



**GEORGES RIVER COLLEGE  
PEAKHURST CAMPUS**

**YEAR 9 PDHPE  
ASSESSMENT TASK**

**TOPIC:**

Same, Same but Different

**TYPE OF TASK:**

Video Stimulus and Questions  
(Short Answer/Extended Response)

**DUE DATE:**

Week 8, Term 2

**WEIGHTING:**

15%

**OUTCOMES TO BE ASSESSED:**

- PD5-3 –** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-10 –** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups and contexts.

**TASK DESCRIPTION**

**STUDY AND PREPARATION:**

This task requires you to respond to questions based on the stimulus provided. The task will also require you to construct a cohesive and well-structured extended response.

**You may bring your 'DIVERSITY – Cronulla Riots Notes' worksheet with you to the task.**

This task will be conducted during your PDHPE theory lesson in Week 8.

**WHAT TO DO IF YOU ARE SICK/ABSENT ON THE DUE DATE:**

If you are absent on the due date you must see Mr Morley on the first day that you arrive back at school with a medical certificate. You must arrange to complete the task on the first day you arrive back at school. Failure to submit a medical certificate with your task will result in zero marks being awarded.

**GOOD LUCK YEAR 9!**

## MARKING CRITERIA - Year 9 PDHPE - Same Same, But Different - Video Stimulus and Questions

MARKS	STUDENT MARKING CRITERIA (What do I need to do to achieve?)
<b>A</b> 25 - 30	<ul style="list-style-type: none"> <li>• Demonstrates an outstanding ability to <b>identify</b> a range of locations where there was conflict during or after the Cronulla riots.</li> <li>• Clearly shows an outstanding ability to <b>explain</b> in detail and using examples, a range of impacts on both individuals and the community due to the Cronulla riots.</li> <li>• Explicitly <b>identifies</b> and uses examples to support a response demonstrating the successful initiatives introduced to help mend the division between the cultures.</li> <li>• Demonstrates an outstanding ability to <b>discuss</b> the impacts that racially discriminatory phrases can have on individuals and the community.</li> <li>• Demonstrates a comprehensive ability to <b>identify</b> various strategies that can be implemented to prevent racially discriminatory behaviours and <b>justifies</b> the use of these strategies.</li> <li>• Demonstrates an outstanding ability to <b>describe</b> the media's role in the Cronulla riots and uses examples to justify responses, whilst comprehensively <b>evaluating</b> the impact of the media in the lead up to the Cronulla riots, using examples to justify responses.</li> <li>• All responses are presented in a clear and coherent structure with logical flow, correct spelling, grammar and punctuation.</li> </ul>
<b>B</b> 19 - 24	<ul style="list-style-type: none"> <li>• Demonstrates an excellent ability to <b>identify</b> a range of locations where there was conflict during or after the Cronulla riots.</li> <li>• Clearly shows an excellent ability to <b>explain</b> in detail and using examples, a range of impacts on both individuals and the community due to the Cronulla riots.</li> <li>• <b>Identifies</b> and uses examples to support a response demonstrating the successful initiatives introduced to help mend the division between the cultures.</li> <li>• Demonstrates an excellent ability to <b>discuss</b> the impacts that racially discriminatory phrases can have on individuals and the community.</li> <li>• Demonstrates a thorough ability to <b>identify</b> various strategies that can be implemented to prevent racially discriminatory behaviours and <b>justifies</b> the use of these strategies.</li> <li>• Demonstrates an excellent ability to <b>describe</b> the media's role in the Cronulla riots and uses examples to justify responses. whilst thoroughly <b>evaluating</b> the impact of the media in the lead up to the Cronulla riots, using examples to justify responses.</li> <li>• Most responses are presented in a clear and coherent structure with correct spelling, grammar and punctuation.</li> </ul>
<b>C</b> 15 - 18	<ul style="list-style-type: none"> <li>• Demonstrates a sound ability to <b>identify</b> a range of locations where there was conflict during or after the Cronulla riots.</li> <li>• Shows a sound ability to <b>explain</b>, using examples, a range of impacts on both individuals and the community due to the Cronulla riots.</li> <li>• <b>Identifies</b> and uses an example to support a response that demonstrates the successful initiatives introduced to help mend the division between the cultures.</li> <li>• Demonstrates a sound ability to <b>discuss</b> the impacts that racially discriminatory phrases can have on individuals and the community.</li> <li>• Demonstrates a sound ability to <b>identify</b> various strategies that can be implemented to prevent racially discriminatory behaviours and attempts to <b>justify</b> the use of these strategies.</li> <li>• Demonstrates a sound ability to <b>describe</b> the media's role in the Cronulla riots and an example to justify response.</li> <li>• Attempts to <b>evaluate</b> the impact of the media in the lead up to the Cronulla riots, using an example to justify response.</li> <li>• Most responses are presented in a clear and coherent structure. Spelling, grammar and punctuation errors are sometimes evident.</li> </ul>
<b>D</b> 9 - 14	<ul style="list-style-type: none"> <li>• Demonstrates a basic ability to <b>identify</b> a range of locations where there was conflict during or after the Cronulla riots.</li> <li>• Shows a basic ability to <b>explain</b> a range of impacts on both individuals and the community due to the Cronulla riots.</li> <li>• <b>Identifies</b> a successful initiative that was introduced to help mend the division between the cultures.</li> <li>• Demonstrates a basic ability to <b>discuss</b> the impacts that racially discriminatory phrases can have on individuals and the community.</li> <li>• Demonstrates a basic ability to <b>identify</b> various strategies that can be implemented to prevent racially discriminatory behaviours.</li> <li>• Demonstrates a basic ability to <b>describe</b> the media's role in the Cronulla riots.</li> <li>• Attempts to <b>evaluate</b> the impact of the media in the lead up to the Cronulla riots.</li> <li>• Responses are inconsistent in relation to detail, clarity and structure. Spelling, grammar and punctuation errors are sometimes evident.</li> </ul>
<b>E</b> < 8	<ul style="list-style-type: none"> <li>• Demonstrates limited ability to <b>identify</b> a range of locations where there was conflict during or after the Cronulla riots.</li> <li>• Shows limited ability to <b>explain</b> a range of impacts on both individuals and the community due to the Cronulla riots.</li> <li>• <b>Identifies</b> an initiative that was introduced to help mend the division between the cultures.</li> <li>• Demonstrates a limited ability to <b>discuss</b> the impacts that racially discriminatory phrases can have on individuals and the community.</li> <li>• Demonstrates a limited ability to <b>identify</b> various strategies that can be implemented to prevent racially discriminatory behaviours.</li> <li>• Demonstrates a limited ability to <b>describe</b> the media's role in the Cronulla riots.</li> <li>• Responses are inconsistent in relation to detail, clarity and structure. Spelling, grammar and punctuation errors are frequently evident.</li> </ul>

## Same Same, But Different - Video Stimulus and Questions

	1	2	3	4
<b>Question 1</b> <b>Identifies</b> THREE (3) locations where the riots or aftermath conflict took place.				
<b>Question 2</b> <b>Explains</b> TWO (2) impacts from the riots, on individuals and/or the community, which are mentioned in the documentary. <ul style="list-style-type: none"> <li>At least ONE (1) individual and ONE (1) community impact is mentioned.</li> <li>Well detailed response.</li> <li>Examples used.</li> </ul>				
<b>Question 3</b> <b>Identifies</b> an initiative that the community put into place in an attempt to mend the effect of the riots. <b>Describes</b> the impact of that initiative. <ul style="list-style-type: none"> <li>Examples included.</li> </ul>				
<b>Question 4</b> <b>Discusses</b> the <b>impact</b> that phrases like 'that's un-Australian' and 'we grew here, you flew here' can have on an individual and/or a community. <ul style="list-style-type: none"> <li>At least TWO (2) impacts, individuals and/or community discussed.</li> <li>Examples included.</li> </ul>				
<b>Question 5</b> <b>Identifies</b> at least THREE (3) strategies that can help to have these types of beliefs (Q4) eliminated (stopped). <b>Discusses</b> ONE (1) strategy in detail.				
<b>Question 6</b> <b>Describes</b> the media's role in the lead up to the Cronulla riots. <b>(4 marks)</b> <b>Evaluates</b> the impact of the media in the lead up to the Cronulla riots. <b>(4 marks)</b> <b>Uses</b> at least EIGHT (8) words from the vocabulary list. <b>(4 marks)</b>				
<b>Total Marks</b>	<b>/ 30</b>			

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

## **DIVERSITY – Cronulla Riots Notes**

**NOTE:** The discussions that we have in class surrounding the following questions will help you with your assessment task.

1. **Where did the conflict take place? (3 marks)**

2. **What are some of the impacts/consequences from the riots? (4 marks)**

3. **What happened after the riots? What did people do to try and mend the relationship between the cultures? (3 marks)**

4. **What impact can things like racial slurs and comments have on cultural communities? (4 marks)**

5. Every culture has their own set of beliefs and values. Describe ways in which these can be shared and appreciated. (4 marks)

6. What was the media's role in the Cronulla riots? (12 marks)