



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task

Course:	Big History	Year:	9
Topic:	Thresholds 1, 2 & 3		
Assessment Name:	Multimedia Group Presentation		
DATE DUE:		Total Mark/Weighting	
STUDENT NAME:			
Progress Check FEEDBACK	<i>(Individualised based on task – tick a box or lines for feedback)</i> <input type="checkbox"/> Form Groups and Identify Threshold <input type="checkbox"/> Plan Multimedia If your progress is deemed unsatisfactory a parent may be contacted.		
Progress Check Date:		Marks	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Students develop an understanding of crucial aspects of threshold moments and the movement to increasing complexity
Skills, Knowledge and understanding being demonstrated:	Research and presentation skills, working towards a Big History understanding
Task Requirements:	<p>In groups of 5 select a threshold from the following: TH1 – The Big Bang TH2 – The Stars Light Up TH3 – New Chemical Elements</p> <p>By researching your chosen threshold:</p> <ol style="list-style-type: none"> 1) Identify the ingredients, the goldilocks conditions, and the new complexities 2) Explain the process associated with the making of new complexities – i.e. what happened in the big bang to give us time and space?; what happens inside dying stars that makes elements? 3) Explain the nature of the new complexities – i.e. why are the new complexities important, what do they allow for that was not possible before? 4) Discuss 2 historical scientific discoveries associated with the chosen threshold <ul style="list-style-type: none"> - Explain the differences between the 2 - How do the earlier ideas influence the later ones? - Why did our ideas change? - Apply the claim testers to both ideas 5) Organise your findings into a 5-7 minute multimedia presentation. (You may use PowerPoint, Prezi, or any other method you desire such as a short film using Movie Maker or similar software) <p style="text-align: center;">All Presentations will be peer marked and marked by your teacher</p>
Syllabus Outcomes:	<p>1.1 identifies and describes philosophical terms and concepts in appropriate concepts 1.3 evaluates the usefulness of philosophical concepts to support and /or refute a range of differing claims of knowledge and perspectives 2.1 identifies types of evidence and discipline-based knowledge of the universe used in addressing essential philosophical questions 2.2 explains and assesses the role of evidence and discipline based claims of knowledge of the universe in addressing essential philosophical questions 4.2 evaluate the usefulness of relevant sources of information and evidence across a range of disciplines to response to essential philosophical questions and assess claims of knowledge</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *SUBJECT* is _____

Learning in *SUBJECT* could be improved if: _____

Dear teacher, I need help in the following areas: _____

Success Criteria

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)	Explain the nature of the new complexities					
Literacy / Numeracy skills assessed	Use of appropriate terminology					
Processes	Identify the ingredients, the goldilocks conditions, and the new complexities					
	Explain the process associated with the making of new complexities					
Demonstrates Skills	Explain the nature of the new complexities					
	Presentation – Engaging, Clear, Well Organised					
Knowledge						
Understanding						

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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