



Kelvin Grove State College

Modern History

IA2

Student name

Student number

Teacher

Issued

02/03/2020

Due date

02/04/2020

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 5: Germany, 1914–1945 (World War I begins – World War II ends)
Duration	Approximately 15 hours of class time over a period of weeks
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).

Context

You have been studying national experiences that have emerged in the Modern World. For the second topic we studied, the national experiences of Nazi Germany, we focused on an aspect of the topic: life, terror and resistance during the Third Reich in Germany from 1933-1945.

Task

Investigate an area associated with life, terror and resistance during the Third Reich in Germany from 1933-1945. 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, e.g. topic choice, origins of your questions, possible hypothesis, choice of sources
- develop a source analysis where emphasis is given to analysing the origin, purpose and context of historical evidence, and evaluating historical sources and evidence to show understanding of perspectives and interpretations. These can be in dot points. However, accepted standard language conventions apply.
- 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

- ☐ Term 1, Week 6: Progress check - topic selection, key inquiry question and sub-questions, in class check.
- ☐ Term 1, Week 7: Progress check - rationale, submit through Turnitin, no feedback provided.
- ☐ Term 1, Week 8: Draft due - rationale, source analysis, critical summary of evidence and reference list, submit through Turnitin, feedback provided.
- ☐ Term 1, Week 10: Final due - independent source investigation (key inquiry question and sub-questions, rationale, source analysis, critical summary of evidence and reference list), submit through Turnitin.

Authentication strategies

- You will be provided class time for task completion.
- You must acknowledge all sources.
- Your teacher will ensure class cross-marking occurs.
- You will provide documentation of your progress at the checkpoints indicated above.
- Your teacher will collect and annotate one draft.
- You will use Turnitin to submit your response.
- Your teacher will conduct interviews or consultations as you develop the response.
- You must submit a declaration of authenticity.

I declare that the assessment I have submitted is my original work unless otherwise referenced.

Name: _____

Signature: _____ Date: _____

Scaffolding

See independent source investigation booklet.

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"> <u>discerning</u> use of historical questions by creating a <u>nuanced</u> key inquiry question and relevant sub-questions <u>detailed</u> 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 <u>perspectives</u>. 	5–6
<ul style="list-style-type: none"> <u>appropriate</u> use of historical questions by creating a key inquiry question and <u>relevant</u> sub-questions <u>adequate</u> 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"> <u>partial</u> or <u>fragmented</u> use of historical questions by creating a key inquiry question and/or sub-question/s that are <u>irrelevant</u>, non-historical or <u>vague</u> <u>rudimentary</u> 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"> <u>discerning</u> identification of the <u>features of evidence</u> from primary and secondary sources <u>detailed</u> examination of the features of evidence from primary and secondary sources <u>informed</u> explanation about how evidence from sources contributes to the development of the key inquiry question. 	7–8
<ul style="list-style-type: none"> <u>appropriate</u> identification of the features of evidence from primary and secondary sources <u>adequate</u> examination of the features of evidence from primary and secondary sources <u>reasonable</u> 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 sources examination of the features of evidence from sources explanation about how evidence from sources contributes to the development of the key inquiry question. 	3–4
<ul style="list-style-type: none"> <u>partial</u> or <u>fragmented</u> identification of a feature of evidence from a source or sources <u>rudimentary</u> examination of a feature of evidence from a source or sources <u>superficial</u> 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">• <u>discerning</u> judgments about <u>usefulness</u> and <u>reliability</u>• these judgments use evidence from primary and secondary sources and refer to different perspectives included in the source analysis• these judgments are well-reasoned and <u>corroborated</u> .	7–8
<ul style="list-style-type: none">• <u>effective</u> judgments about usefulness and/or reliability• these judgments use evidence from primary and secondary sources and/or refer to perspectives included in the source analysis• these judgments are <u>reasoned</u> and corroborated.	5–6
<ul style="list-style-type: none">• <u>adequate</u> judgments about usefulness and/or reliability• these judgments use evidence from sources and/or refer to perspectives included in the source analysis• these judgments are <u>appropriate</u> and corroborated.	3–4
<ul style="list-style-type: none">• <u>partial</u> or <u>fragmented</u> statement/s about usefulness and/or reliability• these statement/s use evidence from a source and/or refer to a perspective included in the source analysis• these statement/s are <u>inconsistent</u> , <u>superficial</u> or <u>vague</u> .	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">• <u>succinct</u> , with ideas related to the key inquiry question and sub-questions conveyed <u>logically</u>• features of an independent source investigation and <u>ethical scholarship</u> are <u>consistently</u> demonstrated• <u>minimal</u> 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 <u>inconsistently</u> demonstrated• <u>frequent</u> 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