



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	History
<b>Topic</b>	Polynesian Expansion
<b>Class Teacher</b>	Miss Nissan, Mrs Hurford, Ms Green Mr Sutherland, Mr Paine and Mrs Pirie.
<b>Head Teacher</b>	Ian Paine
<b>Stage</b>	4
<b>Date Given</b>	Week 1
<b>Date Due</b>	Week 3
<b>Weighting</b>	30%

*Historical knowledge 10%*  
*Research and historical inquiry skills 10%*  
*Communication 10%*

### Assessment Task

Students will be using the source provided to answer an extended response in class.

In their responses they will be expected to explicitly reference the source and incorporate their own knowledge.

Students will be given ONE lesson to answer the question provided in relation to the source.

In the response each student will be expected to use the PEEL format

Students will be allowed to bring in 1 A4 page of notes hand written or typed smallest at size 12 Times New Roman font and single sided.

**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**

**HT4-2. Describes major periods of historical time and sequences events, people and societies from the past.**

**HT4-4 Describes and explains the causes and effects of events and developments of past societies over time**

**HT4-6 Uses evidence from sources to support historical narratives and explanations.**

**HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.**

### **Source Provided**

*No Nation will ever contend for the honour of the discovery of Easter Island as there is hardly an island in this sea which affords less refreshments, and conveniences for shipping than it does. Nature has hardly provided it with anything for man to eat or drink, and as the natives are but few and many be supposed to plant no more than sufficient for themselves, they cannot have much to spare to new comers. The produce is Potatoes, Yams, Taro or the Edoy root, Plantains and Sugar Cane, all excellent in its kind, the Potatoes are the best of the sort I ever tasted; they have also Gourds and the same sort of Cloth Plant as at the other isles but not much, Cocks and Hens like ours which are small and but few of them and these are the only domestic Animals we saw among them, nor did we see any quadrupeds [four legged animals], but rats which I believe they eat as I saw a man with some in his hand which he seemed unwilling to part with. Land Birds we saw hardly any and Sea Birds but a few, these were Men of War Birds, Noddies, Egg Birds ... The sea sees as barren of fish for we could not catch any although we tried in several places with hook and line and it was very little we saw among the Natives such is the produce of Easter Island...*

*Thursday 17<sup>th</sup> of March 1774  
Captain James Cook on Easter Island*

### **Question you will be asked in class on the day:**

*Using the source provided and your own knowledge, answer the following question.*

**Explain the daily life of people on Easter Island and the impact of European settlement.**

# P.E.E.L. Graphic Organizer

Use the following chart to help you organize your P.E.E.L. written response.

Question:

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<b>P</b>	Point: In 1-2 sentences, explain the main idea of your written response.	
<b>E</b>	E1	Explain your first supporting idea.
	E1	Provide evidence from the text to support your first supporting idea.
	E2	Explain your second supporting idea.
<b>E</b>	E2	Provide evidence from the text to support your second supporting idea.
	E3	Explain your third supporting idea.
<b>E</b>	E3	Provide evidence from the text to support your third supporting idea.
<b>L</b>	Link: Make a connection to yourself, another text, or to the world. Include a concluding sentence.	

## Marking Criteria

Criteria	Marks
<p>Explicitly and coherently addresses the question by using appropriate written forms consistently throughout the response.</p> <p>Coherently describes major periods of historical time and sequences events, people and societies from the past.</p> <p>Demonstrates outstanding ability to describe and explain the causes and effects of events and developments of past societies over time</p> <p>Consistently uses evidence from sources and prior knowledge to support historical narratives and explanations.</p>	<b>18-20</b>
<p>Coherently addresses the question by using appropriate written forms consistently throughout the response.</p> <p>Coherently describes major periods of historical time and sequences events, people and societies from the past.</p> <p>Demonstrates high ability to describe and explain the causes and effects of events and developments of past societies over time</p> <p>Consistently uses evidence from sources and prior knowledge to support historical narratives and explanations.</p>	<b>14-17</b>
<p>Addresses the question by using appropriate written forms consistently throughout the response to a sound level.</p> <p>Describes periods of historical time and sequences events, people and societies from the past.</p> <p>Demonstrates a sound ability to describe the causes and effects of events and developments of past societies over time</p> <p>Uses evidence from sources and prior knowledge to support historical narratives and explanations.</p>	<b>10-13</b>
<p>Explicitly and coherently addresses the question by using appropriate written forms consistently throughout the response.</p> <p>Coherently describes major periods of historical time and sequences events, people and societies from the past.</p> <p>Demonstrates sound ability to describe and explain the causes and effects of events and developments of past societies over time</p> <p>Attempts to use evidence from sources and/or prior knowledge to support historical narratives and explanations.</p>	<b>6-9</b>
<p>Indirectly addresses the question by using written forms in the response.</p> <p>Attempts to mention historical time and/or sequences events, people and/or societies from the past.</p> <p>Demonstrates basic knowledge of developments of past societies over time</p> <p>Attempts to make little or no reference to source</p> <p>Provides basic prior knowledge to response</p>	<b>3-5</b>
Limited or no knowledge demonstrated in the response	<b>0-2</b>

Comment:

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