



## Sample assessment task

<b>Year level</b>	10
<b>Learning area</b>	Humanities and Social Sciences
<b>Subject</b>	History
<b>Title of task</b>	Significant events of World War II: The use of the atomic bomb

## Task details

<b>Description of task</b>	<p>Students consider the use of the atomic bomb during World War II and different perspectives and interpretations of this event. Students complete the following tasks.</p> <ul style="list-style-type: none"> <li>• Construct a range of focus questions and hypotheses/propositions involving the causes and effects of the use of the atomic bomb in World War II and different perspectives and interpretations of this event.</li> <li>• Select, record and organise relevant and reliable information and/or data from multiple sources with different perspectives to support hypotheses/propositions and to answer the two research questions.</li> <li>• Compile a bibliography and use appropriate ethical protocols to acknowledge other people's information.</li> <li>• Prepare a set of dot-point notes (10 lines).</li> <li>• In an in-class 45 minute time frame, write two extended written responses to the research questions, using the dot-point notes as a guide.</li> </ul> <p>Research questions:</p> <ol style="list-style-type: none"> <li>1. Explain why the United States believed it was necessary to build and use the atomic bomb.</li> <li>2. Evaluate the decision to use the atomic bomb. Was the decision justified and ethical given the impact on Japan? Provide reasons and evidence to support your answer.</li> </ol>
<b>Type of assessment</b>	Formative and summative
<b>Purpose of assessment</b>	<ul style="list-style-type: none"> <li>• To assess skill development and plan further teaching if required</li> <li>• To assess students' knowledge at the end of the learning cycle</li> </ul>
<b>Assessment strategy</b>	Graphic organisers and written work
<b>Evidence to be collected</b>	<ul style="list-style-type: none"> <li>• Graphic organiser</li> <li>• Two extended written responses</li> </ul>
<b>Suggested time</b>	<ul style="list-style-type: none"> <li>• Research – three lessons</li> <li>• Extended responses – one lesson</li> </ul>

## Content description

<b>Content from the Western Australian Curriculum</b>	<p><b>Knowledge and understanding</b></p> <p>An examination of significant events of World War II, including the Holocaust and use of the atomic bomb</p> <p><b>Humanities and Social Sciences skills</b></p> <p>Construct, select and evaluate a range of questions and hypotheses/propositions involving cause and effect, patterns and trends, and different perspectives</p>
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	<p>Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies</p> <p>Identify the origin, purpose and context of primary sources and/or secondary sources</p> <p>Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations</p> <p>Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)</p> <p>Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena</p> <p>Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments</p>
<b>Key concepts</b>	Source, Evidence, Cause and effect, Perspectives, Empathy
<b>Task preparation</b>	
<b>Prior learning</b>	<p>Students have prior knowledge of:</p> <ul style="list-style-type: none"> <li>the causes and course of World War II</li> <li>the experiences of Australians during World War II, such as prisoners of war (POWs), the Battle of Britain, Kokoda and the fall of Singapore</li> <li>the impact of World War II, with a particular emphasis on the Australian home front</li> <li>an examination of significant events of World War II, including the Holocaust.</li> </ul>
<b>Assessment differentiation</b>	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.</p>
<b>Assessment task</b>	
<b>Assessment conditions</b>	All work is completed in class, with the extended responses completed under test conditions.
<b>Resources</b>	<ul style="list-style-type: none"> <li>Two research questions provided by the teacher</li> <li>Model graphic organisers and bibliography template for students who need scaffolding</li> <li>Internet and the library</li> <li>Some useful websites for students that need assistance/scaffolding:</li> </ul> <p>BBC History  <a href="http://www.bbc.co.uk/education/clips/zrmcjsx">http://www.bbc.co.uk/education/clips/zrmcjsx</a>  This webpage is from the BCC History website and has been designed for KS3 History students (Years 7, 8, 9 and 10 in the United Kingdom). There are a number of other webpages on related topics.</p> <p>The History Channel  <a href="http://www.history.com/topics/world-war-ii/bombing-of-hiroshima-and-nagasaki">http://www.history.com/topics/world-war-ii/bombing-of-hiroshima-and-nagasaki</a>  This webpage is from the History Channel website which is an American cable television channel. The site contains articles, videos and speeches about the use of the atomic bomb in World War II and presents some different perspectives on the event.</p>

## **Instructions for teacher**

### **Significant events of World War II: The use of the atomic bomb**

This is an in-class assessment and should be completed under test conditions. The students may refer to a set of dot-point notes (10 lines) that they have prepared.

Students write extended responses to the following questions:

1. Explain why the United States believed it was necessary to build and use the atomic bomb.
2. Evaluate the decision to use the atomic bomb. Was the decision justified and ethical given the impact on Japan? Provide reasons and evidence to support your answer.

Provide sample graphic organisers and bibliography template for those students that need scaffolding.

## Sample checklist

The following sample checklist could be used in a formative assessment of the students' developing inquiry skills as part of an individual student/teacher discussion. Each criterion on the checklist could be used in the formative assessment or the teacher and student could focus on one or two of the criteria.

Description	Check
Focus questions	✓
Devises a set of questions which clearly identifies the key information needed to address the two research questions	
Devises a set of simple questions which identifies some information needed to address the two research questions	
Lists a few simple questions which identify limited information needed to address at least one of the two research questions	
Description	Check
Research hypotheses/propositions	✓
Develops a clear hypothesis/proposition to be tested for both of the research questions	
Develops a clear hypothesis/proposition to be tested for one of the research questions	
Develops a simple proposition to be tested for both of the research questions	
Develops a simple proposition to be tested for one of the research questions	
Description	Check
Selection of information and/or data	✓
Selects a range of relevant sources that provide clear and accurate information and/or data about the topic	
Selects sources that show a variety of perspectives	
Selects a few sources that provide some information and/or data about the topic	
Selects sources that show some differences in perspectives	
Uses one or two sources that provide limited information about the topic	
Description	Check
Organisation of information and/or data	✓
Organises information and/or data into clear categories using appropriate subheadings	
Organises information and/or data into some categories using subheadings	
Organises information and/or data in a limited fashion	
Description	Check
Bibliography	✓
Follows correct format as approved by the school	
Lists sources used	

## Sample marking key

Description	Marks
<b>Question 1</b>	
Provides a clear, logical and comprehensive explanation of why the United States believed it was necessary to build and use the atomic bomb Supports the explanation with detailed examples and evidence Uses appropriate terminology and concepts	7–8
Provides a clear explanation of why the United States believed it was necessary to build and use the atomic bomb Supports the explanation with examples and evidence Uses some appropriate terminology and concepts	5–6
Provides a brief description of why the United States believed it was necessary to build and use the atomic bomb Supports the description with limited examples and/or evidence Uses limited terminology	3–4
Briefly states why the United States believed it was necessary to build and use the atomic bomb Provides minimal, if any, examples or evidence Uses limited terminology	1–2
<b>Subtotal</b>	<b>8</b>
<p><b>Answer could include, but is not limited to</b></p> <ul style="list-style-type: none"> <li>• before WWII, scientists had been researching how to produce energy through atomic power</li> <li>• Jewish scientists that fled from Germany prior to the war warned the USA that Germany was working on an atomic bomb, and the US President established a committee to investigate creating such a weapon. Japan and the Soviet Union were also researching the issue</li> <li>• the Manhattan Project was established in 1942 by the USA, UK and Canada to develop an atomic bomb and the first test explosion occurred in July 1945</li> <li>• the USA had been carrying out bombing raids over Japan since 1944, resulting in many thousands of deaths and much destruction, but even so the Japanese would not surrender when the Allies demanded they do so following the Potsdam Conference in July 1945</li> <li>• there are a number of explanations given by historians, as to why the United States felt it necessary to use the atomic bomb:             <ul style="list-style-type: none"> <li>▪ The public reason given by the US government was that it was necessary to end the war quickly in order to prevent the need to invade Japan and therefore save US soldiers' lives</li> <li>▪ There may also have been economic reasons for using the atomic bomb, for example, the Manhattan Project had been very expensive and the use of the bomb justified the expense</li> <li>▪ There was concern over the Soviet Union's growing power, especially as it retained control over parts of Eastern Europe that Germany had controlled. Using the bomb could be seen as a warning to the Soviet Union. The USA and UK also did not want the Soviet Union to invade Japan or gain any control in Asia</li> <li>▪ The military campaign in the Pacific had been long and bitter and there was a great deal of racial and cultural hostility on both sides. The American public demanded unconditional surrender from the Japanese and they wanted a victory as quickly as possible, but the Japanese military refused to surrender and they had an army of two million protecting their homeland</li> </ul> </li> </ul>	

Description	Marks
<b>Question 2</b>	
Develops a sustained and logical evaluation of the decision to use the atomic bomb Considers the impacts of the use of the atomic bomb, providing detailed and relevant evidence to support the evaluation Uses appropriate terminology and concepts	9–10
Develops an evaluation of the decision to use the atomic bomb Considers some of the impacts of the use of the atomic bomb, providing detailed and relevant evidence to support the evaluation Uses appropriate terminology and concepts	7–8
Develops an explanation of the decision to use the atomic bomb Considers a few of the impacts of the use of the atomic bomb, providing some evidence to support the explanation Uses some terminology and concepts	5–6
Provides a brief description of the decision to use the atomic bomb Describes a few of the impacts of the use of the atomic bomb, providing limited examples which may support the description Uses limited terminology and/or concepts	3–4
Makes statements about the decision to use the atomic bomb Or Lists one or two of the impacts of the use of the atomic bomb Uses limited terminology or concepts	1–2
<b>Subtotal</b>	<b>10</b>
<p><b>Answer could include, but is not limited to</b></p> <p>There are various interpretations of the effect of using the atomic bombs on Japan’s surrender and the ethics of using the bombs, which could be considered in an evaluation.</p> <ul style="list-style-type: none"> <li>• The Japanese surrendered six days after the bombing of Nagasaki and the Soviet Union’s declaration of war. The Allies did not have to invade the Japanese mainland to obtain the surrender and so the war was ended quickly and US soldiers’ lives were saved. It has been estimated that an invasion of Japan would have cost a half a million Allied and Japanese lives.</li> <li>• President Truman knew the choice of whether to use the atomic bomb or not was the most difficult decision of his life, as it would mean the end of the war, but he would be using the most terrible weapon that had ever been used. Taken in the context of WWII, his decision does look to be the correct one. In 1945 the majority of Americans fully supported the use of the bomb.</li> <li>• The cost to Japan of the dropping of the bomb was enormous: 70 000 were instantly killed in Hiroshima and in the months that followed another 100 000 people at least died from their burns or radiation sickness. 80 000 people were killed in Nagasaki. The effects on human health continue even today in the two cities.</li> <li>• Some analysts claim that the bombings were completely unnecessary, as Japan was close to surrender anyway. However, this may not have been apparent at the time, as Japan was preparing to fight to the death.</li> <li>• There were accusations of racism, as it was claimed that atomic bombs would never have been used against white civilians.</li> <li>• There is also an argument that the use of the bomb was a political act and it was really meant as a warning to the Soviet Union, and it had little to do with the war in the Pacific. It is certain that the Americans wanted the war to end before the Soviets invaded Japan.</li> </ul>	
<b>Total</b>	<b>18</b>