

**Task 2: Witch Hunts Research and Source Analysis**

<b>Task Name:</b> Research and Source Analysis	<b>Unit:</b> Wicked Witches
<b>Task Distributed:</b> 29 <sup>th</sup> May 2025	<b>Task Due:</b> 12 <sup>th</sup> June (Thursday Week 7)
<b>Task Type:</b> Research and Presentation	<b>Syllabus Outcomes:</b> 2
<b>Task Weighting:</b> 20%	<b>Task number for Course:</b> 2

## Task Description

### Research: Source Analysis and Audio-Visual Presentation (20 marks)

You have been asked to create a museum exhibition for the Salem Witch Trials which showcases an individual's case, trial and conviction. You must select your individual from the list provided here:

<https://historyofmassachusetts.org/salem-witch-trials-victims/>

1. Select 4 primary sources that will be displayed in your virtual exhibit which demonstrate the significance of your chosen individual to the Salem Witch Trials. This could include:
  - A drawing of the court proceedings or individual
  - A quote from the accuser or accused
  - Testimonies from witnesses
  - Newspaper articles reporting on the witch craze
  - Excerpts from the transcript of the trial
  - Quotes from the sentencing decision by the judge or verdict by the jury

For each primary source, write a museum annotation. Your annotation should analyse the source using the year 10 source analysis scaffold (type, context, perspective, significance, value and contestability) and justifies its inclusion in the exhibition.

2. Create a museum exhibit using the template provided on Moodle or create your own using PowerPoint or Google Slides (template can be found here: <https://web2.gyMEA-h.schools.nsw.edu.au/mod/book/view.php?id=31285&chapterid=1816>)

## NESA Glossary of Key Words

- 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

**Your visual presentation** is to be submitted on Moodle by **3pm on Thursday 12<sup>th</sup> June**.

It must be submitted as a PowerPoint or Google Slide.

Submission uploads can be found on the Year 10 Forensics Moodle page under 'Assessment Tasks'.

- Part A submission: <https://web2.gyMEA-h.schools.nsw.edu.au/mod/assign/view.php?id=31366>

## 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:

- Critically analyse historical sources for perspective, value and limitations.
- Apply knowledge of the topic as studied in class and be familiar with the year 10 source analysis scaffold.
- Use historical terms and details to assess the value of sources for our historical understanding of a time period.

Part A: Virtual Museum Exhibit Marking Criteria	Mark
<ul style="list-style-type: none"> <li>• Presents an extensive, accurate and detailed virtual museum which is accompanied by an engaging and creative visual presentation.</li> <li>• All sources are have a clear explanation which includes; type, origin, date, context, perspective, significance, value and contestability.</li> <li>• Virtual museum is visually appealing and accurately represents a museum display</li> <li>• Museum includes 4 primary sources, images of each source and includes hyperlinks within the PowerPoint</li> <li>• Accurately uses relevant historical terms and concepts in their source analysis</li> </ul>	17-20
<ul style="list-style-type: none"> <li>• Presents a thorough and accurate virtual museum exhibit which is accompanied by an engaging visual presentation.</li> <li>• All sources have a clear explanation which includes most of the following; type, origin, date, context perspective, significance, value and contestability.</li> <li>• Virtual museum is visually appealing and looks like a realistic museum display</li> <li>• Museum includes 4 primary sources, images of each source and includes hyperlinks within the PowerPoint</li> <li>• Uses relevant historical terms and concepts in their source analysis</li> </ul>	13-16
<ul style="list-style-type: none"> <li>• Presents a sound virtual museum exhibit which may be accompanied by an visual presentation.</li> <li>• Most sources are labelled and have an explanation which includes some of the following; type, origin, date, context perspective, significance, value and contestability.</li> <li>• Virtual museum represents a realistic museum display</li> <li>• Museum includes 3 or more primary sources. May include images of each source and hyperlinks within the PowerPoint</li> <li>• Uses some historical terms and concepts in their source analysis</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• Presents a basic virtual museum exhibit</li> <li>• Some sources are labelled and may have an explanation which includes a limited number of the follow type, origin, date, context perspective, significance, value and contestability.</li> <li>• Virtual museum may look like a realistic museum display</li> <li>• Museum includes 2 or less artefacts. May include images of each source and does not include hyperlinks within the PowerPoint</li> <li>• Uses basic historical terms and concepts</li> </ul>	4-8
<ul style="list-style-type: none"> <li>• Presents a limited virtual museum exhibit.</li> <li>• Limited artefacts are labelled, there is limited to no explanation and does not use the analysis scaffold.</li> <li>• Virtual museum does not represent a realistic museum display.</li> <li>• Museum includes 2 or less artefacts, does not include an image for every source and has no hyperlinks within the PowerPoint.</li> <li>• May refer to historical terms and concepts.</li> </ul>	1-3

## 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 - 1 component evident - of the appropriate text type.	Some evidence of the structural features - 2 components evident - 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