



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History Course: Contact and Colonisation Year: 8V

Assessment Task: 2

Assessment Weighting: 50% Due: Term 2 Week 4 Date: Thursday 18/5/23

Task Type: Hand in Task In Class Task Practical Task

| Outcomes assessed (NESA) | |
|--|-----------------------------------|
| HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies | |
| HT4-4 describes and explains the causes and effects of events and developments of past societies over time | |
| HT4-8 locates, selects and organises information from sources to develop an historical inquiry | |
| HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past | |
| Task Description/Overview | |
| Topic test on Contact and Colonisation | |
| Time allowed: 5 minutes per question | Equipment: Source analysis tables |
| Detailed Assessment Task Description | |
| Students will be examined on their source analysis skills and understanding of the topic 'Contact and Colonisation.' | |
| Students have examined three sources related to Contact and Colonisation of Australia in class (see attached). For this assessment, students will be expected to use what they have learnt in class to answer the following questions: | |
| <ol style="list-style-type: none">1) What do we know about the beliefs of Aboriginal and Torres Strait Islander people before the arrival of Europeans?2) What evidence do we have to explain how Aboriginal and Torres Strait Islander peoples got their food?3) What was the first meeting between Aboriginal people and Europeans like? | |
| NOTE: Students will be allowed to take their source analysis tables into the interview with them, and should use these as a memory aide. | |

| Test/Examination Structure | |
|----------------------------------|-----------------|
| Section Description | Marks Available |
| Question 1 | 10 |
| Question 2 | 10 |
| Question 3 | 10 |
| | |
| Total Marks for this task | 30 |

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

Source Booklet This booklet **IS** allowed into the examination. It can be used to help you remember your evidence.

Source A – Rock art of Wandjina, a powerful spirit of the Kimberley in Western Australia. Wandjina images are painted on the rock galleries and in caves throughout the region, marked in red and white ochre. They are dated to be over 10,000 years old.

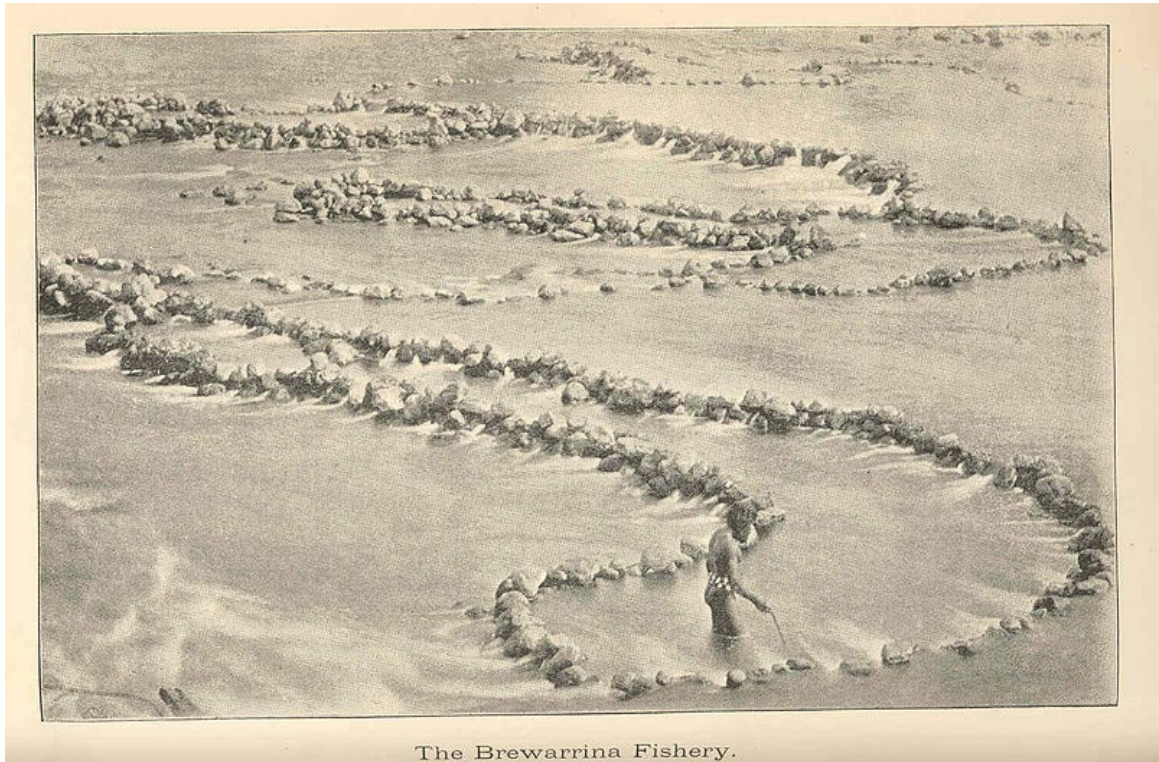


SOURCE ANALYSIS TABLE

| | |
|--|--|
| <p>Author/Creator Who made the source?</p> | |
| <p>Context When was this source created/published? What was going on at this time?</p> | |
| <p>Type Is this source primary or secondary?</p> | |
| <p>Message What is the message of the source? What does this source show or teach us?</p> | |
| <p>Reliability/Limitations Can we trust this source? What does this source not tell us?</p> | |
| <p>Usefulness/Value How can Historians use this source? Why is this source important?</p> | |

Source Booklet This booklet IS allowed into the examination. It can be used to help you remember your evidence.

Source B- The Brewarrina Fish Traps, or as they are traditionally known Baiame's Ngunnhu. These fish traps are located on the Barwon River on the outskirts of Brewarrina in far west NSW. C 1880-1923



The Brewarrina Fishery.

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| Message What is the message of the source? What does this source show or teach us? | |
| Reliability/Limitations Can we trust this source? What does this source not tell us? | |
| Usefulness/Value How can Historians use this source? Why is this source important? | |

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Source C- James Cook’s account of his landing at Botany Bay, 29 April 1770

“We intended to land where we saw the people ... as soon as we approached the rocks, two of the men came down upon them to dispute our landing ... Each of the two champions was armed with a lance about ten feet long and a short stick which he seemed to handle as if it was a machine to assist him in managing or throwing the lance ... They brandished their weapons and seemed resolved to defend their coast to the utmost, though they were but two and we were forty ... A stone was then thrown at us, upon which I ordered a musket [gun with a long barrel] to be fired with small shot [lead pellets], which struck the eldest upon the legs and he immediately ran to one of the houses ... I hoped now that our contest was over ... then perceived that he had left the rock only to fetch a shield ... As soon as he came up, he threw a lance at us ... but happily hurt nobody. A third musket with small shot was then fired upon them, upon which one of them threw another lance and both immediately ran away.”

SOURCE ANALYSIS TABLE

| | |
|---|--|
| Author/Creator Who made the source? | |
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Question 1: What do we know about the beliefs of Aboriginal and Torres Strait Islander people before the arrival of Europeans?

| Criteria | Mark Range |
|---|-------------------|
| <ul style="list-style-type: none"> -Demonstrated comprehensive knowledge of Aboriginal and Torres Strait Islander beliefs. -Excellent use of the provided source to explain an example of a Dreamtime story. -Made appropriate use of course terms and concepts in logically explaining what is known in relation to the question. -Excellent verbal communication skills including eye contact and appropriate language for an academic interview. | 9-10 |
| <ul style="list-style-type: none"> -Demonstrated good knowledge of Aboriginal and Torres Strait Islander beliefs. -Good use of the provided source to explain an example of a Dreamtime story. -Made appropriate use of course terms and concepts in explaining what is known in relation to the question. -Good verbal communication skills including eye contact and appropriate language for an academic interview. | 7-8 |
| <ul style="list-style-type: none"> -Demonstrated sound knowledge of Aboriginal and Torres Strait Islander beliefs. -Sound use of the provided source to explain an example of a Dreamtime story. -Made appropriate use of some course terms and concepts in describing what is known in relation to the question. -Sound verbal communication skills including eye contact and appropriate language for an academic interview. | 5-6 |
| <ul style="list-style-type: none"> -Demonstrated basic knowledge of Aboriginal and Torres Strait Islander beliefs. -Basic use of the provided source and/or another example of a Dreamtime story. -Made use of some course terms and concepts in describing what is known in relation to the question. May or may not be appropriate. -Basic verbal communication skills including eye contact and appropriate language for an academic interview. | 3-4 |
| <ul style="list-style-type: none"> -Demonstrated limited knowledge of Aboriginal and Torres Strait Islander beliefs. -Limited use of the provided source or another example to explain an example of a Dreamtime story. -Limited or no use of course terms and concepts. -Poor verbal communication skills including eye contact and appropriate language for an academic interview. | 0-2 |

Question 2: What evidence do we have to explain how Aboriginal and Torres Strait Islander peoples got their food?

| Criteria | Mark Range |
|---|-------------------|
| <ul style="list-style-type: none"> -Demonstrated comprehensive knowledge of how Aboriginal and Torres Strait Islander people got their food. -Excellent use of the provided source to explain an example of an Aboriginal hunting technique. -Made appropriate use of course terms and concepts in logically explaining what is known in relation to the question. -Excellent verbal communication skills including eye contact and appropriate language for an academic interview. | 9-10 |
| <ul style="list-style-type: none"> -Demonstrated good knowledge of Aboriginal and Torres Strait Islander people got their food. -Good use of the provided source to explain an example of an Aboriginal hunting technique. -Made appropriate use of course terms and concepts in explaining what is known in relation to the question. -Good verbal communication skills including eye contact and appropriate language for an academic interview. | 7-8 |
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| <ul style="list-style-type: none"> -Demonstrated limited knowledge of Aboriginal and Torres Strait Islander people got their food. -Limited use of the provided source or another example to explain an example of an Aboriginal hunting technique. -Limited or no use of course terms and concepts. -Poor verbal communication skills including eye contact and appropriate language for an academic interview. | 0-2 |

Question 3: What was the first meeting between Aboriginal people and Europeans like?

| Criteria | Mark Range |
|---|-------------------|
| <ul style="list-style-type: none"> -Demonstrated comprehensive knowledge of what occurred in the first meeting of Aboriginal people and Europeans. -Excellent use of the provided source to explain a first-person perspective of the meeting. -Made appropriate use of course terms and concepts in logically explaining what is known in relation to the question. -Excellent verbal communication skills including eye contact and appropriate language for an academic interview. | 9-10 |
| <ul style="list-style-type: none"> -Demonstrated good knowledge of what occurred in the first meeting of Aboriginal people and Europeans. -Good use of the provided source to explain a first-person perspective of the meeting. -Made appropriate use of course terms and concepts in explaining what is known in relation to the question. -Good verbal communication skills including eye contact and appropriate language for an academic interview. | 7-8 |
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