

Topic 5: Revolutions (French) OR Topic 4: Movements (Youth)

Select either the French Revolution OR Youth Movements to complete this task

Part 1: Identify four pieces of visual propaganda demonstrating your understanding of (insert your topic here) Explain and justify the selections of the sources in a written overview for each piece. 350-500 words total.

1. Find visual propaganda pieces from the period. **(Performance Standard Assessed: U&E1)**
2. Select sources that tell the story of the (insert your topic here) suitable for an audience of Year 10s. **(Performance Standard Assessed: U&E2)**
3. Provide an overview of each source, explaining the origin, description and purpose of each source. **(Performance Standard Assessed: A&E1, A&E2)**

Part 2: Using the analysis that you have conducted in Part 1, produce 2 visual propaganda pieces (posters, t-shirts, cartoons) demonstrating an understanding of (insert your topic here) from alternative perspectives. Explain and justify the designs in a written design brief, including image selection, language selection, colour selection, audience and purpose. 150-200 words each.

1. Imagine you work for an advertising company and have been tasked with designing two pieces of propaganda.
2. You need to design 2 pieces of propaganda aimed at different audiences **(Performance Standard Assessed: U&E1)**
4. Consider the colours, images, language and symbols used. **(Performance Standard Assessed: U&E1, U&E2)**
3. Justify your designs with a design brief. **(Performance Standard Assessed: U&E1, U&E2)**
4. Select one of your designs to publish (either professionally printed or made into a T-Shirt).

	Understanding and Exploration	Application and Evaluation	Analysis
A	In-depth understanding and exploration of historical concepts.	Perceptive application of the skills of historical inquiry to critically examine and evaluate sources and interpretations. Discerning use of relevant evidence to support arguments and draw insightful and relevant conclusions.	
B	Some depth in understanding and exploration of historical concepts.	Thoughtful application of the skills of historical inquiry to examine and evaluate sources and interpretations. Well-considered use of mostly relevant evidence to support arguments, and draw mostly relevant conclusions.	
C	Understanding and exploration of historical concepts.	Application of the skills of historical inquiry to examine sources and interpretations, with some evaluation. Use of generally relevant evidence to support arguments, and draw some relevant conclusions.	
D	Some recognition of historical concepts.	Basic application of some skills of historical inquiry to select and use sources. Use of some information with partial relevance to support an argument, and draw basic conclusions.	
E	Attempted engagement with one or more historical concepts.	Attempted application of the skills of historical inquiry to select and use one or more sources. Attempted use of information of limited relevance.	