



Chester Hill High School

Strength in Unity, Excellence in Education

HISTORY FACULTY YEAR 10 Assessment Task 1

Course:	Stage 5 History: Australia and the Modern World	Year:	10								
Topic:	Depth Study 1: Migration Experiences										
Assessment Name:	The MISR Brochure										
DATE DUE:	Week 11	Total Mark/Weighting	15%								
STUDENT NAME:											
Progress Check FEEDBACK	<input type="checkbox"/> <i>Identify the 2 stories to be used in the brochure</i> <input type="checkbox"/> <i>Verbally explain how your brochure will put a positive spin on the arrival of the MISR</i>										
Progress Check Date:	Week 9	Teacher Signature									
<p>I certify that</p> <ul style="list-style-type: none"> • 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 • <u>I have kept a copy of my assignment and the receipt.</u> • I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future. <p>Student's Signature: Date:</p> <p>✂-----</p> <p>Assessment Task Student Receipt (<i>This receipt should be kept as proof of assessment submission</i>)</p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER:</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE:</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK:</td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>				FAMILY NAME:	GIVEN NAME:	TEACHER:	CLASS:	DATE DUE:	DATE SUBMITTED:	TITLE OF TASK:	TEACHER'S SIGNATURE:
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Task Information

Important idea(s) being explored:	The significance of the MISR in Australia's migration history and the role of empathy in telling migration stories.
Skills, Knowledge and understanding being demonstrated:	<p>In class, you have been studying Australia's post war migration. You will be exploring the arrival of a migrant ship, the MISR, in 1947 and the public reaction to this arrival. While the reaction to this event was largely negative, it is your job to put a positive spin on this event.</p> <p>You are to create a brochure that advertises the arrival of the MISR as a positive event. You will need to put forward a case (be persuasive) as to why the arrival of the MISR is good for Australia. Crucial to your success will be your ability to get the readers of your brochure to empathise with the passengers. Therefore, you will need to research the lives of a few passengers and select some who could be included in your brochure.</p> <p>Videos and accounts of the passengers on board can be found at: http://www.smh.com.au/multimedia/misr/main.html</p>
Task Requirements:	<p>Your brochure must:</p> <ul style="list-style-type: none"> • Explain why the arrival of the MISR is a good event • Persuade the reader to see MISR as a good event • Persuade the reader to empathise with the people who were on the ship by communicating their story • Communicate your ideas effectively in visual and written form
Syllabus Outcomes:	<p>This task assesses your ability to:</p> <ul style="list-style-type: none"> • explain different contexts, perspectives and interpretations of the past (HT5-7) • select and analyse a range of historical sources to locate information relevant to the inquiry (HT5-8) • select and use appropriate visual and written forms to communicate about the past for different audiences. (HT5-10)

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 *HISTORY* is _____

Learning in *HISTORY* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	A 13-15	B 10-12	C 7-9	D 4-6	E 1-3
Understands the big idea(s)	Understands how a different perspective can be applied to an historical event	Brochure clearly puts forward a positive message about the arrival of the MISR and effectively argues in favour of the arrival	Brochure relates a positive message about the arrival and arguments are made in favour of the arrival	A positive account of the arrival of the MISR is presented	Basic statements about why the MISR was a good thing	Basic statements made about the topic
	Understands the role of empathy in changing perspectives	Extensive understanding of the real-life stories and how those stories can be presented to change peoples perspective	Thorough understanding of the real-life stories and how those stories can be presented to change peoples perspective	Sound understanding of the real-life stories. Some understanding of how these stories can change minds	Basic understanding of the real-life stories. Stories may be presented with some detail but limited understanding	Limited understanding of the real-life stories. A few points made about the lives of the passengers
Literacy / Numeracy skills assessed	Communicates ideas effectively in visual and written form	Student uses persuasive language and visual techniques to effectively communicate the argument	Student uses some persuasive language and visual techniques to communicate the argument	Student uses written and visual texts to communicate a positive message about the MISR	Student uses written and visual texts to communicate basic messages about the MISR	Student may have written text and visual components of the brochure but limited messages about the MISR is conveyed
Processes Demonstrates skills Knowledge Understanding	Uses historical sources to support understanding	Effective use of historical sources. Information is drawn from sources to support the argument	Good use of sources. Clear examples of where information has been drawn from sources	Sound use of sources. Sources are mentioned and described/recou nted	May mention sources but limited understanding	Little or no use of sources

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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