



## HUMANITIES & SOCIAL SCIENCE

### INTER - DISCIPLINARY INQUIRY PROJECT

YEAR 9

### ASSESSMENT TASK

#### Background information

Depth Study being investigated	History, Geography, Politics & Business
	Interdisciplinary
Context	
Summary of the task	<p>This is an interdisciplinary Inquiry Project.</p> <p>You are to complete the following tasks:</p> <ol style="list-style-type: none"> <li>1. Research a country of your choice</li> <li>2. Follow the inquiry process to complete a structured &amp; detailed country report (This report will be used to help inform your perspective on the United Nations Day)</li> <li>3. Choose an area of interest related to your country and present a persuasive speech on it. This issue can be an idea/issue/event that is currently affecting your nation.</li> <li>4. Participate in the United Nations General Assembly.</li> </ol>

#### Summary of the links to the Australian Curriculum

(Please indicate by shading the relevant box, to which component of the Australian Curriculum this task links with)

General Capabilities	Literacy	Numeracy	ICT capability	Critical and creative thinking	Ethical behaviour	Personal and social capability	Intercultural understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia			Sustainability	

## TASK DESCRIPTION

**Assessment Type:** Inquiry

**Context** United Nations MUNA

**Task Weighting: 20%**

### **PART A - Research Report & Speech**

Students are to research the country they will represent at a United Nations General Assembly. They will need to present their findings on one topic of interest in a three minute speech.

### **PART B - Resolution**

Students are to participate in a United Nations General Assembly where they will argue motions on behalf of their country.

### **PART C - Reflection**

Students are to reflect on their experiences through reflection.

**Time for this task:**

**Due Date:** 27th August 2015

4 Weeks (Some time given in class)

See the marking guides on the following pages.

**What needs to be submitted for this assessment:**

**Part A and B**

- o Brainstorms, focus questions, research notes, drafts
  - o List of References
  - o Report on represented country
  - o Speech
  - o Reflections
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- o Brainstorms, focus questions, research notes, drafts
  - o Motions (TEEL)
  - o List of References
  - o Reflection

Parent Signature and Comment:

## **PART A**

### **Research Report on Member Country**

*You need to research the country that you are representing for the United Nations. You must present in a report style on the following:*

#### **Geography:**

Area: How big is your country?

Climate: What type of climate does it have?

Terrain: What terrain does your country have?

Natural Resources: What resources does your country have?

Land Use: What is the land available to your country used for?

Natural Hazards: What natural hazards is your country prone to?

#### **People:**

Ethnic Groups: What ethnic groups does your country have?

Language: What language does your country speak?

Religion: What religion does your country have?

Population: How many people are in your country?

Birth Rate: What is the birth rate of your country?

Death Rate: What is the death rate of your country?

Infant and Maternal Mortality Rate: How many people die when they are babies or giving birth?

Life Expectancy: How long are people expected to live?

Health Expenditures: How much money does the government spend on health?

HIV/AIDS Rate: How many people have AIDS or HIV?

Obesity: How many people are obese?

Literacy: How many people can read or write?

Unemployment Rate: How many people are without jobs?

#### **Government:**

Government Type: What type of government does your country have?

Who are the major leaders of your nation?

What is the voting process of your country?

Capital: What is the capital city of your country?

National Symbols: Does your country have any national symbols?

What is the meaning behind the national flag and other important flags?

#### **Economy**

Money: How much GDP (purchasing power) does your country have?

Partnerships: Does your country have trading partnerships with any other countries?

Population below poverty line: What is the poverty line? How many people live in poverty?

Agriculture: What type of agriculture does your country have?

Industries: What type of industries does your country have?

Electricity: How much electricity does your country use?

Natural Gas: How much gas does your country use?

Imports: What does your country import?

What is the GDP of your country? What does this mean?

### ***Military***

Military Branches: What different forces does your country have?

Military Service Age and Obligation: Who can join the military? Is it forced service?

What age can you join?

Military Expenditures: How much money does your country spend on their military?

Has your country been involved in any major wars or conflicts in recent history?

What type of relationship does your country have with its neighbours?

*You need to ensure that you have recorded all your references for your country.*

### **Speech on Member Country**

*You are to present a three minute talk on your UN country.*

Choose a topic of interest you have unearthed from your research and deliver this topic in the form of the speech.

The speech topic should link to a current event that is affecting your country globally.

Speech can be filmed or 'live'..

## Research Template for Speech

<u>Part A Country Report</u>	<u>Record your information</u>
<u>Brainstorm</u>  <i>Brainstorm the main ideas of the topics you have been given to investigate</i>	
<u>Focus Question</u>  <i>From the five key areas you are investigating, come up with FIVE overarching research questions and provide an answer to these at the end of each section in your report (like a concluding statement). These should explain and evaluate the ideas you have researched.</i>	
<u>Research</u>  <i>You should now begin your research - take notes and formulate ideas and information on the FIVE key areas you have</i>	

<p><i>been asked to investigate.</i></p>	
<p><b><u>References</u></b></p> <p><i>Using the APA Referencing system, record all the sources of information that you got your data &amp; notes from.</i></p>	

## **PART B RESOLUTION**

### *Structure of the United Nations Day*

#### **Session One**

Assemble in Year Nine Middle Area for Welcome Address and Fashion Parade (every student to dress reflective of their country)

#### **Session One and Two**

Debating of Motions

#### **Session Three**

Finish debate and reflections  
Prepare and begin lunch

#### **Session Four**

Clean up and rotation of sporting activities from around the globe

## EXAMPLE

### Resolution # 3

#### *The Problem: The Ebola Crisis*

*The spread of Ebola is outpacing the response. In light of the outbreak in West Africa that has caused over 4,000 deaths with a 52% fatality rate and evident lack of appropriate medical health infrastructure in said area, a new international response policy must address the pandemic out-break.*

- You need to develop a position to the resolution, displaying your countries perspective on this problem.
- It should take a similar format to the sample resolution handout you have been give (see attached pages).



## *Sample Proposed Resolution*

Submitted for revision by (Sponsor): *Your Countries Name*

To the Model United Nations Assembly: Tranby College

Topic: The Ebola Epidemic in West Africa

What is the main issue: *[summarise the main issue from the resolution]*

*Your Countries Name,*

1. Encourages ...
2. Urges members ...
3. Stresses...
4. Requests ....
5. Calls for ...

*Remember the perambulatory and operative words used above are just examples of what you could use based on your countries stance. Use the powerpoint presentation to help you with other words.*

## **PART C** **REFLECTION QUESTIONS**

1. What were some of the more interesting facts that you found about your country?  
Explain by identifying and writing about an example to justify this.
2. Did anything shock you when uncovering information about your country? If so, identify what it was and explain why, you may have been opposed to it.
3. What are some commonalities between your UN country and Australia?
4. What are some differences between your UN country and Australia?
5. On the United Nations Day:
  - a. Explain your experiences as the Member State.
  - b. What resolutions came about that you were surprised by, as your Member State.
  - c. Did any Member State have views that were different from your own? Explain why you believe this is the case.
6. Is the United Nations a successful organisation or merely one that has good intentions but often fails?

***For an elaborated Marking Guide, please see the following pages.***

## MARKING GUIDE - RESEARCH

### Research

Achievement Level	Level Descriptor	Task Specific Descriptor
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way</li> <li>ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>iv. <b>identifies</b> different perspectives.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>1. Has not displayed sufficient understanding of chosen country</li> <li>2. Has not been able to adequately display basic research techniques.</li> <li>3. Has not made it obvious that different sources of information were used to research the country.</li> </ul>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>1. Has been able to display a limited understanding of the chosen country; highlighting basic ideas and information which are characteristic of the country.</li> <li>2. Has used simple research techniques to gather the relevant information.</li> <li>3. Has been able to make it clear that more than one source was used to gather the information on the chosen country.</li> </ul>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and purpose, <b>usually</b> recognizing values and limitations</li> <li>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>1. Has been able to display a substantial understanding of the chosen country; detailed information of the country's characteristics is evident.</li> <li>2. Has used a variety of research techniques while gathering the relevant information.</li> <li>3. Has provided a comprehensive list of sources used in gathering the relevant information.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>detailed</b> analysis of concepts, issues,</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>1. Has been able to display an extensive understanding of the</li> </ul>

	<p>models, visual representation and/or theories</p> <p>ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</p> <p>iii. <b>effectively analyses a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</p> <p>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</p>	<p>chosen country; including detailed statistical data and information which uniquely characterises the country.</p> <p>2. Has used advanced research techniques while collecting the data and statistics for the chosen country.</p> <p>3. Has provided an extensive list of sources used in gathering the information. All sources are credible and reliable.</p>
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## MARKING GUIDE - SPEECH

### Knowing and understanding

Achievement level	Level Descriptor	Task Specific Descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student has not met the requirements of the task and/or has not submitted their work.
1–2	The student: <ul style="list-style-type: none"> <li>1.makes <b>limited</b> use of terminology</li> <li>2. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li> </ul>	<ul style="list-style-type: none"> <li>1.Has not used appropriate context specific words.</li> <li>2.The student has only provided a limited list and description of a situation/issue relevant to their country.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>1.uses <b>some</b> terminology <b>accurately</b></li> <li>2.demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and examples.</li> </ul>	<ul style="list-style-type: none"> <li>1.Has used appropriate context specific terminology.</li> <li>2.The student has provided a satisfactory description of concepts relevant to a situation/issue relevant to their country.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>1.i. uses <b>considerable</b> and <b>relevant</b> terminology <b>accurately</b></li> <li>2.ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li> </ul>	<ul style="list-style-type: none"> <li>1.Has demonstrated to a high level an appropriate use of context specific terminology.</li> <li>2.The student has described, explained and used relevant examples to demonstrate substantial knowledge of situations/issues relevant to their country.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>1.<b>consistently</b> uses a <b>range</b> of terminology <b>accurately</b></li> <li>2.demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>developed</b> and</li> </ul>	<ul style="list-style-type: none"> <li>1.Consistently, in a sophisticated manner, demonstrates accurate use of content specific terminology.</li> <li>2.Critically analyses with the use of relevant examples the impact of an issue/situation on their chosen</li> </ul>

	<b>accurate</b> descriptions, explanations and examples.	country.
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## Communicating

Achievement level	Level descriptor	Task Specific Descriptor
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>1.communicates information and ideas in a style that is <b>not always</b> clear</li> <li>2.organizes information and ideas in a <b>limited</b> way</li> <li>3.<b>lists</b> sources of information <b>inconsistently</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1.The student has not communicated ideas clearly.</li> <li>2.Information is not organised in a logical manner.</li> <li>3.has not cited sources correctly, and much of the work is not their intellectual property.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>1.communicates information and ideas in a way that is <b>somewhat</b> clear</li> <li>2.<b>somewhat</b> organizes information and ideas</li> <li>3.<b>creates</b> an <b>adequate</b> reference list and <b>sometimes</b> cites sources.</li> </ol>	<ol style="list-style-type: none"> <li>1.Has attempted to communicate their ideas in a somewhat logical manner.</li> <li>2.Has, to a certain degree, organised information in a somewhat logical manner.</li> <li>3.Has created a reference list adhering to the APA guidelines.</li> </ol>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>1.communicates information and ideas in a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>2.<b>mostly</b> structures information and ideas according to the task instructions</li> <li>3.create an <b>adequate</b> reference list and <b>usually</b> cites sources.</li> </ol>	<ol style="list-style-type: none"> <li>1.Has used an appropriate method to communicate their speech to their audience with a clear purpose.</li> <li>2.Has followed the task sheet to deliver their ideas in a structured and persuasive way.</li> <li>3.Has demonstrated an understanding of the importance of citing sources accurately and produced a reference list.</li> </ol>

7-8	<p>The student:</p> <ol style="list-style-type: none"> <li>1.communicates information and ideas in a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>2.structures information and ideas <b>completely</b> according to the task instructions</li> <li>3.create a <b>complete</b> reference list and <b>always</b> cites sources.</li> </ol>	<ol style="list-style-type: none"> <li>1.The student has fully considered who their audience is and the purpose of the ideas they are communicating.</li> <li>2.The student has followed all the guidelines of the task.</li> <li>3.Reference list has been completed to a high level using the correct conventions (APA) and always acknowledges sources.</li> </ol>
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## MARKING GUIDE - REFLECTION

### Thinking Critically

Achievement Level	Level Descriptor	Task Specific Descriptor
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>begins to analyse</b> concepts, issues, models, visual representation and/or theories in a <b>limited</b> way</li> <li>ii. <b>begins to identify</b> connections between information to make <b>simple</b> arguments</li> <li>iii. <b>recognizes</b> the origin and purpose of <b>few</b> sources/data as well as <b>few</b> values and limitations of sources/data</li> <li>iv. <b>identifies</b> different perspectives.</li> </ul>	<p>Student has been able to revise understanding of chosen country and UN after completion of project.</p> <p>Students has been able to formulate simple arguments in response to other's resolutions and ideas.</p> <p>Student recognises some bias in information gathered by others, based upon intended audience.</p> <p>Student recognises others viewpoints on global issues may differ, and that may be in contrast to the dominant viewpoint of the Australian perspective.</p>
3-4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>simple analysis</b> of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information to make <b>some adequate</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>iv. <b>recognizes</b> different perspectives and <b>suggests some</b> of their implications.</li> </ul>	<p>Student has been able to revise understanding of chosen country and the role of the UN, and articulate this in reflection.</p> <p>Students has been able to summarize thoughtful arguments in response to other's resolutions and ideas.</p> <p>Student identifies bias in other's information and suggests contrary evidence.</p> <p>Student recognises others viewpoints on global issues may differ, and that may be in contrast to the dominant viewpoint of the Australian perspective, leading to conflict.</p>
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>substantial</b> analysis of concepts, issues, models, visual representation and/or theories</li> <li>ii. <b>summarizes</b> information in order to make <b>usually valid</b> arguments</li> <li>iii. <b>analyses</b> sources/data in terms of origin and</li> </ul>	<p>Student is beginning to demonstrate some sophistication in their understanding of chosen country, the role of the UN and articulate this in reflection.</p> <p>Student summarizes information to support, thoughtful, valid arguments in response to</p>



	<p>purpose, <b>usually</b> recognizing values and limitations</p> <p>iv. <b>clearly recognizes</b> different perspectives and <b>describes most</b> of their implications.</p>	<p>other's resolutions and ideas.</p> <p>Student identifies bias in other's information and provides contrary evidence based on factual information.</p> <p>Student recognises other country's viewpoints which are different to the Australian viewpoint and can make links to global conflict/crisis based on these differences.</p>
7-8	<p>The student:</p> <p>i. completes a <b>detailed</b> analysis of concepts, issues, models, visual representation and/or theories</p> <p>ii. <b>summarizes</b> information to make <b>consistent, well-supported</b> arguments</p> <p>iii. <b>effectively analyses</b> a <b>range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing values and limitations</p> <p>iv. <b>clearly recognizes</b> different perspectives and <b>consistently explains</b> their implications.</p>	<p>Student demonstrates sophisticated understanding of the role of the UN and their country's relative position and influence within the organisation.</p> <p>Realistic resolutions are put forward based upon consistent well supported arguments and evidence.</p> <p>Student identifies bias in other's information and provides contrary evidence based on factual information and successfully states this contrary position.</p> <p>Student recognises other country's viewpoints which are different to the Australian viewpoint, can make links to global conflict/crisis based on these differences and establish a clear implication of this for global stability.</p>

## FINAL CHECKLIST

Task	Tick when completed	Teacher Signature
Display book folder (with title page and name and this sheet)		
Map of your chosen country		
Map of the world with your country and neighbours highlighted		
Flag and symbolism of the flag explained		
UN Booklet (Classroom resource)		
Country Report		
Notes from country speech (Part B) and marking guide		
Four Resolutions and speeches		
Reflections		
Recipe of dish that you are making for UN Day		
Brief description of costume for the day		
Outline of a significant game played by the country		
Other/extra (Resolutions wanting to be introduced to the General Assembly by your country)		