



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	History
Topic	Changing Rights and Freedoms
Class Teacher	
Head Teacher	Mr I Paine
Stage	5 – Year 10
Date Given	Week 6

Assessment Task

Using the sources provided AND your own knowledge, you will answer the question below in a class period designated by your teacher.

Question: *Describe and account for the changing policies towards Australia's Indigenous rights during the 20th Century.*

Instructions

- You will be studying this in class, but, should include extra research of your own.
 - You will be allowed to take ONE PAGE of your own notes – this may be;
 - a pre-prepared essay you have written during preparation class time
 - OR
 - notes to use when writing your essay from scratch on the day.
 - In your response, you should consider the following policies;
 1. Protection / Paternalism
 2. Assimilation
 3. Integration
 4. Self-Determination
 - You **must** incorporate the sources provided in your essay
 - A scaffold is attached to this sheet to assist you in the creation of your essay response.
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- **Absences:** If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both cases
 - **Plagiarism:** Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties. Failure to follow the above procedures may result in a zero award.
 - The policies and procedures that are outlined in the Assessment booklet will be followed regarding the non-completion of assessment tasks.



THE AUSTRALIAN

NUMBER 8642

THURSDAY JUNE 4 1992

60 CENTS FRONT PAGE

Blues win Origin
NSW claimed the Winfield State of Origin rugby league series last night for the first time since 1960 when it defeated Queensland 18-4 in the deciding match in Sydney.
Match report — Page 26

Aborigines rejoice as High Court ends terra nullius



Ms West, daughter Kristal and husband Danny at her father's grave yesterday . . . 'his last words were about the case' — Picture: GARY SCHAFFER

By DAVID SOLOMON, DEANIE CARBON and HONA KENNEDY

ABORIGINES feasted and celebrated last night as the High Court rewrote the law to recognise Aboriginal land rights. The decision has finally quashed the notion of terra nullius, which had long justified the dispossession of Aborigines by asserting the land was desert and unoccupied. By a 6-1 judgment, the High Court decided that Torres Strait islanders were entitled, "as against the whole world, to possession, occupation, use and enjoyment of the lands of the Murray Islands" on which they lived. The legal theories that the court overturned were that the common law did not recognise native land title in Australia and that any interest in land had to be in terms of "property rights" recognised according to English common law.

David Solomon — Page 2

Two of the High Court judges yesterday described in emotive terms the way in which the law had been used to justify the dispossession of Aboriginal people. Justices Deane and Gaudron described these acts as "the darkest aspect of the history of this nation". They said: "The nation as a whole must remain diminished unless and until there is an acknowledgment of, and retreat from, those past injustices". But the historic ruling also recognised the power of State and Territory governments to override otherwise legitimate Aboriginal land claims without paying compensation. The court said for a claim to survive, a clan or group must continue to observe customs and maintain a traditional connection with the land. Justice Brennan, with whom Chief Justice Mason and Justice McHugh agreed, said "when the tide of history has washed away any real acknowledgment of traditional law

and any real observance of traditional customs, the foundation of native title has disappeared. A native title which has ceased with the abandoning of laws and customs based on tradition cannot be revived for contemporary recognition. Justice Brennan said there might be other areas where native title had not been extinguished and where Aborigines, maintaining their identity and customs, could enjoy their native title. The judgments of the majority in the court indicate some of the issues that would need to be considered by courts in considering the validity of other land claims. Justice Brennan said native land rights could be extinguished by grants of freehold or leasehold land by the government but not necessarily by the granting of prospecting rights. It would also be extinguished where land had been used for roads or other public works but not when set aside as a national park. The judgment yesterday followed a 16-year crusade by Torres Strait islander Eddie Mabo from Murray Island and two other plaintiffs to force the law to recognise Aboriginal claim to land. Mabo died in January of cancer and his daughter, Ms Maleta West, said yesterday that his last thoughts were of the case. "Even on his death bed he was talking about it," she said. "The last words he said were about the court case." Now 23 and with a three-year-old daughter of her own, Ms West was 13 when her father began his legal odyssey. "I remember him scraping money to go here and scraping money to go there and him talking about how big (the case) was going to be. He just worked so hard — every single cent would go towards the court case," she said.

Continued — Page 2

2020
Yr 10 History
Changing Rights and Freedoms Assessment Marking Criteria

Criteria	Mark
<ul style="list-style-type: none"> • Outstanding assessment of the significant patterns of change and continuity. • Outstanding assessment of the historical forces and factors that shaped the modern world and Australia. • Outstanding explanation of different contexts, perspectives and interpretations of the past. • Sophisticated selection of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences. 	17 - 20
<ul style="list-style-type: none"> • Demonstrates a well-developed knowledge and understanding of the actions and motives of past individuals and groups. • Well-developed understanding of the significant patterns of change and continuity. • Well-developed explanation of different contexts, perspectives and interpretations of the past. • Well-developed use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences. 	13 – 16
<ul style="list-style-type: none"> • Demonstrates a sound knowledge of the actions and motives of past individuals and groups. • Sound understanding of the significant patterns of change and continuity. • Sound explanation of different contexts, perspectives and interpretations of the past. • Sound use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences. 	9 – 12
<ul style="list-style-type: none"> • Demonstrates a basic knowledge of the actions and motives of past individuals and groups. • Basic understanding of the significant patterns of change and continuity. • Basic explanation of different contexts, perspectives and interpretations of the past. • Basic use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences. 	5 – 8
<ul style="list-style-type: none"> • Demonstrates limited to no knowledge of the actions and motives of past individuals and groups. • Limited to no understanding of the significant patterns of change and continuity. • Limited to no explanation of different contexts, perspectives and interpretations of the past. • Limited to no ability to communicate effectively 	1 – 4
<ul style="list-style-type: none"> • Non Attempt / Irrelevant 	0

2020
Yr 10 History
Changing Rights and Freedoms Assessment Marking Criteria
Mark Breakdown

HT5-1 Explains and assesses the historical forces and factors that shaped the modern world and Australia

(the events and experiences of Indigenous Australians due to the governmental policies in effect)

1	2	3	4	5
Limited to no understanding of the historical forces and factors that shaped the modern world and Australia.	Basic understanding of the historical forces and factors that shaped the modern world and Australia.	Sound understanding of the historical forces and factors that shaped the modern world and Australia.	Well-developed understanding of the historical forces and factors that shaped the modern world and Australia.	Outstanding assessment of the historical forces and factors that shaped the modern world and Australia.

HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

(is able to identify, sequence and explains 4 policies in correct order with date)

1	2	3	4	5
Limited to no understanding of significant patterns of change and continuity.	Basic understanding of the significant patterns of change and continuity.	Sound understanding of the significant patterns of change and continuity.	Well-developed understanding of the significant patterns of change and continuity.	Outstanding assessment of the significant patterns of change and continuity.

HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia.

(use of appropriate sources to back up statements)

1	2	3	4	5
Limited to no explanation of different contexts, perspectives and interpretations of the past.	Basic explanation of different contexts, perspectives and interpretations of the past.	Sound explanation of different contexts, perspectives and interpretations of the past.	Well-developed explanation of different contexts, perspectives and interpretations of the past.	Outstanding explanation of different contexts, perspectives and interpretations of the past.

HT5-10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

(essay structure, grammar, terms and concepts etc.)

1	2	3	4	5
Limited to no ability to communicate effectively.	Basic use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.	Sound use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences	Well-developed use of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences	Sophisticated selection of appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences