

# Kurri Kurri High School

## Year 9 – HPGE Assessment Schedule 2024

Course: HSIE

Head Teacher: K Flanagan

	Task 1	Task 2	Task 3	Task 4
<b>Due Date/ Date of Task</b>	Term 1, Week 7	Term 2, Week 9	Term 3, Week 7	Term 4, Week 5
<b>Topic</b>	<i>Project Driving Question: How can we celebrate our brave servicemen and servicewoman?</i> HISTORY- Australians at War (Core Study: Depth Study 3)	<i>Project Driving Question: How can we help the most vulnerable in our community?</i> GEOGRAPHY- Human Wellbeing (Vulnerable Peoples)	<i>Project Driving Question: What if this was me?</i> HISTORY- Movement of Peoples (Depth Study 1: Making a better world?)	<i>Project Driving Question: How can we celebrate our diversity?</i> GEOGRAPHY- Changing Places (Multi-culturalism)
<b>Name of Task</b>	Propaganda Source Analysis	Short Answer Test	Research and Mini Essay	Digital/ Visual Representation + Presentation
<b>Brief Description</b>	<b>In-class task: Part A- Multiple Choice-</b> Students analyse WWI enlistment propaganda sources (taught in class during the topic); and demonstrate their understanding in multiple choice questions. <b>In-class task: Part B- Extended Response</b> Students analyse WWI enlistment propaganda sources and select ONE to write an Ext. TEEEC paragraph response arguing why the propaganda source would have been the most effective in influencing enlistment in WWI.	<b>In-class test:</b> Students examine and interpret primary data and secondary to sources representing factors influencing human wellbeing; to demonstrate geographical skills.  Students write short answer responses and an extended response to demonstrate their understanding.	<b>Research:</b> Students research and select relevant historical sources/ evidence to substantiate an essay on child labour/ slavery in the Trans-Atlantic Slave period and modern day era  <b>Mini Essay:</b> Students then integrate these sources into a mini essay responding to an analytical historical inquiry question on the changing attitudes towards slavery	<b>Visual or Digital representation:</b> Students will create a visual or digital representation of Australia's multicultural identity; either promoting Australia as an ideal new start to migrants OR representing the contribution of migrants to the development of Australia.  <b>Oral Presentation:</b> Students will prepare and deliver a short presentation to class explaining their visual/ digital representation and how it promotes/ evaluates migrant experiences.
<b>Components</b>	Multiple choice questions Extended response	Multiple Choice questions Short answer responses Extended response	Research Mini essay	Digital/ Visual Representation Oral Presentation

<b>Syllabus Outcomes Assessed</b>	HT5-1, HT5-5, HT5-7, HT5-9, HT5-10	GE5-6, GE5-7, GE5-8	HT5-2, HT5-6, HT5-8, HT5-9, HT5-10	GE5-2, GE5-3, GE5-7, GE5-8
<b>Skills assessed</b>	Analysis & use of sources Explanation & Communication	Processing geographical tools Communication	Research Explanation & Communication	Research- Acquiring geographical information Communication
<b>Overall Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Appendix

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Topic</b>	History- Australians at war	Geography- Human Wellbeing	History- Movement of Peoples	Geography- Changing Places
<b>AoL Weightings</b>	AoL 1-5%, AoL 2- 10%, AoL 4- 10%	AoL 1- 5%, AoL 2- 10%, AoL 4- 10%	AoL 1- 5%, AoL 2- 5%, AoL 3- 5%, AoL 4- 10%	AoL 1- 5%, AoL 2- 5%, AoL 3- 5%, AoL 4- 10%