



## Year 10 History Assessment Task 1 2024

**TOPIC:** Holocaust – Historical Investigation

**DUE:** Tuesday 2nd April 2024. R Line Period 1, L Line Period 4.

**Part A** is to be completed at both in class, and at home. It needs to be submitted in class on the due date.

**Part B** will be completed during your allocated HSIE lesson in Week 10.

*If you are unable to submit your task by time and date, you are required to submit an illness/misadventure form to the Year 10 Deputy Principal (Mr French). This form can be found on the school website, or in your assessment booklet.*

**OUTCOMES TO BE ASSESSED:**

**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

**HT5-6:** 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.

**DIRECTIONAL VERBS:**

**Analyse:** Identify components and the relationship between them; draw out and relate implications

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

**TASK DESCRIPTION:**

Students are to conduct research to investigate the motives and actions of past individuals and groups during the Holocaust. Students will complete a historical investigation both in class and at home and then use this research to write an extended response during their HSIE lesson on Tuesday 2<sup>nd</sup> April 2024.

The task has **TWO** parts:

**Part A – Planning and Research Booklet (10 Marks)**

Students are to complete the attached planning and research booklet both in class and at home to assist them in answering the extended response question as stated in Part B. The scaffold is planned to be completed across three lessons at school as well as at home.

The ALARM scaffold attached to the booklet will be used to guide their written response in class. This is the only part of the planning scaffold students will bring into class.

The final date to hand the planning and research to the classroom teacher is one week before the due date – **Tuesday 26<sup>th</sup> March**. Students are required to submit to their classroom teacher the planning and research scaffold to check their progress in preparation for Part B.

*All sources used in the research and planning scaffold must be included in a relevant bibliography. A reference guide for how to write a bibliography is attached.*

### Part B – Historical Investigation (20 Marks)

Students are to write an extended response in class using their planning and research scaffold to **explain** the impact of Nazi ideology on Jews during the Holocaust. Students will **analyse** a minimum of 3 historical sources selected in the research process as part of the written response. There is an ALARM scaffold attached to the research and planning scaffold to assist in structuring the written response. The ALARM scaffold from Part A will be brought into the allocated lesson and used as a guide to assist in answering the question. Students will have 55 minutes to complete this section.

The question which students will be answering in class for this section is as follows:

**‘Explain how Nazi ideology led to the persecution of European Jews between 1933 and 1945’**

#### ASSESSMENT CRITERIA:

##### Students are to submit:

1. Completed **‘Planning and Research’** booklet that will assist students in answering the historical inquiry question in Part B, with relevant selected sources. All sections of the research and planning scaffold will be completed and handed in to the classroom teacher for marking.
2. An extended response which has an introduction, a minimum of 3 body paragraphs and a conclusion completed during the allocated HSIE lesson. The ALARM scaffold used to write the extended response must be submitted after Part B has been completed.

### ASSESSMENT MARKING CRITERIA

Part A – Planning and Research	Mark	Grade
<b>HT5-8: Selects and analyses</b> a range of historical sources to locate information relevant to an historical inquiry.		
Evidence of a detailed, comprehensive, and well-planned Historical Investigation is demonstrated through the completion of a sophisticated and relevant research scaffold. The student has identified complex points of historical <b>analysis</b> throughout the research and development process. The student has <b>selected</b> a wide range of relevant sources of historical information to inform an inquiry. The booklet shows evidence of extensive planning in implementing the Historical Investigation, including an accurate and detailed bibliography.	9-10	A
Evidence of a detailed and well-planned Historical Investigation is demonstrated through the completion of a relevant research scaffold. The student has identified relevant points of historical <b>analysis</b> throughout the research process. The student has <b>selected</b> a range of relevant sources of historical information to inform an inquiry. The booklet shows significant planning in implementing the Historical Investigation, including a comprehensive bibliography.	7-8	B

Evidence of a well-planned Historical Investigation is demonstrated through the completion of a relevant research question and the identification of several relevant points of historical <b>analysis</b> throughout the research process. The student has <b>selected</b> sources of historical information which mostly informs the inquiry. The booklet shows evidence of planning in implementing the Historical Investigation Including an adequate bibliography.	5-6	C
Some evidence of a planned Historical Investigation is demonstrated through an attempt to complete a research scaffold and identification of some relevant points of historical <b>analysis</b> throughout the research process. The student has attempted to <b>select</b> sources of historical information but lack relevance. The booklet shows basic evidence of planning in implementing the Historical Investigation and a limited bibliography/if any.	3-4	D
Limited evidence of a planned Historical Investigation is demonstrated throughout the planning and development booklet. Research question is not effective and lack relevant points of <b>analysis</b> in the process. The student has not <b>selected</b> relevant and accurate historical sources for the inquiry. Limited to no evidence of planning in implementing the Historical Investigation, and an incorrect bibliography.	0-2	E

## ASSESSMENT MARKING CRITERIA

<b>Part B – Historical Investigation Response</b>	Mark	Grade
<p><b>HT5-3: Explains</b> and the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.</p> <p><b>HT5-6:</b> Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.</p>		
The student has developed an excellent, detailed, and well-planned <b>explanation</b> of the motives and actions of past individuals in the Modern world in relation to the Holocaust. The extended response is well-developed and incorporates the consistent use of relevant historical terms and concepts. The student has <b>selected</b> and used a variety of historical evidence and sources to support the chosen historical narrative. The response is written in a logical, comprehensive, and well-structured manner which adheres to the essay structure specifications.	17-20	A
The student has developed a thorough <b>explanation</b> of the motives and actions of past individuals in the Modern world in relation to the Holocaust. The extended response is detailed and incorporates the use of relevant historical terms and concepts. The student has <b>selected</b> and <u>used</u> historical evidence and sources to support the chosen historical narrative. The response is written in a logical and well-structured manner which adheres to the essay structure specifications.	13-16	B

<p>The student has developed a sound <b>explanation</b> of the motives and actions of past individuals in the Modern world in relation to the Holocaust. The extended response incorporates the use of historical terms and concepts with some consistency. The student has <b>selected</b> and <u>used</u> historical evidence and sources to support the chosen historical narrative. Attempts have been made to ensure the response is well structured which mostly adheres to the essay structure specifications.</p>	<p>9-12</p>	<p>C</p>
<p>The student has developed a basic <b>explanation</b> of the motives and actions of past individuals in the Modern world in relation to the Holocaust. The extended response lacks consistent use of historical terms and concepts. The <b>selected</b> sources may not be used in a relevant way and are also unlikely to support ideas presented in the response. Limited structure has been used throughout the response, and the essay structure specifications have not been adhered to.</p>	<p>5-8</p>	<p>D</p>
<p>The student has developed a limited <b>explanation</b> of the motives and actions of past individuals in the Modern world in relation to the Holocaust. The extended response lacks use of historical terms and concepts. The <b>selected</b> sources are not used to support ideas presented in the response. Little to no attempt at a clear structure has been adhered to.</p>	<p>0-4</p>	<p>E</p>