

# Aboriginal & Torres Strait Islander Studies subject report

2021 cohort

February 2022

ISBN

Electronic version: 978-1-74378-159-3



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# Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing 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
- assist in assessment design practice
- assist in making assessment decisions
- help prepare 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 (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

## Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes 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 completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

**Note:** All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 4.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	53	42	39

## Units 1 and 2 results

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

## Units 3 and 4 internal assessment (IA) results

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

## External assessment (EA) marks

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

## Final subject results

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

## 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	100–81	80–61	60–42	41–15	14–0

## Distribution of standards

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



# 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 section 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 the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

### Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	4	4	3
Percentage endorsed in Application 1	0%	75%	67%

## Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

### Number of samples reviewed and percentage agreement

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. In the examination, 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 priority	Number of times priority was identified in decisions*
Alignment	2
Authentication	0
Authenticity	1
Item construction	2
Scope and scale	2

\*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- used stimulus material that allowed for analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms across the performance-level descriptors
- featured unseen stimulus material that was succinct enough for students to engage with during the 15 minutes planning time
- ensured that the question or hypothesis students were responding to aligned to the subject matter of Unit 3 Topic 1: Rights and freedoms.

### Practices to strengthen

It is recommended that assessment instruments:

- include stimulus material that focuses on Unit 3 Topic 1: Rights and freedoms, ensuring there is not cross-over into the subject matter of Unit 3 Topic 2: Land rights
- specify the period that is the focus of the extended response, aligning it with the syllabus specification of the 20th century. The clear definition of scale provides students with the opportunity to demonstrate all of the assessment objectives within the conditions of this technique.

### 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 priority	Number of times priority was identified in decisions*
Bias avoidance	1
Language	2
Layout	1
Transparency	1

\*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used a consistent layout in the presentation of stimulus material to ensure that important information, such as the author and the year it was produced, were easy to identify
- included task-related instructions that were easily discernible from other sections of the task, enabling the clear communication of instructions.

### Practices to strengthen

It is recommended that assessment instruments:

- include very clear visual forms of stimulus material to ensure students can effectively engage with them
- use language that aligns to the syllabus, particularly when referring to Aboriginal peoples and Torres Strait Islander peoples.

## 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 confirmed marks

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 Analysing criterion, evidence in responses identified how worldviews of Aboriginal peoples and Torres Strait Islander peoples have formed and informed responses and contributions to rights and freedoms. At the upper performance level, analysis is well-reasoned and related to the worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms
- responses matched to the upper performance level in the Creating criterion consistently demonstrated the features of an analytical essay. Ideas expressed in these responses were succinct, logically conveyed and related to the question or hypothesis.

#### Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to show an initial explanation of a worldview of Aboriginal peoples. This excerpt highlights how connectedness is fundamental to the identity of Aboriginal peoples and Torres Strait Islander peoples and that policies and practices have had a negative impact on this relationship.

<p><b>Analysing (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• considered analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms</li> </ul>	<p><b>Excerpt 1</b></p> <p>worldview interconnects all aspects such as, people, place, plant, animals, land and sea both spiritually and physically. Aboriginal and Torres Strait Islander people have a custodial responsibilities of maintaining the natural order of the universe. This connectedness is fundamental to identity, culture and wellbeing of Aboriginal people and Torres Strait Islander people. <del>Shown by source 5</del> Source 5 displays the difference in worldview between indigenous people and European colonisers. Before the pre-contact (1700) Aboriginal and Torres</p>
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**Excerpt 2**

after the first contact Aboriginal and Torres Strait Islander people were forcibly removed from their land and families (55). The European settlers did not value Indigenous culture or traditional practise such as the traditional hunting and ceremonies. The government took the land (dispossession 1788) <sup>under the doctrine of terra nullius</sup> and put the price only valued it for money.

This student response excerpt has been included:

- to show an example of an examination of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context. This excerpt focuses on the 1965 Freedom Rides and the social conditions that led to a group of students taking this action. This response was matched to the upper performance-level descriptor as the examination of ways that rights and freedoms were addressed was thorough and detailed and seen across the response.

**Analysing (5–6 marks)**

- 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

As source 2 includes, Aboriginal and Torres Strait people were fighting for civil rights and rights to vote, work, move freely around the community and receive fair pay. An example of Aboriginal people being treated inequally, was the Moree swimming pool incident which the pool strictly did not allow people of colour, especially Aboriginals in the pool, only 'whites'. This negatively affected Aboriginal and Torres Strait Islander people identity as they were discriminated against just because of the colour of their skin.

**Practices to strengthen**

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

- when making judgments for the first descriptor of the Analysing criterion, teachers note that the worldviews of Aboriginal peoples and Torres Strait Islander peoples need to be analysed within the context of responses and contributions to rights and freedoms
- careful consideration is given to the qualifiers for the third descriptor of the Analysing criterion regarding the use of stimulus material in the response. The upper performance level requires stimulus to be used effectively, meaning that it produces the intended result. For an analytical essay, this means that the stimulus is used to support the arguments presented. At the upper

performance level, this requires the use of stimulus throughout the analytical essay rather than referring to the stimulus in a single paragraph

- when matching evidence to the first descriptor for Defining, using and demonstrating, the focus is on the way terminology related to rights and freedoms is used. At the upper performance level, this is thorough, accurate and used throughout the response.



## 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. In an investigation, students are required to devise a hypothesis that is the focus of their inquiry and their analytical essay (Syllabus section 4.5.2). Students must use research or investigative practices that include locating and using information beyond the student's own knowledge and the data they have been given.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided task instructions that aligned with the syllabus specifications, with students explicitly directed to write the response in the form of an analytical essay
- included tasks that considered suitable local and school contexts to provide appropriately challenging and realistic contexts for the assessment instrument, e.g. the use of relevant, open-ended quotes for context and appropriate subject matter relevant to the school's context.

#### Practices to strengthen

It is recommended that assessment instruments:

- ensure that only components that are necessary are included in the assessment instrument, e.g. stimulus material is not a requirement for the Investigation — inquiry response.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 4.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- provided clear instructions and used cues that aligned to the specifications, objectives, and instrument specific marking guide (ISMG)
- used precise language in all components of the assessment instrument, including context and task statements, quotes, and questions
- featured appropriate language that aligned with that used in the syllabus and avoided the use of unnecessary jargon and colloquial language.

### Practices to strengthen

There were no significant issues identified for improvement.

## 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 confirmed marks

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:

- responses matched to the upper performance level in the Defining, using and demonstrating understanding criterion included detailed explanations of relevant responses and contributions. For the IA2, this needs to be in the context of the 20th century in order for the explanations to be considered relevant
- for the Evaluating criterion, responses matched to the upper and mid performance levels contained reasoning that was both accurate and related to the hypothesis established by the

student. At the upper performance level, this reasoning needs to be consistently accurate across the response

- responses matched to the upper performance level in the Considering, organising and creating criterion effectively used a variety of primary and secondary sources in response to the hypothesis and acknowledged these sources by adhering to recognised referencing conventions.

### Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

These student response excerpts have been included:

- to show how ideas can be conveyed logically in relation to the hypothesis devised. In these excerpts, the hypothesis forms part of the introduction, the ideas in the body paragraph relate to it, and it is restated in the conclusion
- to provide an example of thorough and accurate use of terminology that relates to the land rights of Aboriginal peoples and Torres Strait Islander peoples.

<p><b>Defining, using and demonstrating understanding (5–6 marks)</b></p> <ul style="list-style-type: none"> <li>• thorough and accurate use of terminology related to the land rights of Aboriginal peoples and Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects</li> <li>• comprehensive and appropriate identification of responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples</li> </ul> <p><b>Considering, organising and creating (4–5 marks)</b></p> <ul style="list-style-type: none"> <li>• succinct, with ideas conveyed logically in relation to the hypothesis presented</li> </ul>	<p><b>Excerpt 1</b></p> <p>For Indigenous Australians, land holds the traditions, culture and spirituality of the peoples. As Australia's first peoples, Aboriginal and Torres Strait Islander societies recognised themselves as custodians, caring for the land as the land cared for them. With the arrival of the British, life for both Aboriginal peoples and Torres Strait Islander peoples changed forever and their struggle for recognition and land rights began. It was not until the 20<sup>th</sup> century that positive change began to occur. Land rights activists, Vincent Lingiari and Eddie Mabo both positively assisted, through their involvement in the land rights movement, in the maintaining of culture, identity and well-being of Australia's Indigenous peoples. Their responses and contributions significantly changed the Australian legal system within the field of land rights policy and legislation. The achievements attained by the two activists, continue to be recognised in contemporary society.</p> <p><b>Excerpt 2</b></p> <p>This dramatic move by the Gurindji, gained support and followers including non-Indigenous Australians and members from the workers union, effectively swaying the colonists' perspective on traditional ownership. After much petitioning in the years 1967 to 1972, the Gurindji peoples were finally given a pastoral lease from the then newly appointed prime minister, Gough Whitlam who officially announced the establishment of land rights for Aboriginal peoples in his election speech. Symbolically, Whitlam handed Lingiari soil as a recognition of traditional ownership of the land, stating it was a sign of restoring the lands to the Gurindji peoples and the future generations to come; signifying the success of Lingiari and the protest he led (National Museum of Australia, 2021; Right Wrongs Tool kit). The actions of the Wave Hill Walk Off also assisted in the introduction of Native Title under the enactment of the <i>Aboriginal Land Rights (Northern Territory) Act</i> (Cth) in 1976 (AIATSIS, 2016). This legislation was the first in Australia that initiated land claims which allowed for traditional land owners and custodians to claim back their own land (AIATSIS, 2016). The success of this land rights protest directly influenced future protests such as the Mabo Case; a protest which forced legal action to occur and further changed Australian history.</p>
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### Practices to strengthen

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

- when making judgments for the first descriptor in the Analysing criterion, the analysis needs to be focused on how worldviews of Aboriginal peoples and Torres Strait Islander peoples have formed and informed recognition of land rights. At the upper performance level, this analysis needs to be well-reasoned, meaning that it needs to be presented with justification
- when matching evidence to the third descriptor in the Considering, organising and creating criterion, there is recognition that the upper and mid performance levels require adherence to the genre conventions of an analytical essay. The use of subheadings and images are not required in an analytical essay. Further, an appendix is not directly used as evidence when making judgments (see Section 8.2.6 *QCE and QCIA policy and procedures handbook*).



## 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). In an investigation, students are required to use research or investigative practices that include locating and using information beyond the student's own knowledge and the data they have been given.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 3.

#### Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- clearly identified that students were to focus on analysing one form of cultural expression and evaluate its significance within the context of resilience
- provided open-ended context and task statements and questions that allowed each student to generate their own hypothesis to direct their investigation, e.g. some assessment instruments used a 'to what extent' construct when framing the task and listed several options of cultural expressions for students to choose from.

### Practices to strengthen

It is recommended that assessment instruments:

- include scaffolding that aligns with the specifications in the syllabus to ensure that students are not led to a predetermined response.

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

\*Each priority might contain up to four assessment practices.

Total number of submissions: 3.

### Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured effective design choices where all components of the instrument — context, task statement/question, and instructions — were placed under the correct headings. This enabled greater clarity of task requirements for students
- used appropriate language and avoided unnecessary jargon, specialist language and colloquial language in description of the task and instructions.

### Practices to strengthen

There were no significant issues identified for improvement.

## 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 confirmed marks

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 first descriptor in the Analysing criterion, evidence in responses focused on how worldviews of Aboriginal peoples and/or Torres Strait Islander peoples were evident in the

form of cultural expression selected by the student. At the upper performance level, analysis of worldviews is well-reasoned

- responses matched to the upper performance level of the second descriptor in the Analysing criterion included evidence of thorough and detailed examination of the identified worldviews within the context of resilience. This required students to examine how the worldviews evident in the selected form of cultural expression can be used to maintain and retain the cultures and identities of Aboriginal societies and Torres Strait Islander societies.

#### Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criterion at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to show a high-level response that provides evidence of worldviews of Aboriginal peoples and Torres Strait Islander peoples that are evident in the cultural expression of art. The response identifies the worldview that the artwork of Aboriginal peoples and Torres Strait Islander peoples often shows a connection to land, culture and identity. This is explored throughout the response, demonstrating a well-reasoned analysis.

<p><b>Analysing (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• well-reasoned analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected</li> </ul>	<p>Cultural identity is expressed through and linked into the worldview of Aboriginal and Torres Strait Islander people. In Indigenous worldview, all creatures, plants, the land and the sea are connected with each other both physically and spiritually. This spiritual and physical connectedness is an important component in order for Aboriginal and Torres Strait Islander people to maintain wellbeing and promote cultural pride. Traditional Indigenous artworks clearly show this connection to the land and the spirit world through both the media used and the visual story being told. These stories are important to Aboriginal and Torres Strait Islander culture and identity and need to be passed on in order to keep culture alive (Japingka Gallery, 2014). Moving forward the media has changed, however, Indigenous artworks continue to be spiritually connected to the artist or their homeland. Through their painting artists express</p>
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This student response excerpt has been included:

- to show a high-level response that demonstrates the examination of identified worldviews within the context of resilience. This excerpt examined how dance is an important form of storytelling. It is clearly identified that dance, in this context, can be closely connected to culture. It can be used to ensure the continuation of important components of cultures through the sharing of stories. Responses matched to the upper-performance level in the Analysing criterion need to demonstrate thorough and detailed examination of identified worldviews, linking the worldviews identified to the concept of resilience as outlined in the syllabus subject matter.

<p><b>Analysing (6–7 marks)</b></p> <ul style="list-style-type: none"> <li>• thorough and detailed examination of the identified worldviews within the context of resilience</li> </ul>	<p>Aboriginal and Torres Strait Islander people's culture is connected to stories about land, animals, the dreaming and their people. The continual telling of these stories, especially through dance, allows for culture to continue to grow and helps non-Aboriginal people understand how dance allows for Indigenous people to maintain and retain their culture and identity. Dance is important as it allows Indigenous peoples to express their feelings about what has occurred in the past and exposes the racist policies and legislations made in the early to late 1900's.</p>
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### Practices to strengthen

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

- when making judgments for the first descriptor of the Analysing criterion, teachers note that at the upper performance level, the response needs to be focused on the one form of cultural expression rather than the work of a single artist, piece of artwork, or a specific performance. This allows for a well-reasoned analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples evident in the chosen form of cultural expression
- judgments about the second descriptor in the Evaluating criterion at the upper performance level recognise that the evaluation needs to be well-justified. The justification needs to assess and examine the selected form of cultural expression as a form of resilience that maintains and retains the culture and identity of Aboriginal societies and Torres Strait Islander societies. This ensures that responses move beyond describing and making judgments about the artistic qualities of the selected form of cultural expression
- when matching evidence to the upper performance level for the third descriptor of the Evaluating criterion, there is recognition that the reasoning within the evaluation is consistently accurate and relates to the hypothesis established by the student. The hypothesis needs to relate to the focus of the investigation, evaluating the significance of the selected form of cultural expression within the context of resilience. Reasoning used throughout the response needs to relate to this.



# External assessment

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

## Examination — short response (25%)

### Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

- Paper 1, Section 1 consisted of 5 short response items (48 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Unit 4 Topic 2: Reconciliation and recognition. It included a range of text and visual stimulus.

The assessment required students to respond to short items requiring sentence or short paragraph responses.

The stimulus reflected the subject matter within Unit 4 Topic 2: Reconciliation and recognition. It included a range of text and visual stimulus.

### Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

### Effective practices

Overall, students responded well to:

- items that required the use and explanation of key concepts related to reconciliation and recognition such as the historical, social and cultural factors that have shaped an understanding of the need for reconciliation and the continuing importance of connectedness to culture and identity within Aboriginal societies and Torres Strait Islander societies
- analysing visual stimulus that required an analysis of how the stimulus reflected worldviews of Aboriginal peoples and Torres Strait Islander peoples such as the importance of acknowledging and recognising, within the context of reconciliation, that language is diverse and can be expressed in different ways
- short response items that required students to create responses that communicated ideas that acknowledged and recognised the connection between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

## Samples of effective practices

### Short response

Criterion: Defining, using and demonstrating understanding

#### Question 1

This question required students to explain how the 'Apology to Australia's Indigenous Peoples' has contributed to the reconciliation process. The response needed to identify and explain two aspects of the 'Apology to Australia's Indigenous Peoples' that were evident in the stimulus provided.

Effective student responses:

- identified two aspects of the Apology that have contributed to the reconciliation process
- explained how both aspects have contributed to the reconciliation process
- used evidence from the stipulated stimulus to support the response.

This student response excerpt has been included:

- to illustrate a high-level response that identifies two aspects of the 'Apology to Australia's Indigenous Peoples' that have contributed to the reconciliation process. This response has identified that the 'Apology to Australia's Indigenous Peoples' acknowledges the historical truth of the Stolen Generations. It also identifies that the 'Apology to Australia's Indigenous Peoples' asserts that the injustices that have occurred as a result of the Stolen Generations must never happen again
- as it provides an example of evidence being used to support the response. It uses quotes from the specified stimulus to support the idea that the truth telling component of the 'Apology to Australia's Indigenous Peoples' is a key component of the reconciliation process.

<p><b>Defining, using and demonstrating understanding</b></p>	<p>10. As stated by Fiona Peterson, those affected by the Stolen Generation, which continued until the 1970s, are still alive today. Part of healing their trauma is the 'acknowledgment of truth'. In order to heal, their pain needs to be recognised. Another part of The Prime Ministers apology in which contributes to the reconciliation process, is the acknowledgment that the injustices of the past must 'never happen again'. This lays the groundwork <sup>for</sup> <del>to</del> achieving effective, better outcomes for Indigenous people and reminds us of the healing that needs to take place every day.</p>
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## Criterion: Analysing

## Question 2

This question required students to analyse two stimulus items to explain how an understanding of language is an important part of the reconciliation process. The stimulus items referred to a number of different ways that language can be expressed.

Effective student responses:

- analysed how language was expressed in two stimulus items
- explained the importance of understanding the diversity of language as part of the reconciliation process
- used relevant evidence from the selected stimulus items.

These student response excerpts have been included:

- to provide evidence of a high-level analysis of one of the stimulus items selected. In this response, the student has identified that the Tagai Constellation can be used to convey important information for Torres Strait Islander peoples and to guide many aspects of daily life
- to illustrate a clear explanation of the importance of understanding the diversity of language as part of the reconciliation process. They identify that language is a way that culture and identity can be maintained and needs to be encouraged in contemporary society
- to demonstrate different ways that stimulus can be used in a response.

<b>Analysing</b>	<p><b>Excerpt 1</b></p> <p>As illustrated in source 4, the Tagai Constellation is a traditional Torres Strait Islander story that enables the peoples to understand the world around them. The Tagai story shares the ideology of 'not taking what is not yours' as well as tells Torres Strait Islander peoples the seasons to like monsoon seasoning, when to hunt traditional foods such as turtle and dugong, when to plant seeds and aspects of daily life. This is highly important as it enables for First Nations peoples to survive with the environment around them as read through the language written in the stars.</p> <p><b>Excerpt 2</b></p> <p>which is thoroughly important when hunting. Both source three and source four demonstrate the importance of reconciliation as it maintains culture, identity and well-being. Allowing for traditional languages to be spoken, read or implied through symbols and hand gestures signifies the acceptance of all aspects of culture and does not assert European culture as dominant in contemporary society.</p>
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## Criterion: Evaluating

## Question 4

This question required students to evaluate the *Meriba Omasker Kaziw Kazipa (Torres Strait Islander Traditional Child Rearing Practice) Act 2020* as an act of reconciliation. Students were provided with an excerpt from the Act and a short excerpt of an article published by a law firm.

Effective student responses:

- described key features of the legislation
- explained how the legislation acknowledged cultural practices that are unique to Torres Strait Islander peoples
- used relevant evidence from both of the stipulated stimulus items
- included a judgment about the extent to which the legislation can be viewed as an act of reconciliation
- provided an explanation that supported this judgment.

This student response excerpt has been included:

- to illustrate an insightful judgment as it links the legislation and the reconciliation process.
- to show part of an explanation that supports a judgment. This excerpt outlines a number of ways that this legislation works to enable ancient Torres Strait Islander cultural practices to continue. It supports the judgment provided.

<b>Evaluating</b>	<p>(source 8) Torres Strait Islander's have ancient cultural practices which they've raised their children doing for generations. The legalisation of these cultural practices and the ability for children to culturally identify as their relatives is a major act of reconciliation. It enables them to move past previous identification issues which resulted in difficulty accessing education, health and housing services (source 8). The act allows Torres Strait Islander people to have their own sense of individuation, something so important in the reconciliation process.</p>
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### Practices to strengthen

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

- providing teaching and learning experiences that encourage students to recognise and be able to discuss the diversity and complexity of Aboriginal cultures and Torres Strait Islander cultures. This includes understanding that Aboriginal peoples and Torres Strait Islander peoples are the two distinct, and diverse, Indigenous groups in Australia
- preparing students to respond to questions that relate to both reconciliation and recognition. This is reflected in the subject matter for Unit 4 Topic 2. Teachers may consider providing

students with opportunities to practice close reading of examination questions to ensure that students are familiar with responding to questions that focus on both concepts

- providing students with opportunities to practise evaluation skills, specifically constructing evaluative statements that demonstrate insightful judgments. This is where students form an opinion or conclusion about a specified situation, demonstrating an understanding of the situation and the relationships that exist in complex situations
- strengthening students' understandings of analysis and skills in analysing stimulus. Students need to be able to examine and interpret the stimulus, in order to identify how it relates to the question or the assertion being made by the student.