# Assessment Outline

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| UNIT | DATE DUE | Duration | Length |
| WORLD WAR 1 | **Progress**: week 5  **Final**: week 7 | 6 weeks | 8 mins |
| ASSESSMENT TASK | TASK TYPE | | |
| **Produce a short documentary or webpage (using weebly.com) aimed at their adolescent Australian audience.**   * **You will work independently or in small groups to produce the documentary or website. Each member of you group needs to produce a minimum of 2 minutes of the documentary or 1 page of the website.** * **Complete the scaffold sheet and submit your typed transcript or information.** * **Include a reference list.** * **You will be marked individually on your input.**   **Select ONE topic from the list as a basis for your documentary or website.**   1. What values and characteristics demonstrated by the ANZACs at Gallipoli and later reinforced on the Western Front, continue to influence Australians today? 2. The role of women in World War 1 3. The relevance of the ANZAC Day to today’s Australian and New Zealand Youth. 4. The role of indigenous soldiers in the ANZAC legend. 5. Has the ANZAC legend changed over 95 years? 6. Examine the various perspectives and reasons for the Gallipoli campaign? 7. What were the experiences of Australians in the Gallipoli campaign and how did this affect the development of the Australian Identity? 8. Explain trench warfare in relation to the AIF experiences on the Western Front and the ongoing impact on the soldiers and their families. 9. What does an investigation of primary sources reveal about the Gallipoli experience and to what extent does this explain the origins of the ANZAC Legend?   **Using Movie Maker or a similar program you are to produce a 7- 8 minute. Your documentary is to be submitted on a DVD with a transcript of your commentary and a bibliography. If you are making a webpage, use weebly.com (login as a student).** | Extended written response to stimulus  Written research task  Multimodal presentation  Other  Objective tests  Short response tests  Response to stimulus tests  Essay test | | |
| RESOURCES | TASK CONDITIONS | | |
| Movie Maker Support Pages  Atomic Learning  Click the Start icon on Citrix to find the link to the Atomic Learning.  <http://www.atomiclearning.co.uk/>  Username: stacc  Password: doit  Type Movie Maker into the Search window to locate a series of short tutorials on all aspects of the program.  Microsoft  <http://www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.mspx>  Text books  Diigo  College Library website  Australian War Memorial website  National Archives of Australia | Individual  Group  Supervised  Seen  Unseen  other | | |

# HISTORY CRITERIA SHEET

**Student name**:

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| CRITERIA | | A | B | C | D | E |
| Identify  Part B (Q1-4) | | Student’s section on the documentary/website:   * Comprehensively identifies and describes key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Accurately Identifies and explains key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Satisfactorily describes key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Identifies key aspects of WW1, with some information regarding the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * shows little or no identification key aspects of WW1. |
| **Historical Skills** | **Historical questions & research**  **Part A (Q. d)**  **Reference list** | Student identified and selected:   * A diverse range of open questions to support their topic. * Relevant and accurate ICT and library sources | Student identified and selected:   * A diverse range of questions to support their topic. * Relevant ICT and library sources | Student identified and selected:   * A variety (3-4) of questions to support their topic. * ICT and library sources | Student identified and selected:   * 1-2 questions to support their topic. * ICT and library sources | Student identified few or no:   * questions to support their topic. * Relevant ICT and library sources |
| **Analysis and use of sources**  **Part B (Q. 1-3)** | Student comprehensively:   * Identified the origin, reliability and purpose of primary and secondary resources. | Student accurately :   * Identified the origin, reliability and purpose of primary and secondary resources. | Student satisfactorily:   * Identified the origin, reliability and purpose of primary and secondary resources. | Student:   * Identified the definition of primary and secondary resources. | Student had difficulty:   * Identifying the definition of primary and secondary resources. |
| **Perspective and interpretations**  **Part B (transcript)** | Student comprehensively and accurately identifies   * The perspectives of a wide variety of people involved in WW1. | Student provides a detailed explanation of: s   * The perspectives of a variety of people involved in WW1. | Student satisfactorily identifies   * The perspectives of a variety of people involved in WW1. | Student shows some identification of:   * The perspectives of some people involved in WW1. | Student shows little or no identification of:   * The perspectives of people involved in WW1. |
| **Explanations and communication**  **Part B (q. 1-4)**  **Reference list** | Student’s documentary:   * Communicates, analyses and explains the chosen topic in detail * Uses evidence from a minimum of 10 different sources. | Student’s documentary:   * communicates and explains the chosen topic in detail * Uses evidence from a minimum of 6different sources. | Student’s documentary satisfactorily:   * communicates and explains the chosen topic * Uses evidence from a minimum of 4 different sources. | Student’s documentary:   * communicates some aspects of the chosen topic * Uses evidence from a minimum of 2 different sources. | Student’s documentary:   * communicates and explains the chosen topic * Uses evidence from a minimum of 1 different source. |
| FEEDBACK: | | | | | | |
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Yr 9 – World War 1

Term 4, 2012

**Part A: Group planning**

1. Name the people in your group.

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1. What is your question?

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1. Brainstorm how you can answer the topic.
2. Each team member chooses 1 component of the topic to research and produce a 2 minute video clip on.

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| Write a list of questions that you need to find out in order to answer your question: |
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1. Each team member put together their film clip.
2. Combine to make a full documentary.

**Part B – Individual report/transcript**

1. What is a primary source? Give 5 examples

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1. What is a secondary source? Give 5 examples

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1. If you were to choose a source due to its reliability, which would you choose and why?

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1. Tran script/information

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Reference List: