



# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Modern History	<b>Year</b>	11
<b>Topic</b>	Historical Investigation	<b>Date Given</b>	Tuesday 31st March 2020, Term 1, Week 10
<b>Class Teacher</b>	Miss Green	<b>Date Due</b>	Thursday, 4 <sup>th</sup> June 2020, Term 2 Week 6
<b>Head Teacher</b>	Mr Paine	<b>Weighting</b>	40%

### Assessment Outline

#### **Breakdown of Weightings:**

Historical Inquiry and Research:- 20%

Communication of Historical Understanding in Appropriate Forms:- 10%

Knowledge and Understanding of Course Content:- 10%

### TASK

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 in the syllabus.

Examples are as follows;

- A case study
- An aspect of a case study
- Historical debates
- Historical sites
- Significant event
- Personality
- Aspects of Year 11 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 class presentation/lecture.

The presentation is to 10-12 minutes long and be accompanied with visuals (examples are; Prezi, PowerPoint, MovieMaker, Powtown etc.)

You **must** include a Bibliography using APA referencing (see attached information provided)

A copy of the speech/lecture, presentation AND bibliography **MUST** be handed in via the library submission method on due date.

### Outcomes Assessed

- MH11-3** Analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-6** Analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-8** Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

### 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.**

## MARKING CRITERIA

RANGE	CRITERIA
33 – 40  (A)	<ul style="list-style-type: none"> <li>⊗ Addresses the question asked, making a clear judgement based on a sophisticated and sustained argument, which demonstrates a comprehensive understanding of the issue(s) raised in the question.</li> <li>⊗ Presents a logical, cohesive and well-structured response drawing on a clear identification of relevant key features.</li> <li>⊗ Supports interpretation with detailed, relevant and accurate historical evidence and makes use of appropriate terms and concepts.</li> <li>⊗ Provides a broad range of sources/references both primary and secondary.</li> <li>⊗ Remains within the set duration (10% + or -).</li> </ul>
25 – 32  (B)	<ul style="list-style-type: none"> <li>⊗ Addresses the question asked with a sound attempt at a judgement and/or argument, which demonstrates well-developed knowledge and understanding of the issue(s) raised in the question.</li> <li>⊗ Presents a well-structured response drawing on relevant key features.</li> <li>⊗ Provides detailed, relevant and accurate historical evidence and used appropriate historical terms and concepts.</li> <li>⊗ Provides a range of sources/references both primary and secondary.</li> <li>⊗ Remains within the set duration (15% + or -).</li> </ul>
17 – 24  (C)	<ul style="list-style-type: none"> <li>⊗ Addresses the question asked with a relevant but largely narrative or descriptive response which may contain implied understanding of the issue(s) raised in the question.</li> <li>⊗ Presents a structured response, with some identification of the key features.</li> <li>⊗ Provides adequate, relevant and accurate historical evidence incorporating some historical terms.</li> <li>⊗ Provides a range of reference both primary and secondary.</li> <li>⊗ Remains within the set duration (20% + or -).</li> </ul>
9 – 16  (D)	<ul style="list-style-type: none"> <li>⊗ Presents a generalised, mostly relevant narrative or descriptive response.</li> <li>⊗ Presents a simple response, with some mention of the key features.</li> <li>⊗ Provides limited, relevant and accurate historical evidence incorporating some historical terms.</li> <li>⊗ Provides some reference both primary and/or secondary.</li> </ul>
1 – 8  (E)	<ul style="list-style-type: none"> <li>⊗ Attempts a narrative or description, which may be only generally relevant AND/OR seriously incomplete in answering the question.</li> <li>⊗ May be disjointed AND/OR very brief.</li> <li>⊗ Provides very limited historical evidence.</li> <li>⊗ Provides limited or no reference.</li> </ul>