 

11 HISTORY ASSIGNMENT –Assessment type

|  |  |  |
| --- | --- | --- |
| ✓ | 1 | Folio |
|  | 2 | Sources Analysis |
|  | 3 | Investigation |

The **capabilities** being addressed by this task include:

🗹 Communication 🗹 Citizenship

🗹 Personal development 🗷Work 🗹 Learning



**Description of tasks**

1. What were the Causes of World War 1? (Present in a predominantly diagrammatic/visual format)
2. Write the ‘script’ of questions & answers from your work as an Australian journalist who interviews some soldiers on return from the war. (from pg 98 Waugh)
3. Write a citation which outlines concisely and clearly the outstanding contributions of ONE Australian involved in World War 1, for the presentation of a significant military honour

This assignment focusses on allowing for application of the following skills

**Knowledge and Understanding**

Knowledge and Understanding

|  |  |  |
| --- | --- | --- |
| ✓ | KU1 | Explanation of how particular societies in selected periods and places have been shaped by both internal and external forces. |
|  | KU2 | Identification and explanation of historical concepts |

Inquiry and Analysis

|  |  |  |
| --- | --- | --- |
|  | **IA1** | Application of hypotheses and/or focusing questions to guide historical inquiry. |
| ✓ | **IA2** | Analysis and evaluation of sources. |

Reflection

|  |  |  |
| --- | --- | --- |
| ✓ | **R1** | Understanding and appreciation of the role of particular individuals and groups in history |

Communication

|  |  |  |
| --- | --- | --- |
|  | **C1** | Communication of informed and relevant arguments. |
|  | C2 | Use of subject-specific language and conventions. |

Performance Standards for Stage 1 History

|  | Knowledge and Understanding | Inquiry and Analysis | Reflection | Communication |
| --- | --- | --- | --- | --- |
| A | Comprehensive and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Insightful and well-informed identification and explanation of historical concepts. | Perceptive application of hypotheses and/or focusing questions to guide historical inquiry.  Comprehensive and astute analysis and evaluation of sources. | Well-informed and insightful understanding and appreciation of the role of particular individuals and groups in history. | Well-structured and coherent communication of well-informed and relevant arguments.  Consistent, clear, and appropriate use of subject-specific language and conventions. |
| B | Well-considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Well-informed identification and explanation of historical concepts. | Well-considered application of hypotheses and/or focusing questions to guide historical inquiry.  Well-considered analysis and evaluation of sources. | Well-informed understanding and appreciation of the role of particular individuals and groups in history, with some insight. | Structured and mostly coherent communication of informed and relevant arguments.  Clear and appropriate use of subject-specific language and conventions. |
| C | Considered and relevant explanation of how particular societies in selected periods and places have been shaped by both internal and external forces.  Informed identification and explanation of historical concepts. | Competent application of hypotheses and/or focusing questions to guide historical inquiry.  Considered analysis and evaluation of sources. | Informed understanding and appreciation of the role of particular individuals and groups in history. | Generally coherent communication of informed and relevant arguments.  Mostly appropriate use of subject-specific language and conventions. |
| D | Recognition and basic understanding of some aspects of how particular societies have been shaped by both internal and external forces.  Basic awareness and some description of historical concepts. | Partial application of a hypothesis and/or focusing question to guide historical inquiry.  Superficial analysis of sources, tending towards description. | Some awareness and recognition of the role of particular individuals and groups in history. | Basic communication of aspects of an argument.  Some appropriate use of subject-specific language and conventions, with inaccuracies. |
| E | Limited awareness of how particular societies have been shaped by internal and external forces.  Some descriptions of historical information. | Attempted application of a focusing question to guide historical inquiry.  Description of one or more sources. | Emerging awareness of the role of one or more individuals or groups in history. | Attempted communication of one or more aspects of an argument.  Limited use of any appropriate subject-specific language and conventions. |

Capabilities

The capabilities being addressed by this task include:

🗹 Communication 🗹 Citizenship 🗹 Personal development 🗷Work 🗹 Learning

In this subject, students are expected to:

|  |  |  |
| --- | --- | --- |
|  | 1 | **explain** how particular societies in selected periods and places since 500 AD have been shaped by both internal and external forces |
|  | 2 | **identify** and explain historical concepts |
|  | 3 | **apply** hypotheses and/or focusing questions to guide historical inquiry |
|  | 4 | **analyse** and **evaluate** sources |
|  | 5 | **understand** and **appreciate** the role of particular individuals and groups in history |
|  | 6 | **communicate** informed and relevant arguments using subject-specific language and conventions. |
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These learning requirements form the basis of the:

* learning scope
* evidence of learning that students provide
* assessment design criteria
* levels of achievement described in the performance standards.

Assessment Design Criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* inquiry and analysis
* reflection
* communication.

The specific features of these criteria are listed below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

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