Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *My Target: \_\_\_\_\_\_\_\_\_ / 51 or \_\_\_\_\_\_\_\_ %*

Year 10 Humanities and Social Sciences – Task 1 –History– Rubric/Marking Guide

**Major Research Inquiry/Homework Task – Topic: Interwar Years (5%) (51 marks)**

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| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1** | **2** | **3** | **Subtotal** |
| **Questioning and researching** | Makes no attempt to construct questions involving cause. | Constructs basic questions or makes a very limited attempt at constructing questions involving cause, however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving cause, however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving cause. Addresses the three key areas of study by including broad questions. Questions are well thought out | **/ 3** |
| **Questioning and researching** | Makes no attempt to construct questions involving effect(s). | Constructs basic questions or makes a very limited attempt at constructing questions involving effect(s), however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving effect(s), however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving effect(s). Addresses the three key areas of study by including broad questions.  Questions are well thought out | **/ 3** |
| **Questioning and researching** | Makes no attempt to construct questions involving perspectives. | Constructs basic questions or makes a very limited attempt at constructing questions involving perspectives, however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving perspectives, however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving perspectives. Addresses the three key areas of study by including broad questions.  Questions are well thought out | **/ 3** |
| **Questioning and researching** | Makes no attempt to construct questions involving significance. | Constructs basic questions or makes a very limited attempt at constructing questions involving significance, however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving significance, however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving significance. Addresses the three key areas of study by including broad questions.  Questions are well thought out | **/ 3** |
| **Questioning and researching** | Makes no attempt to construct questions involving empathy. | Constructs basic questions or makes a very limited attempt at constructing questions involving empathy, however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving empathy, however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving empathy. Addresses the three key areas of study by including broad questions.  Questions are well thought out | **/ 3** |
| **Questioning and researching** | Makes no attempt to construct questions involving evidence. | Constructs basic questions or makes a very limited attempt at constructing questions involving evidence, however, questions maybe too specific and not broad and general in relation to the three key areas of study. | Constructs somewhat clear and concise questions involving evidence, however, one or two questions maybe too specific and not broad enough in relation to the three key areas of study. | Constructs a range of open, relevant, complex questions, which are clear and concise questions involving evidence. Addresses the three key areas of study by including broad questions.  Questions are well thought out | **/ 3** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1** | **2** | **3** |  |
| **Researching** | Makes no attempt to locate, select or record information and/or data. | Locates, selects and records information and/or data from a limited range sources with a basic connection to the task (completion of the graphic organisers) | Locates, selects, and records relevant information and/or data from a range of primary and/or secondary sources that reflect the requirements of the task (completion of the graphic organisers) | Locates, compares, selects, and records relevant information and/or data from an extensive range of primary and/or secondary sources that reflect the requirements of the task (completion of the graphic organisers) | **/ 3** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 - 4** | **5 - 6** |  |
| **Evaluating**  **Graphic Organiser 1** | Makes no attempt to apply a range of relevant evidence to address the questions on Graphic Organiser 1. | Makes broad, unsubstantiated statements, including little supporting evidence (examples, data, statistics) and does not address all key questions or makes a limited and/or basic attempt at answering all questions as part of Graphic Organiser 1. | Applies some supporting evidence, including examples, data and/or statistics when addressing most of the key questions as part of Graphic Organiser 1. Some questions may lack information and/or evidence, however, most questions have been attempted using a moderate amount of detail. | Applies a range of relevant supporting evidence, including examples, data and/or statistics when addressing all key questions as part of Graphic Organiser 1. For 6 marks you must be consistently applying a range of supporting evidence across your whole graphic organiser. | **/ 6** |
| **Evaluating**  **Graphic Organiser 2** | Makes no attempt to apply a range of relevant evidence to address the questions on Graphic Organiser 2. | Makes broad, unsubstantiated statements, including little supporting evidence (examples, data, statistics) and does not address all key questions or makes a limited and/or basic attempt at answering all questions as part of Graphic Organiser 2. | Applies some supporting evidence, including examples, data and/or statistics when addressing most of the key questions as part of Graphic Organiser 2. Some questions may lack information and/or evidence, however, most questions have been attempted using a moderate amount of detail. | Applies a range of relevant supporting evidence, including examples, data and/or statistics when addressing all key questions as part of Graphic Organiser 2. For 6 marks you must be consistently applying a range of supporting evidence across your whole graphic organiser. | **/ 6** |
| **Evaluating**  **Graphic Organiser 3** | Makes no attempt to apply a range of relevant evidence to address the questions on Graphic Organiser 3. | Makes broad, unsubstantiated statements, including little supporting evidence (examples, data, statistics) and does not address all key questions or makes a limited and/or basic attempt at answering all questions as part of Graphic Organiser 3. | Applies some supporting evidence, including examples, data and/or statistics when addressing most of the key questions as part of Graphic Organiser 3. Some questions may lack information and/or evidence, however, most questions have been attempted using a moderate amount of detail. | Applies a range of relevant supporting evidence, including examples, data and/or statistics when addressing all key questions as part of Graphic Organiser 3. For 6 marks you must be consistently applying a range of supporting evidence across your whole graphic organiser. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 - 4** | **5 - 6** |  |
| **Communicating and reflecting** | Makes no attempt to provide a wide range of information and/or data to make relevant, detailed connections about the ‘*interwar years’* in relation to the questions*.* Does not attempt to use subject-specific terminology. | For 1 mark some sections of graphic organisers may be incomplete or in very limited detail. For 1 mark minimal use of subject-specific terminology, for 2 marks a greater attempt has been made. For 2 marks recounts, provides basic and limited information and/or data to show findings about the ‘*interwar years’* in relation to the questions*.* | For 3 marks generally reconstructs information and/or data in response to questions to make some relevant connections in relation to the ‘*interwar years’.* Generally, uses subject-specific terminology. For 4 marks majority of graphic organisers are generally all completed and student has reconstructed information and/or data in response to questions to make some relevant connections in relation to the ‘*interwar years’.* | Accurately reconstructs a wide range of information and/or data in response to questions to make relevant, detailed connections, consistently using subject-specific terminology in relation to the ‘*interwar years’.* For 6 marks you must use the wide range of information and/or data across all three graphic organisers. You must be consistently applying subject-specific terminology in relation to the ‘*interwar years’* | **/ 6** |

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| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 – 2** | **3 – 4** | **5 - 6** |  |
| **Bibliography** | Makes no attempt to submit a bibliography. Makes no attempt to use appropriate ethical protocols, including specific formats for acknowledging other people’s information. | Bibliography includes a limited list of sources which may or may not follow the referencing technique approved by the school. Makes a limited and basic attempt to use appropriate ethical protocols, including specific formats for acknowledging other people’s information. | Bibliography includes a smaller range of sources which mostly follows the referencing technique approved by the school. Makes a somewhat genuine attempt to use appropriate ethical protocols, including specific formats for acknowledging other people’s information. | Bibliography includes a comprehensive list of primary sources and/or secondary sources (e.g. websites) which correctly follows the referencing technique approved by the school. Makes clear and genuine attempt to use appropriate ethical protocols, including specific formats for acknowledging other people’s information. | **/ 6** |

**Teacher Feedback**

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| **Strengths** | **Weaknesses** |
| **Opportunities** | **Threats** |

**Comment:**