



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Modern History
<b>Topic</b>	Historical Investigation
<b>Class Teacher</b>	Miss Nissan
<b>Head Teacher</b>	Mr Paine
<b>Year</b>	11
<b>Date Given</b>	1 <sup>st</sup> May 2019
<b>Date Due</b>	3 <sup>rd</sup> June 2019
<b>Weighting</b>	40%

### Assessment Outline

#### **Breakdown of weightings:**

Knowledge and understanding of course content 10%

Historical inquiry and research 20%

Communication of historical understanding in appropriate forms 10%

You are required to conduct a historical investigation of any topic that particularly interests you, however it needs to be AFTER the year 1700 and not conflict with HSC topics.

Examples are as follows;

- A Case Study
- Aspect of a case study
- Historical debates
- Historical sites
- Significant event
- Personality
- Aspects of preliminary studies outlined in the syllabus that is of interest

Once you have chosen your historical investigation you are to formulate an essay question and answer it in the form of a presentation.

The presentation is to be 10-12 minutes long and be accompanied with visuals such as Prezi, Power-Point or Movie Maker. If you would like to use a method of presenting that isn't noted above please verify with your classroom teacher prior to selecting.

#### **Non-completion of Task:**

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 classes.

#### **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 on the ROSA booklet will be followed regarding the non-completion of assessment tasks.**

### Outcomes Assessed

M11-3 Analyses the role of historical features, individuals, groups and ideas in shaping the past

M11-4 Accounts for the different perspectives in individuals and groups

M11-7 Discusses and evaluates differing interpretations and representations of the past

M11-9 Communicates historical understanding, using historical knowledge, concepts and terms in appropriate and well-structured forms.

### Examples of topic areas to choose from:

Individuals	Events
<ul style="list-style-type: none"><li>• Walt Disney</li></ul>	<ul style="list-style-type: none"><li>• Sinking of the Titanic</li></ul>
<ul style="list-style-type: none"><li>• Rosa Parks</li></ul>	<ul style="list-style-type: none"><li>• Vietnam War</li></ul>
<ul style="list-style-type: none"><li>• Malcolm X</li></ul>	<ul style="list-style-type: none"><li>• Invasion of Iraq</li></ul>
<ul style="list-style-type: none"><li>• Martin Luther King Junior</li></ul>	<ul style="list-style-type: none"><li>• Pol Pot killing fields</li></ul>
<ul style="list-style-type: none"><li>• Mother Theresa</li></ul>	<ul style="list-style-type: none"><li>• Rwandan genocide</li></ul>
<ul style="list-style-type: none"><li>• Helen Keller</li></ul>	<ul style="list-style-type: none"><li>• Yugoslavian conflict</li></ul>
<ul style="list-style-type: none"><li>• Neil Armstrong</li></ul>	<ul style="list-style-type: none"><li>• Korean war</li></ul>
<ul style="list-style-type: none"><li>• Mahatma Gandhi</li></ul>	<ul style="list-style-type: none"><li>• French revolution</li></ul>
<ul style="list-style-type: none"><li>• Nelson Mandela</li></ul>	<ul style="list-style-type: none"><li>• Tsars assassination</li></ul>
<ul style="list-style-type: none"><li>• Yasser Arafat</li></ul>	<ul style="list-style-type: none"><li>• Gulf war</li></ul>
<ul style="list-style-type: none"><li>• Kim Jong- il</li></ul>	<ul style="list-style-type: none"><li>• 1972 Munich Olympics</li></ul>
<ul style="list-style-type: none"><li>• Abraham Lincoln</li></ul>	<ul style="list-style-type: none"><li>• Berlin wall</li></ul>
<ul style="list-style-type: none"><li>• Princess Diana</li></ul>	<ul style="list-style-type: none"><li>• Iron curtain</li></ul>
	<ul style="list-style-type: none"><li>• The Chernobyl disaster</li></ul>

***\*\*Note: if you would like to select a topic/ individual/ event that is not mentioned above you will need to check with your classroom teacher first***

<b>Marking Criteria</b>	<b>Mark</b>
<p>Supports interpretation with a clear analyses with the role of historical features, individuals, groups and ideas in shaping the past</p> <p>Accounts for the different perspectives in individuals and groups</p> <p>Discusses and evaluates differing interpretations and representations of the past by providing a broad range of references both primary and secondary</p> <p>Presents a logical, cohesive and well-structured response when communicating historical understanding of the question asked. As well as using historical knowledge, concepts and terms in appropriate and well-structured forms.</p> <p>Provides an extensive and well written APA style bibliography</p> <p>Remains within the set duration (10% + or -)</p>	<b>21-25</b>
<p>Supports interpretation with analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>Accounts for the different perspectives in individuals and groups</p> <p>Discusses differing interpretations and representations of the past by providing a broad range of references both primary and secondary</p> <p>Presents a logical and well-structured response when communicating historical understanding and answering the question. As well as using historical knowledge, concepts and terms in appropriate and well-structured forms.</p> <p>Provides an extensive and well written APA style bibliography</p> <p>Remains within the set duration (10% + or -)</p>	<b>16-20</b>
<p>Supports interpretation with an understanding of the role of historical features, individuals, groups and ideas in shaping the past</p> <p>Accounts for perspectives in individuals and groups</p> <p>Discusses differing interpretations and representations of the past by providing references to both primary and secondary</p> <p>Presents a structured response in communicating historical understanding when answering the question. As well as using historical knowledge, concepts and terms.</p> <p>Provides a broad and well written APA style bibliography</p> <p>Remains within the set duration (20% + or -)</p>	<b>11-15</b>
<p>Demonstrates an understanding of the role of historical features, individuals, groups and</p>	<b>6-10</b>

<p>ideas in shaping the past</p> <p>Accounts for some perspectives in individuals and groups</p> <p>Discusses interpretation/s and representation/s of the past by providing references to both primary and secondary.</p> <p>Presents a response when communicating historical understanding, using historical knowledge, concepts and terms when attempting to answer the question.</p> <p>Provides an APA style bibliography</p> <p>Remains within the set duration (20% + or -)</p>	
<p>Demonstrates basic understanding of the role of historical features, individuals, groups and/or ideas in shaping the past</p> <p>Accounts for basic perspectives in individuals and groups</p> <p>Discusses interpretation/s and representation/s of the past by providing basic references to primary and/or secondary.</p> <p>Presents a basic response when communicating historical understanding, using basic historical knowledge, concepts and terms in an attempt to answer the question.</p> <p>Provides a basic APA style bibliography</p>	<b>1-5</b>
<p>Demonstrates limited understanding of the role of historical features, individuals, groups and/or ideas in shaping the past</p> <p>Accounts for limited or perspectives in individuals and groups</p> <p>Providing limited or no references to primary and/or secondary.</p> <p>Presents a basic response when communicating historical understanding, using limited historical knowledge, concepts and terms.</p> <p>May be disjointed AND/OR very brief Provides very limited historical knowledge</p>	<b>0-4</b>