**Year 8 Humanities**

**Conflict Assessment**

**Online Petition**

**Task:**

You are required to find a topic that you are passionate about related to the MDG’s and children in conflict.

Using this you will need to research and create an action plan for an online petition to promote the cause and gain support.

Following the petition outline you will research your topic recording your resources and create the action plan.

**Assessment Objectives**

A: Knowing and understanding 

* demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.

B: Investigating 

* use methods accurately to collect and record information consistent with the research question.

C: Thinking critically 

* analyse concepts, events, issues, models and/or arguments.
* make connections between information to make valid, well-supported arguments.

D: Communicating 

* communicate information and ideas using an appropriate style for the audience and purpose.
* structure information and ideas in a way that is appropriate to the specified format.

ATL’s

* Communication:  
  being informed — including the use of a variety of media
* Thinking:  
  Generating ideas — including the use of brainstorming  
  Planning — including storyboarding and outlining a plan  
  Inquiring — including questioning and challenging information and arguments, developing guiding questions, using the inquiry cycle
* Transfer:  
  inquiring in different contexts - including changing the context of an inquiry to gain various perspectives

Learner Profile

* Open minded: Discussing the issues in LDC's and how different cultures deal with conflict
* Caring: Appreciating situations where children are affected by conflict

Assessment Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Level  Descriptor | **0** | **1 – 2** | **3 – 4** | **5 – 6** | **7 – 8** |
| Knowing and Understanding | The student does not reach a standard described by any of the descriptors below | Demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples. | Demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples. | Demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. | Demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples. |
| Investigating | The student does not reach a standard described by any of the descriptors below | Collects and records limited information, not always in line with the research question | Uses a method or methods to collect and record some information in line with the research question | Uses methods to collect and record appropriate information in line with the research question | Uses methods accurately to collect and record appropriate and varied information in line with the research question |
| Thinking critically | The student does not reach a standard described by any of the descriptors below | Makes a limited attempt to analyse concepts, events, issues, models or arguments  Makes connections between information in a limited attempt to make simple arguments | Completes a simple analysis of concepts, events, issues, models or arguments  Makes connections between information to make simple arguments | Completes a satisfactory analysis of concepts, events, issues, models or arguments  Makes connections between information in order to make valid arguments | Completes a detailed analysis of concepts, events, issues, models or arguments  Makes connections between information to make valid and well supported arguments |
| Communicating | The student does not reach a standard described by any of the descriptors below | Tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose  Tries in a limited way to structure information according to the task  instructions | Communicates information and ideas in a style that is sometimes appropriate to the audience and purpose  Structures information sometimes according to the task instructions | Communicates information and ideas in a style that is often appropriate to the audience and purpose  Structures information often according to the task instructions | Communicates information and ideas in a style that is completely appropriate to the audience and purpose  Structures information and ideas completely according to the task  instructions |