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|  |  | **Year 9 History**  *Making a Nation*  **Task 2**  **Response to Stimulus Exam** | | | | | | | Australian frontier wars - Wikipedia |  | |
| **Student’s Name** | |  | | | | |
| **Teacher’s Name** | |  | | | | |
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|  |  | | | | | | | | | |
|  | **Assessment Type** | | | | | | | | | |
| **CONDITIONS** |  | Students will analyse sources to explain the pattern of change and continuity, the motives and actions of people, and the significance of events and developments in the making of the Australian nation between 1750 and 1908. | | | | | | | | | |
| **Date**  Annotation of sources  Term 3, Week 7, 2023 (lesson 2)  Exam  Term 3, Week 8, 2023  PART A – Lesson 1  PART B – Lesson 2  **Length**  2 lessons – 2x 70mins  Perusal – 2x 5 mins  Test – 140 mins (in total)  **Criteria Assessed**   * Knowledge and Understanding * Analysing and Interpreting * Communicating   **Materials Allowed**   * Seen sources (annotated in second lesson W7)   + 30 mins under supervised exam conditions   **Conditions**   * Fully supervised * Closed book |  | [ | | | | | | | | | |
|  | **Instructions** | | | | | | | | | |
|  | * Write responses for Part A Questions 1 and 2, and Part B Question 2 on the lined paper provided * Write responses for Part B Question 1 in the table on the test paper. * Read all questions carefully and identify the cognitive verbs * Provide **detailed** responses that answer the questions asked * Use correctly structured sentences and historical terms where appropriate      * Attempt all questions | | | | | | | | | |
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|  | **Standards Achieved** | | | | | | | | | |
|  | **Knowledge and Understanding** | | | **Analysing and**  **Interpreting** | | | **Communicating** | | | **OVERALL** |
|  |  | | |  | | |  | | |  |
|  |  |  | | | |  | | | | | |
| **Cognitive Verbs** | | | | | | | | | | | |
| **Retrieval and Comprehension** | | | **Analytical Processes** | | | | **Knowledge Utilisation** | | | | |
| Explain  Identify  Describe  Sequence  Organise  Use | | | Analyse  Compare  Examine  Interpret  Judge | | | | Develop  Evaluate  Justify | | | | |

**Unit 2 – Making a Nation**

*Response to Stimulus Test*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** | **E** |
| **Knowledge and Understanding** | Comprehensive explanation of the patterns of change and continuity over time referring to:   * key events * the actions of individuals and groups | Detailed explanation of the patterns of change and continuity over time referring to:   * key events * the actions of individuals and groups | Explanation of the patterns of change and continuity over time, referring to:   * key events * the actions of individuals and groups | Description of the patterns of change and continuity over time referring to:   * key events * the actions of individuals and groups | Statements about patterns of change and continuity over time. |
| **Analysing and Interpreting** | Accurate sequencing events and developments within a chronological framework, with explanation of periods of time and their duration  Discerning examination of sources to compare different points of view  Discerning evaluation of sources by:   * analysing conclusions about their usefulness * drawing justified conclusions about their usefulness | Sequencing of events and developments within a chronological framework, with description of periods of time and their duration  Informed examination of sources to compare different points of view.  Informed evaluation of sources by:   * analysing the origin and purpose * drawing detailed conclusions about their usefulness | Sequencing of events and developments within a chronological framework, with reference to periods of time and their duration  Examination of sources to compare different points of view.  Evaluation of sources by:   * analysing origin and purpose * drawing conclusions about their usefulness | Partial sequencing of events and developments within a chronological framework, identification of periods of time and their duration  Use of sources to compare different points of view  Evaluation of sources by:   * explaining origin and purpose * drawing partial conclusions about their usefulness | Fragmented sequencing of events and developments and statement about periods of time and their duration  Use of sources  Statements about the usefulness of sources |
| **Communicating** | Development of texts (particularly explanations and discussions) incorporating historical interpretations that include:  Discerning use of:   * + relevant historical terms and concepts, and   + evidence identified in sources | Development of texts (particularly explanations and discussions) incorporating historical interpretations that include:  Informed use of:   * + relevant historical terms and concepts, and   + evidence identified in sources | Development of texts (particularly explanations and discussions) incorporating historical interpretations that include:  Use of:   * historical terms and concepts, and * evidence identified in sources | Development of texts (particularly explanations and discussions) incorporating historical interpretations that include:  Partial use of:   * historical terms and concepts, and * aspects of evidence identified in sources | Development of texts (particularly explanations and discussions) incorporating historical interpretations that include:  Fragmented use of:   * historical terms and concepts |

**Feedback**

***Part A: Historical Knowledge and Understanding***

**Question 1: Patterns of Continuity and Change**

*Refer to Source 1, the timeline of key events and developments in Australia from 1750-1908.*

1. ***Select*** and highlight six (6) key events from the timeline (Source 1) that show the changes and continuities that occurred in living and working conditions in Australia as a result of European settlement from 1750-1908 for indigenous peoples.

**(b)** In the column on the far right of the table, identify either CHANGE or CONTINUITY for the events

you have highlighted and ***identify*** what has stayed the same or changed and ***justify*** your choice.

**Question 2: Patterns of Continuity and Change**

On the lined paper provided, use the information from at least two (2) events from the timeline to ***construct*** a correctly structured paragraph to answer the following question:

**QUESTION:**

***Explain how changes and continuities in living and working conditions, as a result of key events (European settlement), affected aboriginal peoples between 1750 and 1908?***

**PARAGRAPH STRUCTURE:**

|  |
| --- |
| **Topic Sentence**   * Use relevant parts of the paragraph question   **Body** |
| * Identify first event and describe in own words the motives for the event (cause) and what happened (actions) * Explain how this event impacted (effect/consequences) on indigenous peoples * Identify second event and describe in own words motives for the event (cause) what happened (actions) * Explain how this event impacted (effect/consequences) on indigenous peoples   ***If you are aiming for a B or an A, you need to include at least another 2 events.*** |
| **Concluding sentence**   * Sum up and refer back to the paragraph question |

*Note: Use connectives, relevant historical terms and concepts and evidence*

***Part B: Analysing and Interpreting* Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question 1: Evaluating Usefulness of Sources**

*Refer to Sources 2 and 3 to complete this question.*

**Inquiry Question:** *What were the impacts of European settlement on aboriginal peoples in*

*Australia in the mid-1800s?*

***Analyse*** Sources 2 and 3 using the table below and ***evaluate*** the usefulness of these sources to a historian researching the impacts of European settlement on Aboriginal peoples in Australia in the mid-1800s.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Source 2** | **Source 3** |
| **TYPE** | What ***type*** of source is it?  (P/S, written/oral, specific genre) |  |  |
| **ORIGIN OF SOURCE** | ***Who*** created this source? *Name and* *profession etc)* |  |  |
| ***When*** was this source created? |  |  |
| ***Where*** was this source published? |  |  |
| **PURPOSE** | ***Who*** *is the intended audience for this source?* |  |  |
| ***Why*** *did the author write this source?*  *(to what, about what?)* |  |  |
| **CONTENT** | **List** information from this source that will answer the inquiry question. |  |  |
| What ***perspective*** does the author have about the impacts of European settlement on the Aboriginal peoples? |  |  |
| **USEFULNESS** | Examine what you wrote in the rest of the table, and **evaluate** the usefulness of this source when answering the inquiry question. |  |  |

**Question 2: Comparing different points of view**

* In the table below, use it as a planning document to compare the points of view in **sources 2 and 3** about the impacts of European settlement on Aboriginal peoples in Australia in the mid-1800s.
* Once you have completed the table, use this information to ***write a structured paragraph on the lined paper provided.***

|  |  |
| --- | --- |
| Topic sentence   * What are the two sources commenting on? * Are perspectives same or different? | * Both sources are commenting on * They provide ­­­­\_\_\_\_\_\_\_\_\_\_ perspectives about |
| Identify first perspective:   * Whose perspective? * What is the point of view? * Evidence from source? * What does this tell you about perspective of the author? | * His point of view is * Quote: * The author believes that |
| Link to second perspective  *- write a sentence which links to the second perspective*  *- use an appropriate connective* |  |
| Compare with second perspective:   * Whose perspective? * What is the point of view? * Evidence from source? * What does this tell you about perspective of the author? | * His perspective is that * Quote: * The author believes |
| Concluding sentence   * Sum up paragraph * Are sources same or different? * What are they related to? | Therefore, the two sources reflect |