

ASSESSMENT STRUCTURE FOR THE YEAR
UNIT 3-RUSSIA AND USSR: 1914-1945
UNIT 4 - EUROPE (POST) 1945-2001

Date	Assessment # type & style	Value %	Your Mark	Average Mark	Improvement required
SEMESTER 1- UNIT 3: Russia & USSR 1914-1945		45% marks for the year			
Term 4, W9 Tuesday afternoons 3.10pm - 4.00pm	1a. Source analysis	2.5%			
Term 1, W3	1b. Source Analysis	2.5%			
Term 1, W4 Tuesday 3.10pm - 4.00pm	2.Explanation	5%			
Term 1, W5 Tuesday 3.10pm - 4.00pm	3. Source analysis	5%			
Term 1, W7 Tuesday 3.10pm - 4.00pm	4. Historical Inquiry	10%			
Term 1, W10 Tuesday 3.10pm - 4.00pm	5.Explanation	5%			
Term 2, W4 & W5	6. Examination	15%			
SEMESTER 2 - UNIT 4: Europe post 1945-2001		55% marks for the Year			
Term 2, W7 Tuesday afternoons 3.10pm - 4.00pm	7. Source analysis	5%			
Term 2, W9 Tuesday 3.10pm - 4.00pm	8. Explanation	5%			
Term 3, W2 Tuesday 3.10pm - 4.00pm	9Historical Inquiry	10%			
Term 3, W5 Tuesday 3.10pm - 4.00pm	10. Explanation	5%			
Term 3, W7 Tuesday 3.10pm - 4.00pm	11. Source analysis	5%			
Term 3, W9&10	12. Examination	25%			

Assessment table – Year 12

Type of assessment	Weighting
<p>Historical inquiry</p> <p>Students use the relevant historical skills to plan, conduct and communicate an inquiry related to the elective they are studying. Typically the inquiry proposition is devised by the student.</p> <p>The final presentation can be: a written report; an analysis of the sources used in the inquiry; a debate; a hypothetical; an oral presentation and/or a multimodal presentation which can be presented individually or in a group.</p> <p>Typically one historical inquiry is completed for each unit.</p>	20%
<p>Explanation</p> <p>A response in the form of an essay for one or more closed or open questions or for a topic. The question can require students to respond to propositions or points of debate; explanations or evaluations of historical evidence; and interpretations and/or representations.</p> <p>At least two explanation tasks must be administered under test conditions.</p>	20%
<p>Source analysis</p> <p>A number of sources are interpreted, analysed, evaluated and/or synthesised. Questions typically require students to use evidence from the sources when commenting on: message; origin, purpose and context; reliability, usefulness and contestability of the evidence; perspective; and relevance to the context. Typically the teacher selects the sources and provides the questions.</p> <p>Source material can include: photographs, cartoons, paintings, graphs, government papers, extracts from newspaper articles, letters, diaries, literary sources, and/or secondary sources.</p> <p>At least two source analysis tasks must be administered under test conditions.</p>	20%
<p>Examination</p> <p>Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units. The assessment outline must:

- • include a set of assessment tasks
- • include a general description of each task
- • indicate the unit content to be assessed
- • indicate a weighting for each task and each assessment type
- • include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for an historical inquiry could be validated by a task (such as a structured essay, extended answer or analysis of the sources used in the inquiry) which is completed in class after the final presentation is submitted.