

Task 1: Research and Writing Task

G: P2
Y: P2
M: P3
E: P3

Task Name: Research and Writing Task	Unit: The Holocaust
Task Distributed: 27/8/25	Task Due: Wednesday 10 th September
Task Type: Research and In-Class Written Exam	Syllabus Outcomes: 5.6, 5.8, 5.9, 5.10
Task Weighting: 25%	Task number for Course: 1

Task Description

Research

You are to research types of resistance to the Holocaust. **This research will form the basis of your in-class essay.**

Your research must include the following components:

- Address ONE person, ONE group and ONE uprising from the table below

People	Groups	Uprisings
Sonia Orbuch	The White Rose	Warsaw Ghetto uprising
Mirjam Waterman	The Bielski Partisan Group	Treblinka Ghetto Uprising
Raoul Wallenberg	Operation Valkyrie	Sobibor Ghetto Uprising
Negotiate with your teacher if you wish to choose another person/group/uprising.		

You should work on your research at home, but will also be provided time in class to conduct research and construct your response.

In Class Essay (20 marks + 5 literacy)

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

Using Source A, B and your own knowledge, assess the success of resistance to the Holocaust.

- Students will NOT be permitted to bring their research with them into the in-class essay
- Literacy criteria will be applied to this section

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 task will be completed in exam conditions during the scheduled period on 10th September.
- Students will have 45 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 Google Form 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:

- Develop your research skills
- Demonstrate knowledge and understanding of significant developments and key events of the Holocaust, specifically the resistance to the Holocaust.
- Demonstrate your ability to use evidence from primary and secondary sources to construct a text (essay)

In-Class Essay: 20 marks

Marks	Marking Criteria
17-20	<ul style="list-style-type: none">• Writes a sustained and comprehensive essay which makes a clear judgement about the success of resistance efforts against the Holocaust.• Uses detailed and relevant historical evidence from both sources provided and their own knowledge to support a logical argument• Applies a range of highly effective historical terms and concepts consistently throughout the response
13-16	<ul style="list-style-type: none">• Writes a sustained essay which attempts to make a judgement about the success of resistance efforts against the Holocaust.• Uses relevant historical evidence from both sources provided and their own knowledge to support a logical argument• Applies a range of appropriate historical terms and concepts consistently throughout the response
9-12	<ul style="list-style-type: none">• Writes a satisfactory essay which makes attempts to make a judgement about the success of resistance efforts against the Holocaust.• Uses some historical evidence from sources provided and/or their own knowledge• Uses some appropriate historical terms and concepts throughout the response
5-8	<ul style="list-style-type: none">• Writes a response which makes comments on resistance efforts against the Holocaust.• May use some historical evidence from sources provided and/or their own knowledge• Attempts to use some historical terms and concepts throughout the response
1-4	<ul style="list-style-type: none">• Writes a response about the Holocaust.• Limited use of evidence from sources provided and/or their own knowledge• May use historical terms throughout the response

Teacher Comment:

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:
Vocabulary <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
Punctuation <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
Sentences & Cohesion <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
Paragraphs <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
Text Structure <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 all 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