



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Stage 5 History – Year 10
Topic	Changing Rights and Freedoms
Class Teacher	Adams, Jessup, McKee, Walton
Head Teacher	Paine
Stage	5
Task Weighting	20%
Date Given	Week 4
Date Due	Week 6

Assessment Outline

Outcomes to be Assessed

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

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

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

TASK DESCRIPTION

You have been asked to write a biography about a person's experiences living in Australia. This person must be someone that identifies as Aboriginal or Torres Strait Islander.

This person maybe of any gender, young or old, famous or not famous at all. This person, however, **MUST** have made some impact on Australian society.

1. Pick a person to base your assessment on.
2. Research this person's life using various sources such as; newspapers, books, video, internet, photos and interviews.
3. Compile your information into the format of a **biography**. Use the scaffold provided for your structure and research. This **MUST** be written in full sentence form and in your own words.

Provide a bibliography for all sources used to create your biography (this part will also be marked)

- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
- **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
- The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.

BIOGRAPHY SCAFFOLD WRITING PLAN

Draft

Orientation/Intro

Brief introduction to the person:

- *Who* is the person?
- *Why* are they famous?
- *When* did they live?
- *Where* did they live/context of time?

Tip:

Keep the orientation short and interesting.

Context

- Important events/facts in the person's childhood or early life.
- What was happening in the world at the time.

Journey

- Problems the person overcame in life to be where they are today.
- Events along the way that influenced them to become who they are today.
- Mentors or important people who helped them achieve success.

Impact on society

- What are their greatest achievements?
- Why are these achievements so important?
- What impact has this person had on Australian society?

Tip: *their work in their community or something larger like ideas/laws were changed, something was built?*

Conclusion & Personal Response

- What do you most admire about this person?
Tip: *A quote about this person's importance could be added here!*
- Sum up the impact this person has made on society/their field.

BIOGRAPHY MARKING CRITERIA

	10 - 8	7 - 5	4 - 1
Presents important facts, events and contributions in a person's life in a manner that holds reader's attention	Includes significant facts, events and contributions from all stages of person's life in appropriate manner using specific vocabulary	Includes some important facts, events and contributions, but omits others; Information is explained clearly but may lack energy or rely on general or overused vocabulary	Events and facts included are not significant in the subject's life: Does not feature major contributions; Information is presented in mundane manner with poor word choices
Organises information well using biography format set	Excellent order to information; Evidence of paragraphs and topic sentences; Attention-getting introduction and memorable conclusion; Written in student's own words	Information is generally organized in a logical manner, though paragraphs could be structured more clearly with topic sentences: Includes introduction and conclusion, though they may not be memorable	Information appears disjointed with no particular order and little evidence of paragraphs; No real introduction or conclusion; Possibly not written in student's own words

	5	4	3	2	1
Explains the changing rights and freedoms of Aboriginal people and other groups in Australia	Explains and assesses subject's attributes that contributed to success and impact on Australian society	Describes subject's attributes that contributed to success and impact on Australian society	Outlines subject's greatest achievements and some impacts may have made on Australian society	Identifies subject's greatest achievements and may mention an impact they have made on Australian society	Does not seem to understand attributes that contributed to subject's success and impact on society; information is too general with few specific details
Shows evidence through research in bibliography	Evidence using a broad range of appropriate oral and written sources including the internet	Evidence using a range of appropriate oral and written sources including the internet	Evidence using a number of appropriate oral and/or written sources including the internet	Evidence using some oral and/or written sources including the internet	Little to no evidence of using oral and/or written sources including the internet
Total:	/30				
	Comment:				