



GEORGES RIVER COLLEGE PEAKHURST CAMPUS

HSIE Faculty

NOTIFICATION OF ASSESSMENT TASK

Year: 10	Subject: History
Date due: Term 1, Monday Week 6B	Time allowed: 2 weeks
Weighting: 30%	Task Number: 1
Topic: Changing Aboriginal Rights and Freedoms	
Syllabus outcomes: <ul style="list-style-type: none">• HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia• 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• HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia• HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.	
Assessment criteria: <p>In your answer, you will be assessed on how well you:</p> <ul style="list-style-type: none">• Evaluate and explain the aims and effectiveness of an Indigenous civil rights movement• Assess the role of a significant individual involved in the movement• Incorporate a variety of historical sources to support your response• Use historical terms and concepts to communicate effectively in verbal or written form	

Task Information:

You will need to answer the following question as either an essay, podcast/recorded speech or video.

Choose **ONE** of the following Land Rights Movements to investigate:

- The Yirrkala Bark Petition
Larrakia Petition

Wave Hill Walk Off
Maralinga*

With reference to ONE of the above options, **evaluate** the methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual in the struggle. You must refer to sources in your answer.

*Extension Option

Instructions

1. Choose one of the above Land Rights Movements and conduct research into their aims, motives, actions and outcomes (organise your notes into the scaffold on the notification)
2. Research a significant individual that contributed to/led the movement
3. Locate 3 historical sources that will support your response – include these as an appendix (separate to your reference list)
4. Decide which medium you will use to present your answer: essay, recorded speech, video.
5. Start drafting & editing your response
6. Submit on Google Classroom

Note: This task is part of your formal assessment in this subject. Tasks not submitted on the due date may be given a zero mark. Failure to complete this task may affect the award of the ROSA (Record of School Achievement). If you are sick on the due date you will have to provide a medical certificate to support your appeal. This medical certificate will need to be presented to Ms Diamond on the morning of the first day you return to school.

Guidelines for Presentation

Essay

- 4-5 paragraphs plus an introduction and conclusion
- 800-1000 words
- Use PEEL structure in all paragraphs
- Use formal and sophisticated language throughout
- Integrate your evaluation into each paragraph
- 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

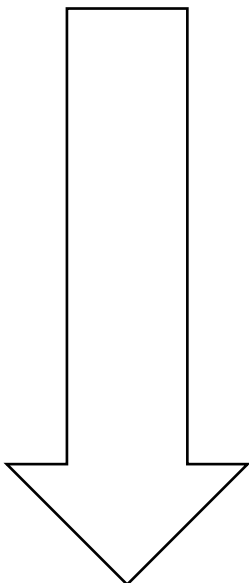
Video

- 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

Ways to show an Evaluation

Evaluate: Make a judgement based on criteria.

This response must have an evaluation, i.e. your own informed opinion about whether or not the movement you have chosen was successful. Ways to show an evaluation:



- Had the *maximum* impact on
- This was of *profound* significance for
- This was *vital* to
- There was *substantial* impact
- It was *considerably* significant
- This was *largely* influential
- This was of *mixed* importance
- There was a *moderate* effect
- There were *several* factors
- There was a *slight* influence
- The impact was *marginal*
- This was of *minor* significance
- There was a *minimal* impact
- The result was *negligible*
- This was an *insignificant* effect

Assessment Scaffold: Include your sources/evidence

Aims/Goals/Motives

Methods/Actions

Role of Individual

Outcomes

Short Term Impact:

Long Term Impact:

Effectiveness

Name: _____

Class: _____

Aboriginal & Torres Strait Islander Civil Rights Activism Criteria

<ul style="list-style-type: none"> Clearly and accurately explains the aims, motives and methods of their chosen Land Rights movement campaign Accurately explains the role of an individual in carrying out the movement Expertly incorporates three historical sources to support the response Provides a sophisticated and consistent evaluation of the movement and the individual Expertly and coherently communicates their response relevant to the chosen medium 	17 – 20 (Very High)
<ul style="list-style-type: none"> Clear explanation of the aims, motives and methods of their chosen Land Rights movement campaign Explains the role of an individual in carrying out the movement Incorporates three historical sources to support the response Provides a clear evaluation of the movement and the individual Coherently communicates their response relevant to the chosen medium 	13 – 16 (High)
<ul style="list-style-type: none"> Describes the aims, motives and methods of their chosen Land Rights movement campaign Describes the role of an individual in carrying out the movement Makes reference to three historical sources to support the response Provides a basic evaluation of the movement and the individual Clearly communicates their response relevant to the chosen medium 	9 – 12 (Satisfactory)
<ul style="list-style-type: none"> Outlines the aims, motives and methods of their chosen Land Rights movement campaign Outlines the role of an individual in carrying out the movement Makes reference to one - three historical sources to support the response Attempts to evaluate the movement and the individual Communicates their response relevant to the chosen medium 	5 – 8 (Progressing)
<ul style="list-style-type: none"> Basic outline of the aims, motives and methods of their chosen Land Rights movement campaign Basic outline of the role of an individual in carrying out the movement No reference to any historical sources to support the response No evaluation of the movement and the individual Attempts to communicate their response relevant to the chosen medium 	1 – 4 (Unsatisfactory)

Comment: