



ASSESSMENT NOTIFICATION

Model Farms High School

"Achieving Personal Excellence Through Quality Teaching"

The rules of assessment tasks can be found in the assessment booklet

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Subject	History	Task Weighting	40%
Year	9	Date Task Set	Week 5
Task Number	1	Date Task Due	25/03 (week 9)



TASK	Movement of People Research Task
Description	An Essay prepared at home but written in class .
Requirements	Essay Format (NOTE History Essays DON'T have headings) PEEL Paragraph format You must use and refer to at least TWO PRIMARY and TWO SECONDARY sources.

OUTCOMES BEING ASSESSED

- HT5-4** Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process
HT 5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia
HT 5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past

Task: Convict Transportation Research

There are two parts to this assessment. Part A will need to be submitted on the day of the Assessment PRIOR to completing the in-class essay. You will not be allowed access to your sources while completing the in-class essay.

You will need to choose ONE of the following groups. You will need to research this group and the causes of their transportation to Australia. You will also need to research your chosen groups historical context.

- Luddites
- United Irishmen
- Tolpuddle Martyrs

You will need to use this group as your focus for Parts A and B. The instructions continue on the next page.

Part A: Source Analysis (approximately 150 words PER source.) (10 Marks)

For this task you will be preparing a source analysis on **TWO Primary** and **TWO Secondary** sources. You will need to find these sources on your own. Your sources will need to focus on the **cause** of your group's transportation to Australia. For each source you will need to answer the following questions in no more than 150 words per source:

- Briefly summarise the source.
- Establish whether the source is reliable or not?
- Briefly state how you could use this source to discuss the reasons for your chosen group's transportation to Australia.

Make sure that your sources are academic and reliable. You will need to provide us with a copy of each of your sources. Please include a simple reference for where you found it.

Part B: In Class Essay (20 Marks)

For this part of the task, you will write an essay in class about the reasons for your chosen group's transportation to Australia. The exact question will be revealed to you on the day. You will need to research and prepare this at home. Then you will write this essay in class. You will need to refer to the sources you have presented in Part B.

Paragraph structure

Remember to use PEEL paragraphs in your extended response.

P	Point – TOPIC SENTENCE what's your main point for this paragraph. State this in your opening sentence (must relate to the main point noted in your introduction)
E	Explain – Elaborate on your point with effective and factual details
E	Evidence – Direct/links and connections between previous sentence and the sustained use of effective historical evidence to support your arguments. Introduce sources to prove your argument is correct.
L	Link – Concluding sentence that needs to reaffirm your argument for this paragraph and provides a clear link to your next paragraph and the overall question.

Suggested In Class Essay Structure

Introduction:

State your answer to the question and outline each of your individual points.

Thesis: Your overall answer to the question

Point 1: Your first reason for your groups transportation to Australia.

Point 1:

Explanation 1:

Evidence (Source) 1:

Link 1:

Point 2: Your second reason for your groups transportation to Australia.

Point 2:

Explanation 2:

Evidence (Source) 2:

Link 2:

Point 3: Your third reason for your groups transportation to Australia.

Point 3:

Explanation 3:

Evidence (Source) 3:

Link 3:

Conclusion: Summarise your argument and outline the reasons for your groups transportation to Australia. Do not introduce new information or arguments here.

Marking Guidelines

Part A- Source Analysis	Mark
<ul style="list-style-type: none"> Provides a comprehensive analysis of the 4 sources, discussing the reliability of the sources. Correctly establishes the usefulness of the source for a study of their chosen groups transportation. 	9-10
<ul style="list-style-type: none"> Provides an analysis of the 4 sources, discussing the reliability of the sources. Discusses the usefulness of the source for a study of their chosen groups transportation. 	7-8
<ul style="list-style-type: none"> Provides a discussion of 2-4 sources, may make reference to reliability. Outlines the usefulness of the source for a study of their chosen groups transportation. 	5-6
<ul style="list-style-type: none"> Provides discussion of 1-2 sources with little to no reference to reliability. Attempts to identify the usefulness of some of their sources. 	3-4
<ul style="list-style-type: none"> Gives a description of their sources. 	1-2

Part B- In class Essay	Mark
<ul style="list-style-type: none"> Provides an extensive analysis of the causes of transportation for their chosen group. Response makes extensive use of sources. Integrating the sources fully into their argument. Presents a highly competent and logical response by using PEEL Structure. Response shows a high level of competence in including historical terms and concepts. 	18- 20
<ul style="list-style-type: none"> Provides an detailed analysis of the causes of transportation for their chosen group. Response makes thorough use of sources. The sources are referred to but not integrated. Presents a competent and well structured response by using PEEL Structure. Response shows a competent use of historical terms and concepts. 	14-17
<ul style="list-style-type: none"> Provides a sound analysis of the causes of transportation for their chosen group. Response is adequate in the use of sources. The sources are not referred to or integrated. Presents a sound response using PEEL Structure. Response adequately includes historical terms and concepts. 	10-13
<ul style="list-style-type: none"> Provides a basic explanation of the causes of transportation for their chosen group.. Response makes limited use of sources. Presents a response that uses a PEEL structure. Response includes limited use of historical terms and concepts. 	5-9
<ul style="list-style-type: none"> Makes general statements on transportation with little to no discussion of causes. Response makes very limited or no use of sources. Makes very limited use of historical terms and concepts. 	1-4