



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

|                       |  |
|-----------------------|--|
| <b>Subject</b>        | Year 11 Modern History   |
| <b>Topic</b>          | The Construction of Modern Histories – The Holocaust               |
| <b>Class Teacher</b>  | Mr Walton  |
| <b>Head Teacher</b>   | Mr I Paine   |
| <b>Stage</b>          | 6  |
| <b>Task Weighting</b> | 30%  |
| <b>Date Given</b>     | Week 7   |
| <b>Date Due</b>       | Monday April 3 <sup>rd</sup> - Week 11 <b>via Google Classroom</b> |

### Assessment Outline

#### **PART 1 – THE EXHIBITION**

Your task is to curate an museum exhibition portraying the Holocaust and stories associated.

Your exhibition must include 6 - 8 sources, with accompanying annotations (explanatory notes) on the source and how this item contributes to a particular interpretation of/part of the Holocaust.

To complete this task:

1. Choose a digital platform present your work you can create a PPT or Word Document, Google Sites, Prezi (or check with Mr. Walton if you have another idea).
2. Find and select your sources – choose sources you think best portray the part of the Holocaust you are exhibiting.  
Examples of sources include photos, letters, diary entries, newspaper articles, audio and/or visual material.
3. Write accompanying annotations for each source (100 words), which introduces the source (i.e. its context, whether it is primary or secondary), explains what perspective it of the Holocaust and why you have decided to include this source in the exhibition.
4. Write a 200-word introduction for those visiting the museum, introducing the exhibition and what the collection of sources tells us about the way history can be constructed.

#### **PART 2 – Source Analysis (Annotated Bibliography)**

As part of your task, you will need to collect and present a bibliography of the sources that you have used in the creation of your online exhibition. (*These references should be set out according to the school's faculty policy guidelines and demonstrate breadth of research.*)

You are required to write an explanation analysing and evaluating THREE (3) of the sources you have used in your investigation.

Your analysis must be no longer than 450 words in total and must equally discuss all three of your chosen sources (150 words per source).

You must address the **perspective** of each source, **reliability**, and its **usefulness to your research**. Your analysis and evaluation must demonstrate your understanding of your chosen issue and how your selected sources have helped your thesis, with reference to the strengths and potential weaknesses of sources.

- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
- **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
- The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

## Marking Criteria Rubric

### PART 1

| <b>EXHIBITION MARKING CRITERIA</b>  | <b>MARK</b> |
|---|-------------|
| <ul style="list-style-type: none"> <li>• Selects a broad range of six highly relevant historical sources and demonstrates extensive, very high level of competence in source analysis</li> <li>• Discusses and evaluates differing interpretations and representations of the Holocaust in a highly effective way</li> <li>• Shows appropriate and thoughtful use historical terms and concepts</li> <li>• Presents a highly creative, logical and well thought-out exhibition</li> </ul> | 17 - 20     |
| <ul style="list-style-type: none"> <li>• Selects a broad range of six relevant historical sources and demonstrates thorough, high level of competence in source analysis</li> <li>• Discusses and evaluates differing interpretations and representations of the Holocaust in an effective way</li> <li>• Shows appropriate use historical terms and concepts</li> <li>• Presents a creative, logical and well thought-out exhibition</li> </ul>  | 13 - 16     |
| <ul style="list-style-type: none"> <li>• Selects an adequate range of six relevant historical sources and demonstrates sound, adequate level of competence in source analysis</li> <li>• Describes differing interpretations and representations of the Holocaust</li> <li>• Shows appropriate use of some historical terms and concepts</li> <li>• Presents a clear and coherent exhibition</li> </ul>   | 9 - 12      |
| <ul style="list-style-type: none"> <li>• Selects some relevant historical sources and demonstrates basic, limited level of competence in source analysis</li> <li>• Describes limited differing interpretations of the Holocaust</li> <li>• Shows limited use of historical terms and concepts</li> <li>• Presents a clear and coherent exhibition</li> </ul>   | 5 - 8       |
| <ul style="list-style-type: none"> <li>• Selects a limited range of relevant sources and demonstrates elementary, very limited competence in source analysis</li> <li>• Identifies differing interpretations of the Holocaust</li> <li>• Shows limited use of historical sources, terms and concepts</li> <li>• Demonstrates limited ICT ability</li> </ul>   | 1 - 4       |
| <ul style="list-style-type: none"> <li>• No exhibition or annotations are included</li> </ul>   | 0           |

### PART 2

| <b>SOURCE ANALYSIS MARKING CRITERIA</b>  |        |
|--|--------|
| <ul style="list-style-type: none"> <li>• Comprehensively collates a wide range of sources that meet the required</li> <li>• <b>Analyses</b> and <b>evaluates</b> THREE sources in a highly relevant and detailed manner, referring to perspective and usefulness</li> <li>• A completely correct formatted bibliography is included</li> </ul> | 9 - 10 |
| <ul style="list-style-type: none"> <li>• Collates a wide range of sources that predominately meet the required criteria</li> <li>• <b>Analyses</b> and <b>evaluates</b> THREE sources in a relevant and detailed manner, referring to perspective and usefulness.</li> <li>• A mostly correct formatted bibliography is included</li> </ul>    | 7 - 8  |
| <ul style="list-style-type: none"> <li>• Collates a range of sources that meet some of the required criteria</li> <li>• <b>Analyses</b> and <b>evaluates</b> THREE sources, making some reference to perspective and usefulness.</li> <li>• A substantially correct formatted bibliography is included</li> </ul>                              | 5 - 6  |
| <ul style="list-style-type: none"> <li>• Collates some sources that meet some of the required criteria</li> <li>• May attempt to <b>analyse and evaluate</b> sources.</li> <li>• A bibliography with some correct elements is included</li> </ul>  | 3 - 4  |
| <ul style="list-style-type: none"> <li>• Collates some sources that may meet a limited amount of the required criteria</li> <li>• Bibliography is included. None of the sources have been annotated.</li> </ul>  | 1 - 2  |
| <ul style="list-style-type: none"> <li>• No bibliography or annotations are included</li> </ul>  | 0      |