

	Student name:	
	Teacher name:	
	Date handed out:	
	Part A due date:	Part B due date:

Subject	Year 9 History
Technique	Research response
Unit	Making a Nation
Topic	Effects of Settlement

Conditions			
Duration	Part A: 3 weeks / Part B: 3 weeks		
Mode	Written	Length	Part A: 200-300 per source Part B: 600-800 words
Resources	Access to library and electronic resources		
Context			
You have been examining the effects of settlement of European peoples in Australia on Aboriginal and Torres Strait Islander Peoples.			
Task			
<p>British colonisation was established on the claim that Australia was <i>terra nullius</i>. This long held doctrine justified the acquisition by British occupation without a treaty or payment.</p> <p>You have been asked to investigate one of the Massacres or the Native Police Force identified as being a part of the Frontier Wars and respond to the following statement:</p> <p style="text-align: center;">To what extent did the [TOPIC] influence the myth of peaceful colonisation of an “empty country” by British settlers?</p> <p><u>Part A: Research and source analysis</u></p> <p>Present your findings as:</p> <ul style="list-style-type: none"> - an independent source investigation (<i>Scaffolding supplied</i>) - Your submission MUST include the peer reviewed document. <p><u>Part B: Extended response</u></p> <p>You are to present your research in one of the following formats:</p> <ul style="list-style-type: none"> ● Essay ● Report ● Editorial ● Speech 			

To complete this task, you must:**Part A: Research and source analysis**

- identify, locate and organise three (3) primary and three (3) secondary sources that have not been studied in class and that demonstrate different perspectives
- devise a key inquiry question and three (3) sub-questions
- develop a source analysis where emphasis is given to comparing, analysing and evaluating evidence from historical sources (this may be in dot points)
- practise ethical scholarship by using a recognised referencing system to acknowledge sources (including a reference list).

Part B: Extended response

- using your research you are to write a historical essay/report/editorial/speech based on research that has the following features:
 - a hypothesis you have generated
 - an introduction (which sets context, and includes your hypothesis and outline of the argument)
 - body paragraphs with topic sentences (where you analyse, evaluate and synthesise evidence from historical sources)
 - a conclusion (which draws together the main ideas and arguments) - appropriate spelling, punctuation and grammar
- practise ethical scholarship by using a recognised system of referencing to acknowledge the sources (including a reference list).

Authentication strategies

- You will be provided class time for task completion.
- You will provide documentation of your progress at indicated checkpoints.
- Your teacher will conduct interviews or consultations as you develop the response.
- You will use plagiarism-detection software to submit your response.
- You must acknowledge all sources.
- Your teacher will ensure class cross-marking occurs.

Checkpoints	Due Date	Teacher Check
Key Inquiry questions and research questions		
Sources located		
Draft sources		
Peer Review		
Final submission of independent investigation		

Part A: Independent Investigation

	A	B	C	D	E
Historical knowledge and understanding	comprehensive explanation of the motives and actions of people at the time	detailed explanation of the motives and actions of people at the time	explanation of the motives and actions of people at the time	description of motives and actions of people at the time	statements about the motives and actions of people at the time
	comprehensive explanation of different interpretations of the past	detailed explanation of different interpretations of the past	explanation of different interpretations of the past	description of different interpretations of the past	statements about different interpretations of the past
Historical skills	development of different kinds of discerning questions to frame a historical inquiry when researching	development of different kinds of informed questions to frame a historical inquiry when researching	development of different kinds of questions to frame a historical inquiry when researching	development of questions related to a historical inquiry when researching	use of questions related to a historical inquiry when researching
	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - discerning use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - informed use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - use of the information as evidence to answer inquiry questions 	<ul style="list-style-type: none"> - processing and organisation of information from primary and secondary sources - use of aspects of the information as evidence to answer aspects of inquiry questions 	<ul style="list-style-type: none"> - use of information from primary and secondary sources - use of aspects of the information to answer aspects of inquiry questions
	discerning examination of sources to compare different points of view	informed examination of sources to compare different points of view	examination of sources to compare different points of view	use of sources to compare different points of view	use of sources

	discerning evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing justified conclusions about their usefulness 	informed evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing detailed conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> · explaining the origin and purpose · drawing partial conclusions about their usefulness 	statements about the usefulness of sources
	development of their own discerning interpretations about the past	development of their own informed interpretations about the past	development of their own interpretations about the past	development of aspects of their own interpretations about the past	statements about their own interpretations about the past
	development of texts, (particularly explanations and discussions) incorporating historical interpretations that include: <ul style="list-style-type: none"> - discerning use of relevant historical terms and concepts evidence identified in sources - accurate referencing of sources using appropriate conventions - purposeful use of accurate spelling and purposeful use of punctuation 	development of texts, (particularly explanations and discussions) incorporating historical interpretations that include: <ul style="list-style-type: none"> - informed use of relevant historical terms and concepts evidence identified in sources - referencing of sources using appropriate conventions - effective use of accurate spelling and effective use of punctuation 	development of texts, (particularly explanations and discussions) incorporating historical interpretations that includes: <ul style="list-style-type: none"> - use of historical terms and concepts evidence identified in sources - referencing of sources - accurate spelling and punctuation 	development of texts, (particularly explanations and discussions) incorporating historical interpretations that include: <ul style="list-style-type: none"> - partial use of historical terms and concepts aspects of evidence identified in sources - partial referencing of sources - partial use of accurate spelling and punctuation 	development of texts, (particularly explanations and discussions) incorporating historical argument that includes: <ul style="list-style-type: none"> - fragmented use of historical terms sources - lists of sources - fragmented use of accurate spelling and punctuation

Part B: Extended response

	A	B	C	D	E
Historical knowledge and understanding	comprehensive explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> key events the actions of individuals and groups 	detailed explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> key events the actions of individuals and groups 	explanation of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> key events the actions of individuals and groups 	description of patterns of change and continuity over time, referring to: <ul style="list-style-type: none"> key events the actions of individuals and groups 	statements about patterns of change and continuity over time
	analysis of the causes and effects of events and developments and make discerning judgments about their importance	analysis of the cause and effects of events and developments and make informed judgments about their importance	analysis of the cause and effects of events and developments and make judgments about their importance	explanation of the cause and effects of events and developments and description of why they are important	statements about the cause and effects of events and developments
	comprehensive explanation of the motives and actions of people at the time	detailed explanation of the motives and actions of people at the time	explanation of the motives and actions of people at the time	description of motives and actions of people at the time	statements about the motives and actions of people at the time
	comprehensive explanation of the significance of events and developments over the short and long term	detailed explanation of the significance of events and developments over the short and long term	explanation of the significance of events and developments over the short and long term	descriptio of the significance of events and developments over the short and long term	statements about the significance of events and developments
	comprehensive explanation of different interpretations of the past	detailed explanation of different interpretations of the past	explanation of different interpretations of the past	description of different interpretations of the past	statements about different interpretations of the past

Historical skills	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - discerning use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - informed use of the information as evidence to effectively answer inquiry questions 	<ul style="list-style-type: none"> - interpretation, processing, analysis and organisation of information from a range of primary and secondary sources - use of the information as evidence to answer inquiry questions 	<ul style="list-style-type: none"> - processing and organisation of information from primary and secondary sources - use of aspects of the information as evidence to answer aspects of inquiry questions 	<ul style="list-style-type: none"> - use of information from primary and secondary sources - use of aspects of the information to answer aspects of inquiry questions
	discerning examination of sources to compare different points of view	informed examination of sources to compare different points of view	examination of sources to compare different points of view	use of sources to compare different points of view	use of sources
	discerning evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing justified conclusions about their usefulness 	informed evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing detailed conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> · analysing the origin and purpose · drawing conclusions about their usefulness 	evaluation of sources by: <ul style="list-style-type: none"> · explaining the origin and purpose · drawing partial conclusions about their usefulness 	statements about the usefulness of sources
	development of their own discerning interpretations about the past	development of their own informed interpretations about the past	development of their own interpretations about the past	development of aspects of their own interpretations about the past	statements about their own interpretations about the past

	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> - purposeful organisation and presentation of justified conclusions - discerning use of relevant historical terms and concepts evidence identified in sources - accurate referencing of sources using appropriate conventions - purposeful use of accurate spelling and purposeful use of punctuation 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> - effective organisation and presentation of informed conclusions - informed use of relevant historical terms and concepts evidence identified in sources - referencing of sources using appropriate conventions - effective use of accurate spelling and effective use of punctuation 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that includes:</p> <ul style="list-style-type: none"> - organisation and presentation of their conclusions - use of historical terms and concepts evidence identified in sources - referencing of sources - accurate spelling and punctuation 	<p>development of texts, (particularly explanations and discussions) incorporating historical interpretations that include:</p> <ul style="list-style-type: none"> - partial organisation and presentation of partial conclusions - partial use of historical terms and concepts aspects of evidence identified in sources - partial referencing of sources - partial use of accurate spelling and punctuation 	<p>development of texts, (particularly explanations and discussions) incorporating historical argument that includes:</p> <ul style="list-style-type: none"> - fragmented presentation of partial conclusions - fragmented use of historical terms sources - lists of sources - fragmented use of accurate spelling and punctuation
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Feedback
