

Modern History 2019 v1.2

IA3: Sample assessment instrument

Investigation — historical essay based on research (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
Comprehending	4	
Devising and conducting	3	
Analysing	4	
Synthesising	4	
Evaluating	6	
Creating and communicating	4	
Overall	25	

Conditions

Technique	Investigation — historical essay based on research
Unit	Unit 4: International experiences in the Modern World
Topic/s	Topic 8: Cold War, 1945–1991 (Yalta Conference begins – Soviet Union ends)
Duration	Approximately 15 hours of class time over a period of weeks
Mode/length	Written: 1500–2000 words.
Individual/group	Individual
Resources	Access to library and electronic resources

Context

You have been investigating international experiences that have emerged in the Modern World. For the first topic we studied, the Cold War, we focused on an aspect of the topic: the reasons for the end of the Cold War.

Task

Investigate an area associated with the reasons for the end of the Cold War and create a historical essay based on research.

- Your investigation must reflect the application of key issues raised in our depth study.
- Your historical essay must be based on research, and requires sustained analysis, evaluation and synthesis of evidence from historical sources to fully support the hypothesis.

To complete this task, you must:

- devise your own key inquiry question
- conduct your investigation by locating and using information beyond your own knowledge and what has been provided in class
- write a historical essay, based on research, that has the following features
 - a student-generated hypothesis
 - an introduction (which sets context, and includes the student-generated hypothesis and an outline of the argument)
 - body paragraphs with topic sentences (where you analyse, evaluate and synthesise evidence from historical sources)
 - a conclusion (which draws together the main ideas and arguments)
 - appropriate spelling, punctuation and grammar
- practise ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).

Checkpoints

- After approx. 3 hours: Check progress (key inquiry question, background research, selection of possible sources).
- After approx. 6 hours: Check progress (possible hypothesis, evidence gathered).
- After approx. 9 hours: Check progress (hypothesis, essay plan).
- After approx. 12 hours: Check progress (draft).

Authentication strategies

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

Scaffolding

- Possible ideas and concepts that can be used as a basis for further investigation will be discussed in class.
- Guidelines for essay structure and referencing will be provided.

Instrument-specific marking guide (IA3): Investigation — historical essay based on research (25%)

Criterion: Comprehending

Assessment objectives

1. comprehend terms, concepts and issues linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • thorough and mostly accurate use of terms placed into historical contexts • detailed explanation of issues related to the key inquiry question • informed understanding of the relationship between concepts and a variety of ideas developed in response to the key inquiry question. 	3–4
<ul style="list-style-type: none"> • appropriate use of terms placed into historical contexts • adequate explanation of issues related to the key inquiry question • reasonable understanding of the relationship between concepts and the key inquiry question. 	2
<ul style="list-style-type: none"> • partial, fragmented or mostly inaccurate use of a term or terms • rudimentary explanation of an issue or issues • superficial understanding of the link between a concept or concepts and the key inquiry question or the topic. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Devising and conducting

Assessment objectives

2. devise historical questions and conduct research linked to a topic focused on international 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 questiondetailed use of historical research by using evidence from primary and secondary sources that demonstrate application of the key inquiry question and hypothesisselection of evidence from primary and secondary sources that offer different perspectives.	3
<ul style="list-style-type: none">appropriate use of historical questions by creating a key inquiry questionadequate use of historical research by using evidence from primary or secondary sources that demonstrate application of the key inquiry question or hypothesisselection of evidence from primary or secondary sources that offer perspectives.	2
<ul style="list-style-type: none">partial or fragmented use of historical questions by creating a key inquiry question that is irrelevant, non-historical or vaguerudimentary use of historical research by using evidence from a source that relates to the key inquiry question or non-historical statementsselection of a source or sources that offer a perspective.	1
<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 international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">discerning use of the features of evidence from primary and secondary sourcesdetailed examination of the features of evidence from sourcesinformed explanation about how evidence from sources contributes to the development of the key inquiry question and hypothesis.	3–4
<ul style="list-style-type: none">appropriate use of the features of evidence from sourcesadequate examination of the features of evidence from sourcesreasonable explanation about how evidence from sources contributes to the development of the key inquiry question or hypothesis	2
<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, hypothesis or topic.	1
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Synthesising

Assessment objectives

4. synthesise evidence from historical sources to form a historical argument that is linked to a topic focused on international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• combination of information from sources to justify insightful decisions• combination of information from sources to support a sophisticated historical argument• these combinations use evidence from primary and secondary sources.	3–4
<ul style="list-style-type: none">• combination of information from sources to justify reasonable decisions• combination of information from sources to support a basic historical argument• these combinations use evidence from primary or secondary sources.	2
<ul style="list-style-type: none">• combination of information from a source or sources relate to a partial or fragmented decision• combination of information from a source or sources relate to a superficial or rudimentary historical argument or a non-historical argument• these combinations use evidence from a source.	1
<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 international experiences in the Modern World

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• discerning judgments about usefulness and reliability• these judgments use evidence from primary and secondary sources and/or refer to different perspectives• these judgments are well-reasoned and corroborated.	5–6
<ul style="list-style-type: none">• adequate judgments about usefulness and/or reliability• these judgments use evidence from sources and/or refer to perspectives• these judgments are appropriate and corroborated.	3–4
<ul style="list-style-type: none">• partial or fragmented statement/s about usefulness and/or reliability• these statements use evidence from a source and/or refer to a perspective• these statements 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 a historical essay based on research that communicates meaning to suit purpose that is linked to a topic focused on international 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 hypothesis conveyed logically• features of a historical essay based on research and ethical scholarship are consistently demonstrated• minimal errors in spelling, grammar and punctuation	3–4
<ul style="list-style-type: none">• conveys ideas related to the key inquiry question and/or hypothesis• features of a historical essay based on research 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• features of a historical essay based on research 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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