

## Assessment Task Rubric

**Year:** 6

**Learning Area:** HASS

**Time:** 40 mins

### WA Curriculum Content Descriptor(s)

Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted Aboriginal and Torres Strait Islander peoples, migrants, women and children **(WA6HAKUH2)**

Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms and using subject-specific terminology and concepts **(WA6HASKC1)**

Reflect on learning, identify new understandings and act on findings in different ways **(WA6HASKC2)**

### Learning Intention

The assessment task requires students to accurately describe the Aboriginal workers' situation, from the perspective of a worker on a Pilbara cattle station and illustrate how this situation changed because of the Pilbara Strike.

### Focus Questions

What changed for Aboriginal workers because of the Pilbara Strikes of 1946-49?

What remained the same?

### Success Criteria

- I can explain the causes and effects of the Pilbara Strike and how it changed the experience of Aboriginal people in WA
- I base my conclusion about the Pilbara Strike on the research and resources we have explored in this unit
- I can create an accurate before / after depiction to show my learning

### Students' Prior Knowledge

Students have engaged in a eight-part unit of learning to investigate the legal causes of social and employment situation of the Pilbara Strikers and learned what civic actions the Strikers took to bring about change.

In this lesson students consider the effects of that action and learn how the Strikers faced further challenges to gain financial return for their work.

### Assessment

*"Use everything you have learned in this unit to create a picture of the impact of the Pilbara Strike, and how life changed for many Aboriginal workers and their families. You can demonstrate your understanding through a combination of text and drawing; just make sure you show as much as you can about how these changes impacted people's lives. Use your past lesson work to help you."*

Consider:

- Rights and responsibilities
- Everyday life
- Working conditions

Open book – students are encouraged to use resources from previous lessons to assist them in this task.

# The Pilbara Strike

Name:

Date:

	A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement	E Very low achievement
KNOWLEDGE AND UNDERSTANDING					
History	Explains the causes and effects of the Pilbara Strike and to what extent this changed the experience of Aboriginal people in WA.	Describes, in detail, the causes and effects of the Pilbara Strike and the resulting changes for Aboriginal workers in WA.	Describes the causes and effects of the Pilbara Strike.	States a cause or effect of the Pilbara Strike.	Does not meet the requirements of a D grade.
HUMANITIES AND SOCIAL SCIENCES SKILLS					
Evaluating	Draws a detailed conclusion about the impact of the Pilbara Strike based on relevant and accurate evidence from information and/or data.	Draws a conclusion about the impact of the Pilbara Strike based on relevant and accurate evidence from information and/or data.	Draws a conclusion about the impact of the Pilbara Strike based on evidence from information and/or data.	States a simple conclusion about the impact of the Pilbara Strike based on personal opinions.	Does not meet the requirements of a D grade.
Communicating and Reflecting	Presents findings in a range of forms, appropriate to the audience and purpose, and based on detailed and relevant information collected from source materials. Uses relevant subject-specific terminology and concepts.	Presents findings in a range of forms, appropriate to the audience and purpose, and based on relevant information collected from source materials. Uses subject-specific terminology and concepts.	Presents findings in appropriate forms, considering audience and/or purpose, and based on information collected from source materials. Uses some subject-specific terminology and concepts.	Presents findings using scaffolded forms and everyday language.	Does not meet the requirements of a D grade.