



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: History Course: History Year: 10

Assessment Task: RESEARCH TASK

Assessment Weighting: 50% Due: Term 2 Week 2 Date: Tuesday 2nd May 2023

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

HT5-1 explains and assesses the historical forces and factors 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

Task Description/Overview

You are to research an Aboriginal protest movement from the 20th-21st Century in Australia. You are to find and interpret TWO sources about your chosen struggle to examine the origins, actions and consequences of the event and complete a written essay.

Detailed Assessment Task Description

There are four parts to the Research task:

- Part A, B and C are compulsory for all students;
- part D is an optional extension task (10T and 10O students must complete this section).
- You will be given **three** periods in class to work on this task, one lesson must be completed before the end of Term 1.

Your assignment is to be submitted to Canvas by 2.40 am on 2/5/2023.

See attached sheet for full details.

MARKS

PART A - RESEARCH	10 marks
PART B - SOURCES	10 marks
PART C – PLAN/ESSAY	20 marks
PART D - EXTENSION	10 marks
TOTAL	50 marks

NOTE: If you do not attempt Part D the highest mark you can achieve is 40/50.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> •demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the protest movement. •evaluates a range of sources for their value and synthesises evidence from them to support an historical inquiry. •analyses and assesses the importance of the causes and effects of historical events and developments •analyses and accounts for different perspectives and interpretations of the past. 	41-50
High (H)	<ul style="list-style-type: none"> •demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and analyses a range of sources and draws conclusions about their value for an historical inquiry •explains and analyses causes and effects of historical events and developments •explains and compares different perspectives and interpretations of the past. 	31-40
Sound (S)	<ul style="list-style-type: none"> •demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and organise sources to locate relevant information to support an historical inquiry •explains causes and effects of historical events and developments •explains different perspectives and interpretations of the past 	21-30
Basic (B)	<ul style="list-style-type: none"> •demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the protest movement. •selects and organises relevant information from sources and summarises the main ideas to answer historical questions •describes some causes and effects of historical events and developments •identifies different perspectives and interpretations of the past. 	11-20
Limited (L)	<ul style="list-style-type: none"> •demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the protest movement. •with guidance, locates information from sources to answer historical questions •identifies some causes and effects of historical events •recognises different perspectives within historical accounts 	1-10

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes

JOHN EDMONDSON HIGH SCHOOL
YEAR 10 HISTORY
RIGHTS AND FREEDOMS (1945-PRESENT)
THE ABORIGINAL PROTEST MOVEMENT IN AUSTRALIA
RESEARCH ASSIGNMENT

YOUR CIVIL RIGHTS ASSIGNMENT:

You are to research ONE Aboriginal protest movement in Australia and select a number of sources that tell the story of the protest.

PROCESS

The steps are as follows:

1. Choose ONE Aboriginal protest movement.
2. Research your chosen protest movement and write up your basic research answers on the attached sheet.
3. Find 2 sources about the protest that tell the story of what happened (eg: Photographs, diary accounts, newspaper articles, advertising posters).
4. Complete the source analysis table for each source.
5. Break down the essay question and complete the plan.
6. Complete the essay response.
7. Try to complete the extension task.

CHOOSE ONE FROM THE FOLLOWING LIST OF PROTESTS:

- The Day of Mourning (1938)
- Freedom Ride 1965
- Wave Hill Walk Off 1966
- The 1967 Referendum
- The Tent Embassy 1972
- Sydney Harbour Bridge Walk 2000

UESFUL WEBSITES:

- <https://www.creativespirits.info/aboriginalculture/history/australian-aboriginal-history-timeline/protest>
- <https://www.sbs.com.au/news/article/timeline-indigenous-rights-movement/fb5nvvsdu>
- <https://www.nla.gov.au/research-guides/protest-dissent/civil-rights-movements>
- <https://aiatsis.gov.au/explore/day-of-mourning>
- <https://www.nma.gov.au/defining-moments/resources/day-of-mourning>

PART A: RESEARCH REPORT (10 marks) - CONTEXT (ALL STUDENTS)

INSTRUCTIONS:

After choosing your topic, you must write a short report on your chosen protest movement by filling out this page. You must submit this as part of your assignment:

CHOSEN TOPIC:

ORIGINS OF THE PROTEST:

/2

LOCATION – WHERE DID THE PROTEST OCCUR?

/2

WHO WAS INVOLVED IN THE PROTEST?

/2

DETAILS (WHAT HAPPENED IN THE PROTEST?)

/2

OUTCOMES (WHAT WAS THE IMPACT/RESULT OF THE PROTEST?)

/2

TOTAL: /10

PART B: SOURCE ANALYSIS (10 marks) - CORE (ALL STUDENTS)

INSTRUCTIONS:

In this section you are to find **two** sources about your chosen topic and analyse them, using the 'Source Analysis Table'.

SOURCE 1:

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SOURCE ANALYSIS TABLE	
Author/Perspective of the source	
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/Usefulness	
Limitations and Reliability	

SOURCE 2:

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SOURCE ANALYSIS TABLE	
Author/Perspective of the source	
Context –in which this source was created/published	
Type of Source	
Message of the source	
Value/Usefulness	
Limitations and Reliability	

TOTAL: /10

PART C: ESSAY AND PLAN (20 marks) - CORE (ALL STUDENTS)

INSTRUCTIONS:

In this section you are to plan and complete an essay, addressing the question below. You need to fill out all aspects of the assignment sheet, by breaking down the question, making a plan and completing the essay.

- a. You are to break down the question in the box below, to show that you understand what the question is asking.

ESSAY QUESTION: *Evaluate the significance and impact of your chosen protest movement on the struggle for Civil Rights for Aboriginal peoples in Australia.*

- b. Make a plan for the question. Use the box below to plan THREE main paragraphs to address the essay question, including the use of evidence.

PART D: CONSOLIDATION (10 marks) - EXTENSION (STUDENT CHOICE)

INSTRUCTIONS:

You can choose to complete this section of the assignment in order to gain maximum marks (**10T and 10O** students must attempt this section). There is a choice of two options, of which you are to complete ONE. Your method of presentation for this section is up to you. **This could include:** essay, report, newspaper article, poster, pamphlet, interview, blog, PowerPoint, etc.

OPTIONS:

1. Assess your chosen struggle from the **perspective of the perpetrator** (the group that the protest is against), examining the issues from their perspective, eg why was it carried out and what did they hope to achieve?
THINK ABOUT: Can such an act be justified?
(Integrate evidence from your sources from Part B).

OR

2. Create a campaign to support the protest. This campaign is aimed to fight for the civil/human rights that the protest was fighting for.
(Integrate evidence from your sources from Part B).

TOTAL: /10

Marking Guidelines

PART A: Each question is worth 2 marks, in order to get a total out of 10 marks.

Each question is to be marked using the following scale:

Accurate response relevant to the question. Writes in sound sentences.	2
Identifies some points relevant to the question. May have poorly structured sentences.	1
Inaccurate response OR Non-Attempt	0

PART B: Each source Table is worth 5 marks, in order to get a total of 20 marks you must fully complete all four tables.

Each source table is to be marked using the following scale:

Accurate and detailed analysis of the source in each section of the source analysis table. Sophisticated understanding of the source. Uses historical terms in a sophisticated manner.	5
Accurate analysis of the source in each section of the source analysis table. Good understanding of the source. Uses historical terms well.	4
Sound attempt at analysis of the source in each section of the source analysis table. Sound understanding of the source. Some use of historical terms.	3
Makes an attempt at analysis of the source in the source analysis table. May have inaccuracies and miss 1 or 2 sections of the table. Basic understanding of the source. May use historical terms.	2
Makes a limited attempt to analyse of the source in the source analysis table. Contains a number of inaccuracies and/or missing sections of the table. Limited understanding of the source.	1
Inaccurate response OR Non-Attempt	0

PAT C: LONG RESPONSE – EVALUATE

<ul style="list-style-type: none"> • Logical and well-structured evaluation, demonstrating outstanding knowledge and understanding of the question. Makes a clear judgement in relation to the question. • Presents response with an excellent structure, making very good use of the PEEEL/ALARM method for paragraphs. • Detailed attempt to locate relevant information from sources • Limited spelling and grammatical errors 	17-20
<ul style="list-style-type: none"> • Well-structured evaluation, demonstrating good knowledge and understanding. Makes a sound judgement in relation to the question. • Presents response with a good structure, making good use of the PEEEL/ALARM method for paragraphs. • Clear attempt to locate relevant information from sources • Limited spelling and grammatical errors 	13-16
<ul style="list-style-type: none"> • Makes an attempt at an evaluation, demonstrating sound knowledge and understanding of the question, with some attempt to make a judgement in relation to the question. • Presents response with a sound structure, good attempts to use the PEEEL/ALARM method for paragraphs. • Sound attempt to locate relevant information from sources • Some spelling and grammatical errors 	9-12
<ul style="list-style-type: none"> • Descriptive response with some elements of an evaluation, demonstrating basic knowledge and understanding of the question • Presents response with a basic structure, attempts to use the PEEEL/ALARM method for paragraphs. • Some spelling and grammatical errors 	5-8
<ul style="list-style-type: none"> • Highly narrative/descriptive response demonstrating elementary knowledge and understanding of the question • Poorly structured response, displaying limited use of the PEEEL/ALARM method. • Many spelling and grammatical errors 	1-4
<ul style="list-style-type: none"> • Non Attempt OR Non-Serious Attempt 	0

PART D: Each option is worth 10 marks and will be marked using the following scale:

<ul style="list-style-type: none"> • Logical and well-structured evaluation, demonstrating outstanding knowledge and understanding of the question. Makes a clear judgement in relation to the question. • Presents response with an excellent structure. • Detailed attempt to locate relevant information from sources • Limited spelling and grammatical errors 	9-10
<ul style="list-style-type: none"> • Well-structured evaluation, demonstrating good knowledge and understanding. Makes a sound judgement in relation to the question. • Presents response with a good structure. • Clear attempt to locate relevant information from sources • Limited spelling and grammatical errors 	7-8
<ul style="list-style-type: none"> • Makes an attempt at an evaluation, demonstrating sound knowledge and understanding of the question, with some attempt to make a judgement in relation to the question. • Presents response with a sound structure. • Sound attempt to locate relevant information from sources • Some spelling and grammatical errors 	5-6
<ul style="list-style-type: none"> • Descriptive response with some elements of an evaluation, demonstrating basic knowledge and understanding of the question • Presents response with a basic structure. • Some spelling and grammatical errors 	3-4
<ul style="list-style-type: none"> • Highly narrative/descriptive response demonstrating elementary knowledge and understanding of the question • Poorly structured response. • May have many spelling and grammatical errors 	1-2
<ul style="list-style-type: none"> • Non-Attempt OR Non-Serious Attempt 	0

Areas of strength:

Areas where improvement is needed:

Strategies for next time:

TOTAL /50