Year 9 History and English: Propaganda Poster Design

Purpose

This task provides the opportunity for you to demonstrate your ability to:

- Demonstrate an understanding of the ideas and values of a historical context and how these are reflected in text.
- Demonstrate how ideas and values can be reflected in visual texts through the use of visual techniques.
- Show your understanding of the role and influence of propaganda in Australia to convince men to join the armed forces during WW1.
- Demonstrate an understanding of how the interpretation of a text depends on the context of the responder.

Description of Assessment

Part One

It's **February, 1916** and the war isn't over quickly as you were told it would be, and the Gallipoli campaign was a disaster. As a returned soldier, you lost a foot to the dreaded "trench foot" in the trenches of Gallipoli. The war wasn't the great adventure you expected. Thousands of young men are dying, some instantly from gun fire and grenades, and others more slowly through disease, malnutrition and the effects of gas and blast injuries. However, you know the importance of the war effort and why we simply must help the mother country – at all and at any cost. Suffering under the Hun and the loss of freedom is the alternative.

As an experienced soldier, you have been commissioned by the Australian government to recruit more soldiers to the battlefronts across Africa and Europe. Germany look to be taking a stranglehold as the desolate European winter continues.

Your first task is to **design a poster** that will feature in all major newspapers across the nation, convincing and urging more Australians to commit to the war effort. Future battles maybe won or lost overseas, depending on the number of men you can or cannot recruit.

Part Two

Select and annotate one of the World War One Propaganda Posters examined in class. In paragraph responses answer the following questions;
1. Identify the values which are being appealed to in the poster and the visual and language techniques which are employed to appeal to these values (200 - 300 words).
2. Identify and discuss how you think the poster would have been received by intended audience. Do you think a similar campaign would be as effective in persuading a modern audience? Justify your answer showing an awareness of the values of modern Australia; specifically in relation to war and England (200-300 words).

Task Requirements

- In both your creation of your Propaganda poster and your discussion in Part Two you should demonstrate an understanding and awareness of the visual features of a text and appropriate language techniques (you may include convincing, emotive, persuasive key words or slogan).
- You must have AUSTRALIAN images – make sure that you carefully check that the images you use are Australian (e.g Australian soldiers wearing Australian uniforms, Australian flag, Australian landscape, etc).
- You must ensure that any images you use in your poster design are appropriate to the context. For example, carefully check that any images of technology you use are from World War One. You must be "historically accurate".
- Student should provide evidence from the poster they analyse to support their discussion in response to questions in Part Two.
- Students should show an understanding of the values and beliefs of Australians in 1916 towards the war in this should be reflected in their poster design. Ensure that your image is appropriate for the timing (after February 1916) and the setting.

Assessment Conditions
- Use can either electronically produce or hand draw your work (A4 – A3 size).

Year 9 Achievement Standards – History and English

History	A	B	C	D	E
They explain different interpretations of the past	Detailed and appropriate explanation of different interpretations of the past.	Relevant explanation of different interpretations of the past.	Competent explanation of different interpretations of the past.	Restricted explanation of different interpretations of the past.	Very restricted explanation of different interpretations of the past.
Students examine sources to compare different points of view.	Sophisticated examination of sources to compare different points of view	Well-considered examination of sources to compare different points of view.	Competent examination of sources to compare different points of view	Partial examination of sources to compare different points of view	Very limited examination of sources to compare different points of view
When evaluating sources, analyse origin and purpose, and draw conclusions about their usefulness	Proficient evaluation of sources to analyse origin and purpose and draw conclusions about their usefulness	Mostly proficient evaluation of sources to analyse origin and purpose and draw conclusions about their usefulness.	Competent evaluation of sources to analyse origin and purpose and draw conclusions about their usefulness.	Partial evaluation of sources to analyse origin and purpose and draw conclusions about their usefulness.	Limited evaluation of sources to analyse origin and purpose and draw conclusions about their usefulness
Develop interpretations about the past.	Sophisticated interpretations about the past.	Well-considered interpretations about the past.	Satisfactory interpretations about the past.	Partial interpretations about the past.	Very limited interpretations about the past.

English	A	B	C	D	E
Receptive modes (R): Listening, reading and viewing					
R4 Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.	Meaningful integration of textual evidence with insightful analysis how language choices and textual conventions have been employed to influence an audience.	Appropriate integration of textual evidence with detailed analysis of how language choices and textual conventions have been employed to influence audience.	Satisfactory selection of textual evidence with some analysis of how language choices and textual conventions have been employed to influence audience.	Selection of some evidence from the text with partial explanation of how the language choices and textual conventions have been employed to influence audience.	Restricted selection of textual evidence with limited explanation of how the language choices and conventions have been employed to influence audience.
Productive modes (P): Speaking, writing and creating					
P1 Understand how to use a variety of language features and textual form and structure to create different levels of meaning.	Imaginative and effective employment of language features, textual form and structure to create different levels of meaning.	Well-considered employments of language features, textual form and structure to create different levels meaning.	Appropriate employment of language features, textual form and structure to create different levels of meaning.	Some employment of language features, textual form and structure to create different levels of meaning.	Limited employment of language features, textual form and structure to create different levels of meaning.
P2 Understand how interpretations can vary by comparing their responses to texts to the responses of others.	Insightful understanding of how interpretations can vary through comparison of responses to texts.	Well-considered understanding of how interpretations can vary through comparisons of responses to texts.	Considered understanding of how interpretations can vary through comparisons of responses to texts.	Some understanding of how interpretations can vary through comparisons of responses to texts	Superficial understanding of how interpretations can vary through comparisons of responses to texts.
P3 Demonstrate how manipulating language features and images can create innovative texts.	Sophisticated and effective manipulation of language features and images in text production.	Purposeful manipulation of language features and images in text production.	Considered manipulation of language features and images in text production.	Partial demonstration of how language features and images can be manipulated in text production.	Limited degree of manipulation of language features and images in text production.
P4 Create texts which employ appropriate textual features and respond effectively to issues.	Innovative creation of texts that respond to complex issues and perceptively integrate ideas from other texts.	Convincing creation of texts that respond to issues and meaningfully integrate ideas from other texts.	Creation of articulate texts that respond to issues and integrate ideas from other texts.	Partial creation of texts which respond to issues and integrate ideas from other texts.	Creation of simple texts which respond to issues and attempt to integrate ideas from other texts.
P6 Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation	Proficient editing, grammatical control, selection of vocabulary and use of accurate spelling and punctuation.	Mostly proficient editing, grammatical control, selection of vocabulary and use of accurate spelling and punctuation.	Competent editing, grammatical control, selection of vocabulary and use of mostly accurate spelling and punctuation.	Limited editing, grammatical control and selection of vocabulary and sometimes inaccurate spelling and punctuation.	Limited editing and grammatical control, narrow selection of vocabulary and mostly inaccurate spelling and punctuation.