

Stage 5 'Radio Program' Assessment Task: Australians at War

Ashley Chee Quee, Ascham School
& Lynne Hamilton, St Clare's College, Waverley

We developed this task for use at a girls' school with mixed ability students. Student feedback indicated that it was highly successful in engaging a wide range of students and that students enjoyed the 'role play' aspect of the task. The assessment task incorporates group work as well as an individual component, and focuses on developing the general capabilities of literacy and information and communication technology. The historical concepts of perspective and significance were explicitly taught in lessons prior to the students beginning to work on this task. This assessment task could easily be adapted to suit a variety of topics and students.

Task Description

A. Radio Program and Bibliography

You are to work in groups of 4 to create a 1940s-style radio program set in Australia during WWII. The radio program is to take place during the aftermath of the bombing of Darwin on the 19th February, 1942. Your radio program must be based on primary and secondary sources and include the following:

1. An introduction that includes names of announcers and guests, theme music and the date and time
2. A news segment appropriate for that time that discusses the significance of the bombing of Darwin and explains and analyses Australia's position in the war so far
3. An interview with the Prime Minister that discusses his perspective on Australia's involvement in the war so far
4. A segment by or about a women's organisation that explains their role and perspective
5. Two examples of propaganda (to be created by your group); one on rationing and one on the enemy

Your radio program should be recorded on Garageband and should be 8 minutes in length. Each student in your group is expected to speak in the radio program.

In addition to your radio program, your group must submit a detailed bibliography that includes a wide range of resources and is structured according to the school's policy.

Things to Note:

- As your radio program is set in Australia in 1942 you must use language that is appropriate for that period
- Information that would have been censored during the war should not be included in your radio program

B. Individual Evaluation Sheet

You must complete and submit the attached Individual Evaluation Sheet that enables you to reflect on your learning and contribution to the group.

Outcomes assessed:

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Criteria for the task:

You will be assessed on how well you:

- Construct a radio program that is appropriate for Australia in 1942
 - Explain and analyse events of WWII
 - Use evidence from a wide range of historical sources
 - Use oral and digital forms to communicate about WWII
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Marking Criteria

A. Radio Program and Bibliography

| Content | Comprehensive (5-6) | Sound (3-4) | Limited (1-2) |
|--|------------------------|----------------|------------------|
| Provides an introduction that includes names of announcers and guests, theme music and the date and time | | | |
| Creates a news segment appropriate for that time that discusses the significance of the bombing of Darwin and explains and analyses Australia's position in the war so far | | | |
| Includes an interview with the Prime Minister that discusses his perspective on Australia's involvement in the war so far | | | |
| Creates a segment by or about a women's organisation that explains their role and perspective | | | |
| Includes two examples of propaganda (to be created by your group); one on rationing and one on the enemy | | | |
| Provides a detailed bibliography that includes a wide range of primary and secondary sources | | | |

Total Marks for the Radio Program and Bibliography: / 36

Marks for observation of the time limit: / 2

Total Marks for Individual Evaluation Sheet: / 12

Total Marks for Task: / 50

Comments:

64 Teaching History

Name: _____

Individual Evaluation Sheet

Answer the following questions in full sentences:

1. Which segment of your group's radio program were you most involved in creating? Explain your answer. **3**

2. Which segment of your group's radio program was the most successful? Explain your answer. **3**

3. Which historical event or issue did you find the most interesting? Explain your answer. **3**

4. Which source used by your group do you think was the most useful? Explain your answer. **3**

Total Marks for Individual Evaluation Sheet

/ 12
