

## YEAR 10 HISTORY

<b>Assessment:</b>	<b>Number 1</b>
<b>Topic:</b>	<b>The Holocaust</b>
<b>Value:</b>	<b>50%</b>
<b>Due:</b>	<b>Research – Thursday Week 6, Term 3</b> <b>Presentation Thursday Week 9, Term 3</b>

In this task you have the opportunity to explore an area of the Holocaust in depth. There are two parts to this task:

### ***Part A – The Research Process (15 marks)***

In the Research Process you will develop an individual research question on the Holocaust. You will use this question to guide your research and gather a wide range of primary and secondary source material where you will identify and evaluate the important historical information in these sources. You will then formulate a thesis in response to the research findings.

The Research Process will be submitted two weeks before the presentation is due. You may submit a maximum of two pages typed (single side), font size 12, Times New Roman. This must contain:

- (i) Your research question
- (ii) Notes about the sources you have found – briefly identifying relevant historical information and evaluating the usefulness of the sources
- (iii) Your thesis statement

### ***Part B – The Presentation (20 marks)***

You will use the historical information you have identified in your research to construct and prove your argument that is outlined in your thesis. Your argument is to be in a presentation style that reflects your individual interests and abilities.

You may present your argument in the form of an essay, a feature article, a speech, a documentary, a visual presentation. The form you choose has to be able to present your argument. Maximum presentation length of 4 minutes or 1000 words.

In this task you will be assessed on how well you:

- Demonstrate an understanding of an area of debate in the Holocaust using appropriate terms and concepts.
- Communicate your argument in an engaging manner.
- Use a wide range of historical sources to support an argument

## Year 10 History – Historical Investigation

### Research Process

<b>Research Question</b>	
Your question explores a specific area about the Holocaust that is contested and provides considerable scope for debate	2
Your question is generally on the topic of the Holocaust and provides some scope for debate	1
Your question requires information about the Holocaust	0

<b>Historical Sources</b>	
You have located and selected a wide range (six) of both useful primary and secondary sources and identified and evaluated the key historical information relevant to your question	9-10
You have located and selected a range (four) of primary and secondary sources and identified the historical information relevant to your question	7-8
You have located some (three) primary and secondary sources and summarised the information	5-6
You have located some historical information on the topic	3-4
You have gathered some information	1-2

<b>Thesis</b>	
Your thesis is a direct and precise response to your research question and demonstrates a clear and definite argument or position on the area under investigation	3
Your thesis is a general response to your research question and demonstrates the direction your argument will take	2
Your thesis is a description of your topic	1
Your thesis has little or no connection to your research question	0

## Year 10 History – Historical Investigation

### Presentation

<b>Presentation</b>	
<p>You have communicated your argument in a highly polished, engaging and convincing manner using appropriate terms and concepts</p> <p>Your argument demonstrates a sophisticated understanding of the complexities of the issue investigated by synthesising detailed, accurate and relevant historical information and perspectives</p>	18-20
<p>You have communicated your argument in a polished, sustained and effective manner using appropriate terms and concepts</p> <p>Your argument demonstrates a confident understanding of the issue investigated using accurate and relevant historical information</p>	16-17
<p>You have communicated your argument in a straightforward manner using some appropriate terms and concepts</p> <p>Your argument demonstrates a sound understanding of the issue examined using accurate and/or relevant historical information</p>	14-15
<p>You have communicated your viewpoint in a logical manner using some historical terms</p> <p>Your text demonstrates a general understanding of the topic using relevant historical information</p>	12-13
<p>You have communicated your viewpoint in a simplistic manner using some terms</p> <p>Your text demonstrates a limited understanding of the topic</p>	1-11

## Year 10 History – Historical Investigation

Use the marking criteria to grade the following Research Questions and Thesis Statements.

<b>Research Question</b>	<b>Mark and Reason</b>
Why was Ned Kelly considered a hero by many people in Colonial Australia?	
What did Ned Kelly do to make him an outlaw?	
To what extent was the Kelly Outbreak a response to injustice in Colonial Australia?	

<b>Thesis Statement</b>	<b>Mark and Reason</b>
Bushrangers were often ex-convicts or from a convict background.	
Bushrangers, such as the Kelly Gang, were a direct result of the deep class divisions and economic inequality that existed in Colonial Australia.	
To many in Colonial Australia, Ned Kelly became a symbol of resistance to authority.	
Ned Kelly was a well-known bushranger in Victoria and eventually throughout Australia.	