Aboriginal & Torres Strait Islander Studies General Senior Syllabus 2019 v1.1

Subject report 2020

February 2021

Contents

Introduction

The first summative year for the new Queensland Certificate of Education (QCE) system was unexpectedly challenging. The demands of delivering new assessment requirements and processes were amplified by disruptions to senior schooling arising from the COVID-19 pandemic. This meant the new system was forced to adapt before it had been introduced — the number of summative internal assessments was reduced from three to two in all General subjects. Schools and the QCAA worked together to implement the new assessment processes and the 2020 Year 12 cohort received accurate and reliable subject results.

Queensland's innovative new senior assessment system combines the flexibility and authenticity of school-based assessment, developed and marked by classroom teachers, with the rigour and consistency of external assessment set and marked by QCAA-trained assessment writers and markers. The system does not privilege one form of assessment over another, and both teachers and QCAA assessors share the role of making high-stakes judgments about the achievement of students. Our commitment to rigorous external quality assurance guarantees the reliability of both internal and external assessment outcomes.

Using evidence of student learning to make judgments on student achievement is just one purpose of assessment. In a sophisticated assessment system, it is also used by teachers to inform pedagogy and by students to monitor and reflect on their progress.

This post-cycle report on the summative assessment program is not simply being produced as a matter of record. It is intended that it will play an active role in future assessment cycles by providing observations and findings in a way that is meaningful and helpful to support the teaching and learning process, provide future students with guidance to support their preparations for summative assessment, and promote transparency and accountability in the broader education community. Reflection and research are necessary for the new system to achieve stability and to continue to evolve. The annual subject report is a key medium for making it accessible to schools and others.

Background

Purpose

The annual subject report is an analysis of the previous year's full summative assessment cycle. This includes endorsement of summative internal assessment instruments, confirmation of internal assessment marks and external assessment.

The report provides an overview of the key outcomes of one full teaching, learning and assessment cycle for each subject, including:

- information about the application of the syllabus objectives through the design and marking of internal and external assessments
- information about the patterns of student achievement in each subject for the assessment cycle.

It also provides advice to schools to promote continuous improvement, including:

- identification of effective practices in the design and marking of valid, accessible and reliable assessments
- identification of areas for improvement and recommendations to enhance the design and marking of valid, accessible and reliable assessment instruments
- provision of tangible examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to inform teaching and learning and assessment preparation. The report is to be used by schools and teachers to assist in assessment design practice, in making assessment decisions and in preparing students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences and Senior External Examination subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from the processes of endorsement, confirmation and external assessment, and advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

Subject data summary

Subject enrolments

- Number of schools offering the subject: 5.

Completion of units	Unit 1	Unit 2	Units 3 and 4*
Number of students completed	27	33	44

*Units 3 and 4 figure includes students who were not rated.

> **2020 COVID-19 adjustments**
>
> To support Queensland schools, teachers and students to manage learning and assessment during the evolving COVID-19 pandemic in 2020, the QCAA Board approved the removal of one internal assessment for students completing Units 3 and 4 in General and Applied subjects.
>
> In General subjects, students completed two internal assessments and an external assessment. Schools made decisions based on QCAA advice and their school context. Therefore, across the state some instruments were completed by most schools, some completed by fewer schools and others completed by few or no schools. In this subject, because there were low student enrolments that could identify schools and/or students, we have removed all data.

Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–83	82–61	60–41	40–12	11–0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment and each priority can be further broken down into assessment practices. Data presented in the assessment design sections identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both subject matter and to the assessment objective. Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Total number of items endorsed in Application 1

Number of items submitted each event	IA1	IA2	IA3
Total number of instruments	6	6	6
Percentage endorsed in Application 1	17	33	67

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. Teachers make judgments about the evidence in students' responses using the instrument-specific marking guide (ISMG) to indicate the alignment of students' work with performance-level descriptors and determine a mark for each criterion. These are provisional criterion marks. The QCAA makes the final decision about student results through the confirmation processes. Data presented in the assessment decisions section identifies the level of agreement between provisional and final results.

Number of samples reviewed at initial, supplementary and extraordinary review

There were insufficient student enrolments in this subject to provide useful analytics.

Internal assessment 1 (IA1)

Examination — extended response (25%)

The focus of the IA1 is Unit 3 Topic 1: Rights and freedoms. It is an extended response where students are required to analyse responses and contributions that addressed the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples during the 20th century. Students are provided with an unseen question or hypothesis and unseen stimulus, and they use these to construct an analytical essay that evaluates the significance of these responses and contributions within a historical and social context (Syllabus section 4.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	2
Authentication	0
Authenticity	4
Item construction	1
Scope and scale	0

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- an unseen hypothesis/question that clearly focused on responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples

- opportunities for students to create a unique response. For IA1, this meant ensuring that the unseen question or hypothesis was able to elicit a range of responses rather than prompting students with a pre-determined hypothesis

- inclusion of stimulus of appropriate scope and scale that allowed students to engage with and use the stimulus in their responses.

Practices to strengthen

It is recommended that assessment instruments:

- direct students to write their response in the form of an analytical essay. This is included in the task specifications

- include an unseen question or hypothesis and stimulus material that is unique to the school context. This will provide students with opportunities to create unique responses that demonstrate achievement of the assessment objectives

- align with the 20th century timeframe, as specified in the syllabus.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	0

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- clear instructions that used the terminology from the objectives and ISMGs, e.g. instructing students that their response needed to analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples within the context of the unit

- effective presentation of stimulus material. This included clearly labelled stimulus, clear photographs, and text that used an appropriately sized font.

Practices to strengthen

It is recommended that assessment instruments:

- continue to use stimulus that is culturally appropriate and sensitive, and that reflect cultural perspectives of both Aboriginal peoples and Torres Strait Islander peoples. The QCAA provides strategies, resources, projects and initiatives that focus on Aboriginal perspectives and Torres Strait Islander perspectives. For further information please refer to: www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- teachers recognised that use of terminology was a requirement for all performance levels in the Defining, using and demonstrating understanding criterion. This included correctly matching responses to the mid performance-level descriptor that allowed for the use of *appropriate* terminology but with some inaccuracies or omissions

- teachers matched responses that demonstrated *consistent* use of the analytical essay to the upper performance-level descriptor in the Creating criterion. A response that matched the mid-

performance level for this descriptor was one where most of the features of the analytical essay genre were demonstrated, although there may have been some inconsistency in the application of the analytical essay genre such as a lack of some supporting evidence or a conclusion.

Samples of effective practices

The following is an excerpt from a response that illustrates the characteristics for the Defining, using and demonstrating criterion and the Creating criterion at the performance level indicated. The sample may provide evidence of more than one criterion. The characteristics highlighted may not be the only time the characteristics have occurred throughout the response.

Defining, using and demonstrating understanding (3–4 marks) This excerpt identifies the creation of the Tent Embassy in Canberra as a response related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. It uses appropriate terminology to describe this event.	also inspired Indigenous Australians to keep fighting for their rights. This consisted of the 1972 tent embassy. The tent embassy ~~were~~ was a group of Aboriginal activists who set up a beach umbrella outside the parliament of Canberra, to protest for land rights after Prime minister William McMahon's refusal to acknowledge the rights they deserved. (Source 1 : The Tent Embassy 1972). The group hung and held signs that read 'Aboriginal embassy',
Creating (2 marks) This excerpt provides evidence of ideas being used that relate to the hypothesis. It refers to responses to discriminatory legislation. This idea is outlined in a later section of the essay where the role of Charlie Perkins and the Freedom Rides are examined.	adapt to interact with new systems. Contributions through particular strategies and activism such as ; The Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) and Freedom rides - ? definitively responses ? ushered in greater equity a shift in policy + integration. Charlie Perkins responded to the embedded and entrenched racism by co-leading the Freedom Rides. This a controversial event which took place gained wide media publicity throughout Australia and arouse awareness of the an 'plight' [against] Aboriginal and Torres Strait Islander peoples. In 1962,

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when making judgments about the first descriptor in the Analysing criterion, teachers need to consider how the responses have analysed worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms. Responses that matched the upper and mid performance-level descriptors demonstrated an understanding of how connectedness is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples (Syllabus section 1.2.4)

- for the Evaluating criterion, teachers note that a response that demonstrates a *well-justified* evaluation for the upper-performance level needs to include sound reasons or evidence to support the argument being presented in the analytical essay. Several sound reasons or evidence need to be presented for the evaluation to be considered *well-justified*.

Internal assessment 2 (IA2)

Investigation — inquiry response (25%)

IA2 focuses on Topic 2: Land rights. Students analyse responses and contributions that addressed land rights of Aboriginal peoples and Torres Strait Islander peoples in the 20th century, and evaluate their significance within a historical, economic, social and cultural context. Students are required to devise a hypothesis that is the focus of their inquiry and their analytical essay (Syllabus section 4.5.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	0
Authentication	0
Authenticity	3
Item construction	0
Scope and scale	1

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- an alignment to the specifications in the syllabus. This included specifying in the task description that the focus of the investigation needed to be the responses and contributions that addressed land rights of Aboriginal peoples and Torres Strait Islander peoples in the 20th century

- an open-ended task that suited the local context and allowed students to devise their own hypothesis, conduct their investigation and produce unique responses.

Practices to strengthen

It is recommended that assessment instruments:

- clearly state that students need to respond in the form of an analytical essay.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	1
Layout	0
Transparency	0

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- precise language that included a clear and succinct description of the task requirements.

Practices to strengthen

It is recommended that assessment instruments:

- ensure that the task is easily identifiable within the assessment instrument, e.g. use headings to separate the task from scaffolding.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Defining, using and demonstrating understanding criterion, responses at the upper performance level that demonstrated *detailed* explanation of *relevant* responses and contributions included many of the required details connected to responses and contributions related to land rights of Aboriginal peoples and Torres Strait Islander peoples. Several supporting details that relate to land rights needed to be presented for the explanation to be considered *detailed*. The syllabus glossary includes definitions of key qualifiers

- for the Considering, organising and creating criterion, at both the upper- and mid-performance levels, responses conveyed ideas that were related to the hypothesis devised. For responses that demonstrated the upper-performance level, these ideas were conveyed in a *succinct* and *logical* way.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- when making judgments about the first descriptor in the Evaluating criterion, teachers note that all performance levels require the demonstration of an evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples. The evaluation must be linked to land rights

- the entire descriptor is considered before assigning a mark, e.g. the upper-performance level for the second descriptor in the Evaluating criterion requires that the responses include a justification that assesses and examines influences on land rights and uses reasoning that is discerning and thorough.

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Internal assessment 3 (IA3)

Investigation — inquiry response (25%)

IA3 focuses on Unit 4 Topic 1: Resilience. Students are required to analyse *one* form of cultural expression that is used to maintain and retain the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples. The significance of the selected form of cultural expression is evaluated within the context of resilience. It is an Investigation — inquiry response where the response is in the form of an analytical essay (Syllabus section 5.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment — validity practices

Validity priority	Number of times priority was identified in decisions*
Alignment	1
Authentication	0
Authenticity	0
Item construction	0
Scope and scale	0

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that featured:

- clear identification that focus of the assessment instrument was resilience and how cultural expression can be used to maintain and retain the culture and identity of Aboriginal peoples and Torres Strait Islander peoples

- reference to cultural forms that were listed in the subject matter (art, dance, drama, film, literature and music)

- open-ended tasks that allowed students to devise their own hypotheses and conduct an individual investigation that evaluated the significance of the selected form of cultural expression within the context of resilience.

Practices to strengthen

It is recommended that assessment instruments:

- clearly state that students need to focus on analysing and evaluating the significance of one form of cultural expression. The task description may include several options for students to choose from, but it must clearly specify that students are to focus on one form of cultural expression as per the syllabus specifications

- direct students to write the response in the form of an analytical essay as specified in the syllabus

- are developed to suit the school's context, e.g. this may include presenting local artists or authors as options for the investigation.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment — accessibility practices

Accessibility priority	Number of times priority was identified in decisions*
Transparency	1
Language	0
Layout	0
Bias avoidance	0

*Total number of submissions: 6. Each priority might contain up to four assessment practices.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that featured:

- instructions that used the language of the objectives to provide clear directions to students, e.g. clearly stating the requirement to analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples in the response.

Practices to strengthen

It is recommended that assessment instruments:

- are carefully proofread to ensure that they model accurate spelling, grammar, punctuation and other textual features.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and final results

There were insufficient student enrolments in this subject to provide useful analytics.

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Defining, using and demonstrating understanding criterion, the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies and the form of cultural expression selected was evident in the response. Responses matched to the upper- and mid-performance levels demonstrated *comprehensive* and *appropriate* identification and *detailed* explanations of these connections, while mid-level responses for this criterion included *some* identification and explanation of these connections

- when making judgments for the Considering, organising and creating criterion, teachers noted the requirement to use relevant primary and secondary sources that related to the hypothesis

in the upper- and mid-performance levels for the first descriptor. Responses matched to the upper-performance level used a *variety* of primary and secondary sources to respond to the hypothesis used.

Samples of effective practices

There are no student response excerpts because either the student/s did not provide permission or there were third-party copyright issues in the response/s.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG in this IA, it is recommended that:

- for the Analysing criterion, responses for the upper- and mid-performance levels need to include analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples that are evident in the form of cultural expression selected. The analysis in an upper-performance level response needs to be well-reasoned, while the mid-performance level requires *partial* analysis

- when making judgments about Evaluating, all performance levels require that the evaluation needs to be based on the extent to which the selected form of cultural expression is a form of resilience and how it contributes to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained. For the upper-performance level, the evaluation is supported by a justification that uses *discerning* and *thorough* reasoning to assess and examine the selected form of cultural expression as a form of resilience.

External assessment

Examination — short response (25%)

Assessment design

Assessment specifications and conditions

Students were required to respond to a number of short items related to Unit 4 Topic 2: Reconciliation and recognition. Items allowed students to demonstrate their understanding of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies in the context of reconciliation. Unseen stimulus material was provided, and students used the stimulus material as instructed.

The assessment instrument consisted of one paper with one section. It contained six questions focused on subject matter from Unit 4 Topic 2: Reconciliation and recognition. There was a focus on the historical, social and cultural factors that shape, contribute to and influence the reconciliation process. This assessment was used to determine student achievement in the following assessment objectives:

1. define and use terminology relating to maintaining, retaining and recognising the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of reconciliation and recognition

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 reconciliation and recognition

3. analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples through identifying, examining and considering these within the context of reconciliation and recognition

5. evaluate the significance of cultural interaction by assessing the impact of responses related to reconciliation and recognition

6. create responses that communicate ideas related to reconciliation and recognition within sentences and short paragraphs.

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

Students were provided with 2 hours of working time plus 15 minutes of planning time. No notes could be brought into the examination. There were 6 short response questions, all requiring written responses. These ranged from 50–250 words per item and 800–1000 words in total for the entire paper.

The unseen stimulus material for the examination reflected the subject matter within Unit 4 Topic 2: Reconciliation and recognition. The exam questions directed the students to use the stimulus in their responses. The 11 unseen stimulus items included both text-based and visual forms. The stimulus material was designed to be used by the students to elicit unique responses to the short response items through the application of a range of cognitions.

Assessment decisions

Overall, students responded well to the following assessment aspects:

- explaining key concepts related to reconciliation and recognition such as historical events that have contributed to the need for reconciliation and the impact that constitutional reform could have on the reconciliation process

- making judgments and assessing the effects of responses related to reconciliation and recognition

- communicating ideas that clearly related to the exam questions, using full sentences and short paragraphs.

Effective practices

The following samples were selected to illustrate highly effective student responses in some of the assessment objectives of the syllabus.

Short response

Assessment objective: defining, using and demonstrating understanding

Item: Question 1

This question required students to use the holistic framework developed by Dr Ernie Grant, a Dijrabal/Djirrabal Elder, to explain what former Prime Minister Kevin Rudd was referring to in an excerpt from his 2008 *Apology to Australia's Indigenous peoples*.

Effective student responses:

- referenced all six aspects of the holistic framework in their response: land, culture, language, culture, time, place and relationships

- explained how the statement could be linked to the holistic framework.

Student sample/s of effective responses

This excerpt has been included to:

- illustrate a high-level response that clearly refers to all aspects of the holistic framework and explains what former Prime Minister Kevin Rudd was referring to in the statement

- show how the statement could be linked to the holistic framework

- demonstrate how a response could link elements of Kevin Rudd's statement to the framework, specifically how the Stolen Generations resulted in a loss of land and its effects continue to be felt.

Defining, using and demonstrating understanding (3 marks)	Dr Ernie Grant's holistic framework consists of 6 components including land, language, culture, relationships, place and time. Giving the holistic belief that people, plants, animals and land are all connected physically or spiritually. In Former Prime Minister Kevin Rudd's 'National apology to the Stolen Generations' in 2008, when he states "we honour the Indigenous Peoples of this land, the oldest continuing cultures", he is reffering to this framework of land, culture and time, which connect other components. If one aspect is lost - land & stolen generation - all become lost affecting daily lives, and still do today as culture is spread from generation to generation.

Assessment objective: Analysing

Item: Question 3

This question required students to analyse two sources to explain the diverse ways that time is conceptualised and why acknowledgment of this world view is important to Aboriginal peoples and Torres Strait Islander peoples.

Effective student responses:

- used evidence from the two sources provided to explain how time is conceptualised

- provided an explanation of why acknowledgment of this worldview is important.

Student samples of effective responses

This excerpt has been included to:

- illustrate a high-level response that explains how time can be conceptualised as cyclical and inseparable from the natural world

- show how evidence can be used to support an explanation. This was illustrated through clear references to both sources. One source focused on how time is understood by the Yanyuwa Peoples of the south-west Gulf of Carpentaria. The other source focused on the importance of the Tagai constellation to the peoples of the Torres Strait Islands

- illustrate a detailed explanation of why acknowledgment of these worldviews is important. This is demonstrated in this response as it links how time is conceptualised to the Dreaming and its continuing, important role in the lives of Aboriginal peoples and Torres Strait Islander peoples

- demonstrate how a response could explain that time can be conceptualised as being inseparable from the land and its deep connection to the Dreaming of the Yanyuwa People. The response used evidence from both sources to explain this in more detail. The final section

of the response includes an explanation of why acknowledgement of these worldviews is important as it recognises and values an alternative way of conceptualising time.

Analysing (6 marks)	relationships. The worldview of time is acknowledged in sources 4 and 5. In source 4, it can be analysed that the Yanyuwa peoples had their own conceptualisation of time through 'a very detailed weather calendar.' They conceptualised time through their cultural dreamings and connections to land. Furthermore, time is conceptualised differently for each clan and peoples, which can be ^identified ~~seen~~ through source 5. In the ~~excep~~ excerpt the ^could identify the ~~they~~ ~~which~~ seasons. The acknowledgement of this particular ~~t~~ worldview is important to Aboriginal and Torres Strait Islander peoples as this recognises that they are sovereign owners of the land hence, proving 'terra nullius' wrong. Additionally, ~~not~~ the recognition of the worldview 'time' is important as it ridicules the ethnocentric view in which their conceptualisation of time is correct and the only way.

Assessment objective: Evaluating

Item: Question 6

This question required students to evaluate the extent to which a set of sources reflected the need for constitutional reform and recognition of Aboriginal peoples and Torres Strait Islander peoples. Students were also required to assess the effect constitutional reform could have on the reconciliation process.

Effective student responses:

- included a judgment about the extent to which all four sources reflected the need for constitutional reform and recognition of Aboriginal peoples and Torres Strait Islander peoples

- referred to relevant evidence from all four sources

- made a plausible assessment of the impact on reconciliation based on the evaluation.

Student samples of effective responses

The excerpt below has been included to:

- demonstrate a judgment about the need for constitutional reform and recognition. It is clearly based on the sources as it also acknowledges that calls for constitutional reform and recognition have been ongoing

- show relevant use of sources. The student has selected a key piece of information from the source and has linked it to their evaluation, stating that symbolic recognition, as discussed in previous sources, has the potential to be a positive part of the reconciliation process

- exemplify a relevant assessment of the impact of constitutional reform on the reconciliation process. The assessment is one that is based on a reasonable understanding of reconciliation as it focuses on how constitutional reform could result in improved race relations in Australia

- provide evidence of a judgment that refers to all four sources. This judgment states that constitutional change and reform is required. The response uses evidence from the sources provided to support this.

Evaluating (6 marks)	Sources 8–11 highly reflect the need for constitutional reform and recognition of Aboriginal peoples and Torres Strait Islander peoples. The expert from the presentation to the National Aboriginal Conference, 1981, reflect how the Federal government should reconfirm its commitment to negociate an agreement called a Makarrata, meaning coming together after a struggle, ~~as they Indigenous~~

Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- practising deconstructing questions to ensure that students are familiar with recognising what is required in their responses. An effective response must respond to all sections of the question for full marks to be awarded

- continuing to develop the use of the holistic framework in teaching and learning to ensure a depth of understanding in all its aspects and different ways in which these aspects may be demonstrated

- the use of sources in the analysis process. Students needed to analyse sources to respond to the question. A successful response required that the students used aspects of the sources to support their analysis, rather than only including a summary of the sources.