

Week	Name of Assessment Component	Description of Summative Assessment Tasks	Weighting (%)
1-5	Assessment Type 2: Historical Study FORMAT OF CHOICE	Students undertake a personally interesting, individual historical study, based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions.	30% **Summative Task due by 3pm Friday Week 5, Term 3
6-11	Assessment Type 1: Historical Skills Topic 6: Elective (Heroes vs Villains)	The period of 1900-2008 saw a great number of fascist leaders rise to power who had questionable moral and religious perspectives. Students select one leader from the list provided and consider whether they were the villain that they have been portrayed as through common teachings, or if there were some aspects of their regimes which made them a hero in the lives of the people they ruled. Students present the findings in a format of their own choice.	30% **Summative Task due by 3pm Friday Week 1, Term 4
1-6	Assessment Type 1: Historical Skills Topic 3: Social Movements (Modern Day Terrorism)	Topic 3: Social Movements <u>Assessment Option a:</u> Students investigate one terrorist action that has occurred in the modern world between 1950-2013. Using this case study as the example, students respond to the prompt: "An act of Terrorism is simply an unsuccessful Revolution." They consider the social, political and economic impacts of the event from both a local and global perspective. Students will incorporate primary and secondary sources. (length: 800 words, 4 minutes or equivalent) OR <u>Assessment Option b:</u> Students investigate one terrorist action that has occurred in the modern world between 1950-2013 and determine if it was an act of terror. They then produce a multimodal presentation images, text, voice and video, identifying the social, political and economic impacts of the event from both a local and global perspective. Students will incorporate primary and secondary sources. This could be presented in a 'Horrible Histories'-type film or a powerpoint (length: 800 words, 4 minutes or equivalent)	25% **Summative Task due by 3pm Friday Week 6, Term 4
7	Assessment Type 1: Historical Skills Topic 3: Social Movements (Modern Day Terrorism)	Students are to respond to a series of source analysis questions based on a variety of primary and secondary sources related to the either (a) the assassination of John F Kennedy or (b) the assassination of Julius Caesar. The sources will include both primary and secondary sources, visual and non-visual. Questions will relate to authenticity, bias, reliability, limitations and usefulness. They will use historical language to communicate informed arguments.	In-Class Source Analysis 25% **Summative Task due by 3pm Friday Week 7

If you have any questions or concerns regarding the assessments please don't hesitate to contact Megan Tucker at Kadina Memorial School on: 8821 0100 or email: megan.tucker324@schools.sa.edu.au.