



## YEAR 10 ELECTIVE COURSE OUTLINE AND COMMON ASSESSMENT 2015

TOPIC	DURATION	AREAS OF ASSESSMENT	TASKS
1. RUSSIA TO 1917 <ul style="list-style-type: none"> <li>• The origins of the Russian state</li> <li>• Ivan the Terrible (1533 – 1584)</li> <li>• Peter the Great and Catherine the Great</li> <li>• Problems facing Russia in the 19<sup>th</sup>c</li> <li>• The outbreak of the 1917 revolution</li> </ul>	Term 1	In Elective History there are three Areas of Assessment which are the focus of each of the tasks you do. They are as follows: <ul style="list-style-type: none"> <li>• Historical Knowledge and Understanding (<b>K</b>)</li> <li>• Research &amp; Historical Inquiry Skills (<b>S</b>)</li> <li>• Communication (<b>C</b>)</li> </ul>	<b>Task 1 – 20%</b> A research essay on Catherine the Great <u>Term 1; Week 7</u>  <b>K, S &amp; C</b>
2. ANCIENT STUDY: REVOLTS AGAINST THE ROMAN EMPIRE <ul style="list-style-type: none"> <li>• The Slave Revolt: Spartacus</li> <li>• The Varan Disaster</li> <li>• Boudicca</li> <li>• The Jewish Revolt: Masada</li> </ul>	Term 2	In the area of Historical Knowledge and Understanding you are assessed on your ability to: <ul style="list-style-type: none"> <li>• understand the different methods of historical inquiry</li> <li>• examine the ways in which historical meanings can be constructed through a range of media</li> <li>• sequence major historical events or heritage features, to show an understanding of continuity, change and causation</li> <li>• explain the importance of key features of past societies or periods, including groups and personalities</li> <li>• evaluate the contribution of cultural groups, sites, and/or family to our shared heritage</li> </ul>	<b>Task 2 – 25%</b> A research task on Spartacus <u>Term 2; Week 4</u>  <b>K, S &amp; C</b>
3. GENOCIDE & THE HOLOCAUST <ul style="list-style-type: none"> <li>• The basis of Nazi racial policy</li> <li>• Nazi treatment of the Jewish community in Germany up to the outbreak of World War II</li> <li>• How the Holocaust was planned &amp; executed during World War II</li> <li>• How the Holocaust been viewed over time</li> <li>• At least one other example of genocide during the 20<sup>th</sup> century</li> </ul>	Term 3	In the area of Research & Historical Inquiry Skills you are assessed on your ability to: <ul style="list-style-type: none"> <li>• identify, comprehend and evaluate historical sources and use them appropriately in an historical inquiry</li> <li>• explain different contexts, perspectives and interpretations of the past</li> <li>• locate, select and organise relevant historical information from a number of sources, including ICT, to undertake historical inquiry</li> </ul>	<b>Task 3 – 25%</b> A source-based task on the Holocaust <u>Term 3; Week 7</u>  <b>K, S &amp; C</b>
4. BIG HISTORY <ul style="list-style-type: none"> <li>• Birth of the Universe, Solar System</li> <li>• Origins of Life on Earth</li> <li>• Origins of Humanity</li> <li>• Origins of civilisation</li> <li>• Origins of the Modern Era</li> </ul>	Term 4	In the area of Communication you are assessed on your ability to: <ul style="list-style-type: none"> <li>• use historical terms and concepts appropriately</li> <li>• select and use appropriate oral, written and other forms, including ICT, to communicate effectively about the past</li> </ul>	<b>Task 4 – 30%</b> An examination assessing the first 3 terms of work <u>Term 4; Week 2</u>  <b>K, S &amp; C</b>