



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History Course: History Year: 10

Assessment Task: RESEARCH TASK

Assessment Weighting: 50% Due: Term 2 Week 2 Date: Thursday 9th May 2024

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task Description/Overview

You are to research an Aboriginal Australian OR American protest movement from the list. You are to find and interpret TWO sources related to your chosen struggle to examine the origins, actions and consequences of the event and complete a written essay.

Detailed Assessment Task Description

There are four parts to the Research task:

- Part A, B and C are compulsory for all students;
- Part D is an optional extension task (10T and 10O students are expected to complete this section).
- You will be given **three** periods in class to work on this task, one lesson must be completed before the end of Term 1.

Your assignment is to be submitted digitally to Canvas OR physically to your teacher by 3:00 pm on 9/5/2024 (Thursday, Week 2, Term 2).

See attached sheet for full details.

MARKS

PART A - RESEARCH	10 marks
PART B - SOURCES	10 marks
PART C – PLAN/ESSAY	20 marks
PART D - EXTENSION	10 marks
TOTAL	50 marks

NOTE: If you do not attempt Part D the highest mark you can achieve is 40/50.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> •demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the protest movement. •evaluates a range of sources for their value and synthesises evidence from them to support an historical inquiry. •analyses and assesses the importance of the causes and effects of historical events and developments •analyses and accounts for different perspectives and interpretations of the past. 	41-50
High (H)	<ul style="list-style-type: none"> •demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and analyses a range of sources and draws conclusions about their value for an historical inquiry •explains and analyses causes and effects of historical events and developments •explains and compares different perspectives and interpretations of the past. 	31-40
Sound (S)	<ul style="list-style-type: none"> •demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and organise sources to locate relevant information to support an historical inquiry •explains causes and effects of historical events and developments •explains different perspectives and interpretations of the past 	21-30
Basic (B)	<ul style="list-style-type: none"> •demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and organises relevant information from sources and summarises the main ideas to answer historical questions •describes some causes and effects of historical events and developments •identifies different perspectives and interpretations of the past. 	11-20
Limited (L)	<ul style="list-style-type: none"> •demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the protest movement. •with guidance, locates information from sources to answer historical questions •identifies some causes and effects of historical events •recognises different perspectives within historical accounts 	1-10

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

JOHN EDMONDSON HIGH SCHOOL
YEAR 10 HISTORY
RIGHTS AND FREEDOMS (1945-PRESENT)
THE CIVIL RIGHTS MOVEMENT IN AMERICA
THE ABORIGINAL PROTEST MOVEMENT IN AUSTRALIA
RESEARCH ASSIGNMENT

YOUR CIVIL RIGHTS ASSIGNMENT:

You are to research ONE Aboriginal Australian OR American protest movement from the list below and select TWO sources that tell the story of the protest.

PROCESS

The steps are as follows:

1. Choose ONE Aboriginal Australian OR American protest movement.
2. Research your chosen protest movement and write up your basic research answers on the attached sheet.
3. Find 2 sources about the protest that tell the story of what happened (eg: Photographs, diary accounts, newspaper articles, advertising posters).
4. Complete the source analysis table for each source.
5. Break down the essay question and complete the plan.
6. Complete the essay response.
7. Try to complete the extension task.

CHOOSE ONE FROM THE FOLLOWING LIST OF PROTESTS:

Aboriginal Australian:

- Day of Mourning 1938
- The 1967 Referendum
- The Tent Embassy 1972
- Sydney Harbour Bridge Walk 2000

American:

- Montgomery Bus Boycott 1955
- Greensboro sit-in 1960
- Freedom Rides 1961
- March on Washington 1963

USEFUL WEBSITES:

Aboriginal Australian:

- <https://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline/protest>
- <https://www.nla.gov.au/research-guides/protest-dissent/civil-rights-movements>
- <https://aiatsis.gov.au/explore/day-of-mourning>
- <https://www.nma.gov.au/defining-moments/resources/day-of-mourning>

United States:

- <https://www.loc.gov/classroom-materials/united-states-history-primary-source-timeline/post-war-united-states-1945-1968/civil-rights-movement/>
- <https://kinginstitute.stanford.edu/montgomery-bus-boycott>
- <https://www.smithsonianmag.com/history/the-freedom-riders-then-and-now-45351758/>

PART A: RESEARCH REPORT (10 marks) - CONTEXT (ALL STUDENTS)

INSTRUCTIONS:

After choosing your topic, you must write a short report on your chosen protest movement by filling out this page. You must submit this as part of your assignment:

CHOSEN TOPIC:

Q1. ORIGINS OF THE PROTEST:

/2

Q2. LOCATION – WHERE DID THE PROTEST OCCUR?

/1

Q3. WHO WAS INVOLVED IN THE PROTEST AND WHAT WERE THEIR ROLES?

/2

Q4. DETAILS (WHAT HAPPENED IN THE PROTEST?)

/2

Q5. OUTCOMES (WHAT WAS THE IMPACT/RESULT OF THE PROTEST?)

/3

TOTAL: /10

PART B: SOURCE ANALYSIS (10 marks) - CORE (ALL STUDENTS)

INSTRUCTIONS:

In this section you are to find **two** sources about your chosen topic and analyse them, using the 'Source Analysis Table'.

SOURCE 1:

SOURCE ANALYSIS TABLE	
Author/Perspective of the source	
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/Usefulness	
Limitations and Reliability	

SOURCE 2:

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SOURCE ANALYSIS TABLE	
Author/Perspective of the source	
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/Usefulness	
Limitations and Reliability	

TOTAL: /10

PART C: ESSAY AND PLAN (20 marks) - CORE (ALL STUDENTS)

INSTRUCTIONS:

In this section you are to plan and complete an essay, addressing the question below. You need to fill out all aspects of the assignment sheet, by breaking down the question, making a plan and completing the essay.

ESSAY QUESTION: *Evaluate the significance and impact of your chosen protest movement on the struggle for Civil Rights for Aboriginal peoples in Australia OR African-American peoples in the United States.*

- a. You are to break down the question in the box below, to show that you understand what the question is asking.

- b. Make a plan for the question. Use the box below to plan THREE main paragraphs to address the essay question, including the use of evidence.

PART D: CONSOLIDATION (10 marks) - EXTENSION (STUDENT CHOICE)

INSTRUCTIONS:

You can choose to complete this section of the assignment in order to gain maximum marks (**10T and 10O** students must attempt this section). There is a choice of two options, of which you are to complete ONE. Your method of presentation for this section is up to you. **This could include:** essay, report, newspaper article, poster, pamphlet, interview, blog, PowerPoint, etc.

OPTIONS:

1. Assess your chosen struggle from the **perspective of the oppressor** (the group that the protest is against), examining the issues from their perspective, eg why was it carried out and what did they hope to achieve?
THINK ABOUT: Can such an act be justified?
(Integrate evidence from your sources from Part B).

OR

2. Create a campaign to support the protest. This campaign is aimed to fight for the civil/human rights that the protest was fighting for.
(Integrate evidence from your sources from Part B).

TOTAL: /10

Marking Guidelines

PART A:

Q1. Origins of the Protest

Accurately identifies the origins of their chosen protest.	2
Identifies some points relevant to the origins of their protest. May have poorly structured sentences.	1
Inaccurate response OR Non-Attempt	0

Q2. Location – Where did the protest occur?

Accurately identifies the location of their chosen protest.	1
Inaccurate response OR Non-Attempt.	0

Q3. Who was involved in the protest?

Explains who was involved and the roles they played in their chosen protest.	2
Identifies who was involved in their chosen protest.	1
Inaccurate response OR Non-Attempt	0

Q4. Details (What happened in the protest?)

Outlines in detail the events of their chosen protest.	2
Provides some details OR Outlines in general the events of their chosen protest.	1
Inaccurate response OR Non-Attempt	0

Q5. Outcomes (What was the impact/result of the protest?)

Provides an accurate and detailed explanation of the impact of their chosen protest.	3
Provides an accurate explanation of the impact of their chosen protest.	2
Identifies some points relevant to the impact of their protest. May have poorly structured sentences.	1
Inaccurate response OR Non-Attempt	0

PART B: Each source Table is worth 5 marks, in order to receive a total of 10 marks you must fully complete both tables.

Each source table is to be marked using the following scale:

SOURCE A

<ul style="list-style-type: none">• Accurate and detailed analysis of the source in each section of the source analysis table.• Sophisticated understanding of the source.• Uses historical terms in a sophisticated manner.	5
<ul style="list-style-type: none">• Accurate analysis of the source in each section of the source analysis table.• Good understanding of the source.• Uses historical terms well.	4
<ul style="list-style-type: none">• Sound attempt at analysis of the source in each section of the source analysis table.• Sound understanding of the source.• Some use of historical terms.	3
<ul style="list-style-type: none">• Makes an attempt at analysis of the source in the source analysis table. May have inaccuracies and miss 1 or 2 sections of the table.• Basic understanding of the source.• May use historical terms.	2
<ul style="list-style-type: none">• Makes a limited attempt to analyse of the source in the source analysis table. Contains a number of inaccuracies and/or missing sections of the table.• Limited understanding of the source.	1
<ul style="list-style-type: none">• Inaccurate response OR Non-Attempt	0

SOURCE B

<ul style="list-style-type: none">• Accurate and detailed analysis of the source in each section of the source analysis table.• Sophisticated understanding of the source.• Uses historical terms in a sophisticated manner.	5
<ul style="list-style-type: none">• Accurate analysis of the source in each section of the source analysis table.• Good understanding of the source.• Uses historical terms well.	4
<ul style="list-style-type: none">• Sound attempt at analysis of the source in each section of the source analysis table.• Sound understanding of the source.• Some use of historical terms.	3
<ul style="list-style-type: none">• Makes an attempt at analysis of the source in the source analysis table. May have inaccuracies and miss 1 or 2 sections of the table.• Basic understanding of the source.• May use historical terms.	2
<ul style="list-style-type: none">• Makes a limited attempt to analyse of the source in the source analysis table. Contains a number of inaccuracies and/or missing sections of the table.• Limited understanding of the source.	1
<ul style="list-style-type: none">• Inaccurate response OR Non-Attempt	0

PART C: LONG RESPONSE – EVALUATE

<ul style="list-style-type: none"> • Logical and well-structured evaluation, demonstrating outstanding knowledge and understanding of the question. Makes a clear judgement in relation to the question. • Presents response with an excellent structure, making very good use of the PEEEL/ALARM method for paragraphs. • Detailed attempt to locate relevant information from sources • Limited spelling and grammatical errors 	17-20
<ul style="list-style-type: none"> • Well-structured evaluation, demonstrating good knowledge and understanding. Makes a sound judgement in relation to the question. • Presents response with a good structure, making good use of the PEEEL/ALARM method for paragraphs. • Clear attempt to locate relevant information from sources • Limited spelling and grammatical errors 	13-16
<ul style="list-style-type: none"> • Makes an attempt at an evaluation, demonstrating sound knowledge and understanding of the question, with some attempt to make a judgement in relation to the question. • Presents response with a sound structure, good attempts to use the PEEEL/ALARM method for paragraphs. • Sound attempt to locate relevant information from sources • Some spelling and grammatical errors 	9-12
<ul style="list-style-type: none"> • Descriptive response with some elements of an evaluation, demonstrating basic knowledge and understanding of the question. • Presents response with a basic structure, attempts to use the PEEEL/ALARM method for paragraphs. • Some spelling and grammatical errors 	5-8
<ul style="list-style-type: none"> • Highly narrative/descriptive response demonstrating elementary knowledge and understanding of the question • Poorly structured response, displaying limited use of the PEEEL/ALARM method. • Many spelling and grammatical errors 	1-4
<ul style="list-style-type: none"> • Non Attempt OR Non-Serious Attempt 	0

PART D: Each option is worth 10 marks and will be marked using the following scale:

<ul style="list-style-type: none"> • Logical and well-structured evaluation, demonstrating outstanding knowledge and understanding of the question. Makes a clear judgement in relation to the question. • Presents response with an excellent structure. • Detailed attempt to locate relevant information from sources • Limited spelling and grammatical errors 	9-10
<ul style="list-style-type: none"> • Well-structured evaluation, demonstrating good knowledge and understanding. Makes a sound judgement in relation to the question. • Presents response with a good structure. • Clear attempt to locate relevant information from sources • Limited spelling and grammatical errors 	7-8
<ul style="list-style-type: none"> • Makes an attempt at an evaluation, demonstrating sound knowledge and understanding of the question, with some attempt to make a judgement in relation to the question. • Presents response with a sound structure. • Sound attempt to locate relevant information from sources • Some spelling and grammatical errors 	5-6
<ul style="list-style-type: none"> • Descriptive response with some elements of an evaluation, demonstrating basic knowledge and understanding of the question • Presents response with a basic structure. • Some spelling and grammatical errors 	3-4
<ul style="list-style-type: none"> • Highly narrative/descriptive response demonstrating elementary knowledge and understanding of the question • Poorly structured response. • May have many spelling and grammatical errors 	1-2
<ul style="list-style-type: none"> • Non-Attempt OR Non-Serious Attempt 	0

Areas of strength:

Areas where improvement is needed and strategies for next time:

TOTAL /50