## Part A: Personal and Group Justification

## Sample 4 Stage 2: Assessment Type 2: Essay (Pearl Harbour)

Personal Grade: C+

Overall the Pearl Harbour essay lacked a depth of historical knowledge. The question and response is more suited for an English faculty and included information that does not suit a historical analysis, including a comparison to another movie (KU2). The student showed relevant knowledge of the Pearl Harbour events (KU1). However, they lacked depth in their response and did not adequately discuss the events leading up to the attack. Thus, not answering the essay question in full. Throughout the essay, the student has a conflicting argument resulting in a confusing essay body. This brings the essay to a ‘generally coherent communication’ (C1). Sources are present but are not well considered or developed (IA1). Improvement in source analysis, essay structure and response is recommended.

Group Grade: C+

Other group members graded the essay as a B- however this was not upheld. After discussing the above points together, mainly poor analysis and conflicting arguments, all group members came to an agreement of a C+.

## Sample 5 Stage 2: Assessment Type 2: Essay (Taiping)

Personal Grade: A

Overall the Taiping essay achieved an A in all performance standards. The question was astute and provided the student with an opportunity to reach the performance standards (KU2). The student showed comprehensive and relevant knowledge of the Taiping Rebellion (KU1). The essay flowed well however, sometimes the student had irrelevant topic sentences. Resulting in a solid A for C1. The student showed a perceptive application of historical inquiry and critical analysis (IA1). Sources were included in the essay to support the student’s argument in a thorough and critical way (IA2). The student’s written language was very sophisticated and consistent (C2).

Group Grade A

The group agreed on all of the above points. A comprehensive and relevant essay which includes appropriate supporting sources.

## Sample 6 Stage 2: Assessment Type 1: Folio

Personal Grade: B

Overall the Folio of tasks received a B grade due to the good use of sources, knowledge and referencing.

The Empathy task showed that the student had a considered knowledge of the French Revolution (KU1). There was a lack of empathy and emotion in the first half of the task. However, this improves in the second half. Throughout the task there is a lack of position and argument, giving the student an informed reflection (RE1). Comparatively, both sources analyses show that the student has a well-considered and relevant knowledge (KU1). The student uses sources to support their argument well in both the sources analyses and essay (IA2). In all tasks the student reaches a B at most, with some tasks lowering to a C, for communication (C1). Sometimes the student wrote a confusing and only generally coherent body. This is evident in the essay when the student did not have a successful counter argument which resulted towards the essay being confusing and disjointed. In both sources analyses there was a well-considered application of historical inquiry, including critical analysis (IA2). This is mostly evident in the Historian’s Perspective task which the student provided a good analysis. Together, all of these tasks show a student who has a good overall understanding of Historical analysis and knowledge.

Group Grade: B

The group agreed on all of the above points. In summary, the student showed evidence of well-considered knowledge, well-informed reflection and mostly coherent communication.

## Sample 7 Stage 2: Assessment Type 3: Exam

Personal Grade:

T: A-

D: A

SA: 18

Group Grade:

T: A-

D: A

SA: 18

## Sample 8 Stage 2: Assessment Type 3: Exam

Personal Grade:

T: A

D: A

SA: 19

This exam was a pleasure to read. The student showed comprehensive and relevant knowledge and understanding of their topics (KU1). Perceptive application of historical enquiry was evident throughout the exam (IA1). The essay’s flowed well showing an astute construction of reasoned based arguments (IA2). The sources analysis provided a comprehensive evaluation on the topics as well as a perceptive reflection (RE1 RE2). Language was consistent and clear, especially given the stressful exam situation (C2). The mini essay was excellently written and successfully integrated a counterargument. All work was well-structured and coherent (C1). Each part of the exam provided a well thought-out and comprehensive analysis.

Group Grade:

T: A

D: A

SA: 19

All group members agreed on the above points. Each part of the exam showed excellent content knowledge, perceptive analysis and was well articulated.

## Part B: End of Term Report (Folio)

The focus of Modern History this term has been on The French Revolution and Sources Analysis. The Sources Analysis provides students with key analytical skills and is a crucial part of studying Modern History. Jacinta has shown a continued development of her analytical skills throughout the term, which has subsequently contributed to her improvement of sources analysis. It is recommended that Jacinta work on developing her argument in assignments, making sure that her argument is clear and consistent throughout. Jacinta is strongly advised to persist with her commitment towards her studies for the remainder of the year with a focus on continuing to develop her analytical and argumentative skills. This is recommended for Jacinta to reach her full potential in Modern History. Jacinta should continue to seek help and guidance on a regular basis.