Erindale College

Assessment Period:	2021 S2
Course:	PRE MODERN HISTORY
Unit:	Unit 4: Power (1.0)
Accreditation:	T
Year:	11

Unit Goals

- understand the development, operation, and subversion of ideologies within societies
- analyse and evaluate the nature of the evidence of the pre modern past and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past
- evaluate key concepts as part of a historical inquiry, including evidence, silences, perspectives, interpretation, and representation
- apply historical skills to investigate different representations of the pre modern world, and select and interpret a range of evidence to support and communicate a historical explanation or argument
- identify and apply selected historical frameworks

Content Description

Chronology, terms and concepts

- identify links between events to understand the nature and significance of causation, change and continuity over time
- use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding

Historical questions and research

- formulate, test and modify propositions to investigate historical issues
- frame questions to guide inquiry and develop a coherent research plan for inquiry
- identify, locate and organise relevant information from a range of primary and secondary sources
- identify and practise ethical scholarship when conducting research

Analysis and use of sources

- identify the origin, purpose and context of historical sources
- analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument
- evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument

Perspectives and interpretations

- analyse and account for the different perspectives of individuals and groups in the past
- evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective
- evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions

Explanation and communication

- develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments

support and refute arguments
- communicate historical understanding by selecting and using text forms 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 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.

For meshing procedures
See BSSS Policy and Procedure Manual 5.4.1 for further information.

For method of unit score calculation
See BSSS Policy and Procedure Manual 4.3.6.2 for further information.

For procedures for calculating course scores
See BSSS Policy and Procedure Manual 4.3.13.2 for further information.

Achievement Standards for PRE MODERN HISTORY T - Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and Understanding	● evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour ● evaluates the significance of issues/events with the use of evidence ● critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture ● critically analyses processes of change to understand our world and our place in the world ● critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical context	● analyses histories, environments, systems, data and cultures to understand individual and collective behaviour ● analyses the significance of issues/events with the use of evidence ● analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture ● analyses processes of change to understand our world and our place in the world ● analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context	● explains histories, environments, systems, data and cultures to understand individual and collective behaviour ● explains the significance of issues/events with the use of evidence ● explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture ● explains processes of change to understand our world and our place in the world ● explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical context	● describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour ● describes issues/events and identifies its significance with some use of evidence ● describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture ● describes processes of change to understand our world and our place in the world ● describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and/or historical context	● describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour ● identifies issues/events with little to no reference to its significance and minimal use of evidence ● identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture ● identifies processes of change with little to no reference our world and our place in the world ● identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources ● applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge ● selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect ● synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making ● communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing ● reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources ● applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge ● selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect ● analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making ● communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing ● reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources ● applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect ● explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making ● communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing ● reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good	● undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources ● applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect ● describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making ● communicates ideas and arguments using some evidence, appropriate language and accurate referencing ● reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good	● undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence ● applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge ● selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect ● identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making ● communicates basic ideas and arguments using minimal evidence, language and accurate referencing ● reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good