Year 9 History

Course Information and Assessment

2019
HSC ASSESSMENT IN HSIE

The HSIE Faculty will follow the policy and procedures outlined in the AHS Assessment Policy and Procedures Booklet.

Please note in particular the following points;

- If you have a legitimate reason why you will be unable to achieve an assessment deadline, you may be eligible for special consideration on your task. You must notify your teacher and negotiate this well BEFORE the due date of your task. You may require supporting documentation.

- All tasks are generally required to be submitted in PAPER form, NOT electronically, unless your task specifically states otherwise. Be organised.

- Be aware that computer or electronic failure are NOT considered by NESA to be a valid reason for a late or non-completion of tasks. Always, always, always back up your work.

- Be aware that NESA requires HSC students to submit their tasks before the end of school day ON THE DUE DATE and it will therefore be enforced in HSIE that all tasks must be received by 2.50pm.

- Failure to submit your task on or before the due date will result in an N-Award Warning Letter and a ZERO mark …AND you will still have to submit the task to clear the warning and to be able to complete the course.

Exceptions include the following;
• ILLNESS fully covered by DOCTORS CERTIFICATE. You must see your classroom teacher / Head Teacher HSIE before school the morning of your return and present your paperwork.

• MISADVENTURE covered by a MISADVENTURE FORM. See your classroom teacher / Head Teacher HSIE before school the morning of your return to school and present your paperwork.

Non-Serious Attempts and Malpractice.

• NESA requires that all student assessments submitted are a serious attempt of the task. Non-Serious Attempts attract and N-Award Warning Letter and you will be required to resubmit the task to ensure you meet NESA standards of ‘diligence’. Please be aware you must make a ‘reasonable attempt’ of all assessment tasks. Your teacher will specifically advise you of what constitutes a ‘reasonable attempt’.

• Malpractice is a serious matter and includes plagiarism and cheating. In HSIE, there is a significant research component across our subjects and it is important to pay particular attention to plagiarism and accurate referencing. ANY infraction to NESA policy will result in a ZERO mark on the task, an N-Award Warning Letter and you will be required to resubmit the task. Be aware that further consequences can include Executive intervention, suspension and formal reporting. Please refresh and ensure you understand your obligations as outlined during the compulsory “All my Own Work” program or seek advice from your teacher if you are unsure of your obligations.

For further information on Ambarvale High School Assessment requirements. Please refer to your HSC Assessment Booklet for further information.

AMBARVALE HIGH SCHOOL
HSIE FACULTY: Scope and Sequence
Stage 5 – Year 9 History

SEMESTER ONE
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Length</th>
<th>Basic Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>2 weeks</td>
<td>• Making the modern world</td>
</tr>
<tr>
<td><strong>Depth Study 1</strong></td>
<td>8 weeks</td>
<td>• The Industrial Revolution</td>
</tr>
</tbody>
</table>
| **Core Study**   | 5 weeks     | Australians at War:  
|                  | 5 weeks     | • World War One  
|                  |             | • World War Two             |

**Assessment Schedule:**

<table>
<thead>
<tr>
<th>TASK 1 (30%)</th>
<th>TASK 2 (30%)</th>
<th>TASK 3 (40%)</th>
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<tbody>
<tr>
<td>Due:</td>
<td>Due:</td>
<td>Due:</td>
</tr>
<tr>
<td>Term 1, Week 5</td>
<td>Term 1, Week 10</td>
<td>Term 2, Week 3</td>
</tr>
<tr>
<td>• Source Skills Test</td>
<td>• Industrial Revolution</td>
<td>• World War I</td>
</tr>
<tr>
<td></td>
<td>Extended Response Writing Task</td>
<td>Research Task</td>
</tr>
<tr>
<td>HT5-2, HT5-4, HT5-6, HT5-8,</td>
<td>HT5-2, HT5-4, HT5-9, HT5-7, HT5-10</td>
<td>HT5-1, HT5-3, HT5-4, HT5-6, HT5-9,</td>
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<tr>
<td>HT5-9</td>
<td></td>
<td>HT5-10</td>
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</table>
Year 9 History Course Outcomes:

**HT5-1** Explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**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

**HT5-5** Identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** Explains different contexts, perspectives and interpretations of the modern world and Australia

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

**HT5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences
### Notice of Assessment Task
**Stage 5: Year 9 - History**

<table>
<thead>
<tr>
<th>Date of initial notification:</th>
<th>Date of submission:</th>
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</thead>
<tbody>
<tr>
<td>Week 1, Term 1 2019</td>
<td>Week 5, Term 1 2019</td>
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</table>

**Task Number:** 1 - Source Based Skills Test

**Time Allowed:** 2 weeks  
**Weighting of task:** 30%

**Course component:** Industrial Revolution

**Task description: Source Based Skills Test**

- Students will complete an in-class test broken into 3 sections - listening comprehension, reading comprehension and understanding sources.
- The questions will focus on course content and source material.
- The questions will range from multiple-choice to short answer questions.
- Students will be given 1 hour to complete the task in class time. The test will be closed book.

**Outcomes assessed:** HT5-2, HT5-4, HT5-6, HT5-8, HT5-9
Notice of Assessment Task
Stage 5: Year 9 History

Date of initial notification: Week 1, Term 1
Date of submission: Week 10, Term 1
Date allocated by your teacher: 

Task Number 3:
Industrial Revolution Extended Response Writing Task

Time Allowed: 1 period (60 minutes)
Weighting of task: 30% (40 Marks)

Course Component: Industrial Revolution

Task Description:
- Students will complete an in-class literacy program on extended response writing in History where they will learn how to write a structured essay using formal writing techniques.
- Students will complete an in-class writing assessment where they have one hour to write an introduction, 3 Paragraphs and a conclusion on three negative impacts / outcomes of the Industrial Revolution.
- Students will be able to bring in 5 dot points for each paragraph to support them in writing their paragraphs. These points will be submitted on the day of the task. They must be hand written with each dot point no more than two lines in length.

Outcomes assessed: HT5-2, HT5-4, HT5-9, HT5-7, HT5-10
**MARKING GUIDELINE:**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITERIA</th>
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</table>
| **A** 40-34 | • Outstanding and proficient use of Introduction, Body and Conclusion using a PEES Paragraph Structure.  
• Outstanding level of detailed historical information on three negative impacts /outcomes of the industrial revolution  
• Incorporates source evidence accurately and proficiently to support writing.  
• An outstanding use of formal language techniques and historical terms.  
• Outstanding and sophisticated use of language conventions and cohesion. |
| **B** 26-33 | • A high standard of use of Introduction, Body and Conclusion using a PEES Paragraph Structure.  
• A high standard of integrated historical information on three negative impacts /outcomes of the industrial revolution.  
• Incorporates source evidence accurately to support writing.  
• A high ability to use formal language techniques and historical terms.  
• A high ability to use language conventions and cohesion. |
| **C** 18-25 | • Sound use of Introduction, Body and Conclusion using a PEES Paragraph Structure.  
• Sound use of historical information on negative impacts /outcomes of the industrial revolution  
• Attempts to incorporate source evidence, may not always be accurate.  
• Sound use of formal language techniques and historical terms  
• Sound use language conventions and cohesion. |
| **D** 10-17 | • Partial or incomplete use of Introduction, Body and Conclusion using a PEES Paragraph Structure.  
• Provides some relevant information on negative impacts /outcomes of the industrial revolution.  
• May attempt to incorporate some source evidence.  
• Basic use of language techniques and may or may not include historical terms  
• Writing may lack cohesion and basic language conventions. |
| **E** 0-9 | • Limited or no use of formal writing structure.  
• Limited use of historical information  
• Limited or no reference to sources.  
• Limited use of language techniques or historical terms  
• Limited cohesion with limited demonstration of language conventions. |
Notice of Assessment Task
Year 9 HSIE - History

Date of initial notification: Week 1, Term 1 2019
Date of submission: Week 3, Term 2 2019

Task Number: 3

Time Allowed: 2 weeks
Weighting of task: 40%
(20 Marks)

Course component/Focus area/Topic/Module: Australians At War

Task Description:

Part A

- Students will write a 1 A4 page REPORT which outlines the involvement of Australian servicemen in WWI through their participation in ONE of the following campaigns:
  - Battle of Beersheba
  - Battle of Passchendaele
  - Gallipoli campaign

- Your report must include:
  Introduction: (Ensure your introduction includes the date of the campaign, duration of the campaign, location of the campaign)
  3 Body Paragraphs that address the following:
    1. Description of the Campaign
    2. Conditions the campaign was fought in
    3. The result of the campaign
  Conclusion: (Ensure that your conclusion addresses the significance of this campaign in WWI)

Part B

- Students will compose and submit a printed copy of 3 primary sources (written or pictorial, as an appendix) that you found useful in writing your report. Each one is to be labelled with a citation (author, date, and the location in which you found it [Book title/Author or web address])

Outcomes assessed: HT5-1, HT5-3, HT5-4, HT5-6, HT5-9, HT5-10
# Marking Guidelines

## Part A: Battle Report

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
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</table>
| o Provides detailed and relevant historical information about the involvement of Australian servicemen during WWI  
  o Demonstrates a comprehensive ability to locate essential historical information within a range of sources and own knowledge  
  o Writes a detailed extended response in report format, including an introduction, body and conclusion and uses historical terms and references appropriately | 20 - 17 |
| o Provides relevant historical information about the involvement of Australian servicemen during WWI  
  o Demonstrates a high ability to locate essential historical information within a range of sources and own knowledge  
  o Writes a detailed extended response in report format, including an introduction, body and conclusion and uses historical terms and references appropriately | 16 - 13 |
| o Provides historical information about the involvement of Australian servicemen during WWI  
  o Demonstrates some ability to locate essential historical information within a range of sources and/or own knowledge  
  o Writes a report with most components of formatting, using historical terms and concepts | 12 - 9 |
| o Provides basic historical information about the involvement of Australian servicemen during WWI  
  o Demonstrates a basic ability to locate essential historical information from own knowledge; little or no reference to other sources  
  o Writes a basic response, using few historical terms and references and may or may not have all components of a report | 8 - 5 |
| o Makes a few general statements about the involvement of Australian servicemen during WWI  
  o Demonstrates an elementary ability to locate historical information  
  o Writes an unstructured response, with very limited historical terms and references  
  OR non-attempt | 4 - 0 |

## Teacher Feedback
### Part B: Primary Sources

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
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</thead>
<tbody>
<tr>
<td>- Three appropriate primary sources have been located and labelled with author, date and origin found.</td>
<td>5</td>
</tr>
<tr>
<td>- Three appropriate primary sources have been located though some details of the citation are missing OR only two sources are included but referencing is detailed.</td>
<td>4</td>
</tr>
<tr>
<td>- Three appropriate sources have been located with little/no information about their origins provided.</td>
<td>3</td>
</tr>
<tr>
<td>- Two appropriate sources have been located though they are not sufficiently cited OR only one source is included with basic citation.</td>
<td>2</td>
</tr>
<tr>
<td>- Sources are not appropriate to the topic but are primary sources OR no sources located/missed the task criteria.</td>
<td>1-0</td>
</tr>
</tbody>
</table>

**Teacher Feedback**