

# Erindale College

<b>Assessment Period:</b>	<b>2021 S2</b>
<b>Course:</b>	<b>PRE MODERN HISTORY</b>
<b>Unit:</b>	<b>Unit 4: Power (1.0)</b>
<b>Accreditation:</b>	<b>A</b>
<b>Year:</b>	<b>12</b>

## Unit Goals

- describe the development, operation, and subversion of ideologies within societies
- describe the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, the past
- identify key concepts as part of a historical inquiry, including evidence, silences and perspectives
- use historical skills to investigate the pre modern world, and use a range of evidence to support and communicate a historical explanation or argument
- identify selected historical framework

## Content Description

### Chronology, terms and concepts

- identify links between events to understand causation and consequences
- demonstrate historical knowledge and understanding

### Historical questions and research

- investigate historical topics
- develop a coherent research plan
- identify, locate and organise relevant information from a range of primary and secondary sources
- practise ethical scholarship when conducting research

### Analysis and use of sources

- identify the origin and purpose of historical sources
- use evidence from different types of sources to explain historical developments
- describe the strengths and weaknesses of different sources

### Perspectives and interpretations

- identify and explain the different perspectives of individuals and groups in the past
- identify different historical interpretations of the past

### Explanation and communication

- explain the past using appropriate evidence from a range of sources to support an argument
- communicate historical understanding by using a form appropriate to the purpose and audience
- apply appropriate referencing techniques accurately and consistently

## Assessment Tasks

Name	Due Date	Weighting
Research Essay	16 August	30%
Oral Presentation	DURING CROSS LINE TESTING: 10 September	30%
Unit Exam	EXAM WEEK: 19 November	40%

## School Assessment Information

### For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

### For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

### For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

### For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

## Achievement Standards for PRE MODERN HISTORY A - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and Understanding	<ul style="list-style-type: none"> <li>● analyses histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>● analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</li> <li>● analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society</li> <li>● analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>● analyses and evaluates processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>● explains histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>● explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>● explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society</li> <li>● explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>● analyses processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>● describes histories, environments, systems, data and cultures to understand individual and collective behaviour</li> <li>● describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>● describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society</li> <li>● describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>● explains processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>● describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour</li> <li>● describes issues/events and identifies their significance and impacts with some use of evidence</li> <li>● identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society</li> <li>● describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>● describes processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>● describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour</li> <li>● identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>● identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society</li> <li>● identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>● identifies processes of change with little to no reference to our world and our place in the world</li> </ul>

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>• applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences</li> <li>• analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>• applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences</li> <li>• explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources</li> <li>• applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences</li> <li>• describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>• communicates applicable ideas and arguments in modes using relevant evidence, appropriate language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>• applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences</li> <li>• uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>• communicates ideas and arguments in modes using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>• applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge</li> <li>• selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect</li> <li>• reflects with little or no thought on own learning or the significance of Humanities and Social Sciences</li> <li>• identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>• communicates basic ideas and arguments in modes using minimal evidence, language or referencing</li> </ul>