



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Notification

Teacher: Miss A Thomas	Course: Year 12 Modern History
Task and Number: Task #3 Essay	Task Weighting: 35%
Date Issued: Week 4 Term 2	Date Due: Week 8, Tuesday 16 th June, Period 4
Syllabus component: Peace and Conflict: Conflict in the Pacific	
Syllabus outcomes being assessed: MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past MH12-4 analyses the different perspectives of individuals and groups in their historical context MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms	
Description of task:	
Requirements <ul style="list-style-type: none">→ You will be presented with ONE essay question in class to write under exam conditions→ You will be given 45 minutes (the same amount of time you will have in the HSC Exam)→ The essay question will be RANDOMLY selected from the following; <ul style="list-style-type: none">• To what extent was the Battle of Midway the turning point in the Pacific War?• To what extent was Japanese foreign policy from 1937 to 1941 responsible for the increasing tensions that eventually lead to war?• To what extent was Japanese nationalism responsible for the growth of Pacific tensions to 1941?	
In your essay you will need to include information on: <ul style="list-style-type: none">• At least one historians' perspective, which you will analyse	

Note: If a student is absent for an assessment task, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.



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Standard of Performance	Mark / Grade
<ul style="list-style-type: none">• Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument which demonstrates a comprehensive understanding of the issue(s) raised in the question• Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features• Supports interpretation with detailed, relevant and accurate historical information and makes use of appropriate historical terms and concepts	20-17
<ul style="list-style-type: none">• Addresses the question asked, with a sound attempt at a judgement AND/OR an argument which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question• Presents a well-structured response drawing on relevant key features• Provides detailed, relevant and accurate historical knowledge and uses appropriate historical terms and concepts	16-13
<ul style="list-style-type: none">• Addresses the question asked, with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question• Provides a structured response, with some identification of key features• Provides adequate, relevant and accurate historical knowledge and incorporating some historical terms	12-9
<ul style="list-style-type: none">• Presents a generalised, mostly relevant narrative or descriptive response• Presents a simple response, with some mention of the key features• Provides limited relevant historical knowledge, incorporating some historical terms	8-5
<ul style="list-style-type: none">• Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete• May be disjointed AND/OR very brief• Provides very limited historical knowledge	4-0
Total Mark / Grade	___/20