

# Stage 2 Modern History

## Assessment 4 - Source Analysis Construction

**NAME:**

**AIM:** To develop a knowledge and understanding of each section of Source Analysis including; Source inquiry and Analysis, Reflection and Evaluation of Sources and Communication of answers.

**TASK:** To construct your own Source Analysis broadsheet on a topic of your choice with a minimum of 5 Sources accompanied by 5 questions, 1 from each question type. A sample answer for each question also needs to be provided.

**INSTRUCTIONS:** Please complete the following steps:

- 1.** Select a topic that has 2 sides or views to it so that you can research and find 5 sources from 2 opposing arguments for your broadsheet. Confirm topic with me, maybe use your IHE topic.
- 2.** After you have confirmed your topic start the research phase. Remember that you need 5 sources. It should be a 3-2 split between the sources. Also remember to locate a variety of sources. We do not want all 5 sources to be the same type. Letters, newspaper articles, pictures, diary entries, text from a book, paintings, blogs, cartoons, speeches, maps, charts, graphs, diagrams and government documents are just some of the examples of sources that you could use.
- 3.** After you have selected your 5 sources and confirmed them with me construct your broadsheet placing the sources neatly and logically. Remember to include a title and introduction to your topic, to number the sources and to include all of the relevant information about who wrote the source, where you found it and when it was written. Be sure to compare your broadsheet to the in-class example to ensure its accuracy.
- 4.** Construct your 5 questions. In order you need (a) Comprehension Question (1 Mark) (b) Conclusions Questions (3 Marks) (c) Usefulness Question (5 Marks), (d) Supporting Question (5 Marks) and (e) Proposition Question (6 Marks). Be sure to make notes and take ideas about which sources to select from our question construction lesson and use the in-class example questions as a guide.
- 5.** Now it is time to complete a set of sample answers for the questions that you have created. Again be sure to take notes and learn techniques from our answers lesson.
- 6.** Be sure to draft your work, I will be expecting to have seen a draft from ALL students by Friday – Week 7.

**DUE DATE: Tuesday 12<sup>th</sup> of June – Week 8**

**MARKING:** The SACE Marking Scheme is on the back of this sheet with the assessed criteria highlighted in red and the SACE Assessment Design Criteria relative to this assessment are listed below.

### Assessment Design Criteria

KU 2 – Formulation of focusing questions and their application in explaining historical concepts

IA 1 – Application of the skills of historical inquiry, including critical analysis.

IA 2 – Construction of reasoned historical arguments based on a critical understanding of evidence from sources.

C1 – Coherent communication of well informed and relevant arguments.

**GRADE:**

**COMMENT:**

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## Performance Standards for Stage 2 Modern History

	Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
<b>A</b>	<p>Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Perceptive application of the skills of historical inquiry, including critical analysis.</p> <p>Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Well-structured and coherent communication of well-informed and relevant arguments.</p> <p>Consistent, clear, and appropriate use of subject-specific language and conventions.</p>
<b>B</b>	<p>Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Well-considered application of the skills of historical inquiry, including critical analysis.</p> <p>Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Well-considered evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Structured and mostly coherent communication of informed and relevant arguments.</p> <p>Clear and appropriate use of subject-specific language and conventions.</p>
<b>C</b>	<p>Considered and relevant knowledge and understanding of people, places, events, and ideas in history.</p> <p>Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</p>	<p>Considered application of the skills of historical inquiry, including some critical analysis.</p> <p>Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.</p>	<p>Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</p> <p>Considered evaluation of why individuals and groups acted in certain ways at particular times.</p>	<p>Generally coherent communication of informed and relevant arguments.</p> <p>Mostly appropriate use of subject-specific language and conventions.</p>
<b>D</b>	<p>Recognition and basic understanding of people, places, events, and ideas in history.</p> <p>Formulation of one or more focusing questions and description of one or more related historical concepts.</p>	<p>Basic application of some skills of historical inquiry, including some superficial analysis.</p> <p>Some basic construction of a historical argument based on some understanding of evidence from sources.</p>	<p>Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena.</p> <p>Superficial consideration of why individuals and groups acted in certain ways at particular times.</p>	<p>Some basic communication of aspects of an argument.</p> <p>Some appropriate use of subject-specific language and conventions, with inaccuracies.</p>
<b>E</b>	<p>Limited awareness of people, places, events, or ideas in history.</p> <p>Attempted formulation of one or more focusing questions and attempted description of a related historical concept.</p>	<p>Limited application of one or more skills of historical inquiry.</p> <p>Attempted description of a historical event based on a limited understanding of evidence from sources.</p>	<p>Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon.</p> <p>Description of the actions of individuals and groups at particular times.</p>	<p>Attempted communication of one or more aspects of an argument.</p> <p>Limited use of any appropriate subject-specific language and conventions.</p>