Year 9 History

Task 1: Research and In-class Writing Task

Due Date: 8th and 10th of September 2020

Task Distributed: Week 6B

Unit: Movement of people

Task Type: Research and Report

Task Weighting: 30%

Outcomes: H5. 1

Task Description

Part A- Research: Source Analysis

The research component is worth 10% (will be marked out of 10). You are required to locate FOUR historical sources as outlined in the Source Analysis Scaffold. You can access a soft copy of this scaffold along with a variety of websites to support your research and selection of historical sources on Moodle under the heading Assessment.

Part B- Historical Report on the Trans-Atlantic slave trade.

The historical report is worth 20% (will be marked out of 15) This part of the task will be completed in class within a 45 minute timeframe.

Question: With reference to Source A and your own knowledge _EXPLAIN_ the experiences of slaves during the trans-Atlantic slave trade.

**Note: you may bring your source analysis sheet as a stimulus during the writing task.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

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

Check the NESA Glossary of Key Words for further guidance https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords

Details of Submission

- Part A- Due Tuesday 8th September (Soft copy Moodle submission as Week 8 Homework Task)
- Part B- Due **Thursday 10th September** (In class during the allocated period during week 8B.)
  Class Allocation: 9G- P6, 9Y-P3, 9M-P3, 9E-P4, 9A-P6

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 2 weeks of the due date.

- At this time feedback including information on how to improve will be provided through teacher annotations and marker feedback sheet.

- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will be provided with a reflection sheet to complete to help move them forward for future assessment tasks

How does this link to my learning?

- The completion of this task links to student learning of source integration into a formal historical report

- Report outcome: researches and composes a report on the impacts of the movement of people between 1790 and 1901

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Part A- Source Analysis

The sources you select will support the development of the skill of source integration into your written historical report. Each source selected and analysed will provide historical evidence for each of the main stages of a slave's experience.

It is important to note that you must include a variety of categories of sources. I have provided some examples below:

- Illustration (you must include this image as a reference)
- Vessel
- Newspaper advertisement

- Manuscript
- Journal extract
- Other

You must write in full sentences and provide depth of analysis when addressing context, significance and perspective.
_____

Source A- Capture and Captives

Type	
Origin	
Context	
Significance	
Perspective	

Source Citation:

Source B- The Middle Passage

Type	
Origin	
Context	
Significance	
Perspective	

Source Citation:

Source C- Arrival in the America's

Type	
Origin	
Context	
Significance	
Perspective	

Source Citation:

Source D- Emancipation Movements

Type	
Origin	
Context	
Significance	
Perspective	

Source Citation:

Helpful Website:

1. Slave Voyages https://www.slavevoyages.org/resources/images/

2. Slavery and Remembrance http://slaveryandremembrance.org/articles/article/?id=A0002

3. Cite this for me https://www.citethisforme.com/

Marking Criteria

Part A

Criteria	Mark
• Includes a range of selected historical sources • Accurately identifies type and origin across all sources • Provides a detailed and comprehensive description of the context of all sources • Provides a detailed evaluation of the significance of all sources • Provides a clear description of the perspective provided by all sources • Provides accurate citations of all sources	9-10
• Includes a range of selected historical sources • Accurately identifies type and origin across most of the sources • Provides a detailed description of the context of most of sources • Provides an evaluation of the significance of most sources • Provides a description of the perspective provided by most sources • Provides accurate citation of most sources	7-8
• Identifies type and origin across some of the sources • Provides a description of the context of some of the sources • Attempts to provides an evaluation of the significance of some sources • Attempts to provides a description of the perspective of some sources • Attempts to accurately cite all sources	5-6
• Refers to type and origin of some or all of the sources • Makes ONE or TWO relevant points about the context of sources • May address the significance of one or more sources • May address the perspective of one or more sources. • May cite some sources	2-4
• Non- Attempt.	0-1

Marking Criteria

Part B

Criteria	Mark
- Provides a comprehensive and accurate explanation of the experiences of slaves across all stages - Integrates evidence from the source provided and other relevant sources to support the response; may analyse and evaluate sources - Communicates ideas and information in a sustained, logical and cohesive response using appropriate historical terms and concepts	13-15
- Provides an accurate explanation of the experiences of slaves across all stages - Integrates evidence from the source provided and other relevant sources to support the response - Communicates ideas and information in a sustained and logical response using appropriate historical terms and concepts	10-12
- Provides a description of the experiences of slaves across some stages of the slave experience - Integrates evidence from the source provided and other relevant sources to support the response - Communicates ideas and information in a logical response using appropriate historical terms and concepts	7-9
- Provides a limited description of the experiences of slaves - May refer to the source provided or other sources - Provides limited structure and limited historical terms and concepts	4-6
- Makes one or two relevant comments about the slave trade - May refer to the source	1-3

LITERACY MARKING CRITERIA	Descriptors				
	0	**1**	**2**	**3**	**4**
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and *at least two* examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.