acknowledgment of sources).
- After approx. 12 hours: Progress check (critical summary draft).
- Final submission on due date.

Authentication strategies

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will conduct interviews or consultations with each student as they develop the response.

Instrument-specific marking guide (IA2): Investigation — independent source investigation (25%)

Criterion: Devising and conducting

Assessment objectives

2. devise historical questions and conduct research linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> discerning use of historical questions by creating a nuanced key inquiry question and relevant sub-questions detailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question selection of evidence from primary and secondary sources that offer different perspectives 	5–6
<ul style="list-style-type: none"> appropriate use of historical questions by creating a key inquiry question and relevant sub-questions adequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question selection of evidence from primary or secondary sources that offer perspectives. 	3–4
<ul style="list-style-type: none"> partial or fragmented use of historical questions by creating a key inquiry question and/or sub-question/s that are irrelevant, non-historical or vague rudimentary use of historical research by using evidence from a source that relates to the key inquiry question, sub-question/s or non-historical statements selection of a source or sources that offer a perspective. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Analysing

Assessment objectives

3. analyse evidence from historical sources to show understanding that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning identification of the features of evidence from primary and secondary sourcesdetailed examination of the features of evidence from primary and secondary sourcesinformed explanation about how evidence from sources contributes to the development of the key inquiry question.	7–8
<ul style="list-style-type: none">appropriate identification of the features of evidence from primary and secondary sourcesadequate examination of the features of evidence from primary and secondary sourcesreasonable explanation about how evidence from sources contributes to the development of the key inquiry question.	5–6
<ul style="list-style-type: none">identification of the features of evidence from sourcesexamination of the features of evidence from sourcesexplanation about how evidence from sources contributes to the development of the key inquiry question.	3–4
<ul style="list-style-type: none">partial or fragmented identification of a feature of evidence from a source or sourcesrudimentary examination of a feature of evidence from a source or sourcessuperficial explanation about how evidence from a source or sources relate to the key inquiry question, sub-question/s or the topic.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objectives

5. evaluate evidence from historical sources to make judgments linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning judgments about usefulness and reliabilitythese judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysisthese judgments are well-reasoned and corroborated.	7–8
<ul style="list-style-type: none">effective judgments about usefulness and/or reliabilitythese judgments use evidence from primary and secondary sources and/or refer to perspectives included in the source analysisthese judgments are reasoned and corroborated.	5–6
<ul style="list-style-type: none">adequate judgments about usefulness and/or reliabilitythese judgments use evidence from sources and/or refer to perspectives included in the source analysisthese judgments are appropriate and corroborated.	3–4
<ul style="list-style-type: none">partial or fragmented statement/s about usefulness and/or reliabilitythese statement/s use evidence from a source and/or refer to a perspective included in the source analysisthese statement/s are inconsistent, superficial or vague.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating and communicating

Assessment objectives

6. create an independent source investigation that communicates meaning to suit purpose that is linked to a topic focused on national experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• succinct, with ideas related to the key inquiry question and sub-questions conveyed logically• features of an independent source investigation and ethical scholarship are consistently demonstrated• minimal errors in spelling, grammar and punctuation.	3
<ul style="list-style-type: none">• conveys ideas related to the key inquiry question or sub-questions• features of an independent source investigation and ethical scholarship are demonstrated• some errors in spelling, grammar and punctuation.	2
<ul style="list-style-type: none">• conveys ideas that are frequently unrelated to the key inquiry question and/or sub-question/s• features of an independent source investigation and ethical scholarship are inconsistently demonstrated• frequent errors in spelling, grammar and punctuation impede the communication of ideas.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0



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