

# Wordsworth High School



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## Grade 11 History

### RESEARCH ASSIGNMENT

#### FOCUS: CASE STUDY: STALIN'S LEADERSHIP

#### SBA TASK 3 2020

**QUESTION FOCUS: WHAT WERE THE DIFFERENT ASPECTS OF STALIN'S LEADERSHIP OF THE SOVIET UNION DURING THE PERIOD 1928 - 1939?**

#### RESEARCH TOPIC

*"Under Stalin, the Soviet Union was transformed from a peasant society in to an industrial, agricultural and military superpower. However, he ruled by terror and killed millions of the Russian citizens during his brutal reign".*

In the context of the above statement, evaluate different aspects of Stalin's leadership of the Soviet Union during the period 1928 to 1939.



**ANNEXURE A: COVER PAGE FOR A RESEARCH ASSIGNMENT:**

<b>GRADE 11 RESEARCH ASSIGNMENT: HISTORY</b>	
<b>NAME OF SCHOOL</b>	
<b>NAME OF LEARNER</b>	
<b>SUBJECT</b>	<b>HISTORY</b>
<b>RESEARCH TOPIC</b>	
<b>DUE DATE</b>	

**STATEMENT OF AUTHENTICITY:**

I hereby declare that ALL pieces of writing contained in this research assignment, are my own original work and that if I made use of any source, I have duly acknowledged it.

**LEARNER'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**RESEARCH GUIDELINES**

- ❖ **Time Frame:** Learners have between two to three weeks to complete the Research. They should have enough time to gather sources and contextualize them to the topic chosen.
- ❖ **Format:** The presentation should be in the form of an essay with an Introduction, body and conclusion. No subtopics or headings.
- ❖ **Presentation:** Learners should not rewrite /copy directly from the books/ Sources unless they are Quoting.
- ❖ **Length of the task:** About 3-4 pages (Not including the cover page, the Index Bibliography and Illustrations).
- ❖ **Illustrations:** Learners are allowed to use the illustrations to emphasise points made for the topic. E.g. Pictures, cartoons, etc.

- ❖ **References/ Bibliography:** All books, articles, used as references should be acknowledged. This must be correctly set out e.g.
  - Ellis. P (2012). Top Class history, Shuter and Shooter publishers
  - Seleti.Y. (2001). Looking in to the past, Maskew Miller Longman
- ❖ **Plagiarism:** Learners should refrain from plagiarism as it will lead to heavy penalty. All Referrals and quotations should be acknowledged in the Bibliography.

## A TABLE SHOWING HOW TO STRUCTURE AND CARRY OUT RESEARCH

### KEY QUESTION:

STRUCTURE OF A RESEARCH ASSIGNMENT	SUGGESTIONS ON HOW TO CARRY OUT RESEARCH
<p><b><u>Hint 1:</u></b></p> <p><b>Before you start your research</b></p>	<ul style="list-style-type: none"> <li>✓ Analyse the key question and make sure that you fully understand what is being asked.</li> <li>✓ You need to take a stance or stand on the research question</li> </ul>
<p><b>Cover Page</b></p>	<ul style="list-style-type: none"> <li>✓ Use the 'Cover Page for a Research Assignment' [Annexure A</li> <li>✓ Write the table of contents to present your argument in a structured manner</li> </ul>
<p><b>Introduction</b></p> <p>(Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> <li>✓ Explain the approach that will be taken in your research assignment</li> <li>✓ Indicate the line of argument that will be taken to answer the key question.</li> </ul>
<p><b>Background</b></p> <p>(Write approximately 1–2 pages)</p>	<ul style="list-style-type: none"> <li>✓ Explain the historical context of the question.</li> <li>✓ Give some background information about the question.</li> </ul>
<p><b><u>Hint 2:</u></b></p> <p><b>During the research process</b></p>	<ul style="list-style-type: none"> <li>✓ Ensure that you have a plan so that your time is used effectively to meet deadlines.</li> <li>✓ Refer to the list of resources that may be consulted.</li> <li>✓ At all times keep the key question in mind. Keep asking yourself whether the information you are gathering is <u>relevant</u> to the question.</li> </ul>

<p><b>Body of Essay</b> (Write approximately 2–3 pages)</p>	<ul style="list-style-type: none"> <li>✓ In this section you present and substantiate your argument.</li> <li>✓ Select evidence from your readings which could be used to substantiate your line of argument in answering the key question.</li> </ul>
<p><b>Conclusion</b> (Write approximately ½–page)</p>	<ul style="list-style-type: none"> <li>✓ In this paragraph you should sum up the argument that was sustained and developed in the body of your research assignment.</li> </ul>
<p><b>Reflection</b> (Write approximately ½–1 page)</p>	<ul style="list-style-type: none"> <li>✓ In this section you should discuss what you have learnt from the research assignment.</li> <li>✓ Explain what insights, skills and knowledge you have acquired while undertaking the research.</li> </ul>
<p><b>Bibliography</b></p>	<ul style="list-style-type: none"> <li>✓ List ALL the resources that you used during the preparation of your research assignment.</li> </ul>
<p><b><u>Hint 3:</u></b> <b>Before you submit your research assignment</b></p>	<ul style="list-style-type: none"> <li>✓ Check that you have complied with the following requirements:             <ol style="list-style-type: none"> <li>1. Front Cover</li> <li>2. Introduction</li> <li>3. Background</li> <li>4. Body of evidence</li> <li>5. Conclusion o Reflection</li> <li>6. Bibliography</li> </ol> </li> <li>✓ Proofread your work thoroughly to check for coherence, spelling and grammatical errors.</li> </ul>

## Assessment rubric

CRITERIA	LEARNER NAME:				
Criterion 1 Planning (10)	5	4	2-3	0 – 1	
	Shows thorough/excellent understanding of different aspects Stalin's leadership during the period 1928 -1939	Shows adequate understanding of different aspects Stalin's leadership during the period 1928 -1939	Shows some evidence of different aspects Stalin's leadership during the period 1928 -1939	Shows little or no evidence of different aspects Stalin's leadership during the period 1928 -1939	
Criterion 2 Identify and access a variety of sources of information (20)	6-10	5	3-4	0 – 2	
	Shows <b>thorough/excellent</b> understanding of identifying and accessing sources of information regarding different aspects of Stalin's leadership during the period 1928 - 1929.	Shows <b>adequate</b> understanding of identifying and accessing sources of information regarding different aspects of Stalin's leadership during the period 1928 -1929.	Shows <b>some</b> understanding of identifying and accessing sources of information regarding different aspects of Stalin's leadership during the period 1928 - 1929.	Shows <b>little or no</b> understanding of identifying and accessing sources of information regarding different aspects of Stalin's leadership during the period 1928 - 1929.	
Criterion 3 Knowledge and understanding of the period (10)	5	4	3	0 – 2	
	Shows <b>thorough/excellent</b> knowledge and understanding of Stalin's leadership during the period 1928 -1929.	Shows <b>adequate</b> knowledge and understanding of Stalin's leadership during the period 1928 -1929.	Shows <b>some</b> knowledge and understanding of Stalin's leadership during the period 1928 -1929.	Shows <b>little or no</b> knowledge and understanding of Stalin's leadership during the period 1928 -1929.	
Criterion 4 Historical enquiry, interpretation & communication (Essay) (30)	5	4	3	0 – 2	
	Shows <b>thorough/excellent</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>adequate</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>some</b> understanding of how to write a coherent argument from the evidence collected	Shows <b>little or no</b> understanding of how to write a coherent argument from the evidence collected	
Criterion 5 Presentation (10)	8 – 10	5 – 7	3 – 4	0 – 2	
	Shows <b>thorough/excellent</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>adequate</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>some</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows <b>little or no</b> evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	
Criterion 6	8 – 10	5 – 7	3 – 4	0 – 2	

<b>Evaluation &amp; reflection (10)</b>	Shows <b>thorough/excellent</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>adequate</b> understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>some</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows <b>little or no</b> evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	
	<b>5</b>	<b>4</b>	<b>3</b>	<b>0 – 2</b>	
<b>Criterion 7 Acknowledgement of sources (10)</b>	Shows <b>thorough/excellent</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>adequate</b> understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>some</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows <b>little or no</b> evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	
<b>TOTAL: 50</b>					