



Chester Hill High School

Strength in Unity, Excellence in Education

HISTORY FACULTY YEAR 10 Assessment Task 2

Course:	Stage 5 History: Australia and the Modern World	Year:	10
Topic:	Depth Study 1: Migration Experiences		
Assessment Name:	The role of propoganda in our migration story		
DATE DUE:		Total Mark/Weighting	25
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> <i>Verbally identify which question you will be responding to and describe what is required to write a good response to that question</i> <input type="checkbox"/> <i>Verbally identify the sources that you will be using in your response</i> <input type="checkbox"/> <i>Verbally explain what is meant by propoganda and explain how one of your selected sources is an example of propoganda</i>		
Progress Check Date:		Teacher Signature:	

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: Date:

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Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

Task Information

Important idea(s) being explored:	Propaganda has been repeatedly used by groups and individuals involved in the migration debate in Australia. Empathy, or lack of empathy, has been a key part of that propaganda
Skills, Knowledge and understanding being demonstrated:	<p>At the end of the Depth Study, Migration Experiences, you will be required to write an extended response in 55 minutes (in class essay). You will be given the question in advance and you will explore a number of sources throughout the Depth Study. You can prepare your answer in advance but you will not be able to have any notes with you when you write your response in class.</p> <p>The question you will answer is:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>With reference to sources, explain how various groups and individuals since 1945 have used propaganda to convince people that migration is either good or bad for Australia</i></p> </div> <p style="text-align: center;">OR</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>With reference to sources, assess how effectively various groups and individuals since 1945 have used propaganda to convince people that migration is either good or bad for Australia</i></p> </div>
Task Requirements:	<p>Your response must:</p> <ul style="list-style-type: none"> • include specific examples of propaganda that are designed to influence the attitude of people towards migration to Australia • show an understanding of how and why propaganda was created (and how effective it was on the populations) • use sources to support your examples • be written in essay form with an introduction, body and conclusion
Syllabus Outcomes:	<p>This task assesses your ability to:</p> <ul style="list-style-type: none"> • explain (and assess) the historical forces and factors that shaped modern Australia (HT5-1) • identify and evaluate the usefulness of sources in the historical inquiry process (HT5-5) • apply a range of relevant historical terms and concepts when communicating an understanding of the past (HT5-9) • select and use appropriate written forms to communicate about the past (HT5-10)

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *HISTORY* is _____

Learning in *HISTORY* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	A 21-25	B 16-20	C 11-15	D 6-10	E 1-5
Understands the big idea(s)	Understands the role of propaganda in influencing the attitude of people towards migration in Australia	Extensive understanding of how propaganda has been used. Ability to discuss specific examples in detail and explain how it worked and/or assess its effectiveness	Thorough understanding of how propaganda has been used. Ability to discuss specific examples and explain how it worked and/or assess its effectiveness	Sound understanding of how propaganda has been used. Some specific examples are identified. Some explanation of how it worked and/or its effectiveness	Basic understanding of how propaganda has been used. May identify some examples. May describe the examples or the type of propaganda	Limited understanding of how propaganda has been used. Limited or no examples provided and limited narrative or description of the examples.
Literacy / Numeracy skills assessed	Communicate s ideas effectively in essay format	Sustained and well-argued essay with introduction, body and conclusion	Some well-argued points/paragraphs. Essay has introduction, body and conclusion	Essay has a clear introduction, body and conclusion	Some elements of an essay are identifiable	1 or 2 paragraphs of written text only
Processes Demonstrates Skills Knowledge Understanding	Uses a variety of sources to support explanation/a sssessment	Effectively draws information from sources to support the explanation or assessment	Draws some information from sources to support explanation or assessment	Makes reference to sources or describes relevant sources	Makes references to some sources	1 or 2 sources may be mentioned

FEEDBACK from Teacher:

<p style="text-align: center;">What you did well:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understood how propaganda was used <input type="checkbox"/> Explained how propaganda worked and/or assessed its effectiveness. <input type="checkbox"/> Used specific examples of propaganda. <input type="checkbox"/> Wrote clear sentences that presented your ideas. <input type="checkbox"/> Used sources effectively. <input type="checkbox"/> Used appropriate historical terms and concepts. <input type="checkbox"/> Used appropriate punctuation and grammar. 	<p style="text-align: center;">What could be improved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearer understanding of how propaganda was used. <input type="checkbox"/> Further explanation of how propaganda worked and/or assess its effectiveness <input type="checkbox"/> Use specific examples of propaganda. <input type="checkbox"/> Better use of language e.g. appropriate use of historical terms and concepts. <input type="checkbox"/> Write clear sentences. <input type="checkbox"/> Editing punctuation and grammar. <input type="checkbox"/> Using sources as evidence to support ideas.
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Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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