



Nepean Creative & Performing Arts High School

Mr M Foord, Principal
115-119 Great Western Highway
Emu Plains, NSW, 2750
Locked Bag 6004, Emu Plains 2750
Phone: (02) 4728 7200
Fax: (02) 4735 6141

Email: nepean-h.school@det.nsw.edu.au
Website: www.nepeanhigh.nsw.edu.au

ASSESSMENT TASK COVER SHEET

Course Name: Year 10 History

Due date for final submission: 3.00pm Friday May 15 2020

Assessment Task Number: 2

Assessment Task Title: Changing Rights and Freedoms Evaluative Essay

Assessment Weighting: 35%

Total Marks Allocated to this task: 20%

Task Description:

The 1960s and early 1970s was a significant time for civil rights activism in Australia. The Wave Hill Walk off, Freedom Ride, 1967 Referendum and Tent Embassy demonstrated a range of styles of protest directed towards achieving rights and freedoms for Aboriginal Australians.

Which of events listed in the statement above do you feel was the most effective in making the Australian community aware of the Aboriginal peoples' struggle for rights and freedoms?

In you answer you must:

- **Briefly outline** each of the events listed above indicating their aims and the methods used by the activists.
- **Clearly justify** why the one that you have selected is the most significant by **evaluating** its impact upon the broader Australian community.

Your response should be a minimum of 500 and a maximum of 1000 words in length.

Things you need to KNOW to complete this task:

Content	<ul style="list-style-type: none"> • The historical context of the period with a focus on the listed examples of civil rights activism. • The aims of, and strategies employed in, each of the listed events. • Public reaction to these events.
Skills (verbs)	<ul style="list-style-type: none"> • Uses historical terms and concepts in appropriate contexts • Identify and analyse the reasons for different perspectives in a particular historical context • Process and synthesise information from a range of sources as evidence in an historical argument • Interpret history through the actions, values, attitudes and motives of people in the context of the past • Develop historical texts, particularly evaluations and historical arguments that use evidence from a range of sources

Things you need to DO to complete this task:

Step	Things I will do	What I will see as a result
1	Read the task documentation closely. Identify what I am being asked to do. Ask any clarifying questions.	An understanding of the requirements of the task
2	Construct a dot point outline of each of the four events listed in the task and a statement of their results. Ask any clarifying questions.	You will understand the important information for each event and what was achieved.
3	Consider the impact of these events upon the broader Australian community. How were the community's perspectives altered by these events? Ask any clarifying questions.	You will be able to see the impact of these events and why some had a larger effect than others.
4	Evaluate which of these events was most significant in changing the broader Australian community's attitude to Aboriginal peoples. Evaluate aims and strategies used to decide how valuable the event was. You need to justify why one event matters more than others? Ask any clarifying questions.	You will now be able to complete your essay. Your essay will outline each of the events and their results and also justify why one of the events was more significant than the others.
5	Draft, Edit, Draft, Edit, Draft, Edit... Complete a final draft.	SUCCESS!

My Assessment Task Planner:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

Outcomes to be assessed:

- 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
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment Marking Guidelines

Grade	Marking Guidelines	Marks
A	<ul style="list-style-type: none"> Sophisticated use of appropriate language forms and features, and historical terminology and concepts to develop a highly integrated response. (HT5-9 HT5-10) Demonstrates an insightful understanding of the aims and strategies of Aboriginal activists in the period 1964-1972 and their impact on the broader Australian community. (HT5-3) Demonstrates a developed understanding that Aboriginal activism in the period 1964-1972 was influenced by global patterns of continuity and change in the post war period. (HT5-2) 	17-20
B	<ul style="list-style-type: none"> Developed use of appropriate language forms and features, and historical terminology and concepts to developed an integrated response. (HT5-9 HT5-10) Demonstrates a developed understanding of the aims and strategies of Aboriginal activists in the period 1964-1972 and their impact on the broader Australian community. (HT5-3) Demonstrates an understanding that Aboriginal activism in the period 1964-1972 was influenced by global patterns of continuity and change in the post war period. (HT5-2) 	13-16
C	<ul style="list-style-type: none"> Sound use of appropriate language forms and features, and historical terminology and concepts. (HT5-9 HT5-10) Demonstrates an awareness of the aims and strategies of Aboriginal activists in the period 1964-1972 and their impact on the broader Australian community. (HT5-3) Demonstrates an awareness that aspects of Aboriginal activism in the period 1964-1972 was influenced by global patterns of continuity and change in the post war period. (HT5-2) 	9-12
D	<ul style="list-style-type: none"> Limited use of appropriate language forms and features, and historical terminology and concepts. (HT5-9 HT5-10) Demonstrates a limited awareness of the aims and strategies of Aboriginal activists in the period 1964-1972 and their impact on the broader Australian community. (HT5-3) Demonstrates a limited awareness that aspects of Aboriginal activism in the period 1964-1972 was influenced by global patterns of continuity and change in the post war period. (HT5-2) 	5-8
E	<ul style="list-style-type: none"> Elementary use of appropriate language forms and features, and historical terminology and concepts. (HT5-9 HT5-10) Demonstrates an elementary awareness of the aims and strategies of Aboriginal activists in the period 1964-1972 and their impact on the broader Australian community. (HT5-3) Demonstrates an elementary awareness that aspects of Aboriginal activism in the period 1964-1972 was influenced by global patterns of continuity and change in the post war period. (HT5-2) 	1-4
NA	<ul style="list-style-type: none"> Fails to submit assessment task on time or it is not of appropriate quality and does not reflect an adequate work ethic 	0

POWER VERBS FOR HISTORICAL COMPOSITION

<p>EXPLAIN Purpose <i>What did it do?</i></p>	<p>Long Term Causes (Forces), Short Term Causes (Factors), Proximal Triggers</p> <p>Causal Metaphors: catalysed, fed, fertilised, fermented, ignited, initiated, kindled, launched, piloted, pioneered, precipitated, sowed, spawned, sparked, spurred, triggered, wakened</p> <p>Impacts: abolished, accelerated, consolidated, decreased, eliminated, elevated, ended, established, faltered, formed, furthered, generated, halted, hastened, initiated, lessened, limited, maximized, minimized, moderated, overturned, produced, promoted, raised, reduced, reversed, revolutionized, shortened, stimulated, strengthened, terminated, turned, undermined, weakened</p> <p><i>In relation to questions about conflict, you might consider the following:</i></p> <p>Promote conflict: aggravated, alarmed, alleviated, clashed, confronted, challenged, compounded, contested, disputed, endangered, escalated, exacerbated, fanned (the flames), heated, incited, inflamed, intensified, opposed, provoked, pushed, threatened</p> <p>Mitigate conflict: allayed (fears), appeased, assuaged, calmed, compromised, cooled, de-escalated, diffused, mitigated, mollified, negotiated, normalised, pacified, placated, reconciled, rectified, redressed, repaired, resolved, settled, softened, soothed, stabilised, tempered</p>
<p>ANALYSE Mechanics <i>How did it do it?</i></p>	<ul style="list-style-type: none"> • abated, absorbed, accentuated, acquired, activated, adapted, agreed, aroused, assembled • backed, balanced, balked, banned, backfired, baptised, brandished, bridged, broadened • capped, captured, carried, cemented, championed, checked, circumvented, clarified, concentrated, condensed, confirmed, confronted, controlled, counteracted • decided, defined, deferred, delayed, delivered, demonstrated, determined, deterred, developed, dispensed, disposed, dissolved, divided • eased, elicited, eliminated, enforced, engendered, enlisted, enrolled, exhibited, extracted • financed, focused, forged, fortified, funded, furnished • galvanised, gambled, garnered, gathered, gauged, gelled • haemorrhaged, hamstrung, harassed, hardened, harnessed, heightened, hesitated, honed • incensed, induced, infused, inhabited, instilled, instituted, isolated • jeopardised, jostled, jettisoned, jockeyed, joined, justified • labelled, laboured, lacked, languished, lapsed, layered, led, leveraged • maintained, managed, manoeuvred, manufactured, mobilized, motivated, mounted, moved • navigated, necessitated, negated, neglected, neutralized, normalized, nullified • offset, opened, orchestrated, overcame, overhauled, oversaw • paved (the way for), penetrated, pinpointed, prepared, preserved, presided, prevailed, prevented, procured, projected, promoted, proved, provided, qualified, quashed • radicalised, rallied, rankled, ratified, realized, recruited, reinforced, rendered, resumed, retained • seized, settled, shaped, sharpened, smoothed, solicited, solidified, spearheaded, sponsored, steered, swept • tackled, tamed, tangled, targeted, taunted, teased, tightened, trampled, transformed, transcended, transferred, translated, transitioned, traumatised, triumphed, truncated • uncovered, underestimated, underpinned, underscored, undertook, unearthed, united, unlocked, upheld • vacated, vacillated, validated, vanquished, vented, vilified, vindicated, vilified, vocalised • warranted, watched, weaned, weaved, wedged, welcomed, whitewashed, whittled, widened, wielded, willed, withheld, witnessed, won, wound, wrest • yearned, yielded, yoked
<p>CRITICALLY ANALYSE Pros & Cons</p>	<p style="text-align: center;">+</p> <p>affirmed, afforded, aided, assisted, benefited, bolstered, built, constructed, corrected, cured, enabled, encouraged, enhanced, facilitated, favoured, fostered, healed, heartened, inspired, nourished, nurtured, optimized, perfected, produced, promoted, provided, rectified, rehabilitated, renewed, resolved, revitalized, safeguarded, salvaged, secured, served, solved, suited, supplied, supported, unified, withstood</p> <p style="text-align: center;">-</p> <p>abused, ambushed, assaulted, befouled, beset, besieged, bombarded, corrupted, damaged, defaced, defiled, deformed, degraded, demeaned, desecrated, destroyed, distorted, encumbered, endangered, hampered, handicapped, harmed, hindered, impaired, indulged, infected, inflamed, injured, liquidated, maimed, manipulated, marred, mistreated, misused, mutilated, obstructed, offended, perverted, poisoned, polluted, prejudiced, ravaged, routed, ruined, scarred, spoiled, stained, subverted, tainted, tarnished, tempted, threatened, twisted, undermined, violated, warped, wasted, wounded</p>
<p>EVALUATE Importance/Value <i>What was it worth?</i></p>	<p>acute, chief, conclusive, consequential, crucial, decisive, definitive, determinative, dominant, essential, exceptional, fatal, foremost, fundamental, historic, important, inconsequential, inconspicuous, ineffective, ineffectual, influential, instrumental, irresistible, leading, limited, meaningful, minor, modest, moderate, momentous, notable, paramount, peripheral, pivotal, potent, powerful, predominant, preeminent, prevailing, primary, principal, profound, prominent, remarkable, restricted, salient, significant, striking, subordinate, substantial, telling, trivial, vital, unique, unprecedented</p>
<p>CRITICALLY EVALUATE Overall Judgement <i>Which were the key events/decisions?</i></p>	<ul style="list-style-type: none"> • Events: axis, breaking point, crisis, crossroads, decisive moment, eleventh hour, flashpoint, juncture, landmark, litmus test, milestone, moment of decision, moment of truth, nexus, point of no return, tipping point, turning point, turn of the tide, watershed, zero hour • Decisions: crucial, fateful, ingenious, insightful, irrevocable, masterful, momentous, strategic, telling; fatal miscalculation, grievous error, grave error of judgement

Topic Name	Changing Rights and Freedoms Evaluative Essay
Question	Which of events listed in the statement above do you feel was the most effective in making the Australian community aware of the Aboriginal peoples' struggle for rights and freedoms?

Name and Define	Describe	Explain	Analyse	Critically Analyse	Evaluate
	What was this?	What was the aim of this? What strategies were used by the activists?	What features of this campaign attracted or alienated the broader Australian population?	How did these features impact upon specific sectors of the Australian community?	Why was the one campaign that you have selected the most significant in changing the perspective of the broad Australian community? What was it about this campaign that that held it to gain broad support?
The Wave Hill Walk Off					
The Freedom Ride					
The 1967 Referendum					
The Aboriginal Tent Embassy					