

Aboriginal & Torres Strait Islander Studies 2019 v1.1

IA3 sample assessment instrument

August 2018

Investigation — inquiry 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 related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of resilience
2. demonstrate an understanding of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies within the context of resilience
3. analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples through identifying, examining and considering these within the context of resilience
4. consider and organise information related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
5. evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
6. create an analytical essay that communicates ideas related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained.

Subject	Aboriginal & Torres Strait Islander Studies	Instrument no.	IA3
Technique	Investigation — inquiry response		
Unit	4: Moving forward		
Topic	1: Resilience		
Conditions			
Duration	Approximately 15 hours		
Mode	Written	Length	1500–2000 words
Individual/group	Individual	Other	—
Resources available	Access to library and internet resources		
Context			
Cultural expression has been used to maintain and retain culture and identity for Aboriginal peoples and Torres Strait Islander peoples. Cultural expression in the form of art, dance, drama, film, literature and music has been used as a significant expression of resilience.			
Task			
Investigate and evaluate <i>one</i> form of cultural expression used to maintain and retain the culture and identity of Aboriginal peoples or Torres Strait Islander peoples. Evaluate the significance of this form of cultural expression within the context of resilience. Present your response in an analytical essay.			
To complete this task, you must:			
<ul style="list-style-type: none"> · select a form of cultural expression from the list below <ul style="list-style-type: none"> – art, e.g. by Albert Namatjira (Western Arrente), Alick Tipoti (Badu, Wakaydh and Agan), Brian Robinson (Waiben), Lin Onus (Yorta Yorta), Papunya Arts Movement, Thanakupi (Thaynakwith Elder), Ricardo Idagi (Mer) – dance, e.g. Bangarra Dance Company, Gheona Gela (Koedal and Waumer woman), Vicky Van Hout (Wiraduri) – drama, e.g. The Rabbits, Black Diggers, Pecan Summer. · develop a hypothesis to investigate the extent to which the chosen form of cultural expression has contributed to the resilience of Aboriginal peoples or Torres Strait Islander peoples · locate and use primary and secondary sources · explain and analyse worldviews of Aboriginal peoples or Torres Strait Islander peoples evident in the form of cultural expression with regard to the connection between land, language, culture, time, place and relationships · evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity or Torres Strait Islander culture and identity is maintained and retained · support your analysis and evaluation with evidence organised from sources · present your response using the conventions of an analytical essay using appropriate terminology and referencing. 			
Stimulus			
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Checkpoints		
<input type="checkbox"/> (after approximately 2 of 15 hours): Consultation (hypothesis development).		
<input type="checkbox"/> (after approximately 4 of 15 hours): Planning check (hypothesis, information and evidence gathered).		
<input type="checkbox"/> (after approximately 6 of 15 hours): Progress check (hypothesis, information and evidence gathered, reference details, drafting).		
<input type="checkbox"/> (after approximately 9 of 15 hours): Draft due.		
<input type="checkbox"/> (after approximately 15 of 15 hours): Final response due.		
Criterion	Marks allocated	Result
Defining, using and demonstrating understanding Assessment objectives 1 and 2	6	
Analysing Assessment objective 3	7	
Evaluating Assessment objective 5	7	
Considering, organising and creating Assessment objectives 4 and 6	5	
Total	25	
Authentication strategies		
· The teacher will provide class time for task completion.		
· Students will provide documentation of their progress at indicated checkpoints.		
· The teacher will conduct interviews or consultations with each student as they develop the response.		
· 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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Instrument-specific marking guide (ISMG)

Criterion: Defining, using and demonstrating understanding

Assessment objectives

1. define and use terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of resilience
2. demonstrate an understanding of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies within the context of resilience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">· thorough and accurate use of terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects· comprehensive and appropriate identification of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies through the form of cultural expression selected· detailed explanations of the connection between land, language, culture, time, place and relationships within the context of resilience, with inaccuracies or omissions not being significant to the response.	5–6
<ul style="list-style-type: none">· use of appropriate terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, but with the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions· some identification of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies through the form of cultural expression selected· explanations of the connection between land, language, culture, time, place and relationships within the context of resilience are evident, but with some errors or omissions.	3–4
<ul style="list-style-type: none">· use of terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, but with the meaning of words, phrases and/or concepts characterised by significant inaccuracies and/or omissions throughout the response· one or more statements on the connection between land, language, culture, time, place and relationships through the form of cultural expression selected and/or within the context of resilience· 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/or Torres Strait Islander peoples through identifying, examining and considering these within the context of resilience

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">· well-reasoned analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected· thorough and detailed examination of the identified worldviews within the context of resilience· an in-depth understanding of worldviews clearly supports the analysis.	6–7
<ul style="list-style-type: none">· considered analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected· substantial examination of the identified worldviews within the context of resilience· an understanding of worldviews generally supports the analysis .	4–5
<ul style="list-style-type: none">· partial analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected· some consideration of the identified worldviews within the context of resilience· a basic understanding of worldviews affects the analysis.	2–3
<ul style="list-style-type: none">· one or more statements are made on worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected· statements based on a simplistic and/or erroneous understanding of worldviews within the context of resilience· significant inaccuracies and/or use of irrelevant information affects the analysis.	1
<ul style="list-style-type: none">· does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">· insightful and well-justified evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained· justification supported by assessing and examining cultural expression as a form of resilience through using discerning and thorough reasoning, with effective use of the selected form of cultural expression· reasoning is consistently accurate within the evaluation in relationship to the hypothesis established.	6–7
<ul style="list-style-type: none">· justified evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained· justification supported by assessing and examining cultural expression as a form of resilience through using considered reasoning, with use of the selected form of cultural expression evident· reasoning is generally accurate within the evaluation in relationship to the hypothesis established.	4–5
<ul style="list-style-type: none">· evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained is evident· evaluation supported by assessing and examining cultural expression as a form of resilience through basic and appropriate reasoning· inaccuracies within the reasoning affect the evaluation in the response.	2–3
<ul style="list-style-type: none">· superficial evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained is evident· statements related to cultural expression are based on a simplistic understanding and/or are unclear· significant inaccuracies and/or irrelevant information throughout the response affect the evaluation.	1
<ul style="list-style-type: none">· does not satisfy any of the descriptors above.	0

Criterion: Considering, organising and creating

Assessment objectives

4. consider and organise information related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
6. create an analytical essay that communicates ideas related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">· a variety of primary and secondary sources is used effectively in response to the hypothesis· succinct, with ideas conveyed logically in relation to the hypothesis devised· genre, language (spelling, grammar, punctuation) and recognised referencing conventions are adhered to, with minimal errors.	4–5
<ul style="list-style-type: none">· relevant primary and secondary sources are used in response to the hypothesis· conveys ideas that are related to the hypothesis devised· genre, language (spelling, grammar, punctuation) and recognised referencing conventions are generally adhered to, but with some errors evident throughout the response.	2–3
<ul style="list-style-type: none">· some use of primary and/or secondary sources is evident· conveys ideas not related to the hypothesis devised· frequent and/or significant errors in genre, language (spelling, grammar, punctuation) and/or referencing conventions impede communication of ideas.	1
<ul style="list-style-type: none">· does not satisfy any of the descriptors above.	0