



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/Due	Week 4/In Class 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.

- **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.

Source A

Act No. 25, 1909 – Aborigines Protection (NSW)

Such committees and guardians shall exercise and perform the powers and duties prescribed by this Act and the regulations.

7. It shall be the duty of the board –

- a) to, with the consent of the Minister, apportion, distribute, and apply as may seem most fitting, any moneys voted by Parliament, and any other funds in its possession or control, for the relief ;
- b) to distribute blankets, clothing, and relief to aborigines at the discretion of the board ;
- c) to provide for the custody, maintenance, and education of t h e children of aborigines ;
- d) to manage and regulate the use of reserves; (e) to exercise a general supervision and care over all matters affecting the interests and welfare of aborigines, and to protect them against injustice, imposition, and fraud.

Source B

THE POLICY OF ASSIMILATION

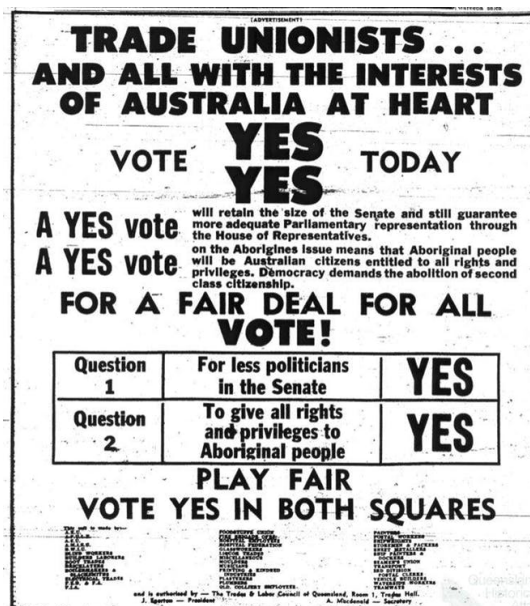
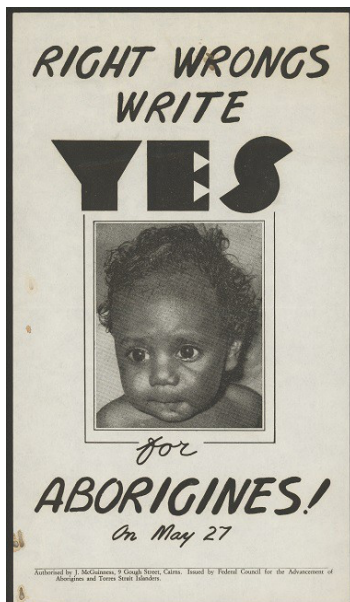
Decisions of Commonwealth and State Ministers at the Native Welfare Conference, Canberra, January 26th and 27th, 1961

The Policy of Assimilation

(a) MEANING OF POLICY

The policy of assimilation means in the view of all Australian governments that all aborigines and part-aborigines are expected eventually to attain the same manner of living as other Australians and to live as members of a single Australian community enjoying the same rights and privileges, accepting the same responsibilities, observing the same customs and influenced by the same beliefs, hopes and loyalties as other Australians. Thus, any special measures taken for aborigines and part-aborigines are regarded as temporary measures not based on colour but intended to meet their need for special care and assistance to protect them from any ill effects of sudden change and to assist them to make the transition from one stage to another in such a way as will be favourable to their future social, economic and political advancement.

Source C





THE AUSTRALIAN

NUMBER 8642

THURSDAY JUNE 4 1992

60 CENTS*

Blues win Origin

NSW claimed the Winfield State of Origin rugby league series last night for the first time since 1980 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 SCHAFER

By DAVID SOLOMON, DEANIE CARBON and FIONA KENNEDY

ABORIGINES feasted and celebrated last night as the High Court revoked 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 uncultivated.

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

2021
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

2021
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