

<b>Task Name:</b> Research and Writing Task	<b>Unit:</b> Australians at War
<b>Task Distributed:</b> 25/02/2025	<b>Task Due:</b> Tuesday 11 <sup>th</sup> March 2025 (6B)
<b>Task Type:</b> Research and In-Class Written Exam	<b>Syllabus Outcomes:</b> HT5-1, HT5-2, HT5-9, HT5-10
<b>Task Weighting:</b> 25%	<b>Task number for Course:</b> 1

### Task Description

#### In Class Essay (15 marks + 5 literacy)

You will be provided TWO unseen sources. You must use the sources to answer the following essay question:

**“Using sources, A, B and your own knowledge, ASSESS the impact of World War I on Australia.”**

- Expected essay length 500 – 700 words.
- Students will NOT be permitted to use their essay scaffolds or notes in the in-class exam.
- The literacy criteria will be applied to this section

*This response will be completed under exam conditions during your scheduled History period on Tuesday 11<sup>th</sup> March.*

#### Research and Essay Scaffold

**This has been provided to guide your research and help with the structure of your essay.**

Using the attached scaffold, you are to research the impact of WWI on Australia and complete the essay scaffold.

This research will form the basis of your in-class essay. *You will be provided with a research scaffold to complete during class time to help formulate your response (available on Moodle).*

Your research should include how the following elements changed due to the War:

- Experiences of soldiers (e.g. Western Front, Gallipoli)
- Formation of the ANZAC legend
- Returned and Service League of Australia (RSL)
- Impact of the War on the home front - jobs, technology, fashion and women in the workforce.

#### NESA Glossary of Key Words

- **Assess:** Make a judgement of value, quality, outcomes, results or size
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

The in-class writing task will take place in class during your history period.

- The task will be completed in exam conditions during the scheduled period on Tuesday 11<sup>th</sup> March 2025.
- Students will have 40 mins to complete the task.
- Students are NOT permitted to bring notes into the exam.
- Absences on the day will be dealt with in accordance with school policies.

## Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2025 Assessment Guide for more information.

## Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

## Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

## What Areas of Learning will this Assessment Task Report On?

In this task you will be assessed on your ability to:

- The completion of this task links to students learning of research and source integration into a formal historical response
- Demonstrate knowledge and understanding of the impacts of World War I on Australia
- Demonstrate the ability to use evidence from primary and secondary sources to construct an extended response
- Demonstrated the ability to apply judgement within a historical extended response

# Research Scaffold

Plan your in-class writing task using the guide below. Your question will provide starting points for your arguments.

“Using sources, A, B and your own knowledge, ASSESS the impact of World War I on Australia.”

<b>Introduction</b> <ul style="list-style-type: none"><li>● Background information about the topic</li><li>● Outline your key points</li></ul>	
<b>Body 1</b> <ul style="list-style-type: none"><li>● Topic sentence</li><li>● Evidence and quotes from sources</li><li>● Evaluation and discussion</li><li>● Link back to the question/your argument</li></ul>	
<b>Body 2</b> <ul style="list-style-type: none"><li>● Topic sentence</li><li>● Evidence and quotes from sources</li><li>● Evaluation and discussion</li><li>● Link back to the question/your argument</li></ul>	
<b>Body 3</b> <ul style="list-style-type: none"><li>● Topic sentence</li><li>● Evidence and quotes from sources</li><li>● Evaluation and discussion</li><li>● Link back to the question/your argument</li></ul>	
<b>Body 4 (optional)</b> <ul style="list-style-type: none"><li>● Topic sentence</li><li>● Evidence and quotes from sources</li><li>● Evaluation and discussion</li><li>● Link back to the question/your argument</li></ul>	
<b>Conclusion</b> <ul style="list-style-type: none"><li>● Link to the question, summaries your argument and key points</li></ul>	



## GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
<b>Vocabulary</b> <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple 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.
	0	1	2	3	4
<b>Punctuation</b> <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	1	2	3	4
<b>Sentences &amp; Cohesion</b> <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	1	2	3	4
<b>Paragraphs</b> <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	1	2	3	4
<b>Text Structure</b> <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of <b>all</b> the appropriate structural features of the text type.
	0	1	2	3	4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation