



Orange High School  
Stage 5  
**ASSESSMENT TASK**

**SUBJECT:** Elective History

**YEAR:** 10

**TOPIC:** Thematic Studies – Conspiracy Theories

**TASK WEIGHTING:** 25%

**DATE GIVEN:** 04/03/2020

**DUE DATE:** 19/03/2020

**ASSESSMENT OUTLINE:**

Students can complete this task in groups (three people max) or individually.

Students will take part in a presentation of a conspiracy theory that has been approved by the classroom teacher. The final submission will include:

- A final product that will be presented to the class (story board, documentary, speech ect.)
- 250 words (+/- 10%) answering how the study of conspiracy theories contribute to our understanding of the nature of history and the ways in which history can be constructed?
- Group evaluation form (if applicable)

**OUTCOMES ASSESSED:**

E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process  
E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry  
E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past  
E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

**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 cases.

**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.***

**Plagiarism:**

**Please Note:** that 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.

## Marking Rubric

Students identify, comprehend and evaluate the usefulness of historical sources in regard to their historical inquiry. **(25 Marks)**

Students select and analyse a range of historical sources to locate information relevant to an historical inquiry. **(25 Marks)**

Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. **(25 Marks)**

Students select and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences. **(25 Marks)**

## Marking Guidelines

| Rank | Mark     | Guideline   |   |
|------|----------|---|---|
| A    | 81 – 100 | <ul style="list-style-type: none"><li>- Students have effectively identified, comprehended and evaluated the usefulness of historical sources.</li><li>- Students have selected and analysed a wide range of historical sources located from various mediums.</li><li>- Students have consistently used a range of relevant historical terms and concepts.</li><li>- Students have exceeded in producing an appropriate oral, written, visual or digital medium to communicate their project.</li></ul> | <b>Comprehensive</b> , in terms of:<br>Structure<br>All main points addressed<br>All points have detailed examples<br>For 81-90, maybe a lack of evaluation of sources.<br><b>FULL</b>                          |
| B    | 61 - 80  | <ul style="list-style-type: none"><li>- Students have identified, comprehended and evaluated the usefulness of historical sources.</li><li>- Students have selected and analysed historical sources located from various mediums.</li><li>- Students have used a range of relevant historical terms and concepts.</li><li>- Students have produced an appropriate oral, written, visual or digital medium to communicate their project.</li></ul>   | <b>Good</b> , but less comprehensive.<br>Maybe:<br>Fewer main points<br>Fewer examples<br>Less balanced<br>'A' quality but briefer<br>'A' writing, 'B' Grade <b>BRIEF</b>                                       |
| C    | 41 - 50  | <ul style="list-style-type: none"><li>- Students have identified, the usefulness of historical sources.</li><li>- Students have selected and analysed historical sources.</li><li>- Students have used a range of relevant historical terms and concepts but not consistently.</li><li>- Students have attempted to produce an appropriate oral, written, visual or digital medium to communicate their project.</li></ul>  | <b>Basic</b> . Maybe:<br>Generalised. Structured but generalised.<br>Describes very little in any detail<br>Reference made to named examples but little or no detail<br><br>'B' writing, 'C' grade <b>BRIEF</b> |
| D    | 21 - 40  | <ul style="list-style-type: none"><li>- Students have selected and analysed historical sources.</li><li>- Students have used historical terms and concepts.</li><li>- Students have attempted to produce an appropriate oral, written, visual or digital medium to communicate their project but lacks detail</li></ul>   | <b>Incomplete</b><br>Incomplete structure<br>Very few examples named<br><b>EVEN BRIEFER</b>   |
| E    | 1- 20    | <ul style="list-style-type: none"><li>- Student has shown very little knowledge in regard to the task.</li><li>- Final product is unfinished or lacks detail.</li><li>- Limited use of historical language.</li><li>- Student has not engaged with the question.</li></ul>  | Makes very little or no attempt to engage with the question<br><b>Just a few lines</b>  |

## Notes:

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