Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Year 11 ATAR Modern History

Unit One: Capitalism – the American Experience

In Class Essay One Marking Key

Essay question: **Assess the impact of mass immigration on the social, economic and political development of the American nation from the post-Civil War period to 1917.**

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| **Guide to marking responses** | **Marks** |
| **Thesis introductory paragraph** | |
| Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay. | 3 |
| Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition. | 2 |
| The opening paragraph has a sentence or two outlining the ‘who’ or ‘what to be discussed in the essay. | 1 |
| **Subtotal** | **/3** |
| **Synthesised narrative** | |
| Demonstrates an understanding of the inter-relationship between events, people and ideas, continuity and change. | 4 |
| Demonstrates an understanding of the narrative, for example, that there are relationships between events, people and ideas, and/or continuity and change. | 3 |
| A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change. | 2 |
| A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas. | 1 |
| **Subtotal** | **/4** |
| **Argument** | |
| Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent. | 5–6 |
| Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative. | 4 |
| Written with a sense of argument using some appropriate language of history. | 3 |
| The response contains a number of generalisations and statements that lack supporting evidence. | 2 |
| Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change. | 1 |
| **Subtotal** | **/6** |
| **Supporting evidence** | |
| Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments. | 7–9 |
| Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion. | 5–6 |
| Some relevant and accurate evidence is provided. | 3–4 |
| Limited evidence is provided that is sometimes inaccurate or irrelevant. | 2 |
| Very limited evidence is provided or is often irrelevant or inaccurate. | 1 |
| **Subtotal** | **/9** |
| **Conclusion** | |
| Draws the essay’s argument or point of view together. | 3 |
| Summarises the essay’s point of view. | 2 |
| Is based on the essay’s general focus. | 1 |
| **Subtotal** | **/3** |
| **Total** | **/25** |