



JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: History

Course: Contact and Colonisation

Year: 8

Assessment Task: Source Analysis Test

Assessment Weighting: 50%

Due: Term 2 Week 2

Date: Friday 10th May

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: 40 minutes
Detailed Assessment Task Description
Students will be examined on their source analysis skills, extended response writing skills and understanding of the topic Contact and Colonisation. Students have been provided with three sources to analyse in preparation for the task. Students will be given three lessons in class to work on the source analysis tables. Students will then sit an examination where they will answer questions based on the sources. Students will also be asked to write an extended response demonstrating their understanding of the sources and their ability to adhere to PEEL paragraph structure. NOTE: Students will not be allowed to take the source analysis tables into the exam. They are a study guide only. The tests will be held during week 2 on: 8T – period 6 Friday 10 th May 8O – period 6 Friday 10 th May 8B – period 5 Friday 10 th May 8R – period 6 Friday 10 th May 8U – period 5 Friday 10 th May 8K – period 5 Friday 10 th May 8V – period 5 Friday 10 th May

Test/Examination Structure	
Section Description	Marks Available
Section A: Source Analysis	20
Section B: Written response	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 A – 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?	
Context When was this source created/published? What was going on at this time?	
Type Is this source primary or secondary?	
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?	

Source B – A lithograph titled *Captain Cook’s Landing at Botany Bay*



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 C – extract from *The Cry for the Dead* by Judith Wright, 1981.

“It was the loss of the land which was worst. As time went on, Aboriginal people retreated or were driven out of whole territories into the inhospitable* foothills ... The sustaining ceremonies could not be held, men and women could not visit their own birthplaces or carry out their duties to the spirits. The exiled camps were racked by new sicknesses ... The blighted** camps dwindled, their food inaccessible or the hunters and gatherers too weak to find and bring it in. The elders and the children died.”

*Inhospitable = a harsh and difficult environment to live in

**Blighted = infected; sick

SOURCE ANALYSIS TABLE

Author/Creator Who made the source?	
Context When was this source created/published? What was going on at this time?	
Type Is this source primary or secondary?	
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?	