



# GEORGES RIVER COLLEGE PEAKHURST CAMPUS

## HSIE Faculty

### NOTIFICATION OF ASSESSMENT TASK

<b>Year:</b> 10	<b>Subject:</b> History
<b>Due:</b> Week 4 – Wednesday 18 May 2022	<b>Time allowed:</b> 2 weeks
<b>Weighting:</b> 35%	<b>Task Number:</b> 3
<b>Topic:</b> Land Rights Research Task	
<b>Syllabus outcomes:</b> <ul style="list-style-type: none"><li>HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</li><li>HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</li><li>HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</li></ul>	
<b>Assessment criteria:</b> <p>In your answer you will be assessed on how well you:</p> <ul style="list-style-type: none"><li>Sequence historical events on a timeline</li><li>Respond to source-based questions</li><li>Research, synthesise and evaluate your findings on a significant event</li></ul>	

#### Task Information:

#### Section 1: Timeline and Short Answer Questions (20 marks)

- Complete the timeline and short answer questions in this booklet.
- Hand in this booklet by the due date.

#### Section 2: Research a Significant Event (20 marks)

- Choose ONE of the following Land Rights Movements to investigate:
  - o The Yirrkala Bark Petition
  - o Wave Hill Walk Off
  - o Larrakia Petition
- Conduct research into the **aims, motives, actions and outcomes** of your chosen movement and **describe** these. You then need to **evaluate the significance** of the event to the land rights movement. Use the attached scaffold to help structure your research.
- Present your research as an extended response, video, podcast or recorded speech. You may propose other presentation methods to your teacher. See further requirements on the next page.
- You must refer to sources in your answer.
- Submit this section online or printed and stapled to this booklet by the due date.

#### Section 3: Research a significant individual (OPTIONAL). (10 marks)

- Write a one page statement (300-500 words) explaining the contribution/s of a significant individual who participated in your chosen Land Rights movement.
- Your statement should **explain**:
  - o Who the person is (provide a brief overview of their background)
  - o How/why they became involved in the movement
  - o The significance of their contribution in the fight for land rights
- You must refer to sources in your answer.
- Submit this statement online or printed and stapled to this booklet by the due date.

**Total: 50 marks**

**NOTE: This assessment task has three sections.**

**You must complete Section One AND Section Two to sufficiently complete this task.**

**The OPTIONAL section must be completed if you would like to achieve a mark in the A range – however completion of this section will not guarantee an A.**

### **Guidelines for Presentation**

#### **Extended Response**

- 4 paragraphs
- 800-1000 words
- Use PEEL structure in all paragraphs
- Use formal and sophisticated language throughout
- Include a Reference List & Appendix

#### **Podcast/Speech**

- 5-8 minutes
- Engage the audience through: tone, music, sound effects, segments
- Follow the structure on the scaffold on the following page, integrating your evaluation throughout
- Record and upload to Google Classroom
- Include a Reference List & Appendix
- Use your phone or Quicktime to record

#### **Video**

- 5-8 minutes
- Engage the audience through: music, colour, images, moving footage, text overlays
- Include voiceovers
- Follow the structure on the scaffold on the following page, integrating your evaluation throughout
- Upload mp4 file to Google Classroom
- Include a Reference List & Appendix
- Use iMovie or Animoto to create your video

### **Guide to Directive Verbs**

**Describe:** Provide characteristics and features

**Evaluate:** Make a judgement based on criteria.

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how.

**IMPORTANT:** This task is part of your formal assessment for this subject. Tasks not submitted on the due date will be awarded zero. If you are sick on the due date you will have to provide appropriate documentation such as a parent letter or medical certificate to support your appeal. This will need to be presented to Ms Diamond or your teacher on the morning of the first day you are back at school.

Name: \_\_\_\_\_

Class: 10 \_\_\_\_

**Task Checklist:** Please tick the sections you have completed. This is to be completed before you hand in the task

	Tick
Complete the timeline and short answer questions in the booklet	
Complete research on ONE land rights movement and present your findings in a video, speech/podcast OR essay	
OPTIONAL: Write a statement explaining the contribution of a significant individual	

### Section 1: Timeline and Short Answer Questions

1. Create a SCALED timeline of the following events on the following blank page. 5 marks

HINTS: Turn the page to landscape and draw a line across the middle of the page.  
Ensure you use a ruler and measure equal intervals between time periods.

EVENT	DATE
Yirrkala Bark Petitions	1963
Wave Hill Walk Off	1966-75
Tent Embassy began	1972
Larrakia Petition	1972
Woodward Royal Commission into Aboriginal Land Rights	1973-74
Aboriginal Land Rights (Northern Territory) Act 1976	1976
NSW Aboriginal Land Council established	1977
The Pitjantjatjara Land Rights Act 1981	1981
Aboriginal Land Rights Act 1983	1983
Maralinga Tjarutja Land Rights Act in 1984	1984
Uluru and Kata Tjuta returned to the Anangu	1985
Mabo v Queensland	1992
Native Title Act 1993	1993
Native Title Tribunal is established	1994
Wik Decision	1996
10 Point Plan	1997
Blue Mud Bay decision	2008
Kenbi land claim settlement	2016



2. What are land rights?

2 marks

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3. Why are land rights important?

3 marks

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4. With reference to Source 1 and your own research, what were the aims and motives of the Land Rights Movement?

5 marks

**DO THE ABORIGINES WANT ALL OF AUSTRALIA?**

**NO:**

Aborigines want

- a) Aboriginal legal **ownership** of existing land reserved for the use of Aborigines – areas like Arnhem Land, La Perouse etc.,
- b) Aboriginal legal ownership of Traditional Tribal land at present owned and leased by the Government, areas such as Wattie Creek, where the Gurindji live.
- c) Compensation for land taken from them – just as you or I would be compensated if the Government took our land to build a freeway, so Aborigines want compensation for land taken away.
- d) Aboriginal consent and benefits from Mining of their land.

*Source 1: Excerpt from Abschol Council of Aboriginal Rights information flyer on 'Land', 1968*





## Section 2: Research Scaffold

Use this scaffold to take notes while researching. Be sure to include evidence/sources.

Aims/Goals/Motives

Methods/Actions

Outcomes

Significance



## Section 2: Marking Guidelines

Outcomes	Marks
<ul style="list-style-type: none"><li>Clearly and accurately explains the aims, motives and methods of their chosen Land Rights movement campaign</li><li>Expertly integrates historical sources to support the response</li><li>Provides a sophisticated and consistent evaluation of the significance of the event</li><li>Expertly and coherently communicates their response relevant to the chosen medium</li></ul>	17-20
<ul style="list-style-type: none"><li>Clearly explains the aims, motives and methods of their chosen Land Rights movement campaign</li><li>Incorporates historical sources to support the response</li><li>Provides a clear evaluation of the significance of the event</li><li>Coherently communicates their response relevant to the chosen medium</li></ul>	13-16
<ul style="list-style-type: none"><li>Describes the aims, motives and methods of their chosen Land Rights movement campaign</li><li>Makes reference to historical sources to support the response</li><li>Provides a basic evaluation of the significance of the event</li><li>Clearly communicates their response relevant to the chosen medium</li></ul>	9-12
<ul style="list-style-type: none"><li>Outlines the aims, motives and methods of their chosen Land Rights movement campaign</li><li>Makes reference to few historical sources to support the response</li><li>Attempts to evaluate the significance of the event</li><li>Communicates their response relevant to the chosen medium</li></ul>	5-8
<ul style="list-style-type: none"><li>Basic outline of the aims, motives and methods of their chosen Land Rights movement campaign</li><li>No reference to historical sources to support the response</li><li>No evaluation of the significance of the event</li><li>Attempts to communicate their response relevant to the chosen medium</li></ul>	1-4

Comment:

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### Section 3: Marking Guidelines

Outcomes	Marks
<ul style="list-style-type: none"><li>• Accurately and clearly explains the contribution of an individual to the chosen movement</li><li>• Supports the explanation with historical sources</li><li>• Statement is the required length.</li></ul>	8-10
<ul style="list-style-type: none"><li>• Soundly explains the contribution of an individual to the chosen movement</li><li>• Supports the explanation with some historical sources</li><li>• Statement is just under/over the required length.</li></ul>	5-7
<ul style="list-style-type: none"><li>• Attempts to explain the contribution of an individual to the chosen movement</li><li>• No reference to historical sources</li><li>• Statement is not the required length.</li></ul>	0-4

Comment:

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### ASSIGNMENT MARKS

[Teacher Use Only]

Section 1	/20	N/A
Section 2	/20	
Section 3	/10	
TOTAL:	/50	