

PICTON HIGH SCHOOL
YEAR 10 ELECTIVE HISTORY
SOCIETY STUDY – THE ROARING 20s

Due Date: 10th September 2020 Term 3, Week 8	Assessment Name: Society Study – The Roaring 20s Museum Presentation
Mark: /35	Weighting: 30%

SYLLABUS OUTCOMES TO BE ASSESSED:

HTE5.3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5.4 Explains the importance of key features of past societies or periods, including groups and personalities

HTE 5.8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5.9 Applies a range of relevant historical terms and concepts when communicating and understanding of the past

DIRECTIVES TO BE ASSESSED:

Sequences: a series of related things or events, or the order in which they follow each other:

Explains: Relate cause and effect; make the relationships between things evident; provide why and/or how

Selects: to choose a small number of things, or to choose by making careful decisions

Applies: Use, utilise, employ in a particular situation

TASK DESCRIPTION:

You have been commissioned by the Head Curator of the Museum of Social History to create a display on the historical period in America known as “The Roaring 20s”

You must use a variety of sources (primary and secondary) both in your research and display. These sources must be clearly referenced in your bibliography. Your bibliography must follow the correct format.

The audience for this display will be secondary school students who will view the exhibition as part of a society study and will need a worksheet to accompany their visit. Your display cannot exceed the dimensions of a school desk and can be a visual or virtual display (or a combination)

There are three components of the task;

- Museum Display
- Peer assessment and reflection
- Bibliography

PART A – MUSEUM DISPLAY

Your display may address one or multiple aspects of the period. This can include (but is not limited to) the following topics. You should ensure you incorporate a minimum of EIGHT (8) primary and/or secondary sources.

- Fashion
- Music
- Entertainment
- Film

You should ensure your exhibit is:

- **Interesting and Engaging** (holds your attention). It has a bold title which is prominently spaced and uses vivid and colourful images.
- **Visually Well Balanced**. It has different groups of ideas clearly separated and has a good balance of images, text and display.
- **Educational and Informative**. It is written in a personal and not a lecture style and has a clear set of important ideas presented.
- **Understandable for Intended Audience**. It is written in a language that is appropriate for the age and level of the audience. There are no spelling or grammar mistakes to hinder the meaning.

PART B

After presenting your exhibit on the due date, you will be required to complete a peer assessment sheet for several other student exhibits. The feedback sheet will require you to identify three strengths and one area of improvement for your peers' assessments.

You will then receive this feedback, along with feedback from your teachers, and use this to write a reflection on your assessment. Your reflection is the basis of this part of the task and should be 250 Words.

PART C

As well as referencing your sources within your display you must include a detailed bibliography in the correct format.

MARKING CRITERIA – PART A – MUSEUM DISPLAY	MARKS
<ul style="list-style-type: none"> • Selects a range of varied and relevant sources that provides clear and accurate explanation about the importance of the chosen topic/society. • Clearly sequenced and presented information and/or display that accurately incorporates a minimum of EIGHT sources • Visual representation effectively explores key aspects of the chosen topic. • High level of effort, originality and skill evident in the application of visual forms to communicate concepts about the past. 	<p>A</p> <p>17-20</p>
<ul style="list-style-type: none"> • Selects a range of relevant sources that provides clear and accurate explanation about the importance of the chosen topic/society. • Sequences information and/or display that incorporates a minimum of 7-8 sources • Visual representation that accurately reflects key aspects of the topic. • Good level of effort, originality and/or skill evident in the application of visual forms to communicate about the past. 	<p>B</p> <p>13-16</p>
<ul style="list-style-type: none"> • Selects a range of sources that provide some explanation and/or data about the importance of the chosen topic/society with some accuracy. • Mostly sequenced Information and/or display that incorporates some sources • Visual representation reflects satisfactory understanding of some aspects of the topic. • Satisfactory level of effort and/or originality and/or skill evident in the application of visual forms to communicate about the past. 	<p>C</p> <p>9-12</p>
<ul style="list-style-type: none"> • Selects some sources that provide limited explanation about the chosen topic/society. • Sequences information and/or display in a limited fashion. • Provides some description of some sources • Visual representation reflects some knowledge of key aspects of the topic. • Some skill evident in the use of visual forms to communicate about the past. 	<p>D</p> <p>5-8</p>
<ul style="list-style-type: none"> • Selects a few sources that provide minimal explanation about the chosen topic/society. • Minimal or no organisation of information and/or data • Provides limited or no description of some sources • Visual representation reflects limited knowledge of the topic. • Limited skill in the use of visual forms to communicate about the past. 	<p>E</p> <p>0-4</p>

MARKING CRITERIA – PART B REFLECTION (250 WORDS)

Guideline	Mark/Grade
<ul style="list-style-type: none"> Presents a clear and considered reflection of the process of researching, presenting and displaying the chosen societal period 	A 9-10
<ul style="list-style-type: none"> Presents a considered reflection of the process of researching, presenting and displaying the chosen societal period. 	B 7-8
<ul style="list-style-type: none"> Presents a sound reflection on the process of researching, presenting and displaying the chosen societal period. 	C 5-6
<ul style="list-style-type: none"> Attempts to reflect on the process of researching, presenting and displaying the chosen societal period. 	D 3-4
<ul style="list-style-type: none"> Makes little or no attempt to reflect on process of researching, presenting and displaying the chosen societal period. 	E 1-2

MARKING CRITERIA – PART C BIBLIOGRAPHY

Guideline	Mark/Grade
<ul style="list-style-type: none"> Student demonstrates a comprehensive ability to locate, select and organise a wide range of sources from a range of source types. Student uses a minimum of 8 sources and presents them in a correctly formatted bibliography. 	A – 5
<ul style="list-style-type: none"> Student demonstrates a high ability to locate, select and organise a wide range of sources from a range of source types. Student uses a minimum of 6-7 sources and presents them in a mostly correctly formatted bibliography. 	B - 4
<ul style="list-style-type: none"> Student demonstrates a sound ability to locate sources. Some elements of bibliography may be correctly formatted. 	C - 3
<ul style="list-style-type: none"> Student demonstrates some ability to locate sources. Most elements of bibliography are incorrectly formatted. 	D - 2
<ul style="list-style-type: none"> Makes little or no attempt locate a range of sources Bibliography is incomplete 	E- 1

