Assessment Task

Subject: Year 10 Humanities & Social Sciences

Teacher: Karen Kidd, Liz Clarkson, Jen Palmer

Task Title: Multi-modal Holocaust task

Draft Due Date:

Final Due Date: Thursday, 24 March 2016

Please note that failure to submit the task by this date will result in academic detention until completed.

Learning Requirements:

• Explains the ways beliefs, values and context affected the actions of people and groups.
• Communicates historical texts (including argument) in written, oral and multi-modal modes.
• Reflects on the importance of individuals, events or phenomena.

Outcomes Assessed:

• KU 2 Explanation of the ways beliefs, values and context affected the actions of people and groups.
• RE 3 Reflect on the importance of individuals, events or phenomena.
• CO 1 Communicate historical texts (including argument) in written, oral and multi-modal modes.
Task Outline:

This task can be presented in a mode that you prefer. You may present this information in the form of an essay, a report, a power-point presentation, a speech, a poster, an empathy task or a poem or a song.

Important facts to include:

- What were ghettos and why were Jewish people put in them?
- Warsaw Ghetto – Why was life so difficult? (Issues to consider: freedom, food, employment, living conditions
- How were people transported to the concentration camps?
- Pick one concentration camp to write about in detail. Explain what this camp was like – the living conditions, work expectations, food rations, clothing and methods used to kill inmates.
  (Camps you could choose from include: Treblinka, Sobibor, Auschwitz-Birkenau, Belzec, Chelmno, Buchenwald, Majdanek)
- When and by whom were the Jewish people liberated from your chosen camp?

Word count: 800words or 4 minutes
Please include a bibliography.

Some useful websites:

http://www.theholocaustexplained.org/
www.holocaustsurvivors.org/
http://deathcamps.org/occupation/warsaw%20ghetto.html
<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Inquiry and Analysis</th>
<th>Reflection</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Precisely refers to and sequences key events, actions, beliefs and values in explanations of complex historical patterns. Demonstrates comprehensive explanation and understanding of the ways beliefs, values and context affected the actions of people and groups. Accurately identifies abstract and particular historical concepts.</td>
<td>Develops and applies sophisticated questions to guide historical inquiry. Identifies and locates the most relevant sources, showing evidence of broad, systematic and creative research. Demonstrates skillful analysis, evaluation and use of high quality, reliable, relevant sources for use as evidence in historical texts.</td>
<td>Accurate identification and perceptive analysis of complex and divergent perspectives of people from the past. Identifies analyses and justifies with relevant evidence complex and divergent (perspectives) and interpretations of historians and modern commentators, including self. Astutely reflects on the relative importance of individuals, events ideas or phenomena.</td>
</tr>
<tr>
<td>E</td>
<td>Mostly accurate reference to and sequencing of key events, actions, beliefs and values in explanations of patterns of change and continuity over time. Considered explanation of the ways beliefs, values and context affected the actions of people and groups. Mostly accurate identification of some abstract and many particular historical terms and concepts.</td>
<td>Considered development and explanation of relevant questions to guide historical inquiry. Considered identification and location of a range of relevant sources, showing evidence of research including ICT. Considered analysis of reliable, relevant sources as evidence in historical texts.</td>
<td>Mostly accurate identification and insightful analysis of divergent perspectives of people from the past. Mostly accurate Identification and analysis of a range of historical interpretations and considered development and justification of their own. Considered reflection on the relative importance of individuals, events ideas or phenomena.</td>
</tr>
<tr>
<td>C</td>
<td>Some reference to and use of chronological sequencing of events and actions to explain historical patterns. Some explanation of the way beliefs, values or context affected the actions of individuals or groups in the past. Identifies some historical terms/concepts.</td>
<td>Some development and application of questions to guide historical inquiry. Selects some relevant sources which show evidence of research including ICT. Some analysis and use of sources as evidence in historical texts.</td>
<td>Some identification and analysis of perspectives of people from the past. Some identification and analysis of a range of historical interpretations and some development and justification of their own. Some reflection on the relative importance of individuals, events ideas or phenomena.</td>
</tr>
<tr>
<td>D</td>
<td>Inconsistently or inaccurately refers to and describes events, beliefs and values. Limited understanding of the ways beliefs, values and context affected the actions of people and groups. Limited use of historical terms and concepts.</td>
<td>Limited development and application of questions to guide inquiry. Limited use of sources that have been poorly selected. Limited analysis and use of sources as evidence in historical texts.</td>
<td>Limited recognition and description of perspectives of people from the past. Limited recognition and description of historical interpretations of people from the past and superficial development and justification of their own. Superficially comments on importance of individuals, events ideas or phenomena.</td>
</tr>
<tr>
<td>E</td>
<td>Minimal reference to few key events, actions beliefs and values with some reference to different periods. Minimal recognition of the impact of context on the actions of people in the past. Minimal use of historical terms and concepts.</td>
<td>Minimal development or application of questions to guide inquiry. Uses minimal research skills to select sources. Uses very few sources in simple historical texts.</td>
<td>Minimal recognition and description of perspectives of people from the past. Minimal expression and justification of their own interpretations of history. Minimal identification of important people and events in history.</td>
</tr>
</tbody>
</table>