

# Aboriginal & Torres Strait Islander Studies 2019 v1.1

Unit 2 sample assessment instrument

August 2018

## Investigation — inquiry response

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

### Assessment objectives

This assessment instrument is used to determine student achievement in the following unit objectives:

1. define and use terminology relating to maintaining identity and connections within Aboriginal societies and Torres Strait Islander societies in the context of change
2. demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies by explaining the importance of connectedness and identifying first contact influences on maintaining culture and identity
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and the influence of first contact viewpoints within a historical and cultural context
4. consider and organise information from sources related to the culture and identity of Aboriginal societies and Torres Strait Islander societies within a context of change
5. evaluate the significance of cultural interaction by examining the impact of first contact on Aboriginal peoples and Torres Strait Islander peoples, as well as responses by individuals, groups and society
6. create responses that communicate ideas using understandings of Aboriginal societies and Torres Strait Islander societies and changes emanating from first contact.

<b>Subject</b>	Aboriginal & Torres Strait Islander Studies		
<b>Technique</b>	Investigation — inquiry response		
<b>Unit</b>	2: Continuity, change and influences		
<b>Topic</b>	1: Resistance		
<b>Conditions</b>			
<b>Duration</b>	15 hours of the time allocation for Unit 2		
<b>Mode</b>	Written	<b>Length</b>	1500–2000 words
<b>Individual/group</b>	Individual	<b>Other</b>	—
<b>Resources available</b>	Access to library and internet resources		
<b>Context</b>			
Interaction and first contact during the Colonial era had an influence on maintaining the culture and identity of Aboriginal peoples and Torres Strait Islander peoples. One response to these interactions was resistance, from which Aboriginal and Torres Strait Islander persons emerged as resistance leaders.			
<b>Task</b>			
Investigate the reaction of Aboriginal peoples and Torres Strait Islander peoples to ‘first contact’ with Europeans through analysing and evaluating the responses of a resistance leader. Present your response in an analytical essay.			
<b>To complete this task, you must:</b>			
<ul style="list-style-type: none"> <li>• select a resistance leader from the following options: <ul style="list-style-type: none"> <li>– Bennelong</li> <li>– Dundalli</li> <li>– Kebisu</li> <li>– Musquito</li> <li>– Pemulwuy</li> <li>– Tarenorerer</li> </ul> </li> <li>• develop a hypothesis to investigate the response to cultural interaction and ‘first contact’ during the Colonial era of your chosen resistance leader</li> <li>• locate, consider and use information from primary and secondary sources</li> <li>• analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples arising from the influence of first contact viewpoints</li> <li>• evaluate the significance of cultural interaction by examining the impact of first contact on Aboriginal peoples and Torres Strait Islander peoples and the responses of the chosen resistance leader</li> <li>• support your analysis and evaluation with evidence organised from sources</li> <li>• present your response using the conventions of an analytical essay using appropriate terminology and referencing.</li> </ul>			
<b>Stimulus</b>			
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**Checkpoints**

- After approximately 2 hours: Consultation (hypothesis development).
- After approximately 4 hours: Planning check (hypothesis, information and evidence gathered).
- After approximately 6 hours: Progress check (hypothesis, information and evidence gathered reference details, drafting).
- After approximately 9 hours: Draft due.
- After approximately 15 hours: Final response due.

**Feedback****Authentication strategies**

- The teacher will provide class time for task completion.
- Students will provide documentation of their progress at indicated checkpoints.
- The teacher will collect and annotate drafts.
- Students will use plagiarism-detection software at submission of the response.
- Students must acknowledge all sources.

**Scaffolding**

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