



GEORGES RIVER COLLEGE PEAKHURST CAMPUS
HSIE Faculty
NOTIFICATION OF ASSESSMENT TASK

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| Year: 10 | Subject: History |
| Date due: Term 1, Week 8 – Wednesday 16 March during your HSIE period | Task Type: In class essay |
| Weighting: 35% | Duration: 50 minutes |
| Topic: Australia in the Vietnam War | Task Number: 1 |
| Syllabus outcomes: <ul style="list-style-type: none">• HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia• HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia• HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past• HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences | |
| Assessment criteria: <p>In your answer/s you will be assessed on how well you:</p> <ul style="list-style-type: none">• Explain the Australian Government's response to the threat of communism• Use sources as evidence to support your response• Use essay structure and PEEL to format your response | |

Task Information:

- You are required to write an essay **in class** to answer ONE of the following questions:

Explain the Australian Government's response to the threat of communism in Asia.

- In order to successfully answer this question you must:
- Use your classwork to formulate an essay (use the scaffold attached with this notification & bring to class)
 - Clearly explain how & why the government responded to the threat of communism with specific examples. You may like to consider:
 - External responses (e.g. treaties & military action)
 - Internal responses (e.g. treatment of communists in Australia)
 - Make reference to at least **three** historical sources (can be from classwork or additional research)
 - Structure your response using proper essay structure: Introduction, PEEL body paragraphs & conclusion.

This sheet must be handed in on the due date.

You will write your response in class with the aid of the scaffold attached to the notification. Any scaffolds with notes outside of the designated areas will be confiscated.

Note: This task is part of your formal assessment in this subject. Tasks not submitted on the due date may be given a zero mark. Failure to complete this task may affect the award of the ROSA (Record of School Achievement). If you are sick on the due date you will have to provide a medical certificate to support your appeal. This medical certificate will need to be presented to Ms Diamond on the morning of the first day you return to school.

Important:

Plagiarism is unacceptable in all forms. Students found to be plagiarising will receive zero. All information must be in your own words and a bibliography must be included at the end of your task. Copying and pasting from any source is considered to be plagiarism. If you are caught plagiarising, you will have to redo the task in order to meet the syllabus requirements. **Plagiarism** - 'the imitation or use of another's ideas and manner of expressing them to be ascribed off as one's own.' Source: *Macquarie Concise Dictionary – 3rd Ed.*

PEEL Structure

| | |
|--------------------------|---|
| Point Sentence | Directly answers the question Uses the words of the question Clearly states the topic of the paragraph Shows your evaluation/judgement |
| Explain Sentences | Provides more detail on your topic – how did the government respond? Proves/supports the judgement you made |
| Example Sentences | Use an example to prove your point/judgement Make reference to the sources provided by saying: According to Source A, Source B demonstrates that, etc. |
| Link Sentence | Summarises your paragraph Directly answers the question Shows your evaluation/judgement |

Name: _____

Class/Teacher: _____

Threat of Communism Extended Response Criteria

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none"> • Accurate, very detailed and sophisticated explanation of the Australian Government's response to the threat of communism in Asia • Integrates three sources to support the justification • Appropriately and consistently uses a variety of historical concepts and terms • Logical and coherent structured essay which uses PEEL and has minimal spelling or grammar mistakes. | 21-25 |
| <ul style="list-style-type: none"> • Very detailed explanation of the Australian Government's response to the threat of communism in Asia • Includes references to three sources to support the justification • Consistently uses a variety of historical concepts and terms • Logical, structured essay which uses PEEL and has few spelling or grammar mistakes. | 16-20 |
| <ul style="list-style-type: none"> • Detailed description the Australian Government's response to the threat of communism in Asia • Makes reference to 2-3 historical sources. May integrate the sources. • Uses some historical concepts and terms • Sound use of PEEL to structure essay and has some spelling or grammar mistakes. | 11-15 |
| <ul style="list-style-type: none"> • Basic description of some aspects of the Australian Government's response to the threat of communism • Includes references to 2-3 sources • Limited use of historical concepts and terms • Attempts to use PEEL to structure essay and has several spelling or grammar mistakes. | 6-10 |
| <ul style="list-style-type: none"> • Basic outline of the Australian Government's response to the threat of communism in Asia • May reference 1-2 sources • Little to no use of historical concepts and terms • Limited attempt to communicate in written form with little evidence of PEEL structure | 1-5 |
| <ul style="list-style-type: none"> • Non-serious attempt | 0 |

Comment:

Bring to class on the due date. Write only in the text boxes. Scaffolds with additional info will be confiscated.

Name:
Class/Teacher:

Argument

Paragraph Topic/theme:

Paragraph Topic/theme:

Paragraph Topic/theme:

