Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *My Target: \_\_\_\_\_\_\_\_\_ / 25 Part A or \_\_\_\_\_\_ %*

*\_\_\_\_\_\_\_\_\_ / 41 Part B or \_\_\_\_\_\_ %*

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

**Major Research Inquiry/Homework Task – Topic: Battle or Campaign of World War II (Total: 13%)**

**PART A: INQUIRY (25 Marks) (5%) PART B: PowerPoint (41 marks) (5%) PART C: Validation (In-class) (3%)**

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| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1-2** | **3-4** | **5-6** | **Subtotal** |
| **PART A**  **Questioning and researching**  Develops questions about events and/or phenomena. | Makes no attempt to construct focus questions based on their selected ‘Battle of World War II’. | Constructs basic questions or makes a very limited attempt at constructing focus questions in relation to their selected ‘Battle of World War II’, paying some attention to the research areas. Questions maybe too broad in relation to the topic. | Constructs somewhat clear and concise questions in relation to their selected ‘Battle of World War II’. However, one or two questions maybe too broad in relation to the selected battle. Student pays particular | Constructs a range of open, relevant, complex questions, which are clear and concise questions in relation to their selected ‘Battle of World War II’. Questions are well thought out and clearly constructed. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 - 5** | **6 - 8** |  |
| **PART A**  **Researching**  **and**  **Analysing**  Collect and organise information, evidence and/or data, from primary and secondary sources. | 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, such as the completion of 1-2 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, such as the completion of multiple graphic organisers. Student has detailed research in relation to the areas on the task sheet | **/ 8** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1** | **2 - 3** | **4 - 5** |  |
| **PART A**  **Analysing**  Interpret information, evidence and/or data to identify key points or ideas; determine their accuracy.  (Relate the evidence to the key historical concepts) | Makes no real attempt at analysing information and /or data in different formats to present information in their planning related to key concepts in history, such as cause and effect. | Makes some attempt at analysing information and/or data in different formats to present information in their planning related to key historical concepts in history, such as cause and effect. Has made a basic attempt to apply this to their battle or campaign. | Has made a satisfactory attempt to analyse information and/or data in different formats to present information in their planning related to key historical concepts in history, such as cause and effect. Has made a sound attempt to apply this to their battle or campaign. | Has made an excellent attempt at analysing information and/or data in different formats to present information in their planning related to key historical concepts in history, such as cause and effect. Has applied this clearly to their battle or campaign. | **/ 5** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 – 4** | **5 - 6** |  |
| **PART A**  **(Questioning and**  **Researching)**  **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** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 - 4** | **5 - 6** |  |
| **PART B**  **PowerPoint**  **Supporting Evidence**  **(Communicating)** | Makes no attempt to apply a range of relevant evidence in relation to their selected ‘Battle of World War II’. | Makes broad, unsubstantiated statements, including little supporting evidence (examples, data, statistics) and does not address all research areas in relation to their selected ‘Battle of World War II’ when presenting their research on a PowerPoint | Applies some supporting evidence, including examples, data and/or statistics when addressing most of the research areas. Some areas of key information and/or evidence presented. May have used some detail and/or some areas may be completed in more detail than others on final PowerPoint presentation. | Applies a range of relevant supporting evidence, including examples, data and/or statistics when addressing research areas in relation to their selected battle. Student consistently applies a range of supporting evidence across their PowerPoint presentation. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 - 4** | **5 - 6** |  |
| **PART B**  **Communicating and**  **Reflecting** | Makes no attempt to present descriptions, explanations and/or discussions in relation to their selected battle or campaign. Makes a very limited attempt to use historical terminology and concepts. | Makes a basic attempt to present descriptions, explanations and/or discussions in relation to their selected battle or campaign. Demonstrates a limited attempt to use historical terminology and concepts. | Makes a satisfactory attempt at descriptions, explanations and/or discussions in relation to their selected battle or campaign. Makes a satisfactory attempt at applying historical terminology and concepts. | Demonstrates clear and concise descriptions, explanations and/or discussions in relation to their selected battle or campaign. Consistently attempts to apply historical terminology and concepts when communicating findings. | **/ 6** |

**KEY INFORMATION – PowerPoint (PART B)**

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| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 – 2** | **3 – 4** | **5** |  |
| **PART B**  **Key Information** | Makes no attempt to provide information about the site and situation of the event (battle or campaign). May or may not use a map. | Makes a basic attempt to provide information about the site and situation of the event (battle or campaign). May or may not use a map. | Makes a satisfactory attempt to provide information about the site and situation of the event (battle or campaign). Refers to map in text and provides text in relation to the map. | Demonstrates an excellent attempt to provide detailed information about the site and situation of the event (battle or campaign). Makes clear and concise references to a map in text and provides text in relation to the map. | **/ 5** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 – 2** | **3 – 4** | **5 - 6** |  |
| **PART B**  **Key Information** | Makes no attempt to provide an overview or timeline of their battle or campaign. | Makes a basic attempt to provide an overview or timeline of their battle or campaign. Generally outlines information. | Makes a satisfactory attempt to provide an overview or timeline of their battle or campaign. Makes some effort to explain. | Demonstrates concise and detailed information in relation to an overview of their battle or campaign. Student may also include a timeline to assist with their overview explanation. Supporting evidence will be used to support their detailed explanation. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 – 2** | **3 – 4** | **5 - 6** |  |
| **PART B**  **Key Information** | Makes no attempt to provide information about what happened during their battle or campaign. | Makes a basic attempt to provide information about what happened during their battle or campaign. Generally outlines information. | Makes a satisfactory attempt to provide information about what happened during their battle or campaign. May or may not apply key historical concepts within their explanation or description. Makes some effort to explain. | Demonstrates concise and detailed information in relation to what happened during their battle or campaign. Student will make genuine attempts to apply key historical concepts when presenting information. Supporting evidence will be used to support their detailed explanation. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 - 2** | **3 – 4** | **5 - 6** |  |
| **PART B**  **Key Information** | Makes no attempt to provide information about the outcome of the event e.g. their battle or campaign. | Makes a basic attempt to provide information about the outcome of the event e.g. their battle or campaign. Generally outlines information. | Makes a satisfactory attempt to provide information about the outcome of the event e.g. their battle or campaign. May or may not apply key historical concepts within their explanation or description. Makes some effort to explain. | Demonstrates concise and detailed information about the outcome of the event. e.g. their battle or campaign. Student makes genuine attempts to apply key historical concepts when presenting information. Supporting evidence will be used to support their detailed explanation. | **/ 6** |
| **Task 🡫 &**  **Marks Allocation 🡪** | **0** | **1 – 2** | **3 – 4** | **5 - 6** |  |
| **PART B**  **Key Information** | Makes no attempt to provide information about how the event (battle or campaign) contributed to the progress of the war. | Makes a basic attempt to provide information about how the event (battle or campaign) contributed to the progress of the war. Generally outlines information. | Makes a satisfactory attempt to provide information about how the event (battle or campaign) contributed to the progress of the war. Information may or may not be detailed. There will be some supporting evidence provided. Makes some effort to explain. | Demonstrates concise and detailed information about how the event (battle or campaign) contributed to the progress of the war. Supporting evidence will be used to support their detailed explanation. | **/ 6** |

**Teacher Feedback**

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

**Comment:**