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| **GOOD COUNSEL COLLEGE** | |  |  |
| **HUMANITIES & SOCIAL SCIENCES DEPARTMENT** | |
| STUDENT NAME: |  |
| TEACHER CODE: | PAPB |

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| **ASSESSMENT** | |  | **HISTORY**  **Migration Experiences** |
| Date Received: | Monday, 9th May (Week 4) |  |
| Draft Due: | Tuesday, 31st May (Week 7) |  |
| Date Due: | Friday, 10th June (Week 8) |  |

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| Assessment Instructions:  Typed response – Calibri size 12, 1.5 line spacing | | | | | |  | **Year 10 - Term 2, 2022**  **INSTRUMENT NUMBER:**  **2**  **INSTRUMENT:**  **Research Task – Report**  **CONDITIONS:**  **4 weeks – class and home time**  **600 – 800 words**  **CRITERIA ASSESSED:**   * **Historical Knowledge & Understanding** * **Historical Skills** |
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| **SUMMARY OF RESULTS** | | | | | |
| **CRITERIA ASSESSED** | **STANDARD** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| Historical Knowledge  & Understanding |  |  |  |  |  |
| Historical Skills |  |  |  |  |  |

**GRADE 10 STANDARD ELABORATIONS**

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| **Criteria** | **Standard A** | **Standard B** | **Standard C** | **Standard D** | **Standard E** |
| **The folio of student work has the following characteristics:** | | | | |
| **KNOWLEDGE & UNDERSTANDING** | comprehensive explanation of patterns of change and continuity over time, referring to:   * key events * actions of individuals and groups * beliefs and values | detailed explanation of patterns of change and continuity over time, referring to:   * key events * actions of individuals and groups * beliefs and values | explanation of patterns of change and continuity over time, referring to:   * key events * actions of individuals and groups * beliefs and values | description of patterns of change and continuity over time, referring to:   * key events * actions of individuals and groups * beliefs and values | statements about patterns of change and continuity over time |
| * analysis of the causes and effects of events and developments * comprehensive explanation of their relative importance | * analysis of the causes and effects of events and developments * detailed explanation of their relative importance | * analysis of the causes and effects of events and developments * explanation of their relative importance | * explanation of the causes and effects of events and developments * description of why they are important | statements about causes and effects of events and developments |
| comprehensive explanation of the context for people’s actions in the past | detailed explanation of the context for people’s actions in the past | explanation of the context for people’s actions in the past | description of the context for people’s actions in the past | statements about the context for people’s actions in the past |
| comprehensive explanation of the significance of events and developments from a range of perspectives | detailed explanation of the significance of events and developments from a range of perspectives | explanation of the significance of events and developments from a range of perspectives | description of the significance of events and developments from a range of perspectives | statements about the significance of events and developments |
| * comprehensive explanation of different interpretations of the past * explanation of the evidence used to support these interpretations | * detailed explanation of different interpretations of the past * description of the evidence used to support these interpretations | * explanation of different interpretations of the past * recognition of the evidence used to support these interpretations | * description of different interpretations of the past * recognition of aspects of the evidence used to support these interpretations | * statements about different interpretations of the past |
| **OVERALL STANDARD** | | | | |  |

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| **Criteria** | **Standard A** | **Standard B** | **Standard C** | **Standard D** | **Standard E** |
| **The folio of student work has the following characteristics:** | | | | |
| **SKILLS** | development, discerning evaluation and modification of questions to frame a historical inquiry when researching (RP) | development, informed evaluation and modification of questions to frame a historical inquiry when researching | development, evaluation and modification of questions to frame a historical inquiry when researching | development and modification of questions related to a historical inquiry when researching | use of questions related to a historical inquiry when researching |
| * explanation of relationships between events across different places and periods of time | * description of relationships between events across different places and periods of time | * identification of relationships between events across different places and periods of time | * identification of aspects of relationships | * statements about aspects of relationships |
| * processing, analysis and synthesis of information from an effective range of primary and secondary sources (RP) * discerning use of the information as evidence to effectively answer inquiry questions | * processing, analysis and synthesis of information from an effective range of primary and secondary sources * informed use of the information as evidence to effectively answer inquiry questions | * processing, analysis and synthesis of information from a range of primary and secondary sources * use of the information as evidence to answer inquiry questions | * processing and synthesis of information from primary and secondary sources * use aspects of the information as evidence to answer aspects of inquiry questions | * use of information from primary and secondary sources * use aspects of the information to answer aspects of inquiry questions |
| discerning analysis of sources to identify motivations, values and attitudes (RP) | informed analysis of sources to identify motivations, values and attitudes | analysis of sources to identify motivations, values and attitudes | use of sources to identify motivations, values and attitudes | use of sources |
| discerning evaluation of sources by analysing and drawing justified conclusions about their usefulness, taking into account their origin, purpose and context (RP) | informed evaluation of sources by analysing and drawing detailed conclusions about their usefulness, taking into account their origin, purpose and context | evaluation of sources by analysing and drawing conclusions about their usefulness, taking into account their origin, purpose and context | evaluation of sources by drawing conclusions about their usefulness, taking into account aspects of their origin, purpose and context | statements about the usefulness of sources |
| Comprehensive Research Planner | Detailed Research Planner | Basic Research Planner | Partial Research Planner | Incomplete Research Planner |
| development & comprehensive just’n of own interpretations about the past | development and detailed justification of own interpretations about the past | development and justification of own interpretations about the past | development and partial just’n of own interpretations about the past | statements about own interpretations about the past |
| development of explanations and discussions incorporating historical argument that includes:   * effective organisation and presentation of justified arguments * discerning use of: * relevant historical terms and concepts * evidence identified in sources * accurate referencing of these sources using appropriate conventions including in-text referencing | development of explanations and discussions incorporating historical argument that includes:   * effective organisation and presentation of informed arguments * informed use of: * relevant historical terms and concepts * evidence identified in sources * referencing of these sources using appropriate conventions including in-text referencing | development of explanations and discussions incorporating historical argument that includes:   * organisation and presentation of their arguments * use of: * historical terms and concepts * evidence identified in sources * referencing of these sources * in-text referencing | development of explanations and discussions incorporating historical argument that includes:   * partial organisation and presentation of aspects of arguments * partial use of: * historical terms & concepts * aspects of evidence identified in sources * partial referencing of these sources | development explanations and discussions incorporating historical argument that includes:   * fragmented presentation of partial arguments * fragmented use of: * historical terms * sources * lists of sources |
| **OVERALL STANDARD** | | | | |  |

**migration experiences**

This unit has focused on post-World War Two migration to Australia. We have studied immigration policies and the effect they have had in changing the face of our nation.

Your task is to research ONE individual or group that has immigrated to Australia and **develop** a report that **evaluates** their ***contributions and significance to the development of Australian society***.

Some possible groups include (but are not limited to):

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| * British  (after World War II) | * African immigrants  (1980’s/1990’s) |
| * European ‘Displaced Persons’  (after World War II) | * Middle Eastern  (during/after War on Terror) |
| * Indochinese  (during/after Vietnam War) | * Immigrants to Far North Queensland  (your family?) |

**Research Process:**

You will be required to complete a research planner. Completing each section of the planner will help you **develop** your report. As part of the research process, you will:

* **identify** questions and **develop** a hypothesis
* **locate** and **compare** a range of relevant historical sources
* **compare** information in sources to answer inquiry questions
* **reflect** on your collected research
* **utilise** the answers to these inquiry questions to **develop** your report

**submission requirements**

On the due date submit your work in this order to your teacher:

* Assessment Task
* Final Report in HASS Report Template
* Research Booklet

**Assignment Progress Checklist**

Use the following checklist to ensure you have completed the necessary components of your assignment. Your teacher will sign off each section once it is completed.

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| ***Component*** | ***Due Date*** | ***Teacher Signature (w/date)*** |
| *Choose a topic* | Monday, Week 4 |  |
| *Develop a hypothesis and research questions* | Week 4 |  |
| *Note-making from sources* | Week 5 |  |
| *Evaluation and reflection* | Week 5 |  |
| *Construct your response* | Week 6 |  |
| *Draft submission* | Week 7 |  |
| *Final Submission* | Week 8 |  |