

Aboriginal & Torres Strait Islander Studies subject report

2022 cohort

February 2023



ISBN

Electronic version: 978-1-74378-211-8



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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au

Contents

Introduction	1
Audience and use	1
Report preparation	1
Subject data summary	2
Subject completion	2
Units 1 and 2 results	2
Units 3 and 4 internal assessment (IA) results	2
Total marks for IA	2
IA1 marks	2
IA2 marks	2
IA3 marks	2
External assessment (EA) marks	2
Final subject results	3
Final marks for IA and EA	3
Grade boundaries	3
Distribution of standards	3
Internal assessment	4
Endorsement	4
Confirmation	4
Internal assessment 1 (IA1)	5
Examination — extended response (25%)	5
Assessment design	5
Assessment decisions	7
Internal assessment 2 (IA2)	10
Investigation — inquiry response (25%)	10
Assessment design	10
Assessment decisions	11
Internal assessment 3 (IA3)	14
Investigation — inquiry response (25%)	14
Assessment design	14
Assessment decisions	15
External assessment	19
Examination — short response (25%)	19
Assessment design	19
Assessment decisions	19

Introduction

Throughout 2022, schools and the QCAA worked together to further consolidate the new Queensland Certificate of Education (QCE) system. The familiar challenges of flood disruption and pandemic restrictions were managed, and the system continued to mature regardless.

We have now accumulated three years of assessment information, and our growing experience of the new system is helping us to deliver more authentic learning experiences for students. An independent evaluation will commence in 2023 so that we can better understand how well the system is achieving its goals and, as required, make strategic improvements. The subject reports are a good example of what is available for the evaluators to use in their research.

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

- how schools have applied syllabus objectives in the design and marking of internal assessments
- how syllabus objectives have been applied in the marking of 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, including those that demonstrate best practice.

Schools are encouraged to reflect on the effective practices identified for each assessment, consider the recommendations to strengthen assessment design and explore the authentic student work samples provided.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

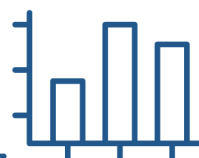
- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can use it to 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.

Note: All data is correct as at 31 January 2023. 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: 6.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	68	60	40

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	47	21
Unit 2	42	18

Units 3 and 4 internal assessment (IA) results

Total marks for IA

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

IA1 marks

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

IA2 marks

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

IA3 marks

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

Final marks for IA and EA

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	80–62	61–43	42–17	16–0

Distribution of standards

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

Internal assessment



The following information and advice relate 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 *QCE and QCIA policy and procedures handbook v4.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	6	6	6
Percentage endorsed in Application 1	33%	16%	83%

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 instrument-specific marking guide (ISMG), and are used to make decisions about the cohort's results.

Refer to *QCE and QCIA policy and procedures handbook v4.0*, Section 9.6.

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

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	6	27	0	66.67%
2	4	26	7	80
3	4	26	0	100%



Examination — extended response (25%)

The examination assesses the application of a range of cognitions to a provided question, scenario and/or problem.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

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	3
Authentication	0
Authenticity	1
Item construction	1
Scope and scale	3

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- featured an unseen question or hypothesis that allowed students to analyse responses and contributions that addressed the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples during the 20th century and evaluate them within a historical and social context
- used stimulus material that conveyed a range of worldviews, providing the opportunity for students to use stimulus material to analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms and examine ways that rights and freedoms have been addressed
- included succinct unseen stimulus material that students were able to engage with during the 15 minutes planning time, e.g. using visual forms of stimulus in addition to text-based stimulus and including carefully selected excerpts from historical documents.

Practices to strengthen

It is recommended that assessment instruments:

- specify timeframes that align with the syllabus subject matter. To ensure appropriate scale in the assessment instrument and opportunity to demonstrate all of the assessment objectives, stimulus materials should be relevant to and applicable within the 20th century context of Unit 3 Topic 1: Rights and freedoms (Syllabus section 4.5.1)
- include stimulus material that focuses on Unit 3 Topic 1: Rights and freedoms, ensuring there is no encroachment into the subject matter of Unit 3 Topic 2: Land rights
- use a consistent timeframe of the 20th century across the context, task statement or questions, task instructions and stimulus materials. This ensures that the instrument does not contain contradictory information that may impede student comprehension of task requirements.

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	1
Layout	0
Transparency	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- incorporated terms and subject matter directly relevant to the syllabus in the task statement or question in an accurate manner
- presented stimulus materials using a consistent layout. This included clearly labelling stimulus items and ensuring that if any additional information was included, such as the author and the year, it was easy to identify
- enabled the clear communication of instructions for the task that were distinct from other sections of the assessment instrument.

Practices to strengthen

It is recommended that assessment instruments:

- use language that aligns to the syllabus, particularly when referring to Aboriginal peoples and Torres Strait Islander peoples (Syllabus section 1.1.1).

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

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and demonstrating understanding	83.33%	0%	16.67%	0%
2	Analysing	66.67%	16.67%	16.67%	0%
3	Evaluating	83.33%	16.67%	0%	0%
4	Creating	83.33%	0%	16.67%	0%

Effective practices

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

- for the Evaluating criterion, student responses included an evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. Student responses matched to the upper performance level used justified evaluation providing evidence or sound reasons to support the judgment being presented
- for the Defining, using, and demonstrating understanding criterion, student responses matched to the upper performance level included detailed explanations of relevant responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. Explanations included many parts and demonstrated a comprehensive understanding of how these responses and contributions worked toward maintaining the culture and identity of Aboriginal peoples and Torres Strait Islander peoples.

Samples of effective practices

The following excerpts illustrate evaluations of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

The first excerpt identifies that the Freedom Rides, the 1967 Referendum and the creation of the Tent Embassy aided in enhancing public awareness of the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, leading to political change.

The second excerpt forms part of a detailed explanation of the Freedom Rides as a response related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. It contains a number of points that describe the Freedom Rides in more detail. The response also included detailed explanations of relevant responses and contributions.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

Egocentricity of Western

policy makers led to the establishment of legislation which denied First Nations peoples vital components of their worldview which originally sustained culture and identity. Consequently, this resulted in a need for political change to address Indigenous rights and freedoms. Many figures and movements during the 1960's greatly enhanced publicity of racial discrimination, which consequently aided to address ~~right~~ Indigenous rights and freedoms. Specifically, this can be seen through the Freedom Rides, the 1967 Referendum, and the tent embassy.

Excerpt 2

The 1965 Freedom Rides were a political movement which sought to raise awareness of discrimination and ultimately ~~brought about~~ aided to bring about political change. As shown in source 2, 30 University students advocated Indigenous rights by travelling via bus across regional Australian towns. This movement was co-led by political activist Charles Perkins of Arrente and Kalkadon ancestry. Due to discriminative legislation, such as the Aboriginal Protection Act, First Nations peoples ~~were~~ faced "dispossession of their law, lands, languages and economic systems" (source 1). By raising public attention to this issue at numerous regional towns, this movement was capable of addressing rights and freedoms both directly and indirectly.

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, it is important to note that the analysis of worldviews needs to demonstrate how they have formed and informed responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. At the upper performance level, the analysis needs to be well-reasoned, meaning that it is logical and presented with justification
- careful consideration is given to the qualifiers for the third descriptor of the Analysing criterion. This requires teachers to consider how effectively students have used the stimulus material in the response. The upper performance level requires effective use of stimulus material, meaning that the stimulus material supports the analysis presented in the response.

Additional advice

- When making a decision about whether a response best matches a 0 mark, it is important to consider if the response matches any of the descriptors in the lowest performance level. If it demonstrates any of the descriptors, a mark can be awarded in that criterion.



Investigation — inquiry response (25%)

This assessment requires students to research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and data they have been given.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	0
Item construction	1
Scope and scale	1

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- presented tasks that provided appropriately challenging and realistic contexts for the assessment instrument and considered suitable local and school contexts, e.g. the use of relevant, open-ended quotes for context and appropriate subject matter relevant to the school's context
- 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 presented assessment specifications that allowed students to produce unique responses.

Practices to strengthen

It is recommended that assessment instruments:

- when providing scaffolding for the task, include clear instructions that inform students' processing of the task according to syllabus specifications and the requirements of the response
- when providing reference to the scale of the task, align with the syllabus subject matter in Unit 3 Topic 2: Land rights (Syllabus section 4.5.2).

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	4
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used syllabus specific subject matter and terms from Unit 3 Topic 2: Land rights to frame the task in an accessible manner for students.

Practices to strengthen

It is recommended that assessment instruments:

- provide instruction cues that align to the syllabus specifications and objectives. This ensures that the task directs students to develop responses that demonstrate the knowledge and skills assessed by the ISMG
- include appropriate language aligned to the syllabus in context and task quotes, statements or questions 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

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and demonstrating understanding	100%	0%	0%	0%
2	Analysing	100%	0%	0%	0%
3	Evaluating	80%	0%	20%	0%
4	Considering, organising and creating	80%	0%	20%	0%

Effective practices

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

- for the Considering, organising and creating criterion, responses matched to the upper performance levels used both primary and secondary sources in response to the hypothesis. This also required that the response included a clearly identifiable hypothesis that linked to the primary and secondary sources used
- for the third descriptor of the Evaluating criterion, responses matched to the upper performance levels used reasoning that was accurate and related to the established hypothesis. Again, this required that the response included a clearly identifiable hypothesis for this match to be correctly made. At the upper performance level, this reasoning needed to be consistently accurate across the response.

Samples of effective practices

The following excerpt illustrates an explanation of an aspect of worldviews that have formed and informed the recognition of land rights within historical context. The excerpt articulates the centrality of Country, noting that difference in the concept of land ownership for Aboriginal peoples and Torres Strait Islander peoples and the deep kinship that Aboriginal peoples and Torres Strait Islander peoples have with the land. This connects the examination of worldviews to the topic of the investigation — land rights.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Land is very important to Aboriginal and Torres Strait Islander peoples; this is a contributing factor as to why the Wik peoples fought for Native Title so much. Even more so that they were willing to work with the government and agree to let Native Title 'coexist' with pastoral leases. Land for Aboriginal and Torres Strait Islander peoples relates to all aspects of existence for them. For Aboriginal and Torres Strait Islander peoples it is not necessarily the fact that they own the land but that each person in their community is tied down to and related to a certain piece of land through their kinship system, which is very different to a western kinship system. "A western worldview see's land as economical assets whereas for Aboriginal and Torres Strait Islander peoples land provides sustenance for current and future generations," (OECD, 2020). That Indigenous peoples land is all interlinked between traditional knowledge and teachings and, spiritual beliefs. Therefore, the Wik peoples fight for Native Title was very significant as they were not fighting for the title or the land itself but that they were fighting for a part of themselves back, which had been taken from them for years.

excellent!

Practices to strengthen

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

- when matching evidence to the first descriptor in the Evaluating criterion, teachers examine the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples. There needs to be a clearly stated opinion or conclusion about the degree to which the responses and contributions investigated have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples.

Additional advice

- Maintain a flexible mindset when matching evidence in the response to the ISMG. Evidence for descriptors can be found throughout the response and may not be in the section where it is expected.



Investigation — inquiry response (25%)

This assessment requires students to research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data. An investigation uses research or investigative practices to assess a range of cognitions in a particular context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Students must adhere to research conventions, e.g. citations, reference lists or bibliographies. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

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	0
Scope and scale	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided task statements, questions or scaffolding instructions which clearly communicated that responses were to focus on analysing one form of cultural expression, evaluating its significance within the context of resilience.

Practices to strengthen

It is recommended that assessment instruments:

- include a carefully curated list of possible options that students can focus on in their investigation. By narrowing the range of forms of cultural expressions that students are able to choose from, responses can focus on a form of cultural expression that is relevant to the local and school context.

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	1
Layout	0
Transparency	0

*Each priority might contain up to four assessment practices.

Total number of submissions: 6.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- allowed students to exercise choice by including options for the form of cultural expression (e.g. art, dance or literature) their responses could focus on. This ensured that students had opportunity to create unique responses
- foregrounded that the form of cultural expression was to be analysed and evaluated within the context of resilience, rather than for its artistic value.

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

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and demonstrating understanding	100%	0%	0%	0%
2	Analysing	100%	0%	0%	0%
3	Evaluating	100%	0%	0%	0%
4	Considering, organising and creating	100%	0%	0%	0%

Effective practices

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

- for the third descriptor in the Considering, organising and creating criterion, responses matched to the upper performance level adhered to the genre conventions for an analytical essay, e.g. if images were used, they were included in the appendix rather than the essay
- for the first descriptor in the Analysing criterion, the analysis clearly articulated the link between the worldviews of Aboriginal peoples and/or Torres Strait Islander peoples and the form of cultural expression selected by the student as the focus for the investigation. Responses matched to the upper performance level included well-reasoned analysis, meaning that the examination of the ways in which worldviews of Aboriginal peoples and/or Torres Strait Islander peoples are evident in the form of cultural expression, was logical and presented with justification.

Samples of effective practices

The following excerpts illustrate examinations of two forms of cultural expression as forms of resilience. Excerpt 1 provides an evaluation of the role of storytelling in the continuation of culture and identity. It identifies its importance as both a historical and contemporary way that culture is retained and maintained and will continue to evolve in the future.

Excerpt 2 focuses on a different form of cultural expression: music. The excerpt notes that in the past, many Aboriginal peoples were disconnected from Country and language. It identifies that despite this, music has provided a path for Aboriginal peoples to use song as a way to teach culture and language. The excerpt clearly links music to the concept of resilience.

Note: The characteristic/s identified may not be the only time the characteristic/s has occurred throughout a response.

Excerpt 1

Storytelling is the heart of Indigenous culture as it is the key way in which their history is recorded. For millennia, the Indigenous history, educational stories and the stories of country, creation and tradition have been passed down in an oral format. In Modern day, the practise of storytelling still sustains Indigenous communities, justifies experiences, nurtures relationships and serves as an important form of cultural continuance for the Indigenous peoples. However, other methods of storytelling have evolved and many of these embrace the growing technologies available. ✓ Great links created between past

Excerpt 2

In Australia's First Nations peoples' context, resilience describes their culture's perseverance amid extreme oppression and violence. Resilience is needed to maintain Aboriginal cultures and identities; to ensure Aboriginal communities and peoples can recover from the damage caused by Western colonisation. Throughout the eighteen and nineteen hundreds, Aboriginal people were forbidden from speaking their languages and were often removed from their traditional lands. Traditional and contemporary music offers a pathway for Aboriginal peoples to reconnect with the lost and damaged aspects of their culture. Archie Roach (n.d.) an Aboriginal musician, explains in an interview that "songs and stories.. were lost because when they rounded us up and put us on reserves, the old people weren't allowed to speak the language" (Roach (n.d.), as cited in Dyer, 2009). Roach claims that despite this oppression of culture, his old people would still attempt to teach the children language and songs. Thus, whilst Aboriginal cultures and worldviews of the land around them were marginalised throughout Western colonisation, traditional songs were used to preserve culture, highlighting music's vital role in Aboriginal resilience.

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 Evaluating criterion, teachers note that the evaluation focuses on the form of cultural expression being investigated by the student as a form of resilience. This requires students to investigate how the form of cultural expression selected continues to maintain and retain the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples. Responses need to be focused on the form of cultural expression selected by the student as a form of resilience rather than an investigation about the artist and a description of the artistic qualities of some of their work
- when making judgments about the first descriptor in the Evaluating criterion recognise that responses at the upper performance levels are required to make a judgment to determine the extent to which the form of cultural expression investigated can be considered a form of resilience, i.e. the degree to which the form of cultural expression of the investigation continues to maintain and retain the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples. This judgment should be reflected in the hypothesis established by the response.

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 (43 marks).

The examination assessed subject matter from Unit 4. Questions were derived from the context of Topic 2: Reconciliation and recognition.

The assessment required students to respond to five short response questions that each required a sentence or short paragraph response. The unseen stimulus material was presented in text-based formats and visual forms. The questions and the stimulus required students to engage with the concepts of truth-telling, the continuing significance of Sea Country, cultural burning as a form of land management, the recognition of Aboriginal and Torres Strait Islander military personnel and the National Agreement on Closing the Gap (2020) in the context of reconciliation and recognition.

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:

- demonstrating 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
- making judgments that required assessing
 - the impact of responses on the reconciliation process
 - responses that work to increase the acknowledgment and recognition that connectedness between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies is continuous
- using evidence from stimulus items to support explanations, e.g. through a form of in-text referencing and directly quoting the author by using their name.

Samples of effective practices

Short response

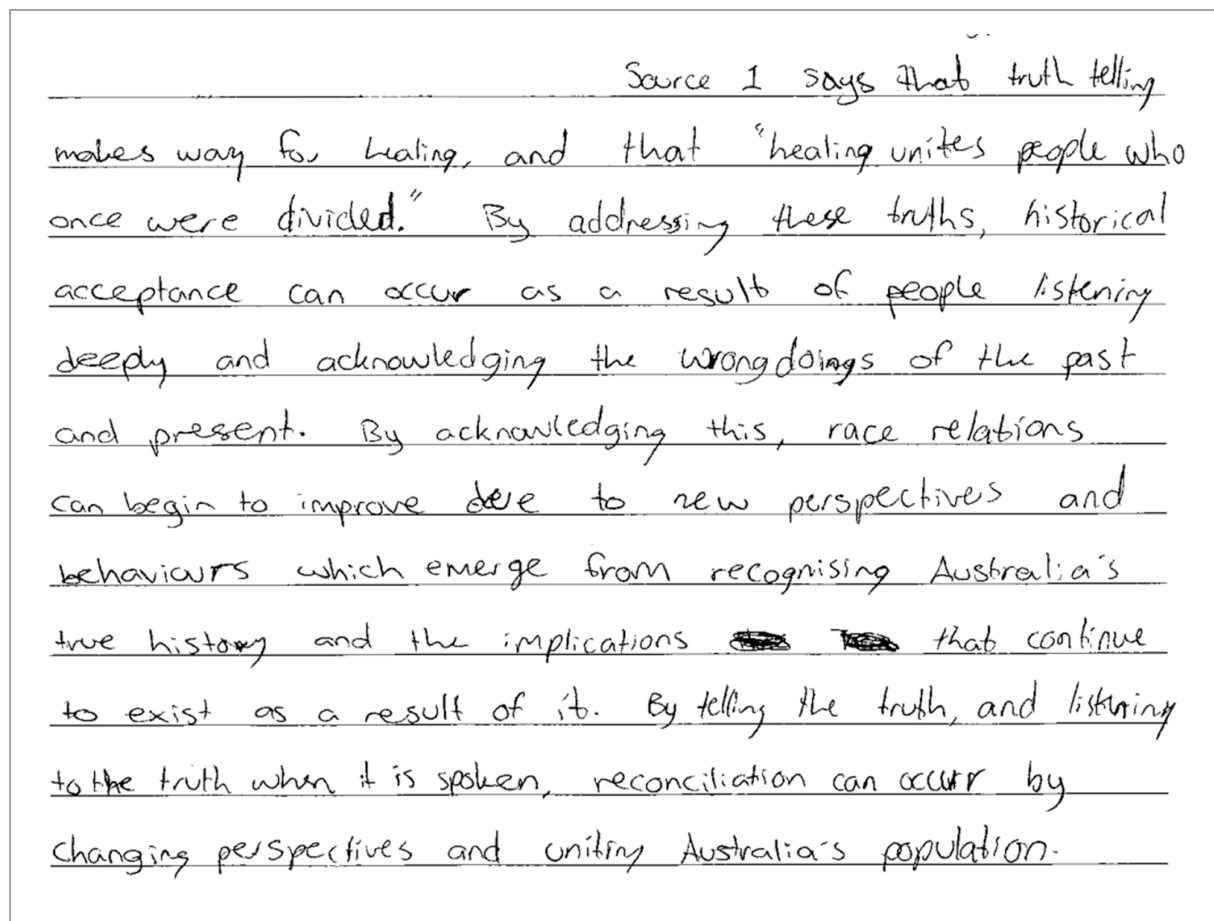
Question 1 required students to explain the role of truth-telling in the reconciliation process, using relevant evidence from an article excerpt.

Effective student responses:

- provided a detailed explanation of the role of truth-telling in the reconciliation process
- used relevant evidence from the stipulated source to support the explanation provided.

This excerpt has been included to:

- illustrate a detailed explanation of the role of truth-telling in the reconciliation process. It clearly shows the relationship between these two concepts rather than separately explaining what each of these concepts entails
- demonstrate close alignment of the response to the question with clear links to the concepts of truth-telling and reconciliation. It identifies that truth-telling, as outlined in Source 1, can lead to reconciliation as it has the potential to improve race relations through the recognition of new perspectives
- provide an example of how stimulus may be referred to in a response. The response refers to and identifies the use of the source in the response, as stipulated by the question, by using the term 'Source 1 ...'.



Question 3 required students to analyse two stimulus items to explain how cultural burning can be used as a form of land management. Students were then required to assess how the use of cultural burning could contribute to the reconciliation process.

Effective student responses:

- identified appropriate evidence from the stipulated sources
- interpreted the evidence to explain how it demonstrates the benefits of cultural burning and how cultural burning can be used as a form of land management
- provided an insightful judgment that outlined the extent to which cultural burning may contribute to the reconciliation process. It is important to note that there was a range of insightful judgments included in students' responses, expressing a range of different perspectives on this topic.

This excerpt has been included to:

- illustrate an insightful judgment about how the use of cultural burning could contribute to the reconciliation process as it shows an understanding that moves beyond a simple statement of opinion. In this example, the excerpt explains that a wider use of cultural burning may contribute to the reconciliation process by empowering traditional custodians and providing a way of connecting traditional custodians and non-Indigenous land holders
- demonstrate part of an explanation that supports the judgment. This excerpt explains that the use of cultural burning as a form of land management provides an opportunity for Aboriginal peoples to control how cultural knowledge systems are used. It also identifies the potential for this practice to improve race relations as it may challenge long-held stereotypes, allowing greater understanding and appreciation of the knowledge systems of Aboriginal peoples and Torres Strait Islander peoples.

The use of cultural

burning may contribute to reconciliation as it empowers Indigenous perspectives and connects land holders and custodians to create unity. By using cultural burning, not only will this allow Aboriginal peoples to lead their knowledge systems, but it will also prompt non-Indigenous ^{land owners} ~~peoples~~ to recognise the value of Indigenous voices and practices, thus helping to mend race relations. By seeing First Nations peoples for who they truly are rather than who they are stereotyped as, new perspectives and attitudes ~~can~~ can emerge.

Source 6 explains how ~~at~~ the use of cultural burning contributes to reconciliation "because we are getting people to understand each other and support each other." These connections and passages for understanding are vital for ~~the~~ building better race relations. Hence it is shown how ~~the~~ the use of cultural burning ~~is~~ contributes to reconciliation.

Question 4 required students to analyse three stimulus items to explain how they demonstrated a change in the way that the service of Aboriginal and Torres Strait Islander military service personnel is now acknowledged. Students were also required to explain the importance of this recognition. The stimulus items included two text-based sources and one visual source.

Effective student responses:

- explained how perceptions towards Aboriginal and Torres Strait Islander military service personnel has changed over time
- analysed the three stipulated sources to explain how Aboriginal and Torres Strait Islander military service personnel are now being recognised
- used evidence from the stipulated sources to explain why recognition of this service is important
- clearly conveyed ideas that related to the question.

These excerpts have been included to:

- illustrate part of a detailed explanation of why the recognition of the service of Aboriginal and Torres Strait Islander military personnel is important. It identifies that the statue on Thursday Island acknowledges this service and explains the significant role that the statue may have in this community.

Excerpt 1

Source 9 also demonstrates a change in how the service of Aboriginal and Torres Strait Islander military personnel are acknowledged which is through a statue on Thursday Island. It acknowledges and honours the Torres Strait Light Infantry Battalion.

Excerpt 2

This allows

Indigenous communities to have a sense of pride for their family members involved. It also however allows them to come together for Sorry business and to share that as a community for the loved ones that they lost.

Practices to strengthen

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

- strengthening students' understanding of analysis. This requires students to move beyond describing the stimulus and identifying its components to finding the meaning and/or relationships between the stimulus items and using this information to respond to the question
- providing students with opportunities to practise responding to questions that require a judgment, particularly the development of insightful judgments. While a judgment is an opinion or a conclusion about a situation or statement, an insightful judgment is one that shows an understanding of the complexity of the situation/statement being considered. It demonstrates a deeper understanding, one that is more detailed than a statement that agrees or disagrees with the situation or statement
- encouraging students to consider a range of viewpoints when evaluating. When presenting an assessment, there is no single correct response. Students form judgments through careful consideration of the evidence and then support this through a supporting explanation that includes thorough reasoning
- preparing students to respond to questions that contain multiple cognitions. This requires students to deconstruct the question to identify the separate components that need to be included in the response. An effective response must respond to all sections of the question in order for full marks to be awarded
- supporting students to develop strategies that enable them to respond to all questions in adequate detail. Strategies could include practising using planning time to
 - make decisions about the order that questions might be responded to. This could involve considering the mark value or the cognitions used in the question
 - consider the mark value and the response space provided to determine the level of detail required in the response and the corresponding time that could be allocated during the examination.
 - carefully read the question and the stimulus to determine what is required in their response. This could include identifying relevant evidence from the sources that could be used in the response.

Additional advice

The resources located in the cognitive verb toolkit can be useful when developing students' understandings of the cognitions used in Aboriginal and Torres Strait Islander Studies, particularly analyse, evaluate and explain. The resources for each cognition include a graphic organiser that presents a step-by-step guide for each of the processes.