### Year 10 History Skills Booklet

**Assessment Task**

<table>
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<tr>
<th>Year/ Subject:</th>
<th>Year 10 History Task - Skills Booklet</th>
<th>Task Weighting: 20%</th>
<th>Historical Tools 10%</th>
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<tr>
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<td>Due Date: Term 2 Wk 1</td>
<td>Source Material 5%</td>
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<td>Communication 5%</td>
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<td>TOTAL FOR TASK 20%</td>
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**Outcomes to be assessed:**

- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**Instructions:** This booklet will be worked on during class time. A specific amount of lesson time has been allocated for each skill within the booklet. Any work not completed in class is to be finished at home with the finalised booklet being submitted on the due date. It is your responsibility to ensure that all sections are completed to the best of your ability.

**All My Own Work Certification** – this portion is to be submitted with the Assessment Task.

I certify that the work submitted is all my own work. I have not plagiarised the work of others.

Student’s signature.................................................................

**Late Policy:** This assessment task is due in Week 1 of Term 2. You have been allocated a specific due date by your classroom teacher. Please make sure you submit this task on the due date. Students who are absent on the day of their assessment must produce a note signed by a parent or guardian to their classroom teacher on their first day back at school. Students who fail to present a signed note will lose 10% of their earned mark for each day the assessment is overdue for the first three days (including weekends). On the fourth day, students will be awarded with a ZERO and an ‘N’ Award Warning letter will be sent home.

Please refer any issues to Mrs. Hardaker (HSIE Head Teacher)
History Skills Booklet
Year 10
2018

Name: ____________________
Class: ____________________
Teacher: ________________
Syllabus Practice

In Year 11 and Year 12 subjects, you will be expected to read and understand the syllabus documents and be able to use these to study. On the next page is an excerpt from the Stage 5 (Year 10) syllabus for your current topic – Rights and Freedoms.

**Use this excerpt to answer the questions below:** (6 Marks)

1. According to the syllabus excerpt, what is the full name of your topic this semester? (1 Mark)

2. What is the date range this topic covers? (1 Mark)

3. Read the “outcomes” listed. These are the things you should be able to do after the unit. Write one outcome into your own words to explain what you should be able to do in this course. (1 Mark)
4. What is meant by the term “historical sources”? (1 Mark)

5. List THREE examples of historical sources you have used in the classroom so far this year. (3 Marks)

6. Using a highlighter, highlight any key dates or events on the syllabus excerpt you would be expected to know during an examination on this topic. (1 Mark)
CORE STUDY – DEPTH STUDY 4: RIGHTS AND FREEDOMS
(1945–PRESENT)

OUTCOMES

A student:

› sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2

› explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3

› uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6

› selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8

› applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9

› selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10

Related Life Skills outcomes: HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

CONTENT

The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia’s involvement in the development of the declaration (ACDSEH023)

Students:

• outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia’s involvement

• explain the significance of the UDHR

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)

Students:

• explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples

• outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves

• using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)

• describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

History K–10 Syllabus 20
Define each of the following terms using your own words: (9 Marks)

**Perspective**
(1 Mark)

**Primary source**
(1 Mark)

**Secondary source**
(1 Mark)
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Reading Sources Carefully and Critically (8 Marks)

Read the source below to answer the following questions.

Interpreting the testimony of Holocaust survivors from a psychoanalytic perspective involves a number of risks. Perhaps the gravest risk is disrespect to those who have suffered. Based upon my original research in the Fortunoff Video Archives at Yale University, I argue that a proper psychoanalytic interpretation can help us understand not merely the suffering of survivors, but remind us of an equally important fact: that for every torment there was a tormenter, for every degradation a degrader, for every humiliation one who inflicted it. For every death a murderer and for every moment of hopeless despair one who was responsible. We listen to witnesses in order to understand their suffering, and we seek to understand their suffering in order to understand better regimes of organized terror and the role they play in our lives. It is a simple point, but evidently easy to forget. We listen to witnesses in order to remember better that their suffering comes at the hands of regimes that are made of people. People who often enjoyed belonging to such regimes and participating in their crimes, even – or especially – when these regimes are called nations. Psychoanalysis* beginning with Freud has had more than a few words to say about such topics, and it is in this spirit that I bring psychoanalysis to bear on testimony.

*psychoanalysis – the study and explanation of how the brain works and of mental processes and function (similar to a psychologist)

Source A: C. Fred Alford, 2008. Why Holocaust Testimony is important, and how psychoanalytic interpretation can help…but only to a point. Published in: Psychoanalysis, Culture & Society September 2008, Volume 13, Issue 3, pp 221–239

1. What risk does C. Fred Alford believe are associated with psychoanalysis of Holocaust survivors? Cite evidence from the source in your answer. (2 Marks)

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2. Source A is what we would call an *academic* or *scholarly* source. Find TWO pieces of evidence that prove this is the case. (2 Marks)

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. Why does C. Fred Alford believe it is important to listen to testimony of witnesses? Cite the source in your answer. (2 Marks)

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

4. When referencing an academic source, proper format needs to be followed. Use the APA guide below to write a proper reference for Source A. Pay close attention to punctuation! (2 Marks)

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Source Analysis Scaffold

COMBAT

Content:
Who/what is in the source?
What does it say/show?
What is it about?

Origin:
When was it made?
When was it used?
Where did it come from?
Who made it?

Motive:
Why was it made?
Why was it used?
What was the purpose of the composer?

Bias:
What point of view does it show? Is it reliable?
What information does it exclude?
Does it favour one side?
Is it still useful to the historian?

Audience:
Who is it aimed at?
What is the intended/desired response?
Does it evoke emotions? Why? What are they?

Text Type:
What form does the information take:
Is it a poster? A cartoon? A letter?
Is it primary or secondary?
Why is this form used?
Complete a COMBAT analysis of Source A (12 Marks)

C:  

O:  

M:  

(2 Marks)
Source B: Darwin Newspaper Advertisement – 1930 (12 Marks)

1. Explain the purpose of the source in your own words. 

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2. Using the information from the source, write a PEEL paragraph explaining the processes undertaken by the Aborigines Protection Board in “managing” Aboriginal children. 

P: ........................................................................................................................................................................
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Essay Question Practice

Essay and extended response questions are designed to test your ability to write what you know, but also designed to test your understanding of question wording and expectations.

Breaking down the question is a really important step before you even think about writing. You need to know what you are expected to write before you start.

*Look at the one that has been done for you.*

**Analyse the impact of the Assimilation Policy on Aboriginal Australians between 1938 and 1965.**

*Analyse means provide specific details and evidence and form an argument*

Eg. This question is asking me to explain what happened to Aboriginal Australians between 1938 and 1965 because of the Assimilation Policy. It is asking me to explain what the impacts or effects were, and how these effects changed lives in this time period.

**Steps for Breaking Down a Question**

1. Circle the question verb – the word telling you what you will do.
2. Highlight any key terms or dates you think are relevant to the question.
3. Underline any words that are to do with date ranges (eg. In, between, from, to)
4. In your own words, write a sentence explaining what you think the question is asking you to do.
Essay Question Practice

Follow the steps and example on the previous page to help you practice breaking down questions.

Some key things about question verbs:

Discuss = provide multiple perspectives
Analyse = break down the ideas with evidence
Evaluate = provide an argument explaining HOW MUCH or HOW IMPORTANT
Outline = provide key ideas or evidence briefly

Discuss the approach towards the Protection Policy and its implementation by the Australian Government between 1909 and 1938. (4 Marks)

Analyse the significance of the 1938 Day of Mourning Protest for Aboriginal Rights and Freedoms in Australia. (4 Marks)
THE FIVE W’S OF WEB SITE EVALUATION

WHO
Who wrote the pages and are they an expert?
Is a biography of the author included?
How can I find out more about the author?

WHAT
What does the author say is the purpose of the site?
What else might the author have in mind for the site?
What makes the site easy to use?
What information is included and does this information differ from other sites?

WHEN
When was the site created?
When was the site last updated?

WHERE
Where does the information come from?
Where can I look to find out more about the sponsor of the site?

WHY
Why is this information useful for my purpose?
Why should I use this information?
Why is this page better than another?
<table>
<thead>
<tr>
<th>/5</th>
<th>Name of website:</th>
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<tbody>
<tr>
<td>Who</td>
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<td>Why</td>
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Page deliberately left blank. Use for notes or ideas.