



Task Number	1	Task Name	Matrix of tasks
Course	Year 10 History	Faculty	HSIE
Teachers	Dunlop, Clifford, Magriplis/Dawson, Ugolini	Head Teacher	Mr Jim Selwood
Issue date	Week 4-5, Term 3 2025	Due date	Tuesday 16th September 2025 (Week 9, Term 3)
Focus (Topic)	Rights and Freedoms	Task Weighting	50%

Outcomes

HT 5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT 5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT 5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT 5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Task description

Option 1

Complete THREE of the tasks of your choice from the matrix on the next page. You need to choose:

- one from Category 1 (worth up to 5 marks)
- one from Category 2 (worth up to 10 marks)
- one from Category 3 (worth 15 marks)

OR

Option 2

Complete the ESSAY response only (worth up to 30 marks).

For your chosen options, make sure you identify the category and the task in your title/heading.

You should choose tasks within each category that suit you the best, or that you can complete the most easily.

Your teacher will advise you of the best ways to present your task/s. Your mode of presentation will also be determined by the type of task/s you choose.

Choose 1 task from categories 1, 2 and 3 (total of 30 marks) OR the essay response (total of 30 marks).

Category 1 (5 marks)	Knowledge	Describe the reason for, and the importance of, The Apology by Kevin Rudd in 2008 (up to two paragraphs)	List (in chronological order) the most significant events in the fight for civil rights in Australia OR the USA from the 1920s to the present day (no more than 15 events)	Identify three articles from the Universal Declaration of Human Rights (UNDHR) that didn't apply to Aboriginal Australians in 1948	Define (in your own words) the following terms: <ul style="list-style-type: none"> • Paternalism • Protectionism • Assimilation • Self-determination
	Comprehension	Collate two historical sources for each of these government policies: <ul style="list-style-type: none"> • Protectionism • Assimilation • Reconciliation 	Report the main details relating to the 1938 Day of Mourning (up to two paragraphs)	Select at least three sources which show Aboriginal activism in Australia and write a brief description for each source (no more than 150 words in total)	Outline the aims of the US civil rights movement (write up to 150 words)
Category 2 (10 marks)	Application	Research a significant Australian OR US civil rights campaigner and write a biographical profile of the individual	Create a diagram or presentation showing the origins, development and purpose of the Universal Declaration of Human Rights	Produce a detailed poster which represents information about ONE important civil rights campaign/event in Australia (eg Freedom Rides, 1967 Referendum, Mabo decision, Voice Referendum)	Create a flyer that supports an Indigenous campaign of your choice from this topic (eg 1938 Day of Mourning, Wave Hill walk off, Tent Embassy, 1965 Freedom Rides, The Voice Referendum, etc.)
	Analysis	Investigate the experiences of ATSI peoples who were forcibly removed from their families as part of the Stolen Generations (write between 200-300 words)	Compare the similarities and differences between the US and Australian civil rights movement using a diagram (eg a Venn diagram)	Listen to and/or read the speech 'I have a dream' by Martin Luther King and rewrite it for an audience of ATSI Australians in the present day (write 200-300 words)	Analyse the lyrics of a song that has been used to represent the fight for rights and freedom in either Australia or the USA (write 200-300 words in your analysis)
Category 3 (15 marks)	Synthesis	Create a persuasive comic strip or story board that represents a significant issue facing Aboriginal and Torres Strait Islander people today (comic or storyboard should contain at least 12 scenes)*	Develop a board or card game that represents the fight for civil rights in Australia OR the USA (it should contain historically accurate information) <i>Please note: this task is harder than you think!</i>	Design a logo to represent key concerns or aims of either ATSI or African Americans to have their rights recognised; include an explanation of the symbolism used in your logo (write 100-200 words)	Compose and record a new Australian national anthem that is inclusive of all Australians (lyrics and music up to one minute long)
	Evaluation	Judge the three most important current human rights issues in relation to Aboriginal and Torres Strait Islander peoples in Australia today; for each issue provide an explanation as to why they are important (use PPT, Prezi, etc.)	Evaluate ONE of the films you have watched in class (eg <i>Rabbit Proof Fence</i> , <i>The Sapphires</i> , <i>The Help</i>) as an accurate portrayal of the fight for rights and freedoms by writing a film review (300-400 words)*	Assess the effectiveness of the 'Closing the Gap' campaign in Australia and explain why some of the targets have not been met for a target audience of the Department of Indigenous Affairs (write 300-400 words)*	Should the date of Australia Day be changed? Support your response with reasons for OR against a change of the date as an editorial piece for a news website such as <i>The Sydney Morning Herald</i> (write 300-400 words)*
Essay response (30 marks)		To what extent have the civil rights campaigns in Australia and the USA influenced their respective societies? Write 1000 words. <i>Please note: If you choose this task, this is the ONLY task you have to complete.</i>			

Marking Criteria

Category 1 – 5 marks (Outcomes HT5-6, 5-9, 5-10)

The student has demonstrated:	Mark
<ul style="list-style-type: none"> Thorough and accurate comprehension/knowledge through completion of chosen task Correct application of historical terms and/or concepts Effective and appropriate presentation used to communicate about rights and freedoms 	5
<ul style="list-style-type: none"> Accurate comprehension/knowledge through completion of chosen task Uses historical terms and/or concepts Appropriate presentation used to communicate about rights and freedoms 	4
<ul style="list-style-type: none"> Sound comprehension/knowledge through completion of chosen task Uses some historical terms and/or concepts Communicates some ideas about rights and freedoms 	3
<ul style="list-style-type: none"> Basic comprehension/knowledge through completion of chosen task Attempts to use historical terms and/or concepts and/or communicate about the rights and freedoms 	2
<ul style="list-style-type: none"> Limited comprehension/knowledge through completion or attempted completion of task May use historical terms and/or concepts 	1
<ul style="list-style-type: none"> Non-attempt/plagiarised 	0
Feedback:	

Category 2 – 10 marks (Outcomes HT5-6, 5-9, 5-10)

The student has demonstrated:	Mark
<ul style="list-style-type: none"> Thorough and accurate analysis/application through completion of chosen task Correct application of historical terms and/or concepts Effective and appropriate presentation used to communicate about rights and freedoms 	9-10
<ul style="list-style-type: none"> Accurate analysis/application through completion of chosen task Uses historical terms and/or concepts Appropriate presentation used to communicate about rights and freedoms 	7-8
<ul style="list-style-type: none"> Sound analysis/application through completion of chosen task Uses some historical terms and/or concepts Communicates some ideas about rights and freedoms 	5-6
<ul style="list-style-type: none"> Basic knowledge and understanding through completion of chosen task Attempts to use historical terms and/or concepts and/or communicate about the rights and freedoms 	3-4
<ul style="list-style-type: none"> Limited knowledge and/or understanding through completion/attempted completion of task May use historical terms and/or concepts 	1-2
<ul style="list-style-type: none"> Non-attempt/plagiarised 	0
Feedback:	

Category 3 – 15 marks (Outcomes HT5-3, 5-9, 5-10)

The student has demonstrated:	Mark
<ul style="list-style-type: none"> Detailed, accurate and sophisticated synthesis/evaluation of individuals and/or groups through completion of chosen task Correct application of historical terms and/or concepts Effective and appropriate presentation used to communicate about rights and freedoms 	13-15
<ul style="list-style-type: none"> Detailed and accurate synthesis/evaluation of individuals and/or groups through completion of chosen task Uses historical terms and/or concepts Appropriate presentation used to communicate about rights and freedoms 	10-12
<ul style="list-style-type: none"> Sound synthesis/evaluation of individuals and/or groups through completion of chosen task Uses some historical terms and/or concepts Communicates some ideas about rights and freedoms 	7-9
<ul style="list-style-type: none"> Basic understanding and/or knowledge through completion of chosen task Attempts to use historical terms and/or concepts and/or communicate about the rights and freedoms 	5-8
<ul style="list-style-type: none"> Limited knowledge and/or understanding through completion/attempted completion of task May use historical terms and/or concepts 	1-4
<ul style="list-style-type: none"> Non-attempt/plagiarised 	0
Feedback:	

Essay response – 30 marks (Outcomes HT5-3, 5-6, 5-9, 5-10)

The student:	Mark
<ul style="list-style-type: none"> Effectively evaluates, using thorough explanation and analysis, the motives and actions of past individuals and groups civil rights campaigns in Australia and the USA in their extended response Uses a wide range of relevant sources and evidence to support evaluation Uses a wide range of appropriate historical terms and concepts to communicate knowledge and understanding about rights and freedoms in a comprehensive and well-structured response 	25-30
<ul style="list-style-type: none"> Evaluates, using explanation and analysis, the motives and actions of past individuals and groups civil rights campaigns in Australia and the USA in their extended response Uses a range of relevant sources and evidence to support evaluation Uses appropriate historical terms and concepts to communicate knowledge and understanding about rights and freedoms in a well-structured response 	19-24
<ul style="list-style-type: none"> Provides some evaluation of the motives and actions of past individuals and/or groups civil rights campaigns in Australia and the USA in their extended response Uses relevant sources and evidence to support evaluation Uses appropriate historical terms and concepts to communicate knowledge and understanding about rights and freedoms in a structured response 	13-18
<ul style="list-style-type: none"> Attempts to evaluate the motives and/or actions of past individuals and/or groups civil rights campaigns in Australia and/or the USA in their response May use or refer to sources and evidence Attempts to use historical terms to communicate their ideas about rights and freedoms 	6-12
<ul style="list-style-type: none"> Limited response about the motives and/or actions of past individuals and/or groups civil rights campaigns in Australia and/or the USA May use or refer to sources and/or evidence Little/no use of historical terms 	1-5
<ul style="list-style-type: none"> Non-attempt/plagiarised 	0
Feedback:	