



Year 11 ATAR Modern History

Type: Explanation

Conditions:

Time for task: 50 minutes in class under standard test conditions. You will be permitted to bring ONE PAGE OF HANDWRITTEN NOTES/ESSAY PLAN.

Write an essay in response to the following essay question:

"Mass marketing was the most significant reason there was an economic boom in the 1920s". Discuss with reference to other causes.

What you need to do

Preparation before the essay:

1. Complete relevant class activities on the 1920s.
2. Analyse the question and draft a thesis statement. Collect notes and information from sources to prepare ONE page of notes/essay plan (one sided/handwritten) to bring in to the essay.

During the in-class essay writing time:

Plan and write a formal essay in which you respond to the essay question.

Your essay should include:

- A developed argument addressing the question
- A variety of evidence to support the points being made (including in-text referenced quotes)

The task is worth 5% of your year mark (25 marks)

What needs to be submitted for assessment	Due date
<input type="checkbox"/> Your ONE page of Notes <input type="checkbox"/> The essay (written in class)	In Enrichment Week 2.

MARKING GUIDE	Marks
Thesis introductory paragraph	/3
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 paragraph gives a general indication that the topic is understood and includes a simple proposition.	1
The opening paragraph has a sentence or two outlining the 'who' or 'what'; to be discussed in the essay.	1
No evidence of this criterion.	0
Synthesised narrative	/4
Demonstrates an understanding of the inter-relationship between events, people and ideas, and 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
No evidence of this criterion.	0
Argument	/6
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 circumstances or continuity and change.	1
No evidence of this criterion.	0
Supporting evidence	/9
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of <i>debate</i> or <i>evaluate the proposition</i> , 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
No evidence of this criterion.	0
Conclusion	/3
Draws 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
Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
Total	/25

