

Virtual War Memorial Schools Program
Assessment Task

Year 10 History – World War Two Depth Study



Image: The Japan Advertiser proclaiming the outbreak of war. Williams Family Collection.

Your task is to research and write a biography of a person who served with the Australian Imperial Forces in World War Two. This biography should include the following three sections:

1. Life before the war

- a. This should include place of birth, home town, occupation, and any information you can find about their family
- b. This will help you to talk about the impact of the war on the families and communities left behind

TIP – If you can't find anything before the war started, try searching for your person on Trove and including the name of their home town from 1939. Many local newspapers talked about the men and women who went away to war.

2. Life during the war

- a. This should include enlistment, embarkation, service in the theatres of war, outcome of service (eg. returned home, died of illness, killed in action etc.)
- b. Can you describe what the nature of service was like? What kind of situations and/or conditions did your person experience while serving?

TIP – Use the unit diary and the service diary together. The service diary will give you important dates for your person; the unit diary will help you to understand what the persons unit was doing on those dates. For example, if your person was wounded, where the unit was and what it was doing. See our *Guide to Reading a Unit Diary*.

3. Life after the war (if applicable)

- a. If your person returned home, can you find out what life was like for them?
- b. Did they get married? Where did they live? What work did they do?

TIP – Again, the digitised newspapers on Trove are great for this. Use the filters on the left hand side of the page to narrow the search down to state and specific newspapers to help you find the right person.

| Criteria | A | B | C | D | E |
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| <p>Chronology, terms and concepts Sequencing of events in the life and service of an individual and using historical and military terms and concepts.</p> | Used accurate and detailed chronology to demonstrate and explain relationship between events and developments in the individual's life and service. Used sophisticated historical and military terms and concepts. | Used detailed sequencing to demonstrate the relationship between events and developments in an individual's life and service. Used a number of historical and military terms and concepts accurately. | Used chronological sequence to show some relationships between events in individual's life and service. Some historical and military terms and concepts used accurately. | Showed limited understanding of chronology with partial sequencing of events in an individual's life and service. Some historical and military terms and concepts used, however did not show understanding of these. | Fragmented sequencing of events and developments. Limited or no use of historical or military terms and concepts. |
| <p>Historical questions and research Developing questions to guide the inquiry process and using a range of primary and secondary sources, eg. service records, unit diaries, newspapers, articles.</p> | Identified, evaluated and modified questions where necessary to follow the process of investigating the life and service of an individual flexibly. Showed skill in selecting a wide range of relevant primary and secondary sources using a wide variety of methods. | Identified and evaluated different questions to investigate the life and service of an individual. Identified, located and selected a range of relevant primary and secondary sources using a variety of methods. | Identified specific questions to investigate the life and service of an individual. Identified and located relevant primary and secondary sources using a variety of methods. | Identified some questions about the life and service of an individual. Used some primary and secondary sources. | Used questions related to investigating the life and service of an individual. Used limited or no primary and secondary sources of information. |
| <p>Analysis and use of sources Understanding and evaluating evidence from a range of sources.</p> | Understood evidence from primary and secondary sources and used this persuasively to chronicle the life and service of their individual. Evaluated the usefulness and reliability of these sources. | Used sources as evidence for documenting the life and service of their individual. Sound understanding of usefulness and reliability of sources. | Showed some understanding of how primary and secondary sources related to their individual. Some understanding of usefulness and reliability of sources. | Identified sources but did not accurately use evidence from these to chronicle the life and service of an individual. Limited consideration of the usefulness or reliability of the sources. | Limited attempt to use evidence from sources. No statement about usefulness of the sources. |

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| <p>Perspectives and interpretations Identifying, analysing and contextualising different interpretations of history, including the students' own.</p> | <p>Identified and analysed the perspectives of their service person and others. Identified and analysed different interpretations of history, including the student's own, and explained how these perspectives fitted within the wider social context of the time.</p> | <p>Identified and analysed the perspectives of their service person and others. Identified different interpretations of history, including their own.</p> | <p>Identified the perspective of their service person. Developed their own interpretation of the past.</p> | <p>Identified the perspective of their service person. Statement about their own interpretation of the past</p> | <p>Limited or no demonstration of understanding of perspective of their service person. No statement about student's own interpretation of the past.</p> |
| <p>Explanation and communication Structuring, communicating and referencing historical arguments.</p> | <p>Demonstrated excellence in planning and presenting information using well-structured and coherent communication of well-informed and relevant arguments supported by evidence from a range of sources. References were formatted correctly.</p> | <p>Showed thought and skill in presenting information using structured and mostly coherent communication of informed historical arguments supported by evidence from sources. Referenced all sources correctly.</p> | <p>Showed some thought and skill in presenting generally coherent information, incorporating some information from sources. Referenced most sources correctly.</p> | <p>Basic communication of aspects of historical argument using some information from sources. Referenced some sources, but not using the correct formatting.</p> | <p>Attempted communication of one or more aspects of historical argument. Used limited or no information from sources. Referenced few or no sources</p> |
| <p>Comments:</p> | | | | | |