**Year 10 – Term 4 – Civics and Citizenship (HASS) 2019**

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Target: \_\_\_\_\_ /

**Task 5: High Court, international agreements, government policy and laws – Major Inquiry Task**

**DUE DATE: 15 November 2019**

**Assessment 5: Major Research (Inquiry)/Homework Task:** Students research and compile relevant information about an international agreement Australia has ratified and examples of how it shapes government policies and laws. *(Selected Topic: the protection of World Heritage areas)*

***PART A (Activity 1):***Inquiry and Research **(5%) (3 lessons of class time)**

***PART B (Activity 2):***Communicating and reflecting **(4%) *(Including the in-class task – Write a 250-word response responding to a statement) (1Lesson)***

***Knowledge and understanding:***

* The role of the High Court, including interpreting the Constitution
* The international agreements Australia has ratified and examples of how they shape government policies and laws (e.g. the **protection of World Heritage areas**, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples)

***Humanities and Social Sciences skills:***

***You will be using a variety of HASS skills throughout.***

* Apply subject-specific skills and concepts in familiar, new and hypothetical situations
* Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed with and without the use of digital and spatial technologies
* Analyse information and/or data in different formats (e.g. to explain cause and effect relationship, comparisons, categories and subcategories, change over time)
* Analyse the ‘big picture’ (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identify missing viewpoints or gaps in knowledge)
* Draw evidence-based conclusions by evaluation of information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena
* Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences
* Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusion and/or argument

**Your Task:**

**You need to complete ‘Activity 1’ as this is the investigation and inquiry.**

**You will then use your information to complete ‘Activity 2’, which is an in-class validation activity.**

**Activity 1: (3 lessons in class)**

We are looking at international agreements that Australia has ratified and an example of the extent to which it has shaped government policies and laws. We are, in particular going to look at the protection of World Heritage areas.

You must complete the following…

Part 1: Develop key focus questions on the area and then select an appropriate ***method or format*** to gather notes on the following area:

* ***World Heritage Convention***
* *Background Information – including key dates, aims, roles and responsibilities, reasons for it,*
* *World Heritage List – including 5 global examples.* ***(Note: Try to include sites that interest you)***
* *Australia and the World Heritage Convention - Australian World Heritage Places – Provide 3 examples*

Part 2: Develop key focus questions and select an appropriate ***method or format*** to gather notes on the following area:

* ***Australian World Heritage Laws***
* *Previous and current ‘Acts’. Include the year for both.*
* *Role of the current ‘Act’.*
* *Reasons (2 for each) for the previous and current act*

Part 3: Develop key focus questions on the area and then select an appropriate ***method or format*** to gather notes on the following areas:

Review the following case…

***The Commonwealth of Australia v Tasmania (1983)***

***(Tasmanian Dams Case)***

* *Background information about the case, including supporting evidence*
* *Include two stakeholder’s opinions (perspectives)*
* *What section of the Constitution/what law validated the actions of government (Federal)?*
* *Causes and Effects (including the final outcome or decision) of the case*

Part 4: **Final Summary** – Write a short individual summary (4 dot points) outlining whether or not this particular case (Part 3) links to the World Heritage Convention and an international agreement Australia has ratified. This could include references to policies or laws etc. ***Remember to provide supporting evidence.***

**Useful Websites for Part 3:**

<http://envlaw.com.au/tasmanian-dam-case/>

<https://www.nma.gov.au/learn/kspace/franklin-river-1983/kids>

<https://www.australianconstitutioncentre.org.au/uploads/1/2/0/0/120053113/high_court_case_study_-_tasmanian_dams_case.pdf>

<http://envlaw.com.au/tasmanian-dam-case/>

**What you must submit for Activity 1?**

❒ **Focus Questions** – develop key focus questions to help guide your inquiry for Parts 1 – 3.

❒ **Inquiry** **Notes** – Activity 1 (Parts 1 to 3)

(Hint: Remember to use a range of methods to collect, record and organise information)

❒ **Final Summary** (Part 4)

* **Bibliography** – following appropriate protocols

(Hint: Remember to use a range of sources)

**MARKING KEY – TASK 5 (PART A – Activity 1)**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(Civics & Citizenship Inquiry) (5%)**

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| --- | --- | --- |
| **Description** | **Possible Marks** | **Your Mark** |
| Selects relevant and detailed information and/or data from a number of sources which address parts 1 to 3.  Uses a range of appropriate recording methods or formats to collect, select, record and organise the information and/or data required by the task  Records detailed and sufficient information and/or data to support the inquiry of parts 1 to 3.  Develops clear and concise focus questions in relation to parts 1 to 3.  Uses clear and concise headings and sub-headings to organise notes for parts 1 to 3.  Provides comprehensive final summary which includes a range of supporting evidence, such as data, statistics, examples etc. | **7 - 8** |  |
| Selects mostly relevant and detailed information and/or data from a number of sources which address parts 1 to 3.  Uses a small range of appropriate recording methods or formats to collect, select, record and organise the information and/or data required by the task  Records somewhat detailed and sufficient information and/or data to support the inquiry of parts 1 to 3.  Develops mostly clear and concise focus questions in relation to parts 1 to 3.  Uses some headings and sub-headings to organise notes for parts 1 to 3.  Provides a some detail when presenting the final summary which includes a small range of supporting evidence, such as data, statistics, examples etc. | **5 - 6** |  |
| Selects somewhat relevant and detailed information and/or data from a number of sources which address parts 1 to 3.  Attempts to use range of appropriate recording methods or formats to collect, select, record and organise the information and/or data required by the task  Records limited information and/or data to support the inquiry of parts 1 to 3.  Attempts to develop focus questions in relation to parts 1 to 3.  Uses basic and/or some headings and sub-headings to organise notes for parts 1 to 3.  Attempt to present a final summary which includes basic supporting evidence, such as data, statistics, examples etc. | **3 - 4** |  |
| Selects mostly irrelevant information and/or data from a limited number of sources which only provides a basic reference to parts 1 to 3.  Uses no logical or organised recording techniques to collect and present the information and/or data required by parts 1 to 3.  Records insufficient information and/or data that provides little support for the inquiry of parts 1 to 3.  Basic focus questions developed in relation to parts 1 to 3.  Makes no or a limited attempt at the final summary. | **1 – 2** |  |

**Bibliography**

|  |  |  |
| --- | --- | --- |
| **Description** | **Possible Marks** | **Your Mark** |
| Presents a bibliography which includes a comprehensive and detailed list of sources (e.g. online maps, websites, spatial software applications, print resources and visual media) which correctly follows the referencing technique approved by the school. | **4** |  |
| Presents a bibliography which includes some sources (e.g. online maps, websites, and textbooks) which generally follows the referencing technique approved by the school. | **3** |  |
| Presents a bibliography which includes a limited list of sources which may follow the referencing technique approved by the school. | **2** |  |
| Presents a bibliography which includes a limited list of sources which does not follow the referencing technique approved by the school. | **1** |  |
| No bibliography submitted. | **0** |  |

**TOTAL MARK = / 12**

**Teacher Comment:**

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