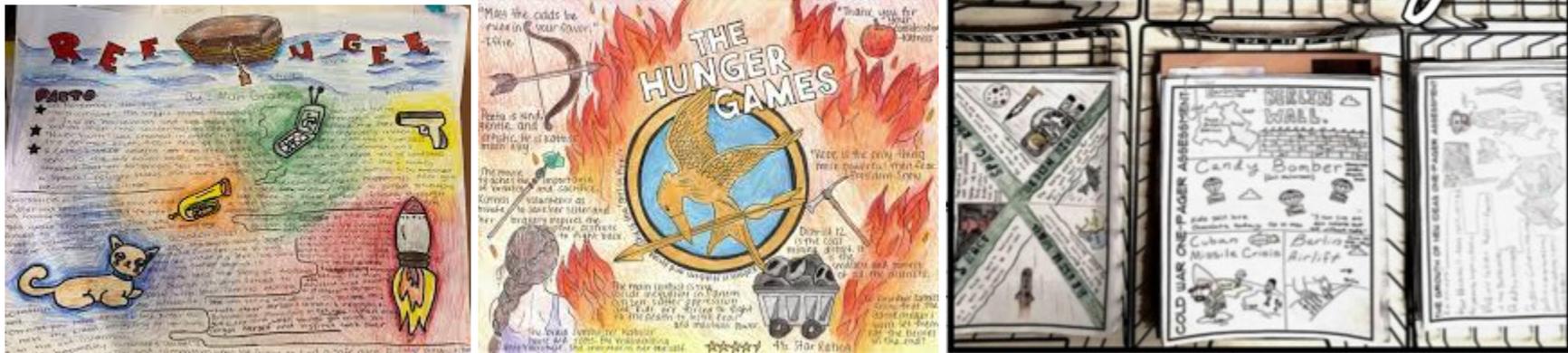


Year 9 Assessment:

Racial Discrimination in Aotearoa New Zealand



Purpose: We want to raise awareness of the history of racial discrimination in Aotearoa New Zealand in the expectation of sharing the assessments with community stakeholders.

Task Instructions:

For this assessment you will focus on the big ideas studied in class during Term 1 to raise awareness of the history of racial discrimination in Aotearoa New Zealand. The big ideas include Discrimination / Inclusion and / Tolerance and Cultural Diversity. You will select one of these four ethnic groups: Indian, Chinese, Pasifca, and Māori and create an analytical, creative, and written response about how they have been discriminated against in Aotearoa New Zealand. The written response must completely fill one side of a piece of paper (poster).

In your poster you must answer the following three questions (**Global**):

1. Why did the discrimination happen - what beliefs led to your chosen group being treated differently?
2. How did the New Zealand government contribute to the discrimination of the ethnic group (eg. laws, actions by police, etc.)?
3. What are short- and/or long-term consequences of the discrimination?

Your poster should:

- Fill the entire A3 page with color and text. There should not be any blank, white space (a white background against text is okay).
- Clearly label each question/timeline of your poster ie: Provide headings
- Titles and headings that are visible and effective
- One quote minimum for each question (from the provided resources)
- Three illustrations with captions that connect the resources to the ethnic group
- Handwriting is neat and legible

You must also include a timeline that outlines the historical events that affected your chosen ethnic group over a 100-year period.

In addition to your poster, you need to write about how you designed your poster (**English**). In this secondary document, include:

- Three TEXAS paragraphs which explains the effect of Color and Contrast / Layout / Image / Lines / and/or Font used in the poster
- Each paragraph will be between 200-250 words and marks will be awarded on the effect of your techniques. In your paragraphs include why a technique was used and what effect it had.

Resource Bank:

Maori

Book: We Don't Serve Maori Here (Robert E. Bartholomew)

Book: Sorry Mate, We Don't Cut Maori Hair (Robert Bartholomew & Catherine Tamihere)

<https://www.youtube.com/watch?v=jAUFdwrLTVE&t=958s> - Documentary (No Maori Allowed)

<https://www.stuff.co.nz/pou-tiaki/300288698/our-history-of-mori-segregation-needs-to-be-part-of-the-curriculum>

<https://www.nzherald.co.nz/kahu/opinion-our-forbidden-and-forgotten-history-of-maori-racial-segregation/FHOC5UKZ72H72KLL6M5RKACJ5M/>

<https://www.auckland.ac.nz/en/news/2021/07/01/opinion-robert-bartholomew-segregation-in-Auckland.html>

<https://www.auckland.ac.nz/en/news/2020/06/15/new-zealand-nation-grappling-its-racist-past.html>

<https://www.stuff.co.nz/entertainment/tv-radio/130075649/tvz-documentary-no-mori-allowed-revisits-pukekohes-history-of-segregation>

Indian

Book: Invisible: New Zealand's History of Excluding Kiwi Indians (Jacqueline Leckie)

<https://thespinoff.co.nz/atea/27-06-2019/prehistory-of-a-beating-new-zealands-violent-anti-indian-past>

<https://www.nzherald.co.nz/nz/black-lives-matter-indian-american-man-says-nz-more-racist-than-the-us/Q3NAVYJNBC553HNTBVDZX2MIDM/>
<https://www.odt.co.nz/lifestyle/magazine/unwelcome-history>
<https://www.stuff.co.nz/life-style/homed/renting/124933605/auckland-landlord-discriminated-against-tenants-called-indians-untrustworthy>
<https://www.theguardian.com/world/2019/nov/04/new-zealand-accused-of-racism-after-visa-rule-throws-arranged-marriages-into-chaos>

Chinese

<https://teara.govt.nz/en/ethnic-and-religious-intolerance/page-3>

<https://nzhistory.govt.nz/anti-chinese-hysteria-dunedin>

<https://www.equaljusticeproject.co.nz/articles/of-monsters-and-migrants-a-history-of-asian-discrimination-in-new-zealands-immigration-legislation2021>

<https://www.youtube.com/watch?v=ljluWWLHNIA>

<https://natlib.govt.nz/schools/teaching-and-learning-resources/te-kupenga-stories-of-aotearoa-nz/a-taxing-imposition>

Pacifica (Dawn Raids)

<https://nzhistory.govt.nz/culture/dawn-raids>

<https://teara.govt.nz/en/zoomify/29588/dawn-raids>

<https://e-tangata.co.nz/history/the-terror-of-the-dawn-raids/>

<https://www.stuff.co.nz/national/explained/125524870/the-dawn-raids-explained-what-drove-the-government-to-target-pasifika-people>

<https://www.youtube.com/watch?v=fueGYb822xQ&t=18s>

<https://natlib.govt.nz/schools/topics/5e49fd0f5b0f2f000880426b/the-dawn-raids>

Global TAAB

Criteria	Working TOWARDS	Working AT	Working ABOVE	Working BEYOND
Discrimination in Aotearoa New Zealand	You have shown some understanding of the discrimination of your chosen group in Aotearoa New Zealand	You have shown an understanding of the discrimination of your chosen group in Aotearoa New Zealand	You have shown a full understanding of the discrimination of your chosen group in Aotearoa New Zealand	You have shown a sound understanding of the discrimination of your chosen group in Aotearoa New Zealand
Government discrimination	You have described the Government actions taken to exclude your chosen group	You have described in detail the Government actions taken to exclude your chosen group	You have described in detail with examples the Government actions taken to exclude your chosen group	You have explained with examples the Government actions taken to exclude your chosen group
Barriers faced (examples linked to	You have described the barriers faced by your chosen group in	You have described with examples the barriers faced by	You have described in detail with examples the barriers	You have explained with examples the barriers faced by

the discrimination)	New Zealand	your chosen group in New Zealand	faced by your chosen group in New Zealand	your chosen group in New Zealand
Accuracy in writing	You have made errors in grammar, spelling, and/or punctuation and these are intrusive at times. The reader has to infer meaning	You have made some errors, but your meaning is mostly clear. Minimal reader inference is needed.	You have carefully edited your writing to ensure you have few intrusive errors and that your meaning is clear.	You have carefully edited your writing to ensure you have no intrusive errors and that your meaning is consistently clear.
Time Management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the date: 6 April @ 9.30am	You have submitted your assessment by the date: 6 April @9.30am
Overall Grade	Working TOWARDS	Working AT	Working ABOVE	Working BEYOND

Create a visual text YEAR 9

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Using text conventions to express ideas	<p>You are working towards creating a visual text that is relevant to the task, often including appropriate and deliberately selected structures and conventions which support the text's purpose and ideas</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have created a visual text that is relevant to the task, consistently including appropriate and deliberately selected structures and conventions which are linked to the text's purpose and ideas</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have created an effective visual text which conveys ideas and purpose through deliberate use of structures and conventions.</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>	<p>You have constructed a compelling visual text which draws together deliberately selected structures and conventions to enhance the viewer's understanding of your intended ideas and purpose</p> <p>(Structures and conventions include visual techniques, verbal techniques, tone and register)</p>
Evaluating effectiveness of techniques	<p>You are working towards explaining most of your choices in detail</p>	<p>You have explained most of your choices in detail</p>	<p>You have explained your choices and linked these to your overall purpose</p>	<p>You have described how your choices enhance your purpose most of the time, and you may have started to discussed how they may position the viewer</p>
Accuracy in Writing	<p>You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning.</p>	<p>You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but readers can infer meaning.</p>	<p>You have made minor errors. Meaning is consistently clear.</p>	<p>You have made few to no intrusive errors. Meaning is consistently clear.</p>

PURPOSE

Message; subject; effect meant to have on people

MEDIUM

How message reaches audience; where it is found, type of image?

AUDIENCE

Who is it aimed at and intended to influence?

FEATURES OF A STATIC IMAGE

TECHNIQUES

Methods used to achieve the purpose; dominant feature

IMPACT

Effect on audience; how effective/influencing is it?