



St Mary MacKillop College Canberra

Year 10 – History – Task 3

Distribution Date:	Friday 5 May 2023	Due Date:	Part A <ul style="list-style-type: none"> Step 1- Friday 12 May 2023 Step 2- Friday 12 May 2023 Part B- Friday 2 June 2023 Part C- Friday 2 June 2023
Task Type:	Historical Investigation	Task Weight:	33%
Course Code:	N/A	Unit Code:	N/A
Unit Title:	The Modern World and Australia	Total Marks:	100 marks
Period:	Semester 1, 2023	Unit Value:	1.0 Standard Units
Teacher Name:	Miss Penny & Mrs Wilkinson		

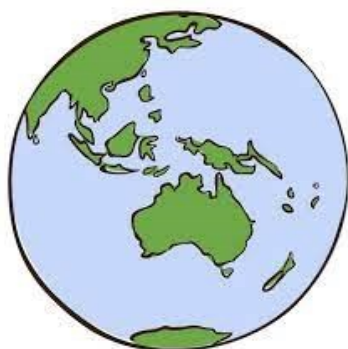
TASK REQUIREMENTS/CONDITIONS RELEVANT:

This is a research task consisting of two parts.

- **Part A (Staged Scaffold)**
- **Part B (Creative):** 5 minutes
- **Part C (Rationale):** 250 words
- You must incorporate primary and secondary sources with your evidence and evaluation.
- All work submitted must include in-text referencing and a reference list in the College approved Harvard style. Failure to do so is a breach of academic discipline and may be deemed as plagiarism.
- Only one draft may be submitted to the class teacher at least three (3) days before the due date. General verbal feedback will be given and the task will not be proofread.
- Students are encouraged to seek assistance from staff in the Learning Commons and HASS faculty for research assistance. This can occur during class or in organised times negotiated with their teacher.

TASK DESCRIPTION:

Defining Our Place in History: Change and Continuity in a Globalised World



FQ: To what extent has Australian society achieved meaningful change since World War Two?

Historical events are not always simple, and, in most cases, they are not reduced to one moment in time. Great events of humanity are often the result of long social processes and often unexpected events. Change and continuity throughout history can be explored through the deep examination of people, places, and cultures.

For this task you are to explore the focus question above in light of ONE of the following topics. These topics reflect the key debates and developments that have shaped Australian society since 1945.

Topic 1: The Environment Movement (1960s–present)

LATE PENALTIES:

The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension. Please refer to the ACT BSSS Policy and Procedures Manual for further details, available at <http://www.bsss.act.edu.au/>

PLAGIARISM:

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work. Any work that is found to be plagiarised will incur a penalty. All written work must be submitted through "turnitin". Using the Harvard referencing system is required of all students, and will assist in meeting obligations for academic honesty. Refer to Canvas under "Bibliographies" for additional information. Refer to the ACT BSSS Policy and Procedures Manual for further details, available at <http://www.bsss.act.edu.au/>

Topic 2: Nuclear Power and Testing

Topic 3: Australia-Asia Relations

Topic 4: Foreign Policy and Political Extremism

Topic 5: Popular culture (International Influences and Social Change)

Topic 6: Technological Developments since 1945

From your research, you are to produce a historical argument in the form of one of the following creative options:

- Seminar (5 minutes)
- Ted Talk (5 minutes)
- Podcast (5 minutes)
- Vodcast (5 minutes)

Part A- Staged Scaffold (Home):

- **Step 1: Topic Selection & Reflection**

By this date you must choose a topic and complete the planning survey linked below. The survey will ask you to reflect on the task sheet, select a topic and note three key sources you will use to support your research.

Planning Survey- <https://forms.gle/5PKsrhe127CAjsXPA>

Due Date: Friday 12 May 2023

- **Step 2: Creative Planning Scaffold**

Prior to completing this component of the task, you should attempt to narrow the focus of your research by formulating an inquiry question, concise thesis (line of argument) and limiting the scope of your discussion. Focus on depth, rather than breadth. This component will require you to fill out the attached scaffold.

Due Date: Monday 22 May 2023

Part B- Creative (Home):

Length: 5 Minutes

- The focus of your creative is to answer the focus question above in line with the chosen persona as the presenter.
- For this part of the task you will need to submit; a script and the file which contains the creative (mp4). You may choose to present the creative live in class as well.

Your response must utilise a range of primary and secondary evidence and will be assessed on the following elements:

- Your engagement with the inquiry question developed and the depth of your response, utilizing specific
- Examples from the sourced evidence
- Integrating your sources collectively in your response
- A clearly organised and structured response.

Due Date: Friday 2 June 2023

Part C- Validation Response (In Class):

Length: 250 Words

The aim of this component is to reflect on the research conducted and validate your understanding of the material you have produced. You must write a response that addresses the following questions:

1. What was the objective of your research and how did you meet this objective through the inquiry process followed?
2. How does the research you conducted address the set focus question?
3. What techniques did you employ in the construction of your final product to convey your thesis statement?

Due Date: Friday 2 June 2023

TASK SUBMISSION REQUIREMENTS:

- All students must submit their assignment electronically through “turnitin” by 4:00pm on the due dates set for each component of the task. Part C will be conducted in class on the due date. Normal extension procedures must be followed if students are not going to be present in class on the due date- late penalties will be applied otherwise.
- Declaration of Original Work is acknowledged when students assign their name or student number to a submitted task.
- A Similarity Report may take several hours to generate. Students must take this into account in the preparation of their assessment tasks. Tardy report generation does not constitute grounds for Alteration to Assessment. Late penalties will be applied if an assessment submitted by the due date is NOT accompanied by a Similarity Report as the task may not be accepted as completed.
- Breaches of academic integrity, such as plagiarism and the use of Artificial Intelligence technology such as ChatGpt, in the making and submission of the task, will be addressed in line with agreed College practice and BSSS policy.
- **EXCESSIVE LENGTH PENALTY: Written Task** – When a word limit is stipulated and a student exceeds the limit, an excessive length penalty is applied. A leeway of 10% over the word limit incurs no penalty. Thereafter, a 5%penalty is applied to every 10% over the limit. For example, a 1000 word limit has no penalty applied for 1100 words. If the essay is between 1100 words and 1200 words a loss of 5% of the value of the task is incurred; if the task is between 1200 and 1300 words, the student loses 10% of the value of the task, etc. The maximum loss is 25% of the value of the task.
- **EXCESSIVE LENGTH PENALTY: Oral Task** – When a time limit is stipulated and a student exceeds the limit, an excessive length penalty is applied. A leeway of 10% over the time limit incurs no penalty. Thereafter, a 5%penalty is applied to every 10% over the limit. For example, a 10 minute limit has no penalty applied for 11 minutes. If the presentation is between 11 minutes and 12 minutes a loss of 5% of the value of the task is incurred; if the task is between 12 minutes and 13 minutes, the student loses 10% of the value of the task, etc. The maximum loss is 25% of the value of the task.



St Mary MacKillop College Canberra

Semester 1, 2023 – Year 10 – History – Rubric

Unit Title:	<i>Australia and the Modern World</i>		Unit Code/s:	NA	Unit Value:	1.0 Standard Units
Due Date:	Week 16		Task Weight:	33%	Task Type:	<i>Creative</i>
Student Name / ID:		Teacher:		Submission Date:		Penalties:
Well Above Standard - A		Above Standard - B		At Standard - C		Below Standard - D
						Well Below Standard - E
Outcome 1: Historical Knowledge and Understanding						
Uses a comprehensive depth of knowledge to effectively identify, explain and justify the significance of a change to Australia and/or the world	Uses detailed historical knowledge effectively to identify and explain the significance of a change to Australia and/or the world	Uses historical knowledge effectively to identify and explain the significance of a change to Australia and/or the world	Uses some historical knowledge to identify and describe the significance of a change to Australia and/or the world	Demonstrates a very limited understanding of the historical period. Response is lacking detail and/or event is not representative of a significant change to Australia and/or the world		
Sophisticated use of accurate historical terms and concepts.	Thorough use of accurate historical terms and concepts.	Sound use of accurate historical terms and concepts.	Basic use of historical terms and concepts.	Little to no use of historical terms and concepts.		
Outcome 2: Historical Skills (Questioning and researching)						
Proficiently follows a process of inquiry by researching significant and challenging concepts, questions and sources through the completion of the staged scaffold.	Clearly follows a process of inquiry by developing and modifying significant concepts, questions and sources through the completion of the staged scaffold.	Clearly follows a process of inquiry by researching key concepts, questions and sources through the completion of the staged scaffold.	Follows a process of inquiry by developing a basic response to concepts, questions and sources through a partial completion of the staged scaffold.	Follows an unclear process of inquiry. Develops an elementary or irrelevant response to concepts, focus questions and sources without completing the staged scaffold.		
Identifies and critically evaluates an extensive range of reliable primary and secondary sources for research	Identifies and effectively evaluates a wide range of reliable primary and secondary sources for research.	Identifies and evaluates a range of reliable primary and secondary sources for research	Identifies some reliable primary and secondary sources for research. Evaluation of sources lacks depth and detail.	Includes few/no reliable primary and/or secondary sources for research. Little to no evaluation of sources.		
Outcome 3: Historical Skills (Analysing and interpreting)						
Analyses, synthesises and draws conclusions from a range of historical sources, including a wide range of perspectives, to comprehensively answer focus question.	Analyses and draws information from several relevant historical sources, including perspectives, to thoroughly answer focus question.	Identifies and draws information from relevant historical sources to answer focus question.	Identifies and draws information from few or irrelevant historical sources. Focus question not answered fully.	Does not properly identify or draw information from relevant historical sources. Focus question not answered properly.		
Skilfully integrates relevant information to produce a cohesive and mature piece of research.	Integrates relevant information to produce a cohesive and thorough piece of research.	Integrates relevant information to produce a cohesive piece of research.	Integrates some relevant information into response. Some inaccurate or irrelevant information used. Response lacks cohesiveness.	Information is largely irrelevant, inaccurate and/or incorrectly used. Response lacks cohesiveness.		
Critically analyses and evaluates the cause and effect of significant events, people and issues relevant to the change studied.	Critically analyses the cause and effect of significant events, people and/or issues relevant to the change studied.	Analyses the cause and effect of significant events, people and/or issues relevant to the change studied.	Describes the cause and effect of significant events, people and/or issues relevant to the change studied.	Identifies or does not write about the cause and effect of significant events, people and/or issues relevant to the change studied.		
Outcome 4: Historical Skills (Communicating)						
Creative demonstrates a strong sense of direction and purpose: <ul style="list-style-type: none">a strong and insightful thesis statementthoughtful, logical and clear structurehistorical terminology and conventions applied throughouta creative and insightful	Creative demonstrates clear sense of direction and purpose: <ul style="list-style-type: none">effective thesis statementclear and considered structurehistorical terminology and conventions applied throughouta thoughtful application of genre conventionsdemonstrates a sense of	Creative demonstrates a sense of direction and purpose: <ul style="list-style-type: none">clear thesis statementeffective structurehistorical terminology and conventions applied at timessome application of genre conventionsdemonstrates a sense of audience	Creative demonstrates a partial sense of direction and purpose: <ul style="list-style-type: none">vague thesis statementstructured with lapses in logiclimited application of historical terminology and conventionsdemonstrates partial grasp of genre conventionsdemonstrates a limited sense of	Creative demonstrates a partial sense of direction and purpose: <ul style="list-style-type: none">no thesis statement explicitly referencedexperiences difficulty with structuredemonstrates a very limited sense of audience		

application of genre conventions <ul style="list-style-type: none"> demonstrates a sure sense of audience and adistinctive voice 	audience and a confident voice		audience		
Structures writing in the validation response with a high degree of accuracy and fluency. Little to no grammatical and spelling errors.	Writes with accurate expression and structure in the validation response. Few grammatical and spelling errors.	Writes with mostly accurate expression and structure in the validation response. Some grammatical and spelling errors.	Writes with partially accurate expression, structure and control of content in the validation response. Several grammatical and spelling errors.	Writes with limited control of technical and structural aspects in the validation response. Extensive grammatical and spelling errors.	
Consistent, clear and accurate citation of sources through theinclusion of a reference list and in-text citations in the script that adhere tothe Harvard referencing style.	Clear and accurate citation of sources through the inclusion of a reference list and in-text citations in the script that adhere to the Harvard referencing style.	Adequate citation of sources through the inclusion of a reference list and in-text citations in the script that adhere to the Harvard referencing style; some lapses in accuracy.	Inconsistent and repeatedly inaccurate citation of sources.	Little to no citation of sources.	
Reflects with insight on own thinking and learning, evaluatingareas for improvement and effectively managing both time and resources.	Reflects thoughtfully on own thinking and learning, evaluatingareas for improvement and managing both time and resources.	Reflects with some thought onown thinking and learning, evaluating areas for improvement and managing both time and resources.	Reflects with minimal thought on own thinking and learning, neglecting to evaluate areas forimprovement and does not effectively manage time or resources.	Neglects to reflect on their learningin order to identify areas for improvement and does not effectively manage time or resources.	

WRITTEN FEEDBACK:

Grade and Mark Total:

/100

Strengths: *What elements of the task were done well...*

Citation: Accurate, relevant, detailed use of Harvard referencing
Communication: Knowledge, understanding,
Task instructions: Length, address of written criteria
Depth: Critical analysis,
Breadth: Wider context

Feed-forward: *What elements of the task needed more work...*

Task execution: Communication, citation, task instructions
Complexity: Depth, Breadth, higher order, analysis, evaluation
Class Resources: Time and assistance
Submission: Planning and drafting, timing, coherency
Editing: Errors, met the brief,

Part A: Creative Planning Scaffold

Section	Planning Notes	Visual (If relevant)	Audio
Title (15 sec.)			
Thesis (30 sec.) <ul style="list-style-type: none">· About 50 words· Outlines a clear argument in response to the focus question with your selected topic in mind.			
Background Information (1 min 30 sec.) <ul style="list-style-type: none">· Place your topic in historical context· What information do we need to know to help us understand your topic?· What ideas, or events are relevant to your chosen topic?· Who are the main players and what influence have they had on your chosen topic?· What are the events leading up to the main event?· What was life like before the main events of your			

topic?			
Short-Term Impact (2 min.) <ul style="list-style-type: none"> · What are some of the immediate reactions to the main event, shortly after it happened? · What changed? New laws? New ways of thinking? · Who was affected by the event? · How is the world different after the main events of your topic? 			
Long-Term Impact (2 min.) <ul style="list-style-type: none"> · What is the long term significance? · Were there intended/unintended consequences? · Did it influence other historical events? · Link back to the overarching focus question. Has Australian society changed for the better or is there still progress/ change required? 			
Conclusion (30 sec.) <ul style="list-style-type: none"> · Restate your thesis · Focus on the main points you want your audience to take away · So what? · Why is this topic important in history? · Incorporate theme words 			
End Titles/ Credits (15 sec.) <ul style="list-style-type: none"> · Credit the main sources of audio and visual sources · Thank people, organizations, and libraries who helped or contributed to your project. 			