

## Writing a Biography – Year 9/10 History

### Telling a soldier's or nurse's story – Virtual War Memorial

**Write a biography** (life-story) of your serviceman or woman, based on your prior research. Make sure you cover your person's life before the war, their enlistment and training, their service during the war and either their death or their life after the war.

**Your biography should be between 700 and 1000 words.** You will be marked on how much you know about the war and your person's service, on how well you use the evidence, and on how well you write. You will need to use terminology appropriate to the war and show your understanding of places, times and events. You will also need to use a range of sources.

Your completed biography will be submitted for publication in your person's profile on the Virtual War Memorial.

This activity is due

---



Look at these four existing biographies as models. None are perfect, but each is good in a different way:

- [Frederick Arnold Warren](#) (49, 10<sup>th</sup> Battalion) – a good 'standard' biography when there are only the records to go on
- [William Vivian Keats](#) (1007, 52<sup>nd</sup> Battalion) – the student wrote about a family member and used a letter home to great effect
- [Patrick John Dowd](#) (2630, 10<sup>th</sup> Battalion) – not as well written but incorporates lots of detail about the soldier and the battles he fought in. Gives good context.
- [Arthur Bruce Durdin](#) (Officer, 27<sup>th</sup> Battalion).

Also, see the VWMA Resources for Students page ([vwma.org.au/education/resources-for-students](http://vwma.org.au/education/resources-for-students)) for more help with writing a biography.

This activity will be marked in line with the below rubric:

	Knowledge & Understanding	Use of Evidence	Communication
<b>5</b>	Comprehensive and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Perceptive reflection on and highly detailed analysis of the relevant historical sources. Impressive synthesis of evidence.	Clear, creative and appropriate use of language and conventions. Full command of technical aspects.
<b>4</b>	Well-considered and relevant knowledge and understanding of people, places, events, ideas and the nature of the War.	Well-informed reflection on and skilful analysis of relevant historical sources. Capable synthesis of evidence.	Clear and appropriate use of language and conventions. Competence in technical aspects.
<b>3</b>	Considered but uneven knowledge and understanding of people, places, events, ideas and the nature of the War.	Some reflection on and analysis of relevant historical sources. Uneven or incomplete synthesis of evidence.	Mostly competent use of language and conventions. Some skill in technical aspects.
<b>2</b>	Recognition and some basic knowledge of people, places, events, ideas and the nature of the War.	Minimal reflection on sources and synthesis of evidence.	Uneven use of language and conventions. Significant help needed with technical aspects.
<b>1</b>	Limited awareness of people, places, events, ideas and the nature of the War.	Little to no use of evidence in support of work.	Minimal competence with language and conventions. Minimal ability with technical aspects.
<b>0</b>	Nothing submitted.	Nothing submitted.	Nothing submitted.