



Sample assessment task

Year level	10
Learning area	Humanities and Social Sciences
Subject	History
Title of task	The Origins and Significance of the Universal Declaration of Human Rights (UDHR)

Task details

Description of task	<p>Students individually develop a case study highlighting the links and impact of the UDHR on rights and freedoms on a current issue in Australia, or globally. These one-page summaries may be displayed in the classroom as evidence of the significance of the Universal Declaration of Human Rights. This is followed by a class discussion of findings.</p> <p>Students then complete a source analysis task which involves:</p> <ul style="list-style-type: none"> • reading and/or examining five sources • answering five questions based on the sources • providing evidence from the sources and their case study to support their answers.
Type of assessment	Formative AND summative
Purpose of assessment	<ul style="list-style-type: none"> • To assess students' ability to evaluate information and draw conclusions based on evidence, with regard to source analysis • To assess students' communicating skills in order to identify areas that need further development and teaching • To assess students' knowledge at the end of a learning cycle
Assessment strategy	Written work
Evidence to be collected	Source analysis responses
Suggested time	<p>4 x 1 hour lessons</p> <ul style="list-style-type: none"> • Two lessons for students to individually develop a case study highlighting the links and impact of the UDHR on the rights and freedoms related to a current issue • One lesson to discuss the case studies and the significance of the UNDHR • One lesson to complete a source analysis assessment task

Content description

Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>The origins and significance of the Universal Declaration of Rights, including Australia's involvement in the development of the declaration</p> <p>Humanities and Social Sciences skills</p> <p>Q&R> Identify the origin, purpose and context of primary sources and/or secondary sources</p> <p>A> Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time)</p> <p>A> Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers)</p> <p>C&R> Develop texts, particularly descriptions and explanations, using evidence from a range of sources to support conclusions and/or arguments.</p>
Key concepts	History: Source, Evidence, Perspective, Empathy

Task preparation	
Prior learning	<p>Students have prior knowledge of:</p> <ul style="list-style-type: none"> • The Universal Declaration of Human Rights, including Articles 1–30 • how to research and acknowledge research material • how to answer source analysis questions.
Assessment differentiation	<p>Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.</p> <p>Where appropriate, teachers may either scaffold or extend the scope of the assessment task.</p>
Assessment task	
Assessment conditions	<ul style="list-style-type: none"> • Students undertake three lessons of background work in preparation for the task. • Students complete an in-class source analysis task in 45 minutes, under test conditions.
Resources	<ul style="list-style-type: none"> • Australian Human Rights Commission: Understanding Human Rights at: https://www.humanrights.gov.au/education/human-rights-school-classroom • Human Rights and Responsibilities Australia at: http://www.humanrights.org.au/declaration-human-rights.htm • Universal Declaration of Human Rights at: http://www.un.org/en/universal-declaration-human-rights/index.html • United Nations at: http://www.un.org/en/index.html • Amnesty International at: http://www.amnesty.org.au • Global education: Teacher resources to encourage a global perspective across the curriculum at: http://www.globaleducation.edu.au/

Instructions for teachers

The Origins and Significance of the Universal Declaration of Human Rights

Questions to use with students to develop their conceptual understandings in History:

Source

- What are the differences between primary and secondary sources?
- Are primary sources more reliable and useful than secondary sources?

Evidence

- When do sources become evidence?

Perspective

- Why do stories of the past differ?
- Why is it important to consider different perspectives/points of view, attitudes and values in the past and the present?

Empathy

- Why did people want an international agreement on human rights following WWII?
- What situations exist today that reinforce the need for human rights to be upheld and enforced?

Questions to use with students to develop their conceptual understandings in Civics and Citizenship:

Model how to develop a case study:

(2 lessons)

- Use the suggested websites or a class discussion to identify some current examples of where human rights and freedoms are not being met in Australia, or globally.
- Outline how this human rights issue affects people as individuals and as a community.
- Link the issue to relevant UDHR Articles and explain how they apply to the case study.

Activity 1: Students begin their case study research. Provide sample graphic organisers and a bibliography template for those students who need scaffolding. Students develop and illustrate a one-page case study for display. Any format may be used.

Activity 2: Formative assessment – use the Checklist to guide and evaluate a class discussion based on the case studies, the connections to/importance of the UDHR and to the concepts of source, evidence, perspective, empathy and rights and responsibilities. (1 lesson)

Activity 3: Students to complete the source analysis assessment task, under test conditions. (1 lesson)

The Origins and Significance of the Universal Declaration of Human Rights.

Instructions for students

Activity 1: Develop a one-page case study based on human rights and freedoms:

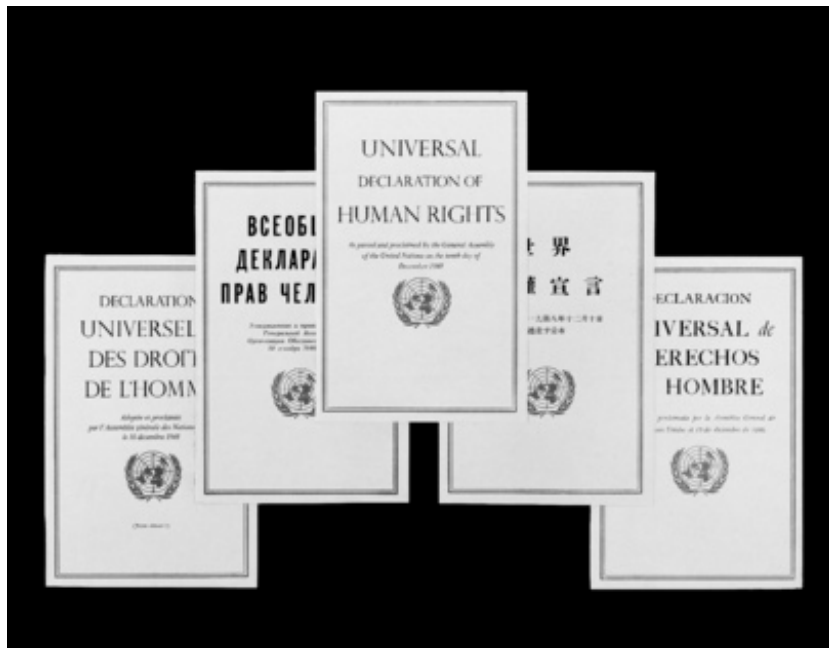
- Identify one current example of where human rights and freedoms are not being met in Australia, or globally. Examples may include issues such as access to basic needs, including food, safe water and shelter, or education, Indigenous justice, mandatory sentencing, refugees, child labour, political opposition, or gender.
- Explain how this issue affects people as individuals and as a community.
- Link the issue to relevant UNDHR Articles and explain how they apply to the case study.
- Illustrate and display your case study in any appropriate format.

Activity 2: Class discussion based on case studies and the connections to/significance of the UNDHR.

Remember to include reference to the concepts of source, evidence, perspective, empathy and rights and responsibilities.

Activity 3: Source analysis assessment.

You have 5 minutes' reading time and 40 minutes to write your answers to five questions.



Humanities and Social Sciences skills

- Identify the origin, purpose and context of primary sources and/or secondary sources.
- Analyse information and/or data in different formats (e.g. to explain cause and effect relationships, comparisons, categories and subcategories, change over time).
- Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers).
- Develop texts, particularly descriptions and explanations, using evidence from a range of sources to support conclusions and/or arguments.

Task: Source analysis

- You have 5 minutes of reading time and 40 minutes to write your answers to the five questions that follow.
- The lines after each question give you an idea of how much you will need to write to fully explain your answer.

Stimuli

Source 1

Eleanor Roosevelt, the Chairperson of the United Nations Commission on Human Rights that drafted the Universal Declaration of Human Rights, said:

“Where after all, do universal human rights begin? In small places close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works ... Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Source 2

The growth of totalitarian regimes, the loss of 50 million lives in World War II, and the lessons learned from that vast human tragedy focused the attention of nations on the need for human rights. It was realised that adherence to human rights was fundamental to securing world peace. The Universal Declaration of Human Rights, adopted by the United Nations in 1948, was the first attempt to develop a comprehensive statement of human rights. It was specifically intended to prevent the horrors of history from repeating.

Source 3

Cartoon, *The concert of Europe* depicting 'Doc' Evatt negotiating with United Nations 'big five' powers in 1945.



Source 4

As the head of Australia's delegation to the UN, Evatt rallied for the creation of a new international organisation in which all countries, including smaller nations like Australia, could have a voice in global negotiations.

"Doc Evatt was a key figure in the drafting of the UN Charter at the extraordinary 1945 San Francisco conference that determined the scope of the new intergovernmental organisation, including the voice it gave to 'smaller powers', and the attention it paid to the rights of colonial peoples," said Professor Sluga.*

"Evatt also went on to become the president of the UN General Assembly that passed the landmark document, the UN Declaration of Human Rights."

*Professor of International History, speaking at The University of Sydney on the 70th anniversary of the founding of the United Nations.

Source 5

Australian Ambassador, Colonel William Roy Hodgson was also involved in the drafting and negotiation of the Universal Declaration of Human Rights. Under the leadership of Eleanor Roosevelt, Colonel Hodgson, along with representatives from other countries, helped define the basic human rights and responsibilities that were to be included in the Universal Declaration.

While it was never agreed upon, Colonel Hodgson pushed to have the articles in the Universal Declaration enforceable by law in all countries. He was also Australia's first delegate to the United Nations General Assembly and the Australian representative on the Security Council ...

Prominent Australian activist Jessie Street was also an important contributor to the development of the Universal Declaration. Jessie Street was the only woman in Australia's delegation to the United Nations. She successfully campaigned for the recognition of equal rights for both men and women, leading to a change in the opening of the draft Universal Declaration from 'All men and brothers ...' to 'All human beings are born free and equal in dignity and rights'.

Questions

1. Is Source 1 a primary or secondary source? Explain. (2)

2. Using Source 2, outline why the *Universal Declaration of Human Rights* was developed. (3)

3. Identify and compare the perspectives of Doc Evatt shown in Source 3 and Source 4. (4)

4. Using Source 4 and Source 5, discuss Australia’s contribution to the development of the *Universal Declaration of Human Rights* (UDHR). (5)

Acknowledgements

- Source 1
The International Human Rights System at: <https://www.humanrights.gov.au/education/students/get-informed/international-human-rights-system>. Retrieved 12/7/2017
- Source 2
Human Rights and Responsibilities at: <http://www.humanrights.org.au/human-rights.htm>. Retrieved 12/7/17.
- Source 3
Cartoon by Ted Scorfield, published in *The Bulletin*, 10 October 1945 from *Increasing Australian Independence* at: <http://john.curtin.edu.au/artofthepossible/independence.html>. Retrieved 17/7/2017
- Source 4
Sydney's forgotten connection to the birth of the United Nations at: http://sydney.edu.au/news-opinion/news/2015/10/22/sydney_s-forgotten-connection-to-the-birth-of-the-united-nations.html. Retrieved 12/7/2017
- Source 5
The International Human Rights System at: <https://www.humanrights.gov.au/education/students/get-informed/international-human-rights-system>. Retrieved 12/7/17.

Image p.4 from: *United Nations: News and Media Photo* at:
<http://www.unmultimedia.org/photo/detail.jsp?id=182/182920&key=0&query=%22universal%20declaration%22&lang=&so=0&sf=date>]

Teacher checklist for the case study

Teacher checklist for student

- A.** Did the student research and develop a one-page case study highlighting the links to, and impact of, the UNDHR on rights and freedoms on a current human rights issue in Australia, or globally?
- B.** Did the student contribute to a class discussion based on the case studies and connecting to the significance of the UNDHR?
- C.** Did the student make connections to the concepts of source, evidence, perspective, empathy and rights and responsibilities?

Student Name	A	B	C	Comments
	Yes/No	Yes/No	Yes/No	

Sample marking key

Task: Source analysis – the Universal Declaration of Human Rights	
Description	Marks
Question 1 (Questioning and researching)	
Provides an explanation that identifies the origin of Source 1 and states correctly that it is a primary source.	2
Identifies the origin of Source 1 and states correctly that it is a primary source.	1
Subtotal	2
Answers could include, but are not limited to: <ul style="list-style-type: none"> • primary sources are objects and documents created or written at the time being investigated • the source is a quote from Eleanor Roosevelt, who was the Chairperson of the United Nations Commission on Human Rights at the time • the source is original and has not been interpreted or commented on as in secondary sources. 	
Description	Marks
Question 2 (Analysing)	
Identifies why the UDHR was developed, with reference to the context outlined in Source 2.	3
Identifies why the UDHR was developed, with some reference to the context outlined in Source 2.	2
Provides a general statement on why the UDHR was developed or makes a reference to the context outlined in Source 2.	1
Subtotal	3
Answers could include, but are not limited to: <ul style="list-style-type: none"> • the UN was developed as an international peace-keeping organisation after WWII • the UDHR was developed to ‘prevent the horrors of history repeating’ • the Declaration intended to protect human rights and freedoms e.g. ‘adherence to human rights was fundamental to securing world peace’ • the Declaration was adopted by the UN in 1948 in order to prevent war. 	
Description	Marks
Question 3 (Analysing)	
Identifies the perspective of each source. Makes a comparison between the perspectives. Makes reference to the source material to support the perspective.	5
Identifies the perspective of each source. Attempts to make a comparison between the perspectives. Makes some reference to the source material to support the perspective.	3-4
Identifies the perspective of one/both sources. Makes reference to the source material to support the perspective.	1-2
Subtotal	5

Answers could include, but are not limited to:

- Source 3 depicts Doc Evatt in a negative light, showing him as isolated and blowing ‘my own trumpet’ i.e. focused on his personal aims and not negotiating collaboratively with other more powerful nations
- this perspective is reinforced by the ‘big five’ powers of Russia, the USA, Britain, France and Japan not including Evatt/Australia in their ‘European’ concert, appearing to be annoyed at the noise Evatt is making
- the source mocks Evatt and his attempts to represent the concerns of small nations such as Australia
- Source 4 conveys a positive perspective on Evatt, identifying him as the ‘head of Australia’s delegation to the UN’, which was an important official role
- Evatt is referred to as a ‘key figure in the drafting of the UN Charter’
- the source outlines Evatt’s significant contribution in establishing an international organisation where less powerful nations had a ‘voice’ in global negotiations
- Source 4 acknowledges that Evatt ‘went on to become the president of the UN General Assembly’, alluding to the contribution of Evatt in the development of the UN Declaration of Human Rights.

Description	Marks
Question 4 (Analysing)	
Discusses Australia’s contribution to the development of the UDHR, with reference to source material as evidence.	4
Explains Australia’s contribution to the development of the UDHR, with some reference to source material as evidence.	3
Describes an example of Australia’s contribution to the development of the UDHR, with minimal reference to source material as evidence.	2
Makes a general statement on Australia’s contribution to the development of the UDHR or provides a reference to source material as evidence.	1
Subtotal	4

Answers could include, but are not limited to:

- Australian’s Colonel William Roy Hodgson, Dr Herbert Vere Evatt and Jessie Street made significant contributions to the development of the UDHR
- Doc Evatt was the leader of Australia’s delegation to the international organisation that became the UN and lobbied for collaboration with other leaders to create a ‘voice for smaller nations’
- Australian Ambassador Colonel Hodgson was on the drafting committee that defined human rights and responsibilities. He also attempted to get the UDHR ‘enforceable by law’, which was unsuccessful and still is the case today
- Jessie Street, the only women in the Australian delegation, successfully lobbied for the recognition of equal rights for men and women to be represented in the UDHR.

Description	Marks
Question 5 (Evaluating, Communication and reflecting)	
Develops a clear, logical and comprehensive discussion on why the UDHR is significant in today’s world. Supports the discussion with a detailed case study and uses evidence from a range of sources to support conclusions and/or arguments. Uses appropriate historical terms and concepts.	7–8
Provides a discussion on why the UDHR is significant in today’s world. Supports the discussion with case study material and uses evidence from various sources to support conclusions and/or arguments. Uses mainly appropriate historical terms and concepts.	5–6
Makes a statement on why the UDHR is significant in today’s world.	3–4

Makes some reference to a case study and uses evidence from one or two sources to support the statement. Uses some appropriate historical terms and concepts.	
Provides general statement on the significance of the UDHR in today's world and/or Identifies one or two roles/impacts of the UDHR. Provides minimal, if any, reference to a case study or examples as evidence.	1–2
Subtotal	8
Total	23
<p>Answers could include, but are not limited to:</p> <p>The significance of the UDHR in today's world:</p> <ul style="list-style-type: none"> • the UDHR has been ratified by all UN member nations, making it a significant universal agreement • the UDHR is a basis for international treaties and agreements • the UDHR has been refined to include economic, social and cultural rights. As such, human rights are adopted differently across nations with some only acknowledging economic rights, excluding political rights and freedoms • the UDHR is used by individuals, groups and nations to challenge legal decisions • the UDHR is a basis for international law and court proceedings e.g. the International Criminal Court in crimes against humanity • the role of UDHR in the development of Covenants such as <i>The Convention Against Torture and Other Cruel, Inhumane or Degrading Treatment or Punishment, 1984</i> and <i>The Convention on the Rights of the Child, 1989</i> • the obligations of signatories to reflect the intent of formal agreements in laws within the nation • the UDHR as a basis for the development of Charters of Human Rights e.g. Victoria's <i>Charter of Human Rights and Responsibilities Act 2006</i> • the role of UDHR in informing international responses to humanitarian crises • the UDHR is a part of the United Nations e.g. the Office of the High Commissioner for Human Rights. <p>NOTE: The discussion must be supported with details and examples from the student's case study as evidence.</p>	