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MARKING KEY

**/48**

**Year 10 HASS Term 1/2 – 2023 (8.0%)**

Assessment Three: In-class Assessment

Assessment 3: In-Class Short and/or extended Answer Responses & Source Analysis:

A series of short answer and/or extended responses related to the period of study. Includes validation questions based on Assessment 2. Including a source analysis section based on ‘Rights and Freedoms’

***Conditions: (5 minutes reading time and 50 minutes working time)***

**Part A – Multiple Choice (1 mark per question) (TOTAL: 15 marks)**

1. **The formation of the United Nations (UN) was a direct result of which conflict?**
2. The First World War.
3. The Great War.
4. World War I.
5. World War II.
6. **The UN followed a similar organisation that had been formed 26 years earlier. This was known as…**
7. The Union of Nations.
8. The League of Nations.
9. The United League.
10. The League of United Nations.
11. **What important document was adopted by the UN on 10 December 1948?**
12. The Mabo Decision.
13. The surrender of all German forces during the Second World War.
14. The Universal Declaration of non- nuclear proliferation.
15. The Universal Declaration of Human Rights.

1. **How many articles are present within the Universal Declaration of Human Rights?**
2. 20
3. 30
4. 40
5. 35
6. **The name of the Australian who was President of the UN General Assembly I 1948 was…**
7. Dr H.V. Evatt
8. Sir Robert Menzies
9. Harold Holt
10. Gough Whitlam
11. **The Universal Declaration of Human Rights was significant in post WWII international relations because…**
12. It forced all nations to agree on a set of laws outlining what Human Rights were.
13. It aided Western Nations to claim authority over communist nations as the Cold War began to take shape.
14. It set out harsh penalties for nations which did not implement equality to all its citizens.
15. It created the conditions by which freedom and equality for all was now a universal objective.
16. **The Bus Boycotts were an effective form of protest because…**
17. It was not illegal.
18. It gained national and international attention.
19. It hurt the bus companies economically.
20. All the above.
21. **The march on Washington by 200,000 people where Martin Luther King Jnr. Delivered his “I have a dream” speech which was designed to…**
22. Further inflame tensions in the south of the United States to create chaos and force the president to act.
23. Put pressure on congress to support President Kennedy’s Civil Rights Bill
24. Highlight that African-America people also dream
25. Create conditions where Kennedy would lose support, and this resulted in his assassination.
26. **The term ‘terra nullius’ meant that…**
27. Indigenous Australians had a legal binding agreement that Australia belonged to them.
28. The British regarded that the land belonged to no one and so therefore could be claimed by them.
29. The British regarded that the land was of no use to anybody and so thought it was a good place to send convicts.
30. Indigenous Australians owned no land because they did not have permanent settlements and a system of writing.
31. **The ‘Assimilation Policy’ of 1937 meant that…**
32. Aboriginal people were finally accepted into Australian society and given all rights enjoyed by the majority.
33. Aboriginal people of full blood only were allowed to return to their traditional way of life and live off the land.
34. Aboriginal people of mixed blood were expected to abandon their own culture and adopted the white way of life.
35. Aboriginal people were given the right to vote in federal elections but not Australian citizenship.
36. **The ‘Stolen Generation’ refers to the…**
37. The systematic killing of Aboriginal people by early white settlers.
38. The forcible removal of children from Aboriginal families under government policy which occurred up to the 1970s.
39. The denial of Aboriginal rights and freedoms.
40. Terra Nullius.
41. **The first official protest by Indigenous Australians occurred on the 26th of January 1938. It was called the…**
42. Invasion Day
43. Day of Invasion
44. Day of Mourning
45. Mourning of Australia Day
46. **Who was the leader responsible for the Australian Freedom Ride Campaign?**
47. Cathy Freeman
48. Anthony Mundine
49. Vincent Lingiari
50. Charles Perkins
51. **Which is the most accurate description of the aims of the Australian Freedom Ride?**
52. Expose the segregation and poor living conditions Aboriginal Australians had to endure.
53. Build pressure on the Australian government to support the US civil rights movement.
54. Gain maximum publicity for the Student Action for Aborigines.
55. To challenge education laws.

**15. What is the historical significance of the Universal Declaration of Human Rights?**

A. It started a new country

B. It established new laws

C. It abolished slavery around the world

D. It attempted to get all countries to acknowledge that freedom and equality (among other

rights) should be universal.

**End of Part A**

**PART B – Validation Questions (4 marks)**

1. **President Harry S. Truman ordered the dropping of atomic bombs … (1 mark)**
2. To test how useful these new weapons would be in Europe
3. As a first step in a plan to annihilate the Japanese people
4. To avenge Pearl Harbor
5. To force Japan to surrender
6. **What was the name of the US government program during World War II that developed and used the first atomic bombs? (1 mark)**
7. New York Project
8. Brooklyn Project
9. Manhattan Project
10. New Mexico Project
11. **State the names of the two cities where the atomic bombs were dropped. (2 marks)**

* Nagasaki
* Hiroshima

**End of Part B**

**PART C: Source Analysis (TOTAL: 21 marks)**

1. **With reference to Source 1, describe what is shown in Source 1.**

**(4 marks)**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Refers clearly to the source, ‘as shown in Source 1’, ‘Source 1 illustrates’.  Clearly describes what is shown in Source 1 – and makes specific reference to elements from the source. Identifies that Source 1 is a photograph.  It shows Eleanor Roosevelt looking at the document that she is holding.  Elements referred to may include – person (Eleanor Roosevelt), she is holding the Universal Declaration of Human Rights. | 3 - 4 |
| Makes an attempt to reference the source.  Outlines what is shown in Source 1 – and makes basic references to elements (1 -2) from the source, such as person and document.  Elements referred to may include – Makes an attempt to identify Eleanor Roosevelt. Makes some reference to what the document is, UDHR. | 2 |
| A brief statement about what is shown in Source 1, does not make clear references to the source, does not provide a name or name of the document. | 1 |

1. **With reference to Source 2, state if Source 2 is a primary or secondary source and outline why it is primary or secondary. (3 marks)**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Outlines that Source 2 is a primary source. Refers to the source, should make note that it is a direct quote from Rosa Parks.  For full marks, student must refer to the Source, such as ‘Source 2…’ | 2-3 |
| Briefly states that is a primary source. Makes no attempt to outline why.  Does not refer to the source | 1 |

1. **With reference to Source 2, outline who Rosa Parks was, including why she was a significant individual linked to the Civil Rights Movement in the United States.**

**(3 marks)**

|  |  |
| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Outlines who Rosa Parks was – African American and civil rights activist.  Why? Her protest set off the Montgomery Bus Boycott and set the tone for the civil rights, movement, e.g., *passive resistance*  For full marks, student must refer to the Source 2, such as ‘Source 2…’ | 3 |
| Briefly outlines or makes a general response about who Rosa Parks was.  Briefly includes a reason why she was a significant individual.  Makes a brief attempt to refer to Source 2. | 2 |
| Does not refer to the source.  Makes a basic attempt to outline who Rosa Parks was and why she was significant. | 1 |

1. **With reference to Source 2, explain the historical context of the source. (5 marks)**

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| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Clearly explains with great detail the historical context of Source 2 and makes clear and multiple references to Source 2.   * Refers to the question in their answer – the historical context – Quote. * Answer makes reference what was happening at the time – Rosa Parks on the 1st December 1955, boarded a segregated bus in Montgomery, Alabama. Sitting in an area on the bus she wasn’t allowed to sit in, Parks refused to move. She was removed from the bus and arrested for refusing to give up her seat. Started the Montgomery Bus Boycott. * The who – Rosa Parks and others * Where – Montgomery, Alabama * When – Event took place on 1st December 1955. * The cause – Segregation laws. Tired of giving in. * Effect – the Montgomery Bus Boycott, lasted 381 days and then the government finally lifted segregation on buses.   May provide other relevant observations relating to the source. Overall, a well written response, with well-structured sentences. | 4 - 5 |
| Describes and refers to Source 2 and its historical context.  Refers to most of the following aspects:   * Refers to the question in their answer – the context – Quote * Answer makes some references to what was happening – Rosa Parks on the 1st December 1955, boarded a segregated bus in Montgomery, Alabama. Sitting in an area on the bus she wasn’t allowed to sit in, Parks refused to move. She was removed from the bus and arrested for refusing to give up her seat. Started the Montgomery Bus Boycott. * Makes some reference to who Rosa Parks was. * Where – Montgomery * When – Makes an attempt at the date * The cause – Segregation laws. * Effect – the Montgomery Bus Boycott   May provide other relevant observations relating to the source.  May not make clear reference to the source or response may lack clarity. | 3 |
| Outlines the historical context of Source 2. May make reference to the source. Does not address all aspects of the context listed above. Answer lacks clarity or is incorrect. | 1 - 2 |

1. **With reference to Source 3, state if Source 3 is a primary or secondary source and outline why it is primary or secondary. (3 marks)**

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| **DESCRIPTION** | **MARKS** |
| Outlines that Source 3 is a primary source.  Refers to the source, should make note that it is a cartoon or a political cartoon, published on the 10 October 1945.  For full marks, student must refer to the Source, such as ‘Source 3…’ | 2-3 |
| Briefly states that is a primary source. Makes no attempt to outline why.  Does not refer to the source | 1 |

1. **With reference to Source 4, outline who Dr H.V. Evatt was and his link to Australia’s involvement in the Universal Declaration of Human Rights. (3 marks)**

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| --- | --- |
| **DESCRIPTION** | **MARKS** |
| Outlines who Dr H.V. Evatt was. Australian; influential figure. Head of Australia’s delegation to the United Nations. 1948, elected the third President of the General Assembly. He oversaw the vote by the United Nations countries to accept the UDHR.  For full marks, student must refer to the Source 4, such as ‘Source 4…’, ‘with reference to Source 4’ | 3 |
| Briefly outlines or makes statements about who Dr H.V Evatt was and his link to Australia’s involvement in the UDHR, but lacks supporting evidence.  Makes a basic attempt to refer to Source 4. | 2 |
| Briefly states who Dr H.V.Evatt was and makes a limited attempt at stating his link to Australia’s involvement in the UDHR.  Does not refer to the source. | 1 |

**End of Part C**

**PART D – Extended Response (TOTAL: 8 marks)**

1. **Explain the significance of one of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples.**

**SELECT and WRITE about a topic you have studied in class:**

* 1962 right to vote federally
* 1967 referendum
* Reconciliation
* Mabo decision
* Bringing Them Home Report (the Stolen Generations)
* The Apology

**(8 marks)**

|  |  |
| --- | --- |
| Description | Marks |
| A detailed and comprehensive explanation is given, and accurate information is provided about the significance of one of the following events listed above. Clearly states and examples the significance in relation to the civil rights of Aboriginal and Torres Strait Island Peoples. A wide range of appropriate supporting evidence and examples are used to develop and strengthen the explanation. The accurate use of relevant historical terminology and concepts helps to develop a cohesive, concise and articulate answer, with well-developed sentences and paragraphs in an extended answer format. | 7-8 |
| An appropriate explanation is given, and general, relatively accurate information is provided about the significance of one of the following events listed above. A range of appropriate supporting evidence and examples are used to develop and strengthen the explanation. Relevant historical terminology and concepts helps to develop a cohesive and detailed answer, with well-developed sentences and paragraphs in an extended answer format. | 5-6 |
| A limited explanation is given, and some generalised information is provided about the significance of one of the following events listed above. Limited evidence is used to support statements and generalisations. There is limited use of historical terminology and concepts in a largely unstructured response. | 3-4 |
| A very basic explanation is given, and little information is provided about the significance of one of the following events listed above. Insufficient evidence is presented in the explanation. There is limited or no use of historical terminology and concepts, and poor literacy skills may contribute to a response that is difficult to understand. | 1-2 |
| No relevant attempt. | 0 |
| TOTAL | 8 |