



Boorowa Central School

Excellence through Respect, Responsibility and Participation

Assessment Task Notification

Teacher: Mrs Eustace	Course: Stage 5 History
Task and Number: Movement of Peoples(1750-1901)	Task Weighting: 25%
Date Issued: Tuesday, September 10th, 2019	Date Due: Tuesday, September 24th, 2019

Syllabus component -Topic 1b Movement of Peoples

Through their study of **Movement of Peoples**, students explored the following historical concepts:

- The influence of the Industrial Revolution on the Movement of Peoples throughout the world including the transatlantic slave trade and convict transportation.
- The experiences of slave and convicts upon departure, their journeys abroad and their reactions upon arrival.
- The short and long term impacts of the movements of peoples during this period.

Syllabus outcomes being assessed:

- *HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia*
- *HT5-4 Explains and assesses the causes and effects of events and developments in the modern world and Australia*
- *HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past*

Description of task:

Students will write an extended response (essay) of 600-800 words on the following:-

'The movement of peoples between 1750 and 1901 were carried out mainly against the wishes of those who moved.'

To what extent is this true of your study of 'The Movement of Peoples' (1750 – 1901)? Refer to your studies of the African Transatlantic slave trade and transportation of convicts to Australia.

Submission of Task requirements:

A hard copy of the essay must be submitted at the beginning of the lesson on the due date. It must also be uploaded to the Google classroom by the due date.

Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.



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Movement of Peoples Assessment Task Scaffold

The movement of peoples between 1750 and 1901 were carried out mainly against the wishes of those who moved.

To what extent is this true of your study of The Movement of Peoples? (1750-1901) Refer to your studies of the African Transatlantic slave trade and transportation of convicts to Australia.

Instructions

- **Read the question carefully** to make sure you understand what is being asked.
- **Circle the key words** ‘To what extent...’, ‘movement’, ‘against the wishes’ in the question. This will keep you on track and make sure you know what the main points are that you are addressing.
- **Plan your answer** by deciding the main ideas you will write in each paragraph. You will need to research to gather evidence for each paragraph.

Paragraph Guidelines

Introduction (about 100 words)

- Focus on the key words of the question and state your point of view about ‘To what extent?’ eg. great, influenced to a great/ significant/ small/minor/ lesser extent , minimal impact
- Outline where these people originated from and state why they were forced to move.
- Outline the main points you will address in the essay

Paragraph Two (about 200 words)

- Your first sentence should refer back to the question.
- Provide some ideas about how the African slave trade worked
- State the importance of the slave trade to America: what work were slaves made to do once in the American colonies.
- Show what happened to some of them as specific examples of how they were made to move against their wishes: eg methods of transport, kidnapping, buying and selling of slaves
- Make a strong statement about to what extent this information demonstrates people were moved against their wishes.

Paragraph Three (about 200 words)

- Refer back to the question and make a link to the ideas in the previous paragraph
- State why the British decided to transport criminals to overseas colonies
- Demonstrate the problems with the crowded prisons in Britain and the failure of punishments such as hangings to solve the issues.
- Explain how this could be considered evidence of how the transportation of convicts was carried out mainly against the wishes of those who were made to move.
- Make a strong statement about to what extent this information demonstrates people were moved against their wishes.

Conclusion (about 100 words)

- Do not introduce any new ideas.
- Briefly summarise the main points you made in each of the earlier paragraphs.
- In your final sentence, restate your main point of view clearly stating your opinion regarding the forced nature of the movement of peoples during this period.



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Marking Criteria			Marks
Movements of Peoples	Assessment Task	Term 3 2019	
<ul style="list-style-type: none"> ▪ Demonstrates extensive knowledge and a deep understanding of the historical forces and factors in relation to the Movements of Peoples during the period 1750 – 1901. ▪ Demonstrates a very high level of competence effectively explaining and assessing the causes and effects of events and developments including the transatlantic slave trade and transportation of convicts to Australia. ▪ Consistently applies a wide range of relevant historical terms and concepts. ▪ Demonstrates a very high level of competence when communicating an understanding of the past. 			21-25
<ul style="list-style-type: none"> ▪ Demonstrates a thorough knowledge and understanding of the historical forces and factors in relation to the Movements of Peoples during the period 1750 – 1901. ▪ Demonstrates a high level of competence effectively explaining and assessing the causes and effects of events and developments including the transatlantic slave trade and transportation of convicts to Australia. ▪ Consistently applies a good range of relevant historical terms and concepts. ▪ Demonstrates a high level of competence when communicating an understanding of the past. 			16- 20
<ul style="list-style-type: none"> ▪ Demonstrates a sound knowledge and understanding of the historical forces and factors in relation to the Movements of Peoples during the period 1750 – 1901. ▪ Demonstrates an adequate level of competence explaining and assessing the causes and effects of events and developments including the transatlantic slave trade and transportation of convicts to Australia. ▪ Applies an adequate range of relevant historical terms and concepts. ▪ Demonstrates a sound level of competence when communicating an understanding of the past. 			11-15
<ul style="list-style-type: none"> ▪ Demonstrates a basic knowledge and understanding of the historical forces and factors in relation to the Movements of Peoples during the period 1750 – 1901. ▪ Demonstrates a limited level of competence explaining and assessing the causes and effects of events and developments including the transatlantic slave trade and transportation of convicts to Australia. ▪ Applies a limited range of relevant historical terms and concepts. ▪ Demonstrates a basic level of competence when communicating an understanding of the past. 			6-10
<ul style="list-style-type: none"> ▪ Demonstrates an elementary knowledge and understanding of the historical forces and factors in relation to the Movements of Peoples during the period 1750 – 1901. ▪ Demonstrates a very limited level of competence explaining and assessing the causes and effects of events and developments including the transatlantic slave trade and transportation of convicts to Australia. ▪ Applies a very limited range of relevant historical terms and concepts. ▪ Demonstrates elementary level of competence when communicating an understanding of the past. 			1-5