

Aboriginal & Torres Strait Islander Studies 2019 v1.1

IA1 sample assessment instrument

December 2018

Examination — extended response (25%)

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

Assessment objectives

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

1. define and use terminology within the context of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity through explaining responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and ways that rights and freedoms have been addressed within a historical and social context
5. evaluate the significance of the responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context
6. create an analytical essay that communicates ideas related to responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context.

Note: Unit objective 4 is not assessed in this assessment instrument.

Subject	Aboriginal & Torres Strait Islander Studies	Instrument no.	IA1
Technique	Examination — extended response		
Unit	3: Responses and contributions		
Topic	1: Rights and freedoms		
Conditions			
Time	2 hours	Planning time	15 minutes
Word length	Written, 800–1000 words	Seen/unseen	Unseen
Other	<p>No notes to be brought into the examination.</p> <p>Please be advised that this resource may contain images, voices, names or references to deceased persons. This may be in the form of photographs, film, audio recordings or printed material included or referenced as part of this resource. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in a historical context.</p>		
Instructions			
<ul style="list-style-type: none"> • Write your response on the lined paper provided. • You may write notes during the planning time, but not start writing your response. • Ensure <ul style="list-style-type: none"> – use of the stimulus material is evident – terminology related to rights and freedoms is used throughout – you adhere to genre conventions of an analytical essay, and language conventions, including spelling, grammar and punctuation. 			
Task			
<p>With specific reference to the stimulus material provided, respond to the following question:</p> <p style="text-align: center;">To what extent did these responses and contributions address the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples?</p> <p>In your response:</p> <ul style="list-style-type: none"> • explain significant responses and contributions in the 1960s related to maintaining culture and identity and addressing the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples • analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples represented in these responses and contributions as ways to address rights and freedoms • evaluate the significance of such responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within their historical and social context. 			
Stimulus			
See attached			

Criterion	Marks allocated	Result
Defining, using and demonstrating understanding Assessment objectives 1, 2	6	
Analysing Assessment objective 3	8	
Evaluating Assessment objective 5	8	
Creating Assessment objective 6	3	
Total	25	

Stimulus

Source 1: Commonwealth Electoral Act 1918 (amended 1962)

In 1962, the *Commonwealth Electoral Act* was amended to allow all Aboriginal and Torres Strait Islander people to enrol to vote in federal elections if they wished. Unlike other Australians, it was not compulsory for Aboriginal and Torres Strait Islander people to enrol, and it was an offence for anyone to use undue influence or pressure to induce them to enrol. Once enrolled, however, voting was compulsory.

Prior to the 1962 amendments, Aboriginal people who were exempted from the provisions of the Protection Acts were permitted to enrol to vote in federal elections, and many did so.

Queensland was the last Australian state to give Aboriginal and Torres Strait Islander people the right to vote in state elections in 1965.

Anti-Discrimination Commission Queensland, 'Aboriginal Parliamentary representation', www.adcq.qld.gov.au/resources/a-and-tsi/Aboriginal-people-in-Queensland/aboriginal-parliamentary-representation

Source 2: Charles Perkins and the Freedom Ride

Overseas newspapers such as the *New York Times* reported on the Freedom Riders and their reception in New South Wales country towns.

Charles Perkins reported these events to a crowd of 200 attending the 1965 Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) conference in Canberra. 'The problem is out in the open now', he told them, and suggested necessary follow-up work such as the building of relationships with local Aboriginal groups, improved services and access to education for Aboriginal residents in western New South Wales towns. Conference goers heard that one positive result of the students' activities was that the NSW Aborigines Welfare Board publicly announced that it would spend sixty-five thousand pounds on housing in Moree.

...The Freedom Ride through New South Wales towns and the publicity it gained raised consciousness of racial discrimination in Australia and strengthened the campaigns to bring about a greater equality and recognition which followed.

SAFA [The Student Action for Aborigines organisation] engaged in some further visits to country towns later in the year but, by the end of 1966, it was finished as a political force.

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), 'Commemorating the Freedom Ride: New South Wales, 12–26 February 1965', <https://aiatsis.gov.au/exhibitions/1965-freedom-ride>

Source 3: The 1967 Referendum

The significance of the 1967 Referendum has been somewhat obscured by a number of myths. These include the misconceptions that the Referendum granted Aboriginal people citizenship, the right to vote, wage equality and access to social security, among other things.

In terms of its practical significance, perhaps the main achievement of the Referendum was to raise the expectations of Aboriginal and non-Aboriginal people regarding Aboriginal rights and welfare.

The Referendum also had a great deal of symbolic significance. [It] "has come to act as a form of historical shorthand for a decade of change which began in the early 1960s and ended in the early 1970s".

Thomas, M 2017, 'The 1967 Referendum', *Parliament of Australia*, 25 May, www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2017/May/The_1967_Referendum

Source 4: Assimilation poster

The image in Poster 4 from the *Crossing Cultures* resource portrays the era of assimilation in the 1950s to the 1960s. It depicts the challenges for Aboriginal people living in 'two worlds' and includes the sub-title 'Aborigines forced to live like "Whites"'

Note: QCAA does not have permission to reproduce an image of this artwork. Please refer to the *Crossing Cultures* resource referenced below. This page is provided as a guide to layout only.

Haysom, J and Higgins C n.d., *Crossing Cultures*, 'Poster 4', Far North Queensland Indigenous Schooling Support Unit, Department of Education, Training and the Arts.

Source 5: Extract from *Uluru Statement from the Heart*

This sovereignty is a spiritual notion: the ancestral tie between the land, or “mother nature”, and the Aboriginal and Torres Strait Islander peoples who were born therefrom, remain attached thereto, and must one day return thither to be united with our ancestors. This link is the basis of the ownership of the soil, or better, of sovereignty. It has never been ceded or extinguished, and co-exists with the sovereignty of the Crown.

...

With substantive constitutional change and structural reform, we believe this ancient sovereignty can shine through as a fuller expression of Australia’s nationhood.

...

We call for the establishment of a First Nations Voice enshrined in the Constitution.

...

In 1967 we were counted, in 2017 we seek to be heard...

Referendum Council 2017, ‘Final Report of the Referendum Council 30 June’,
www.referendumcouncil.org.au/final-report#toc-anchor-ulurustatement-from-the-heart

Instrument-specific marking guide (ISMG)

Criterion: Defining, using and demonstrating understanding

Assessment objectives

1. define and use terminology within the context of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity through explaining responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• thorough and accurate use of terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects• comprehensive and appropriate identification of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples• detailed explanations of relevant responses and contributions, with inaccuracies or omissions not being significant to the response.	5–6
<ul style="list-style-type: none">• use of appropriate terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions• some identification of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples• explanations of responses and contributions are evident, but with some errors or omissions.	3–4
<ul style="list-style-type: none">• use of terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of words, phrases and/or concepts characterised by inaccuracies and/or omissions throughout the response• one or more statements on responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples• significant errors and/or omissions within statements are evident throughout the response.	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and ways that rights and freedoms have been addressed within a historical and social context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• well-reasoned analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms• thorough and detailed examination of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context• effective use of stimulus material in the response.	7–8
<ul style="list-style-type: none">• considered analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms• substantial examination of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context• competent use of stimulus material in the response.	5–6
<ul style="list-style-type: none">• partial analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms• some consideration of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context• use of stimulus material, but may not be relevant to the response.	3–4
<ul style="list-style-type: none">• one or more statements on worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and/or informed responses and contributions to rights and freedoms• simplistic and/or erroneous understanding of the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context• stimulus material not used or its use is irrelevant to the response.	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate the significance of the responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">insightful and well-justified evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social contextjustification supported by assessing and examining influences on rights and freedoms using discerning and thorough reasoningreasoning is consistently accurate within the evaluation in relationship to the question or hypothesis.	7–8
<ul style="list-style-type: none">justified evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social contextjustification supported by assessing and examining influences on rights and freedoms using considered reasoningreasoning is generally accurate within the evaluation in relationship to the question or hypothesis.	5–6
<ul style="list-style-type: none">evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context is evidentevaluation supported by assessing and examining influences on rights and freedoms using basic and appropriate reasoninginaccuracies within the reasoning affect the evaluation in relationship to the question or hypothesis.	3–4
<ul style="list-style-type: none">superficial evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and/or social contextsimplistic and/or erroneous understanding of influences on rights and freedomssignificant inaccuracies and/or irrelevant statements throughout the response affect the evaluation.	1–2
<ul style="list-style-type: none">does not satisfy any of the descriptors above.	0

Criterion: Creating

Assessment objective

6. create an analytical essay that communicates ideas related to responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• succinct, with ideas related to the question or hypothesis conveyed logically• features of the analytical essay genre are consistently demonstrated• minimal errors in spelling, grammar and punctuation.	3
<ul style="list-style-type: none">• conveys ideas related to the question or hypothesis• features of the analytical essay genre are generally demonstrated• some errors in spelling, grammar and punctuation evident.	2
<ul style="list-style-type: none">• conveys ideas that may not be related to the question or hypothesis• features of the analytical essay are inconsistently demonstrated• frequent errors in spelling, grammar and punctuation impede communication of ideas.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0