

Assessment - Revolutions**Deadline: Friday 4th November 2016** (1 week of in-class work)**Task: Research Essay**

You are to choose a revolution. You must then do the following three things

1. Decide upon a research question for the topic. This should really be something evaluative in nature- e.g causes, consequences, significance, success etc. It should also attempt, if possible, to include a theme.

You are **NOT** permitted to focus your question on a topic we have covered in class.**Examples;**

"To what extent did the Russian Revolution improve the lives of ordinary Russians?"

"How accurate is it to describe the Russian Revolution as being caused by the political failures of the Emperor?"

2. Research your topic. This **should not** take the form of endless notes you found on the internet/a book/ your friends. Set out the **perspectives** in your research. It is recommended you create a table or a spider diagram, like in the example below;

"To what extent is it accurate to suggest that the Environmental movement caused meaningful change to improve the environment in the early 20th Century?"

Meaningful Change	Little Change
<p>Type of information; Example Information; The Earth Summit was the first major environmental conference between almost all nations. It sought to address environmental problems ranging from global warming and acid rain to biodiversity loss. Source; N/A</p>	<p>Type of information; Primary source Quotation Information; <i>"If we pollute the air, water and soil that keep us alive and well, and destroy the biodiversity that allows natural systems to function, no amount of money will save us."</i> Source; Suzuki, David. "An Energy Plan Must Be about More than Just Energy." David Suzuki Foundation. Science Matters, 10 Oct. 2012. Web. 25 Oct. 2016.</p> <p>Type of information; Secondary source Quotation Information; <i>"This was the first time I learned that humans could impact the environment with chemicals. [That a corporation would create a product that didn't operate as advertised] was shocking in a way we weren't inured to."</i> Source; The Wild Life of "Silent Spring", New York Times (23 Sep 2012), Magazine 39. Carl Safina</p>

3. Write a **1,000 word** essay answering your question.

-Ensure that your question is written at the top of the page in **Bold**

-Write in clear paragraphs with a Point referencing the question, clear examples and developed explanations. Try to use phrases like "this is important because" and "this means that" to show you are explaining yourself.

-Put the word count of your essay at the bottom (NOT including bibliography)

-You should be using 3-5 sources. These should be listed in a Bibliography. -

Footnotes are unnecessary.

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NOTE- If you have note *directly quoted* from the source in your essay you are *not* permitted to include it in the bibliography. Do not just list sources that you are pretending you have read & used.

Use the template below to plan your essay:

.....

Claim -	What evidence do you have for this? -
Why is this relevant? -	

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Assessment Criteria

Criterion A: Knowledge and Understanding

Criterion C: Communication

Criterion D: Critical Thinking

Criterion A:

Achievement level	Level Descriptor	Task Specific
0	The student does not reach a standard described by any of the descriptors below:	
1-2	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology. 	<ul style="list-style-type: none"> • Few/no mentions of terminology from course e.g. Long-term, Short-term, Themes (political, social etc)
3-4	The student: <ul style="list-style-type: none"> • uses terminology that is accurate and/or appropriate 	<ul style="list-style-type: none"> • Some mentions of terminology from course e.g. Long-term, Short-term, Themes (political, social etc)
5-6	The student: <ul style="list-style-type: none"> • uses a range of terminology accurately and appropriately 	<ul style="list-style-type: none"> • Uses terminology from course e.g. Long-term, Short-term, Themes (political, social etc)
7-8	The student <ul style="list-style-type: none"> • uses a wide range of terminology accurately and appropriately 	<ul style="list-style-type: none"> • Frequent, accurate & relevant use of terminology from course e.g. Long-term, Short-term, Themes (political, social etc)

Criterion C:

Achievement level	Level Descriptor	Task Specific
0	The student does not reach a standard described by any of the descriptors below:	
1-2	The student: <ul style="list-style-type: none"> • communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose 	<ul style="list-style-type: none"> • No clear structure shown, poorly written; "orphaned" paragraphs, no title, errors in Spelling, grammar and punctuation etc
3-4	The student: <ul style="list-style-type: none"> • communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose 	<ul style="list-style-type: none"> • Some clearly structured work shown in places. There may be some errors; "orphaned" paragraphs, no title, errors in Spelling, grammar and punctuation etc
5-6	The student: <ul style="list-style-type: none"> • communicates information and ideas by using a style that is often appropriate to the audience and purpose 	<ul style="list-style-type: none"> • Mostly clearly structured work. There may be one or two errors in places; "orphaned" paragraphs, no title, errors in Spelling, grammar and punctuation etc
7-8	The student <ul style="list-style-type: none"> • communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose 	<ul style="list-style-type: none"> • Clearly structured work throughout. Correctly formatted and written.

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Criterion D:

Achievement level	Level Descriptor	Task Specific
0	The student does not reach a standard described by any of the descriptors below:	
1-2	The student: <ul style="list-style-type: none"> ● identifies different perspectives ● makes connections between information in a limited attempt to make arguments. 	<ul style="list-style-type: none"> ● Primarily narrative essay, describes ideas with some relevant examples to question
3-4	The student: <ul style="list-style-type: none"> ● identifies different perspectives and their implications ● makes connections between information to make simple arguments. 	<ul style="list-style-type: none"> ● Largely narrative essay, but with points that address the question. ● Examples are relevant, but they are not used to support judgments explicitly.
5-6	The student: <ul style="list-style-type: none"> ● interprets different perspectives and their implications ● synthesizes information to make valid arguments. 	<ul style="list-style-type: none"> ● Perspective-driven essay, with explanations of themes considered. ● Judgements are made against the question.
7-8	The student: <ul style="list-style-type: none"> ● thoroughly interprets a range of different perspectives and their implications ● synthesizes information to make valid, well-supported arguments. 	<ul style="list-style-type: none"> ● Perspective-driven essay, with explanations & evaluations of themes considered. ● Regular and evaluated judgements are made against the question