 *Assignment #3 - The French Revolution*

How far did the French Revolution deliver on its promises of “Liberty, Equality, Fraternity?

|  | Knowledge and Understanding | Inquiry and Analysis | Reflection and Evaluation | Communication |
| --- | --- | --- | --- | --- |
|  | Demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c 1500.  Formulate hypotheses and/or focusing questions and apply them to explain historical concepts. | Apply the skills of historical inquiry, including critical analysis.  Construct reasoned historical arguments based on a critical understanding of evidence from the sources. | Reflect on the short-term and long-term impacts of individuals, events, and phenomena.  Evaluate why individuals and groups acted in certain ways at particular times. | Communicate relevant arguments using subject-specific language and conventions. |

**DUE DATE: Fri Aug 28**

**Time allocated: 3 @ 50-minute lessons and one week of personal study/Homework time.**

**Presentation • Consistent, clear, and appropriate use of subject-specific language and conventions**

**Word limit: maximum 1000 words in writing**

* Select evidence which is relevant to the period and the events selected.
* Make reference to specific times, dates, places and people to make your account factually accurate and in-depth.
* Express your views in clear and effective prose. Edit and proof read carefully.
* Use formal written language. Use the appropriate historical terms and names for things. Avoid the use of overly spoken and informal language.
* Aim to show the most thoughtful understanding of the complex and tragic nature of these periods and the people involved. When discussing your perspectives on events/individuals or phenomena include details of the short-term and long-term effects (if possible) of this on you.
* Performance Standards for Stage 1 & 2 Modern History – Date received: ………………….

|  | Knowledge and Understanding | Inquiry and Analysis | Reflection and Evaluation | Communication |
| --- | --- | --- | --- | --- |
| A | **Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history.**  **Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.** | **Perceptive application of the skills of historical inquiry, including critical analysis.**  **Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.** | **Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena.**  **Comprehensive and insightful evaluation of why individuals and groups acted in certain ways at particular times.** | **Well-structured and coherent communication of well-informed and relevant arguments.**  **Consistent, clear, and appropriate use of subject-specific language and conventions.** |
| B | **Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history.**  **Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.** | **Well-considered application of the skills of historical inquiry, including critical analysis.**  **Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.** | **Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.**  **Well-considered evaluation of why individuals and groups acted in certain ways at particular times.** | **Structured and mostly coherent communication of informed and relevant arguments.**  **Clear and appropriate use of subject-specific language and conventions.** |
| C | **Considered and relevant knowledge and understanding of people, places, events, and ideas in history.**  **Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.** | **Considered application of the skills of historical inquiry, including some critical analysis.**  **Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.** | **Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.**  **Considered evaluation of why individuals and groups acted in certain ways at particular times.** | **Generally coherent communication of informed and relevant arguments.**  **Mostly appropriate use of subject-specific language and conventions.** |
| D | **Recognition and basic understanding of people, places, events, and ideas in history.**  **Formulation of one or more focusing questions and description of one or more related historical concepts.** | **Basic application of some skills of historical inquiry, including some superficial analysis.**  **Some basic construction of a historical argument based on some understanding of evidence from sources.** | **Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena.**  **Superficial consideration of why individuals and groups acted in certain ways at particular times.** | **Some basic communication of aspects of an argument.**  **Some appropriate use of subject-specific language and conventions, with inaccuracies.** |
| E | **Limited awareness of people, places, events, or ideas in history.**  **Attempted formulation of one or more focusing questions and attempted description of a related historical concept.** | **Limited application of one or more skills of historical inquiry.**  **Attempted description of a historical event based on a limited understanding of evidence from sources.** | **Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon.**  **Description of the actions of individuals and groups at particular times.** | **Attempted communication of one or more aspects of an argument.**  **Limited use of any appropriate subject-specific language and conventions.** |

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| **Overall / Additional Comments**  **Result /15** |

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| **A+** | **A** | **A-** | **B+** | **B** | **B-** | **C+** | **C** | **C-** | **D+** | **D** | **D-** | **E+** | **E** | **E-** |
| **15** | **14** | **13** | **12** | **11** | **10** | **9** | **8** | **7** | **6** | **5** | **4** | **3** | **2** | **1** |