**Year 8 – Humanities and Social Sciences (2023)**

**Assessment 3– Direct Action (12.5%)**

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| **HUMANITIES & SOCIAL SCIENCES ASSESSMENT TASK** | |
| **Year level** | 8 |
| **Subject** | Civics and Citizenship |
| **Title of task** | *Assessment Task 3 – Direct Action* |
| **Marks and weighting** | 12.5% |
| **Description of task** | This assessment has two parts.  **Part A (3%):** Note-taking Inquiry booklet   * Students complete an inquiry and case study based on a direct action campaign   **Part B (7%):**   * Students write a mini report based on their findings from Part A.   **Part C (2.5%):**   * In-class closed book validation assessing student understanding of their inquiry and case study. |
| **Suggested time** | * 5 lessons in class |
| **DOCUMENTATION** | |
| **Documentation** | * Note-taking Inquiry booklet * Mini Report |
| **TEACHER FEEDBACK** | |
| **MARK:**  \_\_\_\_\_/40 | |

**Choose an Example of a Direct Action Group or Campaign**

**Examples**

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| * **2019 Climate Strikes (Australia)** | * **World Pride** |
| * **2020 Black Lives Matter Protests (Australia)** | * **Sea Shepherd** |
| * **Refugee Rights Protests (Australia)** | * **PETA** |
| * **Women’s Marches (Australia)** | * **Occupy Movement** |
| * **Capitol Hill Riots (Untied States)** | * **Onward Together** |

**Chosen Direct Action Group / Campaign: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Report Structure**

Your report needs to include the following:

1. **Contents page**
2. **Introduction to Direct Action Campaign**
   1. Define Direct Action
   2. Overview of the Direct Action Campaign (ie. Who, when)
   3. Goals and methods of the Direct Action campaign
   4. Brief explanation on why chose campaign and what hope to learn from studying it.
3. **Background of Direct Action Campaign**
   1. Provide some context for the campaign, such as the social, political, or economic factors that led to its creation.
   2. Discuss any relevant historical events or movements that influenced the campaign.
   3. Discuss the type of Democratic Freedom that the Direct Action campaign is fighting against the restriction of.
4. **Methods of the Direct Action Campaign**
   1. Describe the methods used by the campaign to achieve its goals. This could include things like protests, strikes, boycotts, or other forms of direct action.
   2. Discuss the strengths and weaknesses of these methods, and how effective they were in achieving the campaign's goals.
5. **Impact of the Direct Action Campaign**
   1. Analyze the impact of the campaign, including any changes that were brought about as a result of the campaign's actions.
   2. Discuss the ways in which the campaign influenced public opinion or policy, and whether it was successful in achieving its goals.
   3. Outline whether the campaign was successful in reversing the limitation of the democratic freedom.
6. **Conclusion** 
   1. Summarize your findings and reflect on what you learned from researching this direct action campaign.
   2. Discuss any implications or lessons that can be drawn from this campaign, and how they might apply to other social or political issues.
7. **A bibliography** 
   1. All information needs to be referenced correctly, even photos!

**Note-Taking Section**

Use the following pages to record notes. Then convert these notes into paragraph format as a draft of your report.

**Part 1 – Introduction to the Direct-Action Campaign**

|  |  |
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| **Notes about Introduction to Direct Action Campaign** | |
| Definition of Direct Action |  |
| Overview of chosen direct action campaign |  |
| Goals and methods of chosen direct action campaign |  |
| Brief explanation on why chose campagin |  |

Now convert these notes into a draft paragraph for your report.

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**Part 2 – Background of Direct-Action Campaign**

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| **Notes about the Background of the Direct-Action Campaign** | |
| Context of the campaign |  |
| Social, political or economic factors that led to creation of campaign |  |
| Relevant historical events that influenced campaign |  |
| Type of freedom that campaign is fighting for |  |

Now convert these notes into a draft paragraph for your report.

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**Part 3 – Methods of Direct-Action Campaign**

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| **Notes about methods of Direct-Action Campaign** | |
| Identify and outline methods used by the campaign to achieve goals |  |
| Strengths of these methods |  |
| Weaknesses of these methods |  |
| Effectiveness of these methods in achieving the goals of the campaign |  |

Now convert these notes into a draft paragraph for your report.

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**Part 4 – Impact of the Direct-Action Campaign**

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| **Notes about impact of the campaign** | |
| Impact of campaign (Positive/Negative) |  |
| Changes caused by the campaign |  |
| Influence on public opinion or policy |  |
| Success in fighting restriction of democratic freedom |  |

Now convert these notes into a draft paragraph for your report.

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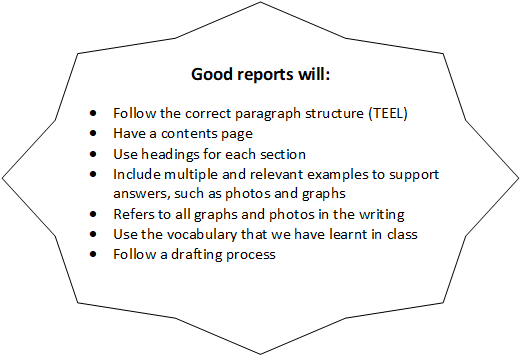
**Part 5 – Conclusion**

Make notes on the following points:

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|  | **Notes - Summary of Findings** |
| Methods used by campaign |  |
| Success of Campaign |  |
| Impact of campaign |  |
| Lessons that can be drawn from this campaign, and how they might apply to other social or political issues. |  |

Now convert these notes into a draft paragraph for your report.

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| **Submission Checklist** | |
| **Inquiry Booklet** (Completed) |  |
| **Cover Page** (For report) |  |
| **Contents Page** |  |
| **Report** (Good Copy typed) |  |
| **Images included in Report** (referenced) |  |
| **Bibliography** (Typed on separate piece of paper following correct technique) |  |

**Part 6 – Bibliography** *Please note that in order to obtain full marks you must submit a formal bibliography, the table below is only for recording your references as you are researching or finding images.*

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| **Author** | **Date last updated** | **Title of Webpage** | **Date accessed** | **HTTP** |
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| **Author** | **Date of Publication** | **Title of Book** | **Publisher** | **Place of Publication** |
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**Rubric – PART A – The Inquiry Process (3%) Total \_\_\_\_\_\_/40**

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|  | **20 -25** | **14 - 19** | **8 - 13** | **0 - 7** | **Subtotal** |
| **Note taking** | Provides very detailed, comprehensive and accurate notes.  Notes address research areas in detail.  Uses evidence from a range of relevant sources.  5 marks per section in notes ie. Part 1 | Provides detailed and mostly accurate notes which address the research areas.  Uses evidence from a range of sources which are mostly relevant. | Provides notes of adequate detail which attempt to address the research areas.  Uses evidence from a few sources which are somewhat relevant. | Notes are limited in detail and do not address the research areas.  Uses little evidence from limited sources which have little or no relevance.  No notes are submitted (0) |  |
|  |  | **7 - 9** | **4 – 6** | **0 - 3** |  |
| **Report draft** |  | Detailed evidence of planning related to the drafting of a report. | Evidence of some planning related to the drafting of a report. | Limited evidence of planning related to the drafting of a report.  No draft completed (0) |  |
|  | **5 - 6** | **3 - 4** | **0 - 2** |  |
| **Bibliography** | Submits a formal bibliography which collects information from a comprehensive number of sources incorporating ethical protocols which correctly follow the referencing technique approved by the school. | Submits a formal bibliography that includes a smaller range of sources which mostly follow the referencing technique approved by the school.  Has used a variety of sources however has only recorded these in the reference recording sheet (3) | Bibliography includes a limited list of sources which may follow the referencing technique approved by the school. |  |

**Rubric – PART B – Report (6%) Total \_\_\_\_\_\_/40**

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|  | **13 - 16** | **9- 12** | **5- 8** | **0 - 4** | **Subtotal** |
| **Civics and Citizenship knowledge and understanding** | Highly detailed, accurate and relevant information and data is selected.  Report includes all aspects of each section. | Detailed, accurate and relevant information and data is selected.  Report includes most aspects of each section. | Mostly accurate and relevant information.  Most sections have been completed, however some are missing. | Frequent use of inaccurate or irrelevant information OR limited information provided.  Only some sections have been completed OR all sections have been completed to a limited extent. |  |
|  | **7-8** | **5-6** | **3-4** | **0-2** |  |
| **Use of evidence** | Inclusion of detailed and relevant evidence such as photos and graphs to support findings on liveability.  Evidence is consistently referred to within the report. | Inclusion of mostly relevant evidence such as photos and graphs.  Most evidence is referred to within the report. | Inclusion of some relevant evidence such as photos and/or graphs.  Evidence is not referred to within the report. | Limited or no inclusion of relevant evidence.  Evidence is not referred to within the report. |  |
|  | **7-8** | **5 - 6** | **3 – 4** | **0 - 2** |  |
| **Presentation** | Outstanding presentation.  Effective use of formatting.  Clear headings/sub-headings are used. | Very good presentation; Effective use of formatting.  Makes attempts at most headings/sub-headings. | Presentation is good; may have minor issues with grammar or spelling.  Makes attempts at some headings. | Little effort in presentation.  Limited use of headings. |  |
|  | **7 - 8** | **5 – 6** | **3 - 4** | **0 - 2** |  |
| **Communication** | Understanding is clearly communicated using accurate and relevant subject-specific vocabulary.  Consistent use of paragraph structure. | Understanding is communicated using mostly accurate and relevant subject-specific vocabulary.  Paragraph structure is mostly adhered to. | Understanding is communicated using some accurate and relevant subject-specific vocabulary.  Student uses full sentences, however does not form paragraphs. | Very limited communication of understanding with limited or no use of relevant subject-specific vocabulary.  Some sentences are used, however, information is communicated in dot point structure. |  |