



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: History Course: History Year: 9

Assessment Task: RESEARCH TASK

Assessment Weighting: 50% Due: Term 3 Week 7 Date: Thursday 5/09/2023

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in 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

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

### Task Description/Overview

You are to research a well-known Slave, Convict, Free Settler or significant Aboriginal Figure. There are 3 Tasks(Sections) involved in this research assignment that you must complete.

### Detailed Assessment Task Description

- You will be given **FOUR** periods in class to work on your assignment. *See the attached Assignment sheet for more detail.*
- You are to submit online copies on CANVAS (not email) on the due date.
  - Each section will have a separate CANVAS submission page.
- **THE TASK IS DUE TO YOUR TEACHER BY 2.40PM ON CANVAS ON 5/09/23, OR AS A HARDCOPY AND HAND IN BY THE SAME TIME AND DATE.**

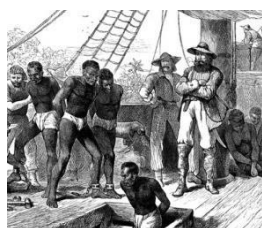
<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in historical contexts.</li> <li>draws historical conclusions based on an understanding of chronology, continuity and change through analysis of a range of sources for their usefulness, using evidence from them to support an historical inquiry.</li> <li>communicates an understanding of the past by constructing sustained arguments for different audiences, in appropriate oral, written, visual and digital forms, with a good use of relevant historical terms and concepts.</li> </ul>	<b>25 - 30</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in historical contexts.</li> <li>explains historical events based on an understanding of chronology, continuity and change by selecting and analysis of a range of sources and draws conclusions about their usefulness for an historical inquiry.</li> <li>communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.</li> </ul>	<b>19 - 24</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in historical contexts</li> <li>selects and organises sources to locate relevant information to support an historical inquiry and explains causes and effects of historical events</li> <li>communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.</li> </ul>	<b>13 - 18</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in historical contexts</li> <li>selects and organises relevant information from sources and summarises the main ideas to answer historical questions and describes some causes and effects of historical events and developments.</li> <li>communicates an understanding of the past in appropriate oral, written, visual and digital forms, using some historical terms and concepts.</li> </ul>	<b>7 - 12</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in historical contexts</li> <li>with guidance, locates information from sources to answer historical questions and identifies some causes and effects of historical events.</li> <li>communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms.</li> </ul>	<b>1 - 6</b>

### **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 9 HISTORY ASSIGNMENT**  
*MOVEMENT OF PEOPLES*



**SLAVES**



**CONVICTS**



**FREE SETTLERS**



**ABORIGINAL PEOPLES**

**RESEARCH ASSIGNMENT:**

In this assignment you are to research a well-known slave OR convict OR Free Settler OR Aboriginal Figure. A list of individuals is provided below.

**NOTE:** You are to choose only ONE individual to research.

**This Assignment is divided into 3 sections. You must complete all three sections.**

<b>SLAVES</b>	<b>CONVICTS</b>	<b>FREE SETTLERS</b>	<b>ABORIGINAL PEOPLES</b>
Nat Turner Frederich Douglass Harriet Tubman Elizabeth Keckley Dred Scott William Harvey Carney	Francis Greenway Mary Wade D'arcy Wentworth James Squires Mary Bryant William Buckley	Elizabeth Macarthur Caroline Chisholm Henry Parkes Thomas Henry Samuel Marsden William Lawson	Pemulwuy Yagan Bennelong Windradyne Jandamarra Musquito

**SECTION 1: RESEARCH and BIBLIOGRAPHY (10 marks)**

Research and take notes on the following aspects of your chosen individual:

- Date and place of birth
- Family background (culture, family members and details thereof, place of origin, etc.)
- Education, if any (include formal and informal education)
- Life experience, including an explanation of how your individual came to be a slave/convict/free settler
- Achievements and legacy (what did they leave behind/impact for/on us in Modern Day Australia).

**You must hand in your research report and a bibliography of at least 4 resources that you used. See the sheet on p 4 about how to write a bibliography and use the scaffold provided on p 3. Fill out the research report on p 2-3 for this section.**

**SECTION 1 – RESEARCH REPORT**

*Fill out the following details on your chosen individual.*

NAME OF INDIVIDUAL: \_\_\_\_\_

SLAVE, CONVICT, FREE SETTLER OR ABORIGINAL: \_\_\_\_\_

DATE AND PLACE OF BIRTH:

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FAMILY BACKGROUND:

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EDUCATION (IF ANY, *formal and informal*):

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LIFE EXPERIENCES:

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**ACHIEVEMENTS AND LEGACY:**

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**BIBLIOGRAPHY**

It is important to record the sources of information you have used to research your task. Use the grid below to record sources. Note the examples and punctuation. They should be in surname of author alphabetical order.

**Website**

<b>Site name,</b>	<b>Author,</b>	<b>Site address</b>	<b>Date viewed.</b>
<i>e.g. Nuclear Power ,</i>	<i>e.g. CSIRO</i>	<i>http://www.csiro.au/</i>	<i>Viewed 6 June 2017.</i>

**Book**

<b>Surname, first name.</b>	<b>Title,</b>	<b>Publisher,</b>	<b>City,</b>	<b>Year.</b>
<i>e.g. Sparrow, Giles.</i>	<i>Exploring the Solar System: Moon,</i>	<i>Brown Books,</i>	<i>London,</i>	<i>2001.</i>

## Writing a Bibliography

### What is a bibliography?

- A bibliography is an alphabetical list of the sources – books, magazines, newspapers, CDROMs, Internet, interviews, etc. – that you have used to prepare your assignment or presentation.

### Why do we write bibliographies?

- To acknowledge our sources
- To give our readers information to identify and consult our sources
- To make sure our information is accurate

### What if we don't include a bibliography?

- We may be accused of **plagiarism** (that is, stealing another person's ideas or writing)
- If so, we may lose some or all of the marks for an assignment or a course

USE: <https://www.citethisforme.com/harvard/source-type> to generate your bibliography.

<p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Name of author/s (surname, first name)</li> <li>• (Year of publication )</li> <li>• Title</li> <li>• Publisher</li> <li>• Place of publication</li> </ul> <p><i>Adams-Smith, Patsy (1978), the ANZACS, Nelson, Melbourne</i></p> <p><i>Note: where no author is known enter the work in your bibliography under the title with the year following</i></p>	<p><b>Internet</b></p> <ul style="list-style-type: none"> <li>• Name of author/s</li> <li>• (Year of publication)</li> <li>• Title</li> <li>• [On-line]</li> <li>• Internet address</li> <li>• Date of access</li> </ul> <p><i>Mudmore, Digby (1997), The Juteman of South Borneo [on-line] 1997</i>  <a href="http://www.querty.marl.com/herv3b~citg">http://www.querty.marl.com/herv3b~citg</a> 12 Nov. 1997</p>
<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• [video]</li> <li>• (Year of publication)</li> <li>• Publisher</li> <li>• Place of publisher</li> </ul> <p><i>Over blue horizon {video} (1991), Skink Video, Brisbane, QLD</i></p>	<p><b>Newspaper articles</b></p> <ul style="list-style-type: none"> <li>• Name of author/s</li> <li>• (Year of publication)</li> <li>• Title of article</li> <li>• Newspapers name</li> <li>• Day and month</li> <li>• Page number</li> </ul> <p><i>Hull, C. (1997), Magistrate speeds through school zone, The Canberra Times, 11 Nov, P. 5</i></p>
<p><b>Points to remember</b></p> <ul style="list-style-type: none"> <li>• Instead of typing the titles in bold face, you can underline them or use italics</li> <li>• Indent the second line of a reference in order to make the author's name or title clear Make the indenting consistent throughout</li> <li>• Get into the habit of writing down the biographic details as soon as you decide that a resource will be useful</li> <li>• <b>Present your bibliography in alphabetical order</b></li> </ul>	

## SECTION 2: SOURCE ANALYSIS (10 marks)

In this section you are to find **two** sources about your chosen individual that tell the story of their lives, using the 'Source Analysis Table'. Sources are to be different, i.e one letter and one painting, or poem and photo, etc

**SOURCE 1:**

**SOURCE ANALYSIS TABLE**

<b>Author/Perspective</b> of the source	
<b>Context</b> When was this source created/published? What was going on at this time?	
<b>Type</b> of Source	
<b>Message</b> of the source  What does this source show or teach us?	
<b>Value/Usefulness</b> How can Historians use this source? Why is this source important?	
<b>Limitations and Reliability</b> Can we trust this source? What does this source not tell us?	

## SOURCE 2:

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### SOURCE ANALYSIS TABLE

<b>Author/Perspective</b> of the source	
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<b>Value/Usefulness</b> How can Historians use this source? Why is this source important?	
<b>Limitations and Reliability</b> Can we trust this source? What does this source not tell us?	



### **SECTION3: EXTENDED WRITING (10 marks)**

Below is a list of three activities. You are to choose and complete **ONE** of the activities. See p15-16 for more detailed instructions.

1. Write a 1 page newspaper interview of the person, explaining their life and achievements.

**or**

2. Create a series of letters between your chosen individual and a family member or friend. (NOTE: Your chosen individual should be sending these letters back to their home country, discussing their new life).

**or**

3. Write a 300 word eulogy for your chosen individual. (NOTE: A eulogy is a speech given at funeral that describes the life and achievements of a person, usually presented by a family member or close friend).

**SECTION3: EXTENDED WRITING SCAFFOLDS FOLLOW (Choose your activity and use the appropriate guide/scaffold from p 8-11 for your draft)**



# NEWSPAPER REPORT TEMPLATE (1)

<b>Headline</b> Title		<b>Diagram/Picture</b>
<b>By line</b> Writer's name		
<b>The lead</b> Summary of most important information, i.e. who, what, where, when and how.		
<b>Paragraph 1</b> Most important point		
<b>Paragraph 2</b> Next most important point		
<b>Paragraph 3</b> Next most important point		
<b>Paragraph 4</b> Least important point		
<b>Conclusion</b> (if applicable)		

**WRITE A SERIES OF LETTERS (2)**

heading

greeting

body

closing

signature

heading

greeting

body

closing

signature

heading

greeting

body

closing

signature

heading

greeting

body

closing

signature

### Eulogy Writing Prompts (3)

Use each sentence starter to help you write about the deceased.

Welcome, everyone. My name is \_\_\_\_\_ and I have been asked to give the eulogy for our dear friend/family member \_\_\_\_\_.

\_\_\_\_\_ was born on \_\_\_\_\_.  
His/her childhood was

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When I met \_\_\_\_\_ at

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His/Her personality truly came alive when he/she was

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\_\_\_\_\_. We all knew how much that meant to \_\_\_\_\_, because

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\_\_\_\_\_. One of the best memories I have of \_\_\_\_\_ is when we

# NOTES TO ASSIST YOUR TASK

## **DIRECTIVE TERMS**

**Analyse** find the main ideas and consider their relative importance and relationships

**Describe** Provide characteristics and features

**Discuss** Identify issues and provide points for and/or against

**Explain** Relate cause and effect; make the relationships between things evident; provide why and/or how

## **GUIDANCE FOR SECTION 3:**

### 1. HOW TO WRITE A NEWSPAPER ARTICLE:

The best way to structure a newspaper article is to first write an outline. Review your research and notes. Then jot down ideas for the following five sections.

I. Lead sentence - Grab and hook your reader right away.

II. Opening statement - What will give the reader a sense of the people involved and what they are thinking?

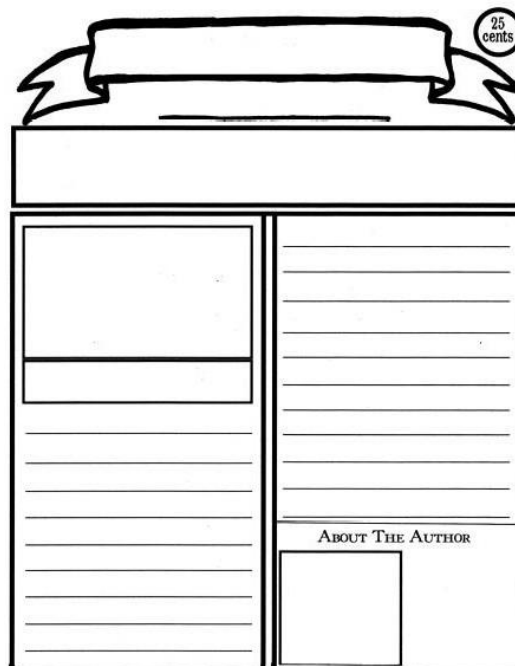
III. Introduction - You have to tell your readers where and when this story is happening.

IV. IV. Main body - What is at the heart of your story?

V. Closing statement - Find something that sums the article up in a few words.

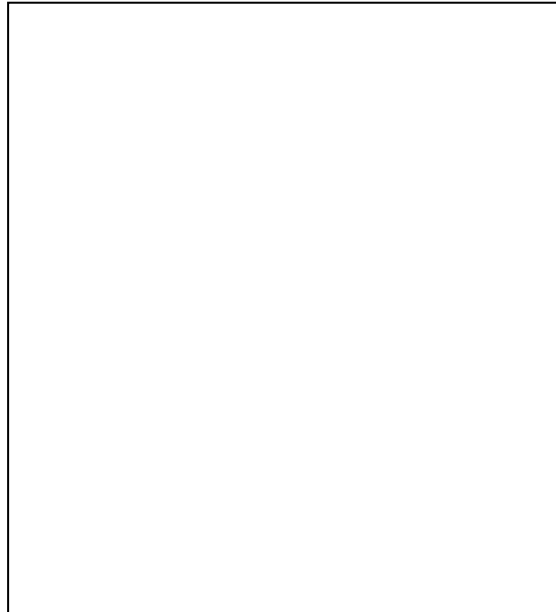
*Don't forget to write a catchy headline!!*

**The following is a sample template for a newspaper article.**



## 2. HOW TO WRITE A LETTER:

The General Structure of a formal letter:



For this option you need to write a series of letters. A series of letters will require the original letter and a reply, then 2 more replies back and forth. That means, that you must have at least 4 letters. Each letter should be at least 100 words in length and must follow the above structure.

## 3. HOW TO WRITE A EULOGY:

A eulogy gives an overview of the life of an individual, highlighting the important things from their life. For this option here are 5 simple steps about how to structure a eulogy:

**I.** Brainstorm Ideas for the Eulogy. Research the individual and decide what important events to go into the eulogy.

**II.** Write the Eulogy's Introduction. In this section acknowledge the purpose of this eulogy.

**III.** Write a Short Biography of the Deceased's Life. This should form the main section of the eulogy and the most detail.

**IV.** Include Special Memories, Stories, and Qualities of the Deceased in the Eulogy. From your research include personal details about the life of your chosen individual.

**V.** Close the Eulogy with Words of Comfort and a Final Goodbye. This should be a brief part of your response

## YEAR 9 HISTORY ASSIGNMENT

### *MOVEMENT OF PEOPLES*

#### MARKING GUIDELINES

##### SECTION 1: RESEARCH (5 marks)

5	<ul style="list-style-type: none"><li>• Well organised and accurate report.</li><li>• Detailed understanding of the chosen individual.</li><li>• Evidence of thorough research.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Adequate report which is mainly accurate.</li><li>• Good understanding of the chosen individual.</li><li>• Evidence of some research.</li></ul>
1-2	<ul style="list-style-type: none"><li>• Limited research evident.</li><li>• Some understanding of the chosen individual.</li></ul>
0	<ul style="list-style-type: none"><li>• No evidence of research.</li></ul>

##### SECTION 1: BIBLIOGRAPHY (5 marks)

5	<ul style="list-style-type: none"><li>• Very well-structured bibliography following the correct format.</li><li>• A large range of sources are addressed (at least 4 resources used).</li></ul>
3-4	<ul style="list-style-type: none"><li>• Well-structured bibliography with mostly correct format.</li><li>• Refers to range of sources (At least 3 resources used).</li></ul>
1-2	<ul style="list-style-type: none"><li>• Poorly structured or limited bibliography.</li><li>• Limited number of sources utilised (1-2 resources used – or more resources but not correctly labelled).</li></ul>
0	<ul style="list-style-type: none"><li>• Bibliography not adequately completed or handed in.</li></ul>



## SECTION 2: SOURCE ANALYSIS (10 marks)

Each source Table is worth 5 marks, to get a total of 10 marks you must fully complete both tables. Each source table is to be marked using the following scale:

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

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

### SECTION 3 EXTENDED WRITING (10 marks)

9-10	<ul style="list-style-type: none"><li>• Well planned and structured response relevant to the activity.</li><li>• Outstanding response with in-depth analysis of the life of the chosen individual.</li><li>• Addresses the question in great detail.</li></ul>
7-8	<ul style="list-style-type: none"><li>• Logical structure to the response relevant to the activity.</li><li>• Good response with some analysis of the chosen individual.</li><li>• Clearly answers the question in good detail.</li></ul>
5-6	<ul style="list-style-type: none"><li>• Attempts to analyse the chosen individual in an appropriate structured response.</li><li>• Displays a sound answer to the question.</li></ul>
3-4	<ul style="list-style-type: none"><li>• Provides a response showing limited analysis of the chosen individual.</li><li>• Basic attempt to address the question in basic structure.</li></ul>
1-2	<ul style="list-style-type: none"><li>• Limited response with no analysis of the chosen individual.</li><li>• Simple narration/description addressing the question.</li></ul>
0	<ul style="list-style-type: none"><li>• Non-Serious Attempt</li></ul>

#### FEEDBACK

Areas of strength:

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Areas where improvement is needed:

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Strategies for next time:

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**TOTAL MARK:                      /30**