Erindale College

Assessment Period:	2021 S2
Course:	PRE MODERN HISTORY
Unit:	Unit 4: Power (1.0)
Accreditation:	T
Year:	12

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 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.

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 12

	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	● analyses histories, environments, systems, data and cultures to understand individual and collective behaviour	● explains histories, environments, systems, data and cultures to understand individual and collective behaviour	● describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour	● describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour
	● evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures	● analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures	● explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures	● describes issues/events and identifies their significance and impact with some use of evidence	● identifies issues/events with little to no reference to their significance and impact with minimal use of evidence
	● critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and evaluates their relationships to a fair, secure, resilient society	● analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains their relationships to a fair, secure, resilient society	● explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes their relationships to a fair, secure, resilient society	● describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to their relationships with a fair, secure, resilient society	● identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society
	● critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation	● analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation	● explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation	● describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation	● identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation
	● critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts	● analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	● explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts	● describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts	● identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts

	*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*
Skills	● applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge	● applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge	● applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge	● applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge	● applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge
	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources	● undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources	● undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources	● undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence
	● selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect	● selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect	● selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect	● selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect	● selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect
	● reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good	● reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good	● reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good	● reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good	● reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good
	● synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making	● analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making	● explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making	● describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making	● identifies some 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 in a range of modes using relevant evidence, appropriate language and accurate referencing	● communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language and accurate referencing	● communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language and accurate referencing	● communicates ideas in modes and arguments using some evidence, appropriate language and referencing	● communicates basic ideas in modes and arguments using minimal evidence, language and referencing