# Sample Formal Assessment Task Notification

# Modern History – Year 11

**The Construction of Modern Histories (Pemulwuy) – The Age of Imperialism**

***Sample for implementation for Year 11 from 2018***

**Context**

In class, students have investigated the Construction of Modern Histories through an integrated study with the Age of Imperialism. This task presents an opportunity for students to investigate the role of Pemulwuy, in the context of his time, through an investigation of the methods and issues associated with constructing accounts about the past.

| **Task number:** 2 | **Weighting:** 40% | **Timing:** Term 2, Week 7 |
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| **Outcomes assessed**  A student:  **MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world  **MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument  **MH11-7** discusses and evaluates differing interpretations and representations of the past  **MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms | | |
| **Nature of the task**  The task is comprised of an historical account and reflection:  Historical Account (1000 words)  You are to develop an historical account of the role of Pemulwuy, in relations between the Eora Nation and the British, using relevant sources.  Reflection (500 words)  You are to write a reflection of the **process** of developing your historical account. Your reflection may be presented using subheadings or in paragraph form. In your reflection, consider:   * the availability of documentary material, any issues this may have caused, and how this was resolved * the incomplete nature of evidence * the perspective/s revealed in historical accounts. | | |
| **Marking criteria**  You will be assessed on how well you:   * analyse and interpret different types of sources, including problems relating to sources * use evidence to support an historical account * examine differing interpretations and representations of the past * form judgements about the significance of historical people and movements * communicate using historical knowledge, concepts and terms. | | |
| **Feedback provided**   * The teacher will provide written feedback outlining strengths and areas for improvement in the construction of historical accounts, the analysis of sources and the integration of evidence, to guide future learning. | | |

**Marking guidelines**

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| A student: | **Mark range** |
| * forms sophisticated judgements about the role of Pemulwuy * presents a comprehensive analysis and interpretation of relevant sources * conducts a sophisticated examination of differing interpretations and representations of the past * presents a clear and considered reflection of the process of developing a historical account * explains issues of evidence, and measures to resolve these * communicates high level historical understanding in an appropriate form | 33–40 |
| * forms judgements about the role of Pemulwuy * presents an analysis and interpretation of relevant sources * conducts an examination of differing interpretations and representations of the past * presents a considered reflection of the process of developing a historical account * identifies issues of evidence, and measures to resolve these * communicates thorough historical understanding in an appropriate form | 25–32 |
| * presents some judgement about the role of Pemulwuy * presents a sound analysis and interpretation of a range of sources * presents differing interpretations and representations of the past * presents a reflection of the process of developing a historical account * identifies issues of evidence, and may suggest measures to resolve these * communicates some historical understanding in an appropriate form | 17–24 |
| * presents information relating to the role of Pemulwuy * attempts to analyse and/or interpret sources * makes reference to differing interpretations and/or representations of the past * makes reference to the process of developing a historical account * mentions issues of evidence * communicates basic historical understanding through descriptive texts | 9–16 |
| * presents limited information relating to the role of Pemulwuy * makes limited to no use of sources * makes limited to no reference of interpretations and representations of the past * makes a limited attempt to reflect upon the process of developing a historical account * displays limited historical understanding | 1–8 |