

Task 3: Research & Report on the UN

Due Date: 7 September 2020

Task Distributed: 24 August 2020

Unit: Law in Action

Task Type: Report

Task Weighting: 25%

Outcomes: COM5-3, COM5-5, COM 5-7, COM5-8 and COM5-9

Task Description

This task consists of two (2) parts. Both parts are COMPULSORY.

PART 1:

Write a report on the United Nations (UN). Your report should address the following questions:

- 1. Why was the United Nations established?**
- 2. Outline the role of the UN.**
- 3. Describe the functions of the UN General Assembly.**
- 4. Explain the importance of the UN Security Council.**
- 5. Outline the role of the International Court of Justice. Discuss its limitations.**
- 6. To what extent has the UN been successful in its role of peacekeeping & dispute resolution?**

PART 2:

Australia has helped the UN in peacekeeping efforts in a range of conflicts, including:

- *Indonesian War of Independence (1947)*
- *prelude to the Korean War (1953)*
- *various conflicts in Israel and the Middle East (since 1956)*
- *Iran–Iraq War (1988–91)*
- *Rwandan Civil War (1993–96)*
- *East Timorese independence crisis (2012).*

Research one of the listed conflicts and write a report which addresses the following:

- 1. Outline what the conflict was about.**
- 2. How was Australia involved?**
- 3. Has the UN been successful in resolving this conflict?**

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

Check the NESA Glossary of Key Words for further guidance <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

This task is to be completed primarily at home. There will be a couple of designated class lessons in which students can seek further clarification and guidance. Students are to submit a hardcopy of their report to their teacher in class on **Monday 7 September 2020**.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within two weeks of the due date.
- At this time feedback including information on how to improve will be provided through a marking rubric.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time they receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

This task will draw together the above outcomes to provide students the opportunity to demonstrate their knowledge of concepts within the study of Law and Order. Students will be required to apply their knowledge, while also demonstrating research and report writing skills. This task will allow students to gain feedback on areas of strength and areas on which to improve.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Marking Sheet: Research & Report on the UN

Criteria	1	2	3	4
Explains the reason(s) for the establishment of the UN and outline its role	Briefly describes a reason for the establishment of the UN and/or its role	Explains in detail the reason(s) for the establishment of the UN and its role	Thoroughly explains the reason(s) for the establishment of the UN and its role	
Describes the functions of the UN General Assembly	Briefly describes the functions of the UN General Assembly	Describes in some detail the functions of the UN General Assembly	Thoroughly describes the functions of the UN General Assembly	
Explains the importance of the UN Security Council.	Briefly explains the importance of the UN Security Council	Explains in some detail the importance of the UN Security Council	Thoroughly explains the importance of the UN Security Council	
Outline the role of the International Court of Justice. Discuss its limitations.	Briefly outlines the role of the ICJ and/or its limitations.	Outlines the role of the ICJ and mentions its limitations.	Thoroughly outlines the role of the ICJ and discuss, in detail, its limitations.	
The extent to which the UN has been successful.	Makes a general statement about the success of the UN	Presents some reasons(s) for AND/OR against the success of the UN	Presents informed reasons(s) for AND/OR against the success of the UN	Presents detailed and informed reasons(s) for AND/OR against the success of the UN

Criteria	1	2	3	4
Outline what the conflict was about.	Limited response	Sound response	Highly developed response	
How was Australia involved?	Brief description	Detailed description		
Has the UN been successful in resolving this conflict?	Makes a general statement about the success of the UN	Presents some reasons(s) for AND/OR against the success of the UN	Presents informed reasons(s) for AND/OR against the success of the UN	Presents detailed and informed reasons(s) for AND/OR against the success of the UN

Mark for Report:	/25
Literacy Mark:	/5
TOTAL MARK:	/30

Comment:

2020 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	1	2	3	4
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
Text Structure Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.