



# Condobolin High School



## Notification of an Assessment Task

**Name and Type of Task:** Research Task

**Subject:** Year 10 History

**Task Number:** 1

**Date Issued:** 13<sup>th</sup> March 2024, Week 7, Term 1

**Date Due:** 3<sup>rd</sup> April 2024, Week 10, Term 1

**Total Marks:** 25

**Weighting:** 25%

**Class Teacher/s:** Ms P. Perrin & Ms A. Wadsworth

**Head Teacher:** Ms J. Sidoroff

**Submission Instructions** – A hard copy must be submitted to your classroom teacher on the due date.

### Task Context:

*In this topic you have learnt about how activists from the past have shaped the modern world and Australia. In this task you will research an activist from the past and explain how their actions contributed to a historic movement.*

### Course Outcomes:

- **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- **HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Task Description:

1. Select ONE of the following historic movements and ONE of the activists involved with that movement:

Movement	Activists
Aboriginal and Torres Strait Islander Civil Rights Movement	<input type="radio"/> Eddie Mabo <input type="radio"/> Vincent Lingiari <input type="radio"/> Charles Perkins
US Civil Rights Movement	<input type="radio"/> Martin Luther King <input type="radio"/> Rosa Parkes
Women's Liberation Movement	<input type="radio"/> Eva Hughes <input type="radio"/> Mary Owen

*Please note: If you would like to complete your research into an activist not on this list, you must speak to your classroom teacher before beginning.*

2. Research the movement and the activist. You must show that you have researched at least 10 sources of information. Record your research by indicating:
- The name and reference details of each source
  - Whether the source is primary or secondary
  - Whether it presents a particular perspective (e.g. activist, anti-activist, government, police, etc.)
  - The type of source (e.g. website, TV program, newspaper, photograph, etc.)
  - A very brief outline of the evidence provided in the source.

The format to be used in presenting your research is shown on the next page:

<i><b>Source Reference</b></i>	<i><b>Primary or Secondary?</b></i>	<i><b>Perspective</b></i>	<i><b>Type of Source</b></i>	<i><b>Brief Outline of Evidence</b></i>
www.civilrightsmovement.org	Secondary	Activist supporters	Photograph	Photograph represents gathering at Berkley, USA.

3. Write a response that explains and analyses how the activist you have chosen shaped the modern world. Your response will need to have an introduction/body/conclusion. Your body paragraphs must be written in the PEEL paragraph structure. You will need 4 body paragraphs. Your body paragraphs should focus on each of the following areas:
- Summarise the historic context of your chosen movement (what was happening in the world at the time that led to this movement).
  - Discuss the nature of the activism in this movement (what were people working to change, how were they working to change it).
  - Describe the role and activities of your chosen activist (what was your chosen activist doing to contribute to change).
  - Explain and analyse the effects of this activism (how and why did it contribute to meaningful change in the modern world?)

**Requirements:**

Your response should be between 600-800 words in length.

You must follow the PEEL paragraph structure for your body paragraphs.

You must refer to at least 3 sources that support your argument in your response.

You must include a reference list.

***Criteria for Assessing Learning:***

*Students will be assessed on their ability to:*

- Explain and analyse how actions of past individuals and groups can lead to change

- Select appropriate historic sources to support their response
- Communicate appropriately about historic issues

**Key Verbs:**

*Summarise: Express, concisely, the relevant details*

*Discuss: Identify issues and provide points for and/or against*

*Describe: Provide characteristics and features*

*Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how*

*Analyse: Identify components and the relationship between them; draw out and relate implications.*

**Marking Guidelines:**

Description	Marks
<ul style="list-style-type: none"> <li>• Student demonstrates an extensive knowledge of the historic person and group selected, as well as a sophisticated understanding of the historical context of this period and the role of the activist</li> <li>• Student selects and analyses a wide range of highly relevant sources to support argument</li> <li>• Uses a sophisticated range of historic terminology in response</li> <li>• Composes a sophisticated and extensive response, developing a sustained explanation of their chosen topic's impact on the modern world and clear and concise summary of the context</li> <li>• Extensive and highly suitable research evident, with an accurately formatted reference list provided.</li> </ul>	21-25
<ul style="list-style-type: none"> <li>• Student demonstrates a well developed knowledge of the historic person and group selected, as well as the historical context of this period.</li> <li>• Student selects and explains a range of relevant sources to support argument</li> <li>• Uses a thorough range of historic terminology in response</li> <li>• Composes a highly developed response, developing a thorough explanation of their chosen topic's impact on the modern world and clear summary of the context</li> <li>• Comprehensive research evident, with an accurately formatted reference list provided.</li> </ul>	16-20
<ul style="list-style-type: none"> <li>• Student demonstrates a sound knowledge of the historic person and group selected, may or may not demonstrate knowledge of the historical context.</li> <li>• Student selects 3 relevant sources to support argument</li> <li>• Incorporates a sound range of historic terminology in response</li> <li>• Composes a satisfactory response, developing a clear description of their chosen topic's impact on the modern world and provides a summary of the context</li> <li>• Satisfactory research evident, with a reference list provided.</li> </ul>	11-15
<ul style="list-style-type: none"> <li>• Student demonstrates a basic knowledge of the historic person and group selected, but does not demonstrate an understanding of the historical context.</li> <li>• Student makes reference to at least 1 relevant source to support argument</li> <li>• Some basic examples of historic terminology evident in response</li> <li>• Composes a response which describes some aspects of their chosen topic's impact on the modern world and attempts to summarise the context.</li> <li>• Student has attempted some research for the task with a basic reference list provided.</li> </ul>	5-9
<ul style="list-style-type: none"> <li>• Student demonstrates limited knowledge of the historic person and group selected, but does not demonstrate an understanding of the historical context.</li> <li>• Student may or may not include reference to a source</li> <li>• Limited use of historic terminology evident in response</li> </ul>	1-4

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| <ul style="list-style-type: none"><li>• Composes an elementary response which does not explain or describe the impact of their chosen topic on the modern world or summarise the context</li><li>• Student does not show evidence of completing research for the task, with no reference list provided.</li></ul> |  |
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