



ORANGE HIGH SCHOOL

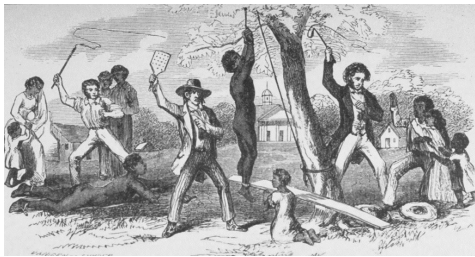
ASSESSMENT TASK NOTIFICATION

Subject	History
Topic	Movement of Peoples
Class Teacher	Ms Walker, Ms Green, Ms Wright
Head Teacher	Mr I Paine
Stage	5 – Year 9
Date Given and Due Date	Week 3, Assessment hand out in Class Week 6, In class test, date determined by teacher

Assessment Task

You are a person (male or female) traveling through America to collect evidence on the treatment of slaves for the abolitionist (anti-slavery) American President John Quincy Adams (1825 –1829).

Write a letter to the President documenting one (1) day of your journey, and what you have witnessed regarding the punishment and treatment of slaves in America.



In your letter **you must refer to the provided source and one you have found on your own.**

This task will be completed in class in 45 minutes, but your teacher will help you prepare.

Your response can be structured in the following way:

Paragraph 1: Describe the types of punishments that you witnessed and why you believe they are unfair (at least two reasons)

Paragraph 2: Outline reason number 1 in more detail and refer to the provided source

Paragraph 3: Outline reason number 2 in more detail and refer to your own source

Paragraph 4: Conclusion. Sum up your arguments

- **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.

Glossary (Key Terms and Concepts)

Empathy	The ability to understand and share the feelings of another
Describe	Provide characteristics and features
Outline	Indicate the main features of

Marking Criteria

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

1	2	3	4	5
Presents a response with limited historical information and many inaccuracies	Presents a response using some relevant and accurate historical information, but with inaccuracies	Presents a response drawing on relevant and mostly accurate historical information with some detail	Presents a response drawing on detailed, relevant and accurate historical information	Presents a sophisticated response drawing on detailed, relevant and accurate historical information

HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

1	2	3	4	5
Uses little to no writing structure and/or takes on limited empathetic understanding	Uses basic writing structure and takes on some empathetic understanding	Uses some formats of a letter and takes on mostly appropriate empathetic understanding	Presents a letter format and takes on highly appropriate empathetic understanding	Presents a full letter format and takes on sophisticated empathetic understanding

HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past

1	2	3	4	5
Demonstrates limited use of historical terms and concepts	Demonstrates some use of historical terms and concepts	Mostly demonstrates appropriate use of historical terms and concepts	Demonstrates appropriate use of historical terms and concepts	Demonstrates sophisticated use of historical terms and concepts

HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

1	2	3	4	5
Limited (one or two times) use of source	Refers to the source indirectly, two or three times in written response	Refers inconsistently and indirectly to the sources in written response	Refers heavily, but indirectly to the sources in written response	Refers heavily and directly to the sources in written response