

**Year 10 History – Migration Studies (Indigenous focus)
Summative Assessment Task Part B- Empathetic Writing**

Statement of inquiry

The global sharing of resources has the power to create both peace and conflict between cultures

Task Description:

Choose one of the artifacts you read about in ‘Part A Source Analysis’, and write **two** pieces of empathetic writing from the perspectives of the different stakeholders involved.

Response #1- Write a press release from the perspective of an institution (eg. Cambridge University) that has taken possession of an Indigenous artifact. Justify why the institution believes it should not return the artifact.

Response #2- Write a letter from the perspective of the original owners of the artifact, arguing why it should be returned.

Write in the voice of the two perspectives and make it clear what has happened, and your hopes/fears for the future concerning repatriation. Adopt the language, opinions and emotions of the two perspectives.

Where to find information:

As well as your own research, use the arguments for and against repatriation that you found in the 3 articles you examined in the Source Analysis, and from the PowerPoint presentation ‘Repatriation’ on Daymap.

You MUST provide a final reference list

Assessment Conditions:

Assessment Task Due: Friday Week 7, via Daymap ++++++ NO EXTENSIONS ++++++

Assessment expectations:

- Draft is edited by self or a buddy before submission
- Word count: 700-1000 words
- Bibliography

Literacy and Numeracy directions:

Literacy

Interpreting information; writing for a specific genre; change of style and tone

Numeracy

Dates; facts; statistics; references in bibliography

Assessment Task Rubrics

Criterion C: Communicating Maximum: 8		
Achievement Level	Level Descriptor	Task indicators
0	The student does not reach a standard described by any of the descriptors below.	-
1-2	The student: i. communicates information and ideas in a limited way , using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way .	i. communicates some information using language that is somewhat appropriate for the intended audience. ii. Follows some of the prescribed format. ii. references at least one source.
3-4	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognised convention.	i information and ideas are communicated using a style that is mostly appropriate for the intended audience. ii. Mostly follows the prescribed format. iii. references at least two sources.
5-6	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognised convention.	i. information and ideas are communicated using a style that is consistently appropriate for the intended audience. ii. most information and ideas are presented in the appropriate format. iii. references most sources.
7-8	The student: i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognised convention.	i. information and ideas are presented accurately and in a way that is appropriate to the audience. ii. ideas and information are presented in the appropriate format. iii. all sources are referenced using the Harvard system.

Criterion D: Thinking Critically		
	Level descriptors	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student:</p> <ul style="list-style-type: none"> ▪ Analyses concepts, issues, models, visual representation and theories to a limited extent ▪ Summarizes information to a limited extent to make arguments ▪ Describes a limited number of sources/data in terms of origin and purpose and recognizes few values and limitation ▪ Identifies different perspectives and minimal implications. 	<ul style="list-style-type: none"> ▪ You analyse concepts, issues, visual representation and theories to a limited extent ▪ You summarise the information to form limited arguments. ▪ You make limited evaluations about the relevance of your information sources in your research plan. ▪ You interpret one perspective
3-4	<p>The student:</p> <ul style="list-style-type: none"> ▪ Analyses concepts, issues, models, visual representation and theories ▪ Summarizes information to make arguments ▪ Analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some values and limitations ▪ Interprets different perspectives and some of their implications. 	<ul style="list-style-type: none"> ▪ You analyse concepts, issues, visual representation and theories to a satisfactory extent ▪ You summarise the information to form arguments. ▪ You evaluate the relevance of your information sources in your research plan, recognizing some values and limitations. ▪ You interpret two perspectives and some of their implications
5-6	<p>The student:</p> <ul style="list-style-type: none"> ▪ Discusses concepts, issues, models, visual representation and theories ▪ Synthesizes information to make valid arguments ▪ Effectively analyses and evaluates a range of sources/data in terms of origin and purpose, recognizing values and limitations ▪ Interprets different perspectives and their implications. 	<ul style="list-style-type: none"> ▪ You effectively analyse concepts, issues, visual representation and theories to a good extent ▪ You synthesize information to make valid arguments. ▪ You effectively evaluate the relevance of your information sources in your research plan, recognizing values and limitations. ▪ You effectively interpret two perspectives and their implications
7-8	<p>The student:</p> <ul style="list-style-type: none"> ▪ Completes a detailed discussion of concepts, issues, models, visual representation and theories ▪ Synthesizes information to make valid, well-supported arguments ▪ Effectively analyses and evaluates a wide range of sources/data in terms of origin and purpose, recognizing values and limitations ▪ Thoroughly interprets a range of different perspectives and their implications. 	<ul style="list-style-type: none"> ▪ You comprehensively analyse concepts, issues, visual representation and theories to an excellent extent ▪ You synthesize information to make valid, well-supported arguments. ▪ You thoroughly evaluate the relevance of a wide-range of information sources, recognizing values and limitations. ▪ You thoroughly interpret two perspectives and their implications