Assessment Task

Subject: Stage 2 Modern History
Teacher: Mrs Palmer
Task Title: Obituary/Eulogy
Draft Due Date: Monday, 17 October 2016
Final Due Date: Monday, 31 October 2016

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

Learning Requirements:

- demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c. 1500
- apply the skills of historical inquiry, including critical analysis
- construct reasoned historical arguments based on a critical understanding of evidence from sources
- reflect on the short-term and long-term impacts of individuals, events, and phenomena
- evaluate why individuals and groups acted in certain ways at particular times
- communicate informed and relevant arguments

Outcomes Assessed:

- KU1 Knowledge and understanding of people, places, events, and ideas in history
- IA1 Application of the skills of historical inquiry, including critical analysis.
- IA2 Construction of reasoned historical arguments based on a critical understanding of evidence from sources.
- RE1 Reflection on the short-term and long-term impacts of individuals, events, and phenomena.
- RE2 Evaluation of why individuals and groups acted in certain ways at particular times.
- C1 Communication of informed and relevant arguments.
Task Outline:

Your task is to write an obituary or present a eulogy for the Ayatollah Ruhollah Khomeini. As a written text, it must look like an obituary printed in papers of the repute of the Sydney Morning Herald or Melbourne Age, the Guardian (UK) or Washington Post (USA).

You may assume the voice of an obituary writer for a mainstream publication, or you could opt to write from the perspective of a particular group in Iran (eg the National Council of Resistance of Iran, the MEK or the Islamic Republican Party).

The obituary/eulogy must
- provide important biographical detail including an outline of their career
- provide an evaluation of their career
- reflect upon their personal characteristics
- offer a personal opinion about them as a person and as a leader

1000 words or 6 minute speech
Performance Standards / Marking Criteria

Click here to enter text.
Performance Standards for Stage 2 Australian History and Stage 2 Modern History

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Inquiry and Analysis</th>
<th>Reflection and Evaluation</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Comprehensive and relevant knowledge and understanding of people, places, events, and ideas in history.</td>
<td>Perceptive application of the skills of historical inquiry, including critical analysis.</td>
<td>Perceptive reflection on the short-term and long-term impacts of individuals, events, and phenomena.</td>
</tr>
<tr>
<td></td>
<td>Astute formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Astute and thorough construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Well-considered and relevant knowledge and understanding of people, places, events, and ideas in history.</td>
<td>Well-considered application of the skills of historical inquiry, including critical analysis.</td>
<td>Well-informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</td>
</tr>
<tr>
<td></td>
<td>Clear and effective formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Well-conceived and well-developed construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td>Well-considered evaluation of why individuals and groups acted in certain ways at particular times.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Considered and relevant knowledge and understanding of people, places, events, and ideas in history.</td>
<td>Considered application of the skills of historical inquiry, including some critical analysis.</td>
<td>Informed reflection on the short-term and long-term impacts of individuals, events, and phenomena.</td>
</tr>
<tr>
<td></td>
<td>Mostly clear formulation of hypotheses and/or focusing questions, and their application in explaining historical concepts.</td>
<td>Organised construction of reasoned historical arguments based on a critical understanding of evidence from sources.</td>
<td>Considered evaluation of why individuals and groups acted in certain ways at particular times.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Recognition and basic understanding of people, places, events, and ideas in history.</td>
<td>Basic application of some skills of historical inquiry, including some superficial analysis.</td>
<td>Some superficial reflection on one or more short-term or long-term impacts of individuals, events, and/or phenomena.</td>
</tr>
<tr>
<td></td>
<td>Formulation of one or more focusing questions and description of one or more related historical concepts.</td>
<td>Some basic construction of a historical argument based on some understanding of evidence from sources.</td>
<td>Superficial consideration of why individuals and groups acted in certain ways at particular times.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Limited awareness of people, places, events, or ideas in history.</td>
<td>Limited application of one or more skills of historical inquiry.</td>
<td>Limited description of a short-term or long-term impact of an individual, event, and/or phenomenon.</td>
</tr>
<tr>
<td></td>
<td>Attempted formulation of one or more focusing questions and attempted description of a related historical concept.</td>
<td>Attempted description of a historical event based on a limited understanding of evidence from sources.</td>
<td>Description of the actions of individuals and groups at particular times.</td>
</tr>
</tbody>
</table>