Student’s Name: ________________________________

Teacher’s Name: Ms Manuel

Assessment Task for Stage 6: Preliminary

Subject: Modern History

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<th>Assessment Task No.</th>
<th>1</th>
<th>Due Date:</th>
<th>17th March</th>
<th>Weighting</th>
<th>30%</th>
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THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Submission Instructions

- Submit the task by placing it in the Assessment Bin at the Student Foyer by 9:00am
- This cover sheet must be attached to the task.
- Times New Roman 12 point font is to be used.
- Penalty for non attendance on day of assessment or late submission
  - Assessments submitted after 9.00 a.m. on the due date will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.
  - Assessments submitted after 9.00 a.m. on the next day will receive a zero mark pending Illness/Misadventure certification.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed:

P1.2 investigate and explain the key features and issues of selected studies from the eighteenth century to the present
P3.2 locate, select and organise relevant information from different types of sources
P3.3 comprehend and analyse sources for their usefulness and reliability
P3.4 identify and account for differing perspectives and interpretations of the past
P3.5 plan and present the findings of historical investigations, analysing and synthesising information from different types of sources
P4.1 use historical terms and concepts appropriately
P4.2 communicate a knowledge and understanding of historical features and issues, using appropriate and well-structured oral and written forms

Student Confirmation

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made and a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________________ Date: ______________
# TASK DETAILS

## 1. Description of the Task

This is a submission task.

You are asked to write a **1500 word** response for an historical journal which addresses the following question. You may use information from class work, handouts and the sources provided.

**Question:**

Assess how useful Sources A, B and C would be for a historian studying the political, social and economic grievances in early twentieth century Russia.

In your answer, consider the perspective and reliability of the THREE sources.

You will be assessed on how well you:

- Assess the usefulness of each source in terms of its perspective and reliability
- Present a sustained, logical and well-structured response using appropriate historical information
- Communicate using appropriate SST’s

Term used in the assessing of this task:
**Assess:** Make a judgement of value, quality, outcomes, results or size

## 2. Classroom Learning

Students have been prepared to effectively complete this task through:

Learning to:

- Evaluate the usefulness and reliability of sources
- Use historical terms and concepts appropriately
- Locate, select and organise information from different types of primary and secondary sources

Learning about:

- Nicholas II as autocrat
- Political, social and economic grievances in early twentieth-century Russia
- The Tsar’s failure to address the problems of Russia
Modern History

Source Booklet

General Instructions
Use this source booklet to answer the question.
Source A: Grigory Rasputin
Image from www.williammichaelian.com

Source B: Tsar Nicholas II who came to the throne in 1894. Source unknown.
The Emperor Nicholas II is one of the most Pathetic figures in history. He loved his Country. He had its welfare and greatness at Heart. Yet it was he who was to cause the Catastrophe, which has brought it to utter Ruin and misery…..

The Emperor’s marriage with Princess Alix of Hesse…was, an unfortunate one. …A good woman, determined to help her Husband’s interests, she is to prove the Chosen instrument of his ruin.. (shy and Indecisive) the Emperor was bound to fall Under the influence of a will stronger than his.

His initial and fundamental mistake was in failing to comprehend that Russia of his day could not be governed on the same lines as the Russia which Peter the Great had known. The empire had undergone a vast territorial expansion. Its population had risen to 160 millions; it had witnessed the liberation of the serfs, the birth of industries in great towns, the growing influence of the intelligentsia.

It was his misfortune to be born an autocrat When he was by nature so unfitted to the role.

**Assessment Criteria**

Through the completion of this assessment task, you have demonstrated the ability to

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<td></td>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>SATISFACTORY ACHIEVEMENT</td>
<td>SUBSTANTIAL ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
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<td>0-3</td>
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<td>13-16</td>
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- **make some reference to how Sources A, B and C refer to the political, social and economic grievances in early twentieth century Russia.** Simple description.
- **generalise about the perspective, usefulness and reliability of Sources A, B and C in studying the political, social and economic grievances in early twentieth century Russia.** May paraphrase sources.
- **comment on the usefulness of some of Sources A, B and C in terms of their perspective and reliability, when studying grievances in early twentieth century Russia.**
- **assess the usefulness of Sources A, B and C in terms of their perspective and reliability when studying the grievances in early twentieth century Russia.**
- **assess the usefulness of Sources A, B and C in terms of their perspective and reliability, when studying the political, social and economic grievances in early twentieth century Russia.**

- **present some historical information.**
- **present some relevant historical information.**
- **present a structured response using some historical information and terms.**
- **present a logical and well-structured response using historical information and terms.**
- **present a sustained, logical and well-structured response using appropriate historical information.**

- **use at least one subject specific term with assistance.**
- **use at least one subject specific term.**
- **use some subject specific terminology correctly in sentences.**
- **use most subject specific terminology correctly in more than one context.**
- **use subject specific terminology consistently and correctly in a variety of contexts.**