



Assessment task	
Year level	6
Learning area	Humanities and Social Sciences
Subject	History
Title of task	Aboriginal and Torres Strait Islander Peoples experiences of democracy and citizenship
Task details	
Description of task	Students will use a variety of sources to explore the citizenship status of Aboriginal and Torres Strait Islander Peoples. They will complete a Source Analysis.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of key historical concepts and skills as they apply to Aboriginal and Torres Strait Islander Peoples' experiences of Australia's democracy and citizenship.
Assessment strategy	Written
Evidence to be collected	Written responses in Student Booklet
Suggested time	1 x hour lesson; however, there is considerable prior learning required before completing this task
Content description	
Content from the Western Australian Curriculum	<p>Knowledge and understanding</p> <p>Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children</p> <p>Humanities and Social Sciences skills</p> <p>A> Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge)</p> <p>Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives)</p> <p>Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question)</p> <p>E> Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships)</p> <p>Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options)</p> <p>C&R> Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts</p>
Key concepts	Sources, Evidence, Continuity and change

Task preparation	
Prior learning	<p>Students should have prior experience using a variety of different sources and how to interpret the information in these sources to communicate ideas and present findings. Students have prior knowledge of the variety of methods available to record selected information and/or data.</p> <p>The suggested questions (provided) to develop conceptual understanding should have been explored as part of the teaching and learning activities leading up to the commencement of the task.</p> <p>Students have prior knowledge of the history behind the establishment of the Constitution and Federation.</p> <p>Some informative videos relating to the 1967 Referendum can be found here 1967 Referendum #1: http://www.abc.net.au/btn/story/s4671220.htm 1967 Referendum – BTN #2: https://www.youtube.com/watch?v=pz7hrwgczPg&feature=youtu.be</p>
Assessment task	
Assessment conditions	This is an individual, in-class assessment.
Resources	<p>Australian Constitution Fact Sheet: https://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Constitution.pdf</p> <p>Federation: https://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Federation.pdf</p> <p>Collaborating for Indigenous Rights: http://indigenousrights.net.au/home</p> <p>Timeline: Indigenous rights movement: https://www.sbs.com.au/news/timeline-indigenous-rights-movement.</p>

Instructions for teacher

Prior to the commencement of the task, the following questions should be used with students as part of a teaching and learning program to develop students' conceptual understanding.

Sources

What is a source?

Are some types of sources better than others? i.e. is a primary source more informative/more reliable than a secondary source? Why/why not?

In what variety of ways do sources present facts?

What are some of the difficulties with using a source as evidence of the past?

Use the who/what/where/when/why/how questions to assist with this. The link to these can be found here:

<https://www.historyonthenet.com/questions-to-ask-of-a-source>. Note: this is a useful link, however it is intended for teacher use only, as the advertisements that pop up may contain unsuitable content for students.

Evidence

Brainstorm the information that can be obtained from various types of sources.

Is this evidence?

What is the difference between a source and evidence?

Continuity and change

What causes people/society/attitudes to change?

Why might some aspects of society not change?

Can a law cause people to change their attitudes? Why/why not?

As part of this prior learning, ensure students are familiar with the different types of information that can be obtained from particular sources. Teachers may wish to explore other sources with their students as a 'practice' before completing this task. Teachers must not explore the sources that are part of this task prior to the task being implemented.

This task is to be conducted in one lesson using the Question/Answer Booklet and the Source Booklet provided.

Source 1: Section 127 of the *Constitution*

Source 2: Ballot paper for the 1967 referendum

Source 3: Ken Wyatt – maiden speech to Parliament

Source 4: Tent embassy photograph

Source 5: Written text from a media release

Instructions to students

This task is a Source Analysis. You will use the Source Booklet and your own knowledge to answer the questions.

Student Booklet – Humanities and Social Sciences

Task title	Aboriginal and Torres Strait Islander Peoples' experiences of democracy and citizenship
Student name	
School	
Year level	6
Date	

Instructions to students

This task is a Source Analysis. You will use the Source Booklet and your own knowledge to answer the questions.

Instructions to students

Year 6 History Assessment Task - Source Analysis

1 (a) Explain, in your own words, the message of **Source 1**.

(b) Explain, in your own words, the message of **Source 2**.

(c) If the YES vote succeeded, explain the change in the status of Aboriginal and Torres Strait Islander Peoples.

Marking key	
Description	Marks
1(a) - Source 1 (Analysing)	
Explains the message of Source 1, using their own words. Makes reference to and/or uses quotes from specific parts of the source in the answer.	3
Describes the message of Source 1, using some of their own words. Makes some reference to the source.	2
Identifies a simple aspect of the message, using some of their own words or copies a relevant part of the source verbatim.	1
Subtotal	3
<p>Message of Source 1 includes: Aboriginal and Torres Strait Islander Peoples are not to be part of any population count in any State or nationally: <i>'aboriginal natives shall not be counted'</i>.</p>	
Description	Marks
1(b) - Source 2 (Analysing)	
Explains the message of Source 2, using their own words. Makes reference to and/or uses quotes from specific parts of the source in the answer.	3
Describes the message of Source 2, using some of their own words. Makes some reference to the source.	2
Identifies a simple aspect of the message, using some of their own words or copies a relevant part of the source verbatim.	1
Subtotal	3
<p>Message of Source 2 includes: The ballot paper shows that voters have to vote YES (<i>approve the proposed law</i>) or NO (<i>not approve the proposed law</i>). The vote was to change the Constitution. The vote was related to whether or not <i>'People of the Aboriginal Race'</i> were part of a population count in <i>'any State'</i>.</p>	
Description	Marks
1(c) – Explain the change in status of Aboriginal and Torres Strait Islander Peoples if the YES vote succeeded	
Explains the change in status to Aboriginal and Torres Strait Islander Peoples if the YES vote succeeds. Makes direct reference to relevant aspects of Source 1 and Source 2.	3
Describes the change in status to Aboriginal and Torres Strait Islander Peoples if the YES vote succeeds. Makes some reference to aspects of Source 1 and Source 2.	2
Identifies a simple change in status to Aboriginal and Torres Strait Islander Peoples if a YES vote succeeds. or Makes a general statement concerning the change in status of Aboriginal and Torres Strait Islander Peoples as a result of the 1967 referendum.	1

Subtotal	3
<p>Answers could include:</p> <ul style="list-style-type: none"> That the government wished to let the people change the Constitution so that S127 would no longer exist That if the vote succeeded Aboriginal and Torres Strait Islander Peoples would be part of any population count in any State and nationally <p>Note: a student may be able to identify that Aboriginal and Torres Strait Islander Peoples were granted the right to enrol and vote at federal elections in 1962, therefore they could have voted in this referendum.</p>	
Description	Marks
2. Usefulness of Source 3 as historical evidence (Evaluating)	
<p>Provides a detailed conclusion about the usefulness of Source 3 as historical evidence. Uses relevant and accurate evidence drawn from Source 3. Describes one problem with Source 3 that impacts on its usefulness.</p>	4
<p>Provides a conclusion about the usefulness of Source 3 as historical evidence. Uses relevant and accurate evidence drawn from Source 3. Identifies one problem with Source 3 that impacts on its usefulness.</p>	3
<p>Provides a simple conclusion about the usefulness of Source 3 as historical evidence. Uses some evidence drawn from Source 3. or Makes a statement about the usefulness of the source.</p>	2
<p>States a simple conclusion based on personal opinion.</p>	1
Subtotal	4
<p>Answers could include:</p> <p>Usefulness</p> <ul style="list-style-type: none"> The title indicates that Ken Wyatt is making his first speech to the House of Representatives. The source indicates that Ken Wyatt is the first Aboriginal and Torres Strait Islander to be elected to the House of Representatives: 'First Indigenous MP'. The source indicates that Ken Wyatt is proud of his Aboriginal heritage: wearing a traditional kangaroo coat as he addressed the House. The source indicates that Aboriginals are elected to Parliament, after more than one hundred years of its existence. <p>Information missing/usefulness of the source</p> <ul style="list-style-type: none"> We do not know what Ken Wyatt is actually saying in his speech, this detracts from its usefulness as a source. 	
Description	Marks
3. Discuss the aims and point of view of Aboriginal and Torres Strait Islander Peoples (Evaluating – Sources 4 and 5)	
<p>Discusses, in detail, the aims and point of view of Aboriginal and Torres Strait Islander Peoples shown in both Source 4 and 5. Makes direct reference to relevant evidence from both sources to support their answer. Uses relevant, subject specific terminology.</p>	5–6
<p>Discusses the aims and point of view of Aboriginal and Torres Strait Islander Peoples shown in Source 4 and/or Source 5.</p>	3–4

Makes reference to some relevant evidence from Source 4 and/or Source 5 to support answer. Uses some relevant, subject-specific terminology.	
Makes general statements about the aims and point of view of Aboriginal and Torres Strait Islander Peoples shown in Source 4 and/or Source 5. Statements are based on personal opinion rather than evidence from the source. Uses everyday language.	1–2
Subtotal	6
<p>Source 4 Answers could include:</p> <ul style="list-style-type: none"> • Acknowledge that Aboriginal Peoples were living here when Europeans came and settled: <i>'White invaders' 'You are living on stolen land'</i>. • A democracy includes acknowledging the Aboriginal Peoples: <i>'If you can't let me live Aboriginal why preach Democracy.'</i> • To acknowledge the Aboriginal flag. • Land rights be granted <i>'we wuz robbed', 'land rights now'</i>. <p>Source 5 Answers could include:</p> <ul style="list-style-type: none"> • Changes to the constitution to <i>'empower'</i> the Aboriginal and Torres Strait Islander Peoples. • Aboriginal control over their own lives means future generations will be better off <i>'our children will flourish'</i>. • Aim is to allow Aboriginal Peoples to be able to live in both their Aboriginal world and the general Australian society: <i>'They will walk in two worlds'</i>. • Aboriginal culture is seen as a gift for the future: <i>'their culture will be a gift to their country'</i>. • Aboriginal and Torres Strait Islander Peoples figured in population statistics in 1967. Now the aim is to be listened to and heard: <i>'in 2017 we seek to be heard'</i>. • Aboriginal and Torres Strait Islander Peoples invite all Australians to be part of this drive for a <i>'better future'</i>. 	
Description	Marks
4. To what extent do all of the sources show the Aboriginal and Torres Strait Islander Peoples' experiences of democracy and citizenship in Australia since Federation? (Analysing, Evaluating and Communicating and Reflecting)	
Makes specific reference to relevant sources to illustrate the Aboriginal and Torres Strait Islanders Peoples' experiences of democracy and citizenship. Evaluates the events/issues raised in the sources, in terms of democracy and citizenship in relation to Aboriginal and Torres Strait Islander Peoples'. Outlines key events/milestones that are missing and why they are important. Draws a specific conclusion on the extent to which the sources reflect the Aboriginal and Torres Strait Islander Peoples' experiences of democracy and citizenship in Australia since Federation.	5–6
Makes some reference to the sources and some general statements to illustrate Aboriginal and Torres Strait Islander experiences of democracy and citizenship.	3–4

Identifies the events/issues raised in the sources in terms of democracy and citizenship in relation to Aboriginal and Torres Strait Islander Peoples'. Indicates at least one important omission. Draws a conclusion on whether or not the sources reflect Aboriginal and Torres Strait Islander Peoples' experiences of democracy and citizenship in Australia since Federation.	
Makes general references to events/issues in the sources. and/or May refer to omission of key events/issues and/or States a simple conclusion based on personal opinions about Aboriginal and Torres Strait Islander Peoples' experiences of democracy and citizenship in Australia since Federation.	1–2
Subtotal	6
<p>What the sources show about democracy and citizenship since Federation</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • The Constitution denied Aboriginal and Torres Strait Islanders any place within society in terms of either democracy or citizenship (Source 1 – not counted within the populous). • The 1967 referendum provided some hope as the Australian people, including the Aboriginal and Torres Strait Islander Peoples, who chose to vote and voted to remove such a discriminatory clause from the Constitution (Source 2). • Aboriginal and Torres Strait Islander Peoples were being elected into parliament, fully participating in Australia's democracy (Source 3). • Aboriginal and Torres Strait Islander Peoples were publicly protesting and demanding both recognition and land rights, as well as condemning those who did not agree with these demands (Source 4). • A major convention of Aboriginal and Torres Strait Islander Peoples, where leaders met at Uluru and drafted a final statement inviting, all Australians to share in the journey of helping them to achieve the '<i>rightful place in our own country</i>' (Source 5). <p>Some omissions could include:</p> <ul style="list-style-type: none"> • The removal of the right to vote at Federation and the gradual extension of the franchise to Aboriginal and Torres Strait Islanders until it was equal to the rest of the community by 1984. • Significant campaigns by Aboriginal and Torres Strait Islanders (apart from the Tent Embassy), such as the Wave Hill Walk off, the Mabo and Wik decisions of the High Court of Australia. 	
Total	25