

Australia and the First World War

Australia and the First World War 1914-18 Reportable Task – Semester 2.

Podcast

This RT is intended to assess your understanding of an **aspect of Australian involvement in World War One or its Remembrance**. You **may** complete this task **individually or in pairs** - both students must speak in the podcast and have defined roles.

You can be **creative** in your final piece: for example your podcast could be a report that includes ‘audio footage’ of the actual event, an interview with an officer, soldier or expert, a news report, an address to the nation, a debate or an informative lecture etc. You might also choose to submit some visuals (maps, photographs etc.) electronically to support your podcast but these must be referred to in your audio.

The final product **MUST** contain the following elements and be a minimum of **4 mins** in **length** and a maximum of **10**.

Criteria	What you must show	Marks
1. Demonstrates knowledge and understanding of historical context of the chosen research area.	You need to ensure you have sufficient background information that shows your understanding of how your chosen topic fits into Australia’s involvement in World War One.	10
2. Demonstrates knowledge and understanding of the chosen research area, including factual accuracy.	You need to ensure your final product shows some clear and wide research into your chosen topic. Factual accuracy is a must, so double check your facts and make sure that you use reliable sources.	20
3. Ability to explain the historical significance of the chosen area, and to support opinions with evidence.	Ensure that you can explain the historical significance of the research area that you have chosen with a wide range of evidence used to support your opinion of this event/person. You need to show understanding of how this event or topic impacted on Australian life during and possibly also after the war.	20
4. Ability to utilise technology appropriately and effectively.	That you have used the technology appropriately to communicate your research findings as effectively as possible.	10
5. Evidence of research through an annotated bibliography.	An annotated bibliography that clearly shows how useful they have been to your project. Remember to check page 19 of the School Diary or use http://www.neilstoolbox.com/bibliography-creator/index.htm to correctly reference your sources.	5
TOTAL MARKS		65

Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

The Year 9 Humanities team have developed this task over three years reflecting on student knowledge and understanding of both the unit and application of the program to develop a podcast. Examples from previous years are used to model the task, the application of the technology and the expected standard of achievement.

Expand understanding of how students learn using research and workplace knowledge.

The task was developed for students following a research and inquiry process where the students design questions around their chosen area of significant Australian involvement in World War I. Teachers used podcasts from previous years to inform the redesign of the task as well as student reflection on their learning of the concept of historical significance and the application of podcast program Audacity. Furthermore students peer evaluated each other’s podcasts.

Teacher reflection

The Year 9 Humanities team reflect on the importance of this task as it allows the students to be creative historically. It uses technology to appeal to student’s historical imagination and develops understanding of historical perspectives. Students develop a greater understanding when sharing and listening to other students’ podcasts.

Checklist for RT

1. Create your teams carefully
2. Choose an aspect to investigate
3. Brainstorm your questions
4. Plan the final product
5. Conduct research as a team
6. Create your presentation
7. Submit your RT

STEP 1: CHOOSE YOUR TEAMS (if applicable)

You may do this as an individual or as a pair- each member of the pair must have a significant role in the podcast.

It is important to consider when choosing your groups that you are doing so not only because of friendships but because of your ability to work together.

STEP 2: CHOOSE AN ASPECT TO INVESTIGATE

Before you decide on an aspect as listed in the RT document it would be a good idea to think back over our studies this semester to get some ideas of which one you would like to research or do a little preliminary reading on some of the aspects.

STEP 3: BRAINSTORMING YOUR QUESTIONS

Write down five smaller historical questions that will help you investigate your aspect- make sure you look at the criteria to see the types of areas you will need to cover.

1.

2.

3.

Evaluate learning and teaching programs, using student assessment data, which are differentiated for the specific learning needs of students across the full range of abilities.

The task has been redesigned to align with the Australian Curriculum and the need to focus on developing ICT skills with Year 9s as part of the first year of a laptop program. The task is differentiated through its range of phenomena for inquiry including student reflection on student experience at a Shrine of Remembrance excursion.

Teacher reflection

The use of ICT enriched students historical imagination by creatively engaging in historical inquiry, designing questions and using historical sources to ground their construction of the scripts for their podcast. This task has evolved collaboratively supported by the Head of Online Learning who developed the teaching team's use of Audacity.

Student engagement in the inquiry process of developing questions, gathering data, organising data and present findings is a process that has been developed throughout the course. They developed a creative piece of work and were inspired by the model examples that were presented to them. The models scaffold the expected standard of achievement for students and illustrated the creativity involved in the task. Student engagement in the task was reflected in their peer assessments of other students work using a rubric.