# Aboriginal & Torres Strait Islander Studies subject report

2023 cohort

February 2024

240009

# Contents

# Introduction

Throughout 2023, schools and the Queensland Curriculum and Assessment Authority (QCAA) continued to improve outcomes for students in the Queensland Certificate of Education (QCE) system. These efforts were consolidated by the cumulative experience in teaching, learning and assessment of the current General and General (Extension) senior syllabuses, and school engagement in QCAA endorsement and confirmation processes and external assessment marking. The current evaluation of the QCE system will further enhance understanding of the summative assessment cycle and will inform future QCAA subject reports.

The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2023 subject report is the culmination of the partnership between schools and the QCAA. It addresses school-based assessment design and judgments, and student responses to external assessment for this subject. In acknowledging effective practices and areas for refinement, it offers schools timely and evidence-based guidance to further develop student learning and assessment experiences for 2024.

The report also includes 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 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 internal and 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 senior 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 highlights

**6**
schools offered
Aboriginal &
Torres Strait
Islander Studies

**84.13%**
of students
completed
4 units

**86.79%**
of students
received a C
or higher

# Subject data summary
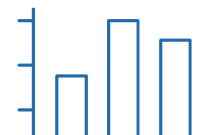
## Subject completion

The following data includes students who completed the General subject.

**Note:** All data is correct as at January 2024. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered Aboriginal & Torres Strait Islander Studies: 6.

| Completion of units | Unit 1 | Unit 2 | Units 3 and 4 |
|---|---|---|---|
| **Number of students completed** | 63 | 64 | 53 |

## Units 1 and 2 results

| Number of students | Satisfactory | Unsatisfactory |
|---|---|---|
| **Unit 1** | 57 | 6 |
| **Unit 2** | 48 | 16 |

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

### Total marks for IA
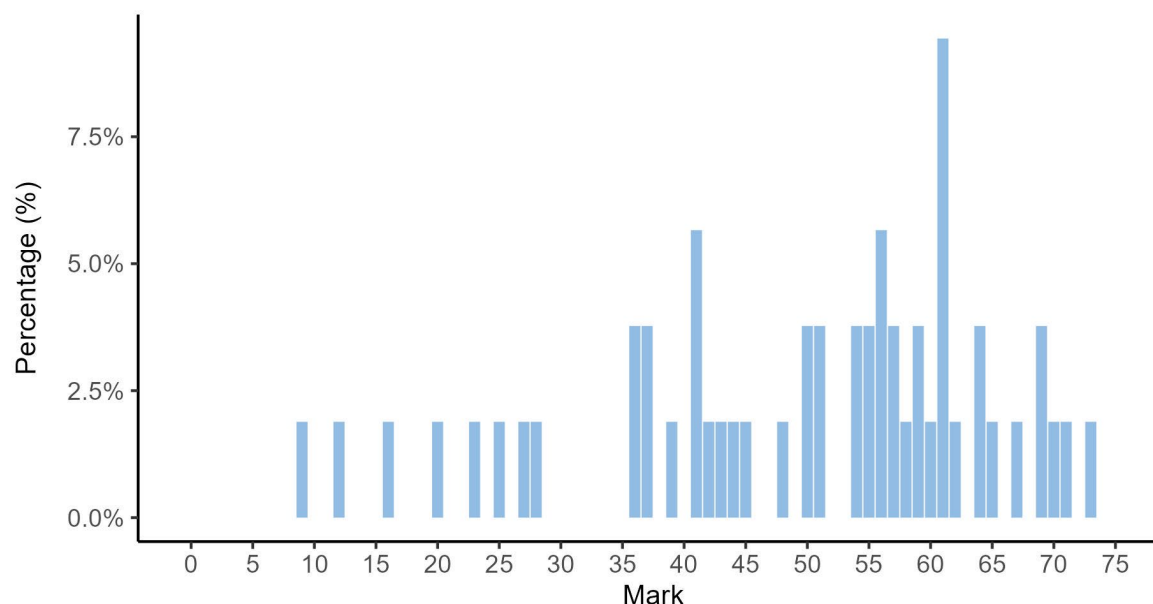
# IA1 marks

## IA1 total
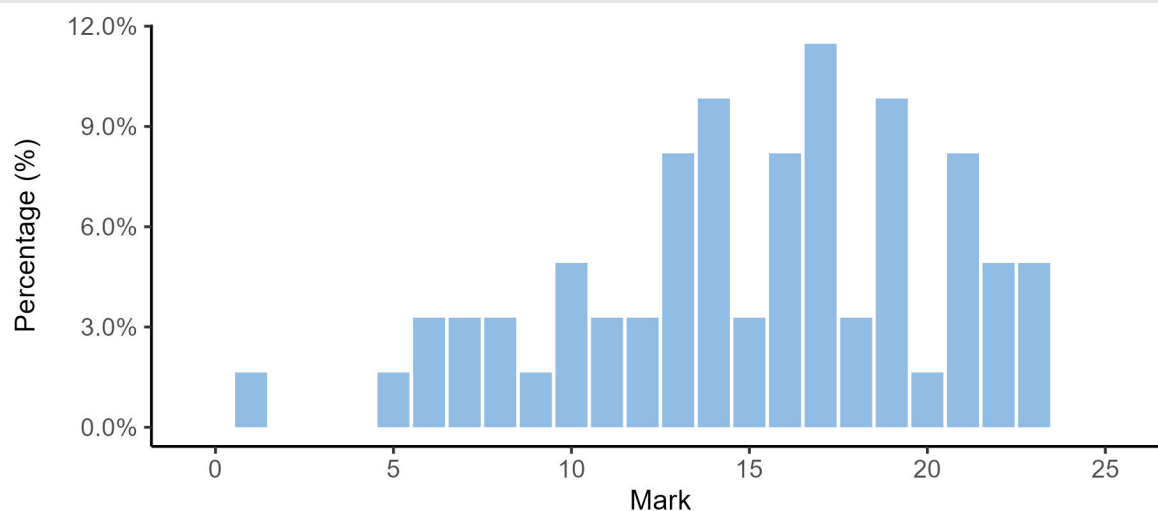


## IA1 Criterion: Defining, using and demonstrating understanding
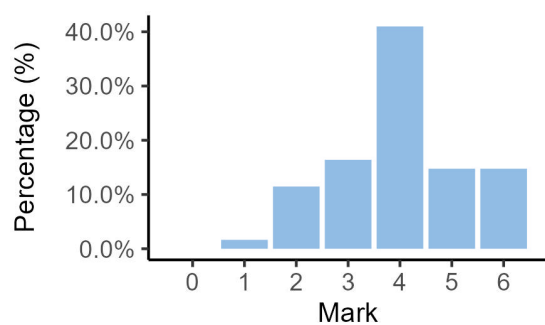


## IA1 Criterion: Analysing
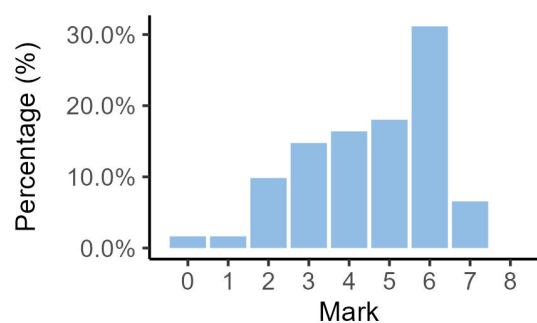


## IA1 Criterion: Evaluating
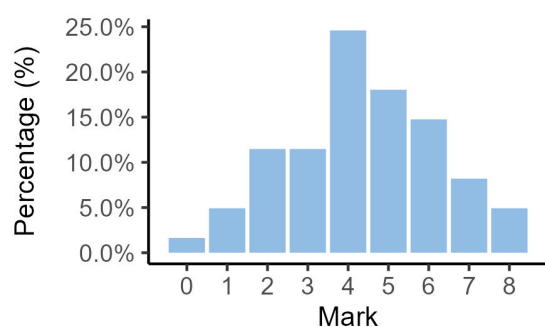


## IA1 Criterion: Creating
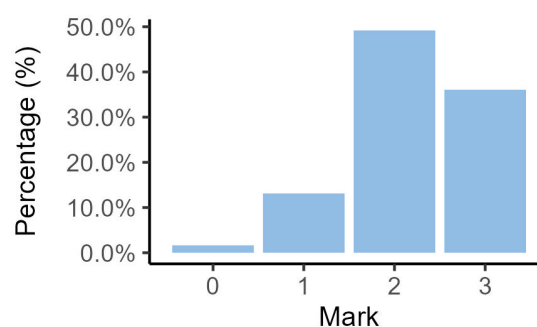
# IA2 marks

## IA2 total
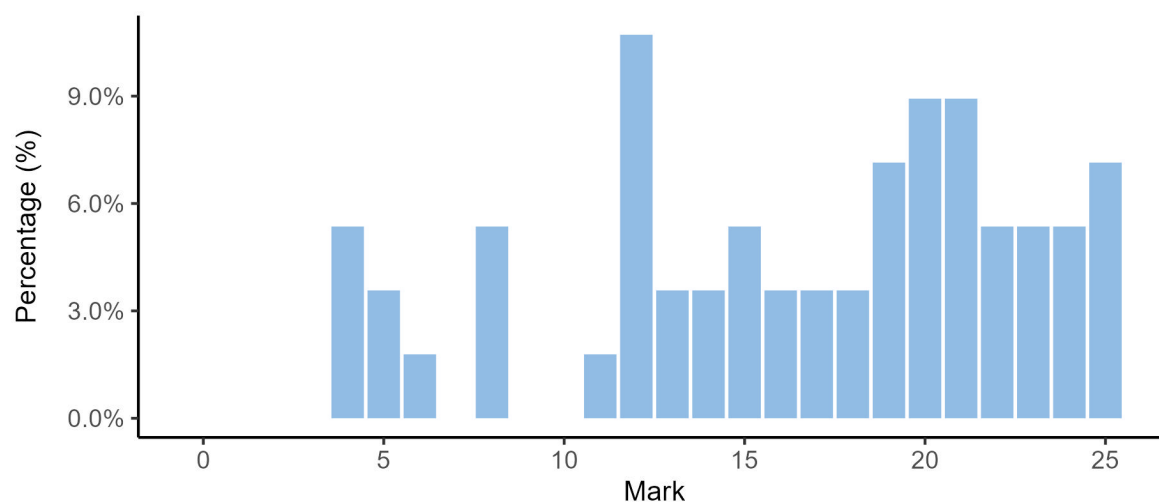


## IA2 Criterion: Defining, using and demonstrating understanding
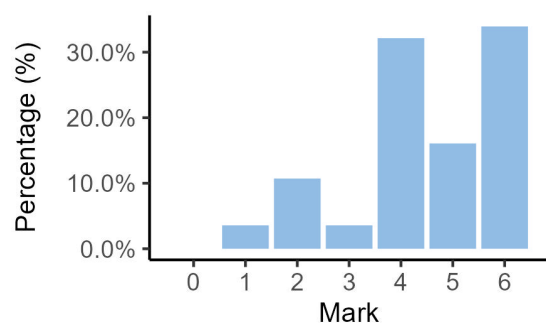


## IA2 Criterion: Analysing
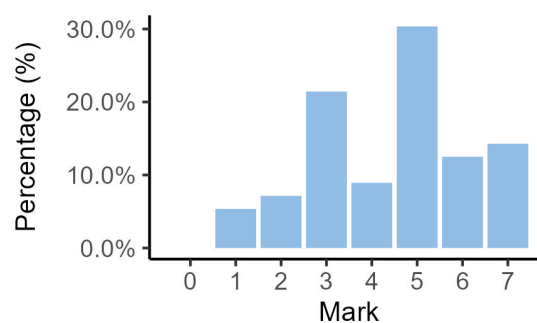


## IA2 Criterion: Evaluating
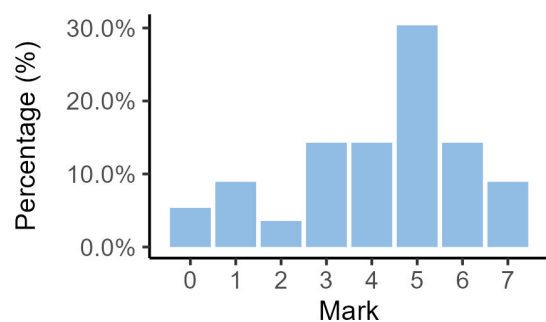


## IA2 Criterion: Considering, organising and creating
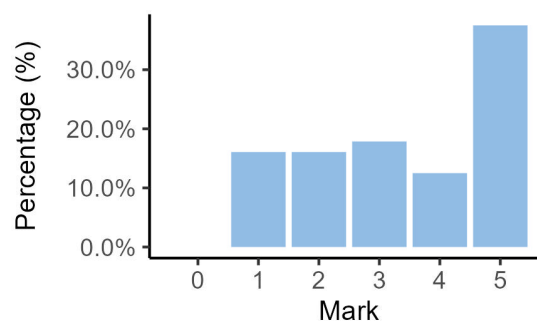
# IA3 marks

## IA3 total
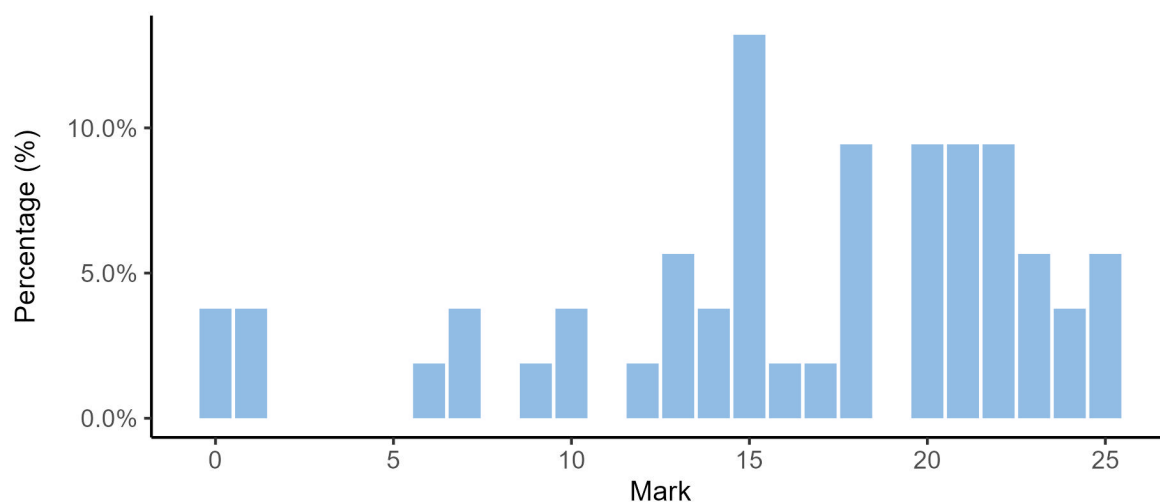


## IA3 Criterion: Defining, using and demonstrating understanding
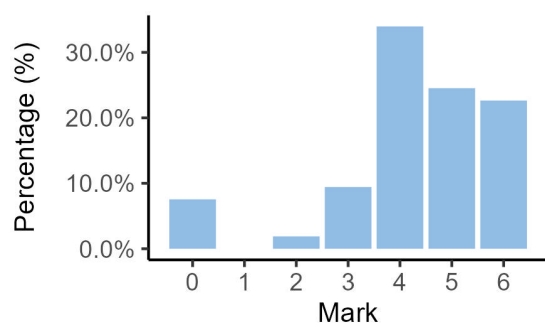


## IA3 Criterion: Analysing
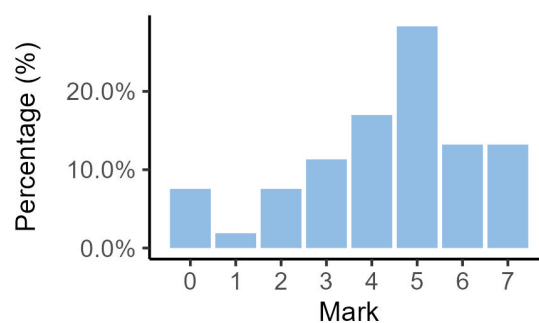


## IA3 Criterion: Evaluating
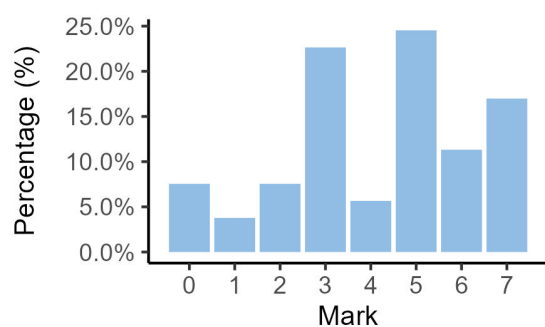


## IA3 Criterion: Considering, organising and creating
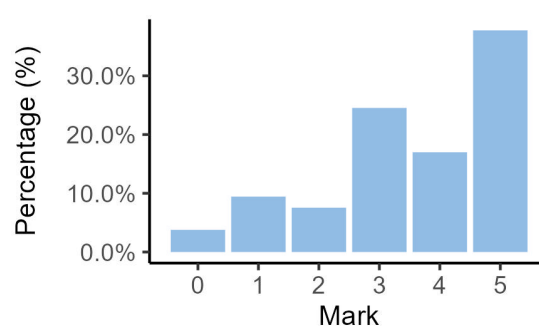
# External assessment (EA) marks
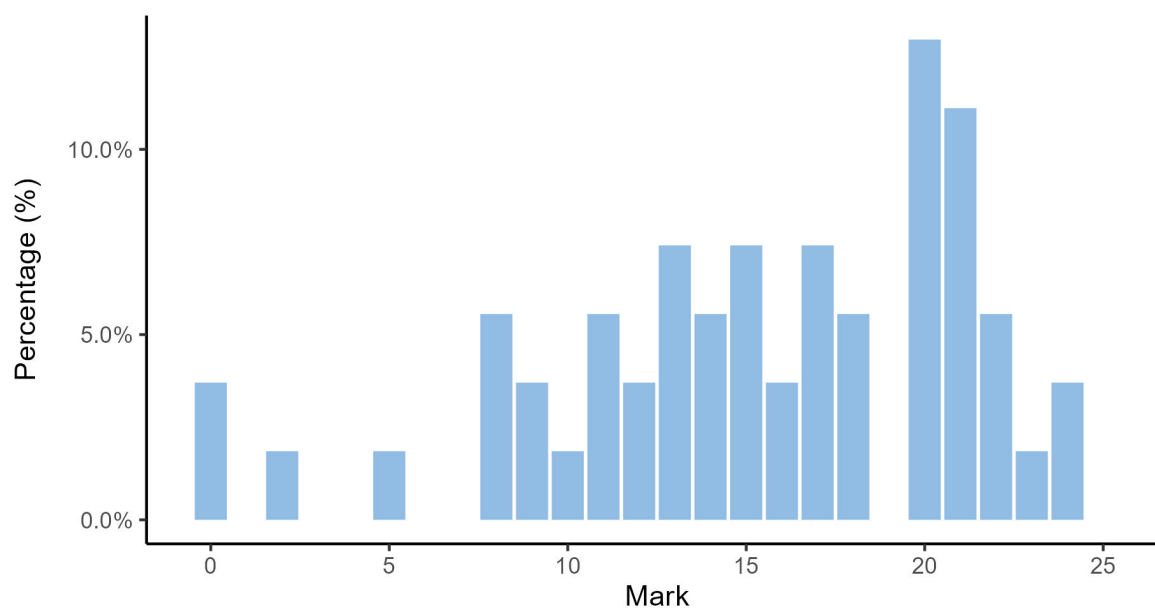


# Final subject results

## Final marks for IA and EA
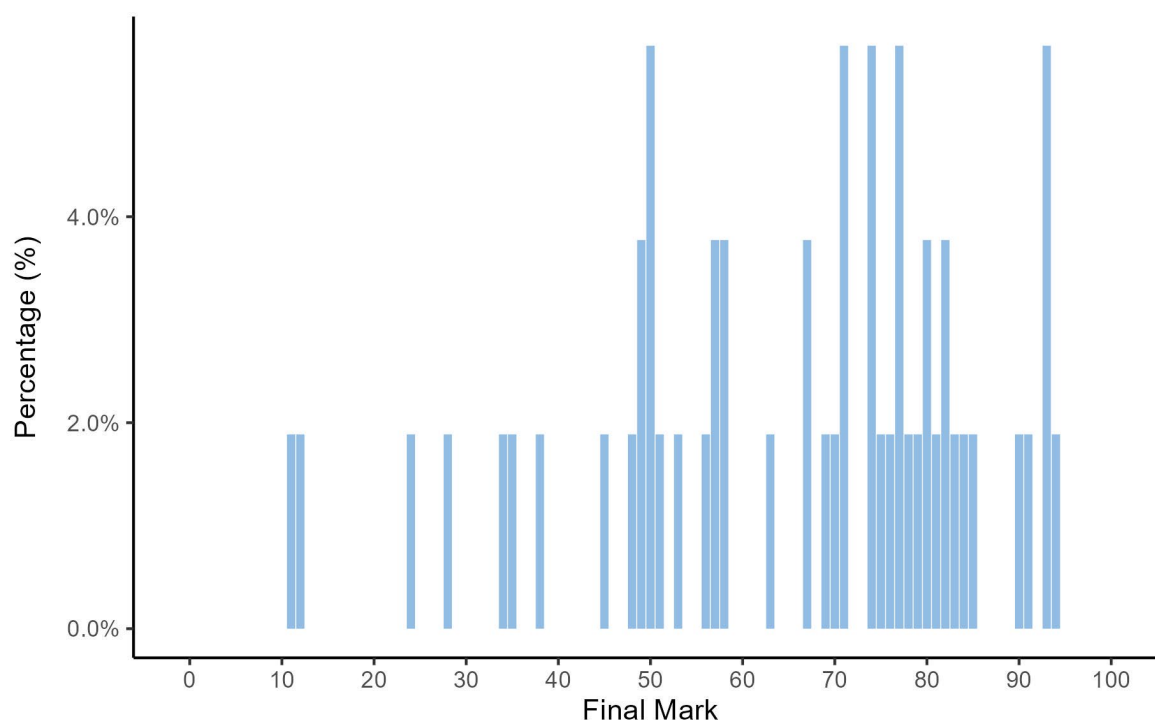
# Grade boundaries

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

The number of students who achieved each standard across the state is as follows.

| Standard | A | B | C | D | E |
|---|---|---|---|---|---|
| **Number of students** | 12 | 20 | 14 | 5 | 2 |

# 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 v5.0*, Section 9.6.

**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 | 66% | 66% | 50% |

## 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 v5.0*, Section 9.7.

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 | 40 | 0 | 66.67% |
| 2 | 6 | 39 | 0 | 50% |
| 3 | 6 | 37 | 0 | 83.33% |

# Internal assessment 1 (IA1)

## 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 | 2 |
| Authentication | 0 |
| Authenticity | 1 |
| 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:

- ensured that the question and task aligned to the syllabus subject matter of Unit 3 Topic 1: Rights and freedoms only, i.e. no intrusion into the subject matter of Unit 3 Topic 2: Land rights
- used stimulus material that enabled students to analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms
- featured succinct unseen stimulus material that allowed students to engage with them during the 15 minutes planning time
- clearly identified that the response needed to be presented as an analytical essay.

### Practices to strengthen

It is recommended that assessment instruments:

- ensure that the instructions for the task align with the assessment objectives. This includes using the cognition and its associated subject matter

- include stimulus material that acknowledge broader contributors to larger campaigns such as the 1967 Referendum and 1965 Freedom Ride. For instance, selecting sources that present direct responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples in the 20th century rather than sources that provide background or contextual information

- include stimulus material that enable students to analyse worldviews in relation to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples in the 20th century. For instance, stimulus material could incorporate aspects of Dr Ernie Grant's conceptual framework using materials that address the interactions between Aboriginal communities and Torres Strait Islander communities, and non-Indigenous communities that formed and informed responses and contributions to rights and freedoms in the 20th century.

## 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** | 0 |
| **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:

- presented clear communication of task instructions that were distinct from other sections of the assessment instrument.

**Practices to strengthen**

It is recommended that assessment instruments:

- be consistent in the construction of task directions. This includes providing clear instructions using cues that align with the specifications to inform students about the processes they need to engage with to complete the task.

## Additional advice

- Be consistent when making choices about language use when culturally identifying groups of peoples. It is recommended that schools be guided by the terms used in the syllabus. The consistent use of appropriate terms, correct capitalisation and the use of plurals to acknowledge the diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures are priorities when using language to recognise cultural identities.

# 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 | 66.67% | 33.33% | 0% | 0% |
| 3 | Evaluating | 83.33% | 0% | 0% | 16.67% |
| 4 | 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 Defining, using and demonstrating understanding criterion, student responses that matched to the upper performance level identified a number of different responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, meaning that the identification was comprehensive and appropriate. For instance, a response that focuses on the 1965 Freedom Ride could also refer to the formation of the Student Action for Aborigines (SAFA) group, which later organised and led the Freedom Ride, and the significant media coverage that accompanied this event

- for the Evaluating criterion, the reasoning used in student responses that matched to the upper performance level clearly related to the hypothesis established in the response. Often, the hypothesis was clearly established in the introduction and supported by accurate reasoning across the body paragraphs

- for the Creating criterion, student responses that matched to the upper performance level conveyed ideas in a logical and succinct manner. This meant that all of the paragraphs clearly and consistently linked to the hypothesis, and included only ideas that were relevant to the topic.

### Samples of effective practices

The following excerpts illustrate comprehensive and appropriate identification of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

The first excerpt is taken from an introduction. It identifies several responses that relate to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples: the amendment of the Commonwealth Electoral Act in 1962, the 1967 Referendum and the actions of activists, including those of Charles Perkins. It can be considered comprehensive and appropriate as they clearly link to the topic and demonstrate a considerable scope of responses.

The second excerpt is a body paragraph, focusing on the role of the 1965 Freedom Ride as a response related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples. It can be considered a detailed explanation of a relevant response as it highlights several important facets of the Freedom Ride, including the important role of the media in ensuring that it achieved its purpose of raising awareness about segregation and racial discrimination experienced by many Aboriginal people in regional towns in New South Wales.

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

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**Excerpt 1**

In order to start talking about rights and freedoms for Indigenous peoples, the 1960s were crucial. The Commonwealth Electoral Act amendments of 1962, The referendum of 1967, and the end of assimilation all had an impact on it. Charles Perkins and other activists helped by increasing public understanding of how societal attitudes and government actions affected Indigenous peoples connection to land, and hence their sense of identity and wellness

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**Excerpt 2**

The 1965 Freedom Rides bough about change in a way that society can could not ignore. Charles Perkins a Political activist at the University of Sydrey founded the Student Action for Aborigines' (SAFA) tour that included a community of people all working to spread awareness on the racism and discrimination occuring in western and coastal New South Wales communities. The Freedom Rides toured through 6a towns such as; blatt Walgett, Gulargambone, Kempsey, Bawraville and Maree (source 1) "Students were confronted with shocking conditions and discrimination being faced by Aboriginal people, including poor health, housing, education and blatant racism and segregation" (source 1). The significance of the contributions of the Political Freedom Rides and the positive change raised awareness among the public about the racial discrimination and segregation that Aboriginal people faced every day. The media coverage that followed added to the mounting campaign for the rights and equality of First Nations People. (source 1) Due to this one it paved the way for the 1967 Referendum. *good*

**Practices to strengthen**

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

- in the Analysing criterion

  - when making judgments for the first descriptor, careful consideration is given to the nature of the analysis. Teachers are required to consider how effectively students have analysed worldviews of Aboriginal peoples and Torres Strait Islander peoples. This analysis needs to be in the context of how the identified worldviews formed and informed responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples

  - when making judgments for the third descriptor, it is important that teachers consider how well the stimulus material has been used in the response. This requires students to demonstrate that they are able to draw links between the stimulus they have chosen to use and the arguments they are presenting in their response. Students are not required to present deconstructions of stimulus items as part of their response.

## Additional advice

- Ensure that students are aware that myths that are often used in public discourse about this topic are factually incorrect. This includes any reference to an Act of Parliament about flora and fauna or that the 1967 referendum gave Aboriginal peoples and Torres Strait Islander peoples citizenship rights and the right to vote. If referenced in student responses, the myth/s should be noted as incorrect.

# Internal assessment 2 (IA2)

## 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 | 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:

- clearly addressed all assessment specifications in both the task requirements and scaffolding as outlined in Syllabus section 4.5.2

- incorporated reference to the scale of the subject matter in the question or hypothesis so that it aligns with the syllabus subject matter in Unit 3 Topic 2: Land rights (Syllabus section 4.5.2)

- ensured students had the ability to research a specific question or hypothesis, as directed by the task instructions, to create a unique response. This allows for the demonstration of the knowledge and skills outlined in the assessment objectives.

**Practices to strengthen**

It is recommended that assessment instruments:

- direct students to evaluate the significance of the responses and contributions that have influenced land rights for Aboriginal peoples and Torres Strait Islander peoples across the full range of contexts (historical, economic, social and cultural), as specified in the Analysing and the Evaluating objectives.

## 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:

- framed the instrument using language that was clear and relevant for students through the inclusion of syllabus-specific terminology from Unit 3 Topic 2: Land rights
- presented the assessment item layout in a consistent and logical manner that enabled students to access the task, question or hypothesis and scaffolding without distraction.

**Practices to strengthen**

It is recommended that assessment instruments:

- provide consistent instructions using cues that align to the specifications regarding responses and contributions related to land rights of Aboriginal peoples and Torres Strait Islander peoples across the wording of the question or hypothesis and 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 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 | 50% | 33.33% | 16.67% | 0% |
| 4 | Considering, organising and creating | 66.67% | 16.67% | 0% | 16.67% |

## 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 that matched to the upper performance levels identified a number of responses and contributions that related to land rights, e.g. the different stages of the legal claim by Eddie Koiki Mabo and the Meriam people for ownership of their traditional lands on Mer. Responses that matched to the upper performance level also included detailed explanations that included many parts or facts that supported these responses and contributions to demonstrate the student's understanding of these responses and contributions

- in the Analysing criterion

  – responses that matched to the upper performance levels for the first descriptor included analysis that focused on the worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed the recognition of land rights, rather than a general analysis of sources used by the student. For instance, evidence in responses may include an analysis that explains how the centrality of Country/Place underpinned a specific land rights campaign

  – for the second descriptor, responses that matched to the upper performance level examined influences on the recognition of land rights in a thorough and detailed way. This meant that across the response, there was discussion about the historical, social and cultural factors that influenced the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples.

### Samples of effective practices

The following excerpts illustrate part of an analysis that explains how worldviews have formed and informed the recognition of land rights within a historical and cultural context.

The first excerpt identifies a holistic Aboriginal worldview where all components of the world are connected. The response makes a connection between this worldview and reasons why Aboriginal peoples sought, and continue to seek, the return of land.

This link between worldviews and how they formed and informed the recognition of land rights is further developed in the second excerpt. Here, the response outlines how the connection between the Gurindji people and Daguagu influenced the decision on the return of the Vestey Brothers' pastoral lease. This shows an understanding of the importance of Country/Place to

culture and identity, and hence its importance for the Gurindji people to continue to strive for land rights.

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

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**Excerpt 1**

Before contact and the subsequent invasion of mainland Australia, Aboriginal people had sustainably lived on and taken care of their lands and country for over 60 thousand years, by living with and according to the Aboriginal worldview. This worldview is commonly referred to as the holistic framework, in which all aspects of life such as land, language, culture, relationships, time and country are interconnected and hold massive importance to the strong identity and wellbeing of Aboriginal people (Grant 1998). This framework is visually described as a circle in which all aspects are interconnected and maintain the strength of the shape. The removal or destruction of land rights, or any aspect from the circle has a detrimental impact on Aboriginal people's wellbeing and can result in intergenerational traumas, the loss of identity and the loss of culture.

**Excerpt 2**

With the move from the Victoria Riverbed to Daguragu, also known as Wattie Creek to Europeans, Vincent Lingiari used his platform gained from the media to fight for Gurindji land rights. During these early stages of the strike, "most white supporters were unionists, members of the Communist Party of Australia or others engaged in addressing economic injustice" (National Museum of Australia 2014), who understood the walk off simply as a protest to improve workers' rights. After a year at Victoria River and with media attention dwindling, the decision was made to move back onto the Vestey Brothers pastoral lease and reclaim part of the traditionally Gurindji owned land. The move to Daguragu also held a symbolic importance for Gurindji culture, identity, and wellbeing, as it was close to several sacred sites and allowed Gurindji people to maintain their connection with country and traditional worldview. Despite worries of being arrested and losing support for the strike, Frank Hardy decided to help Vincent "do it the proper way" (Goldschmidt, J & Hardy, F 1973), this included writing a petition to the Australian governor general. In this petition, "We [Vincent Lingiari, Pincher Manguari, Gerry Ngalgardji and Long-johnny Kitgnaari], the leaders of the Gurindji People, write to you about our earnest desire to regain tenure of our tribal lands" (Gurindji Leaders 1967). Further on, plans to establish a new Gurindji owned cattle station to sustain the Gurindji peoples in a modern world were also outlined.

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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:

- in the Evaluating criterion
  - when making judgments for the second descriptor, ensure that the reasoning used to support the justification is discerning. To do this, the reasoning included in the response

needs to be clearly linked to the hypothesis and unpacked in a way that shows intellectual perception about the assessment and examination of the influences

– when matching evidence to the third descriptor, ensure that the reasoning used to support the evaluation is accurate. Errors in reasoning (e.g. conflating native title with land rights) need to be identified and considered when making judgments about this descriptor as such errors affect the accuracy of the reasoning within the evaluation.

# Internal assessment 3 (IA3)

## 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 | 3 |
| Authentication | 0 |
| Authenticity | 1 |
| 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:

- used task statements, questions or a hypothesis and scaffolding instructions that directed students to examine the role of their chosen form of cultural expression in the context of resilience. They allowed students to evaluate the extent to which the selected form of cultural expression maintains and retains Aboriginal cultures and identities and Torres Strait Islander cultures and identities

- included a curated list of forms of cultural expression that students could focus on in their investigation. Reducing the number of possible options for students helped them to select a focus authentic to the school context

- provided a task statement, question or hypothesis and scaffolding that were consistent in directing students to focus on analysing *one* form of cultural expression used to maintain and retain the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples and evaluating the significance of that form of cultural expression within the context of resilience.

**Practices to strengthen**

It is recommended that assessment instruments:

- include instructions that require students to address the extent to which their chosen form of cultural expression contributes to the maintenance and retention of the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples when devising their hypothesis

- direct students to evaluate the *significance* of the form of cultural expression within the *context of resilience*, rather than making a judgment about the quality of the selected form of cultural expression as an art form.

## 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:

- used language associated with subject matter from Unit 4 Topic 1: Resilience. This ensured that students were able to respond in a clear and accurate manner to tasks that used the same vocabulary and terminology that was used in the syllabus.

**Practices to strengthen**

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|---|
| There were no significant issues identified for improvement. |

## Additional advice

Schools may choose to include a context statement that precedes the task in the assessment instrument. However, this should not lead students to a pre-determined position. If used, the context statement and task instructions need to direct students to devise an individual hypothesis that underpins their investigation. This will enable students to produce unique responses.

# 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 | 83.33% | 16.67% | 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:

- in the Defining, using and demonstrating understanding criterion

    – responses that matched to the upper performance level for the second descriptor included comprehensive and appropriate identification of the ways that the selected form of cultural expression reflected connections that exist within Aboriginal societies and/or Torres Strait Islander societies to land, language, culture, time, place and relationships. Responses that demonstrated 'comprehensive identification' of connectedness included a number of appropriate components. For instance, one paragraph could have identified the use of language and specific examples of cultural knowledges that were used in the form of cultural expression being investigated. A second paragraph might have identified how a different example of the same form of cultural expression referenced the past, present and future through its portrayal of connectedness

    – responses that matched to the top performance level for the third descriptor included detailed explanations of the connection between land, language, culture, time, place and relationships within the context of resilience, demonstrating an understanding of how the connections contributed to the maintenance and retention of the cultures and identities of Aboriginal peoples and/or Torres Strait Islander peoples. For instance, explanations that outlined the ways that the selected form of cultural expression not only demonstrated the connections that exist but also how these connections could be helpful in maintaining and supporting the growth of the living cultures of Aboriginal peoples and/or Torres Strait Islander peoples

- for the Evaluating criterion, responses that matched to the top performance level in the second descriptor included discerning and thorough reasoning to support the judgment made about the extent to which the selected form of cultural expression could be considered as a form of resilience. These responses included a number of arguments that supported the demonstrating relevance judgment presented. Responses also demonstrated effective use of the selected form of cultural expression as part of the reasoning process, e.g. through clear reference to specific elements from an example of the selected form of cultural expression or associated commentary that supported the judgment being presented.

Samples of effective practices

The following excerpts illustrate both a comprehensive understanding of the required subject matter and elements of a strong evaluation of the significance of the selected form of cultural expression as a form of resilience.

Excerpt 1 is an introduction. It provides contextual information about how literature can be considered to be a significant form of resilience, demonstrating an understanding of how historical events continue to have an impact on the cultures and identities of Aboriginal peoples in the 21st century. The introduction also signposts the texts that will be analysed in order to identify and examine the worldviews that are evident and used to evaluate the significance of the form of cultural expression as a form of resilience.

Excerpt 2 focuses on the continuing importance of Dreaming stories. The discussion is based on a single text, one that was signposted in the introduction. It outlines how this text connects people across time and its importance in informing and continuing ceremony and cultural practices in an appropriate way.

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

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**Excerpt 1**

The Arts allow for unrestricted expression of one's beliefs, opinions, emotions and experiences. ✓ Oppressed groups, frequently barred from political, social and historical discussions are often required to use the arts as a medium to communicate and share their experiences. ✓ Despite the decimation caused by the colonisation of Australia, Aboriginal peoples have utilised the arts, specifically literature, in order to retain culture and identity and promote cultural awareness in a postcolonial society, thereby enacting resilience. ✓ Literature is rarely associated with early Aboriginal peoples in Australian, Western-centric society, as language groups historically used spoken and pictorial language as a mode for communication, education and storytelling yet, ✓ "...as the material and political reality of the colonial past which Indigenous peoples inherit is also a literary one, [Aboriginal] resistance, therefore, must also be literary" (Araluen 2021). Moving into the 21st century a growing number of Aboriginal academics and authors are using the written word to expose past truths and continue the storytelling. Political non-fiction, such as Stan Grant's *Australia Day* (2019), makes a notable contribution to resilience, filling a gap in politics that is often exclusionary of Aboriginal people. ✓ Resilience by way of existence as a realised person, including the undeniable expressions of humanity found in works like Evelyn Araluen's *Dropbear* (2021), ✓ resists the continued dehumanisation of Aboriginal peoples. Retold Dreaming stories, such as *The Dunggiirr Brothers and the Caring Song of the Whale* by Shaa Smith, are examples of resilience as they provide a continuation of Aboriginal culture and traditions, despite colonialism. ✓ Throughout all these works, ✓ the English language has been repurposed by these contemporary writers and used as a tool of resilience. ✓ These literary works allow for an accessibility to Aboriginal political views, experiences and cultural practice. *Strong opening!*

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**Excerpt 2**

Storytelling is intrinsic to Aboriginal societies as means of culture, education and developing relationships. As it is deeply traditional, there are many laws associated with storytelling, often, "…[children] were not allowed to talk while elders were talking…" (Shaw, 2011). The concept of Dreaming, "…the time in which the earth received its present form and in which the patterns and cycles of life and nature as we know them were initiated" (National Library of Australia N.D.), is essential to Aboriginal societies. Dreaming, however, is not of the past. "One cannot 'fix' The Dreaming *in* time: it was and is, everywhere" (Stanner 1979). Due to the dissipation of language groups, many Aboriginal people are unable to connect with their Dreaming, and share it with their children. Retold Dreaming stories, such as *The Dunggiirr Brothers and the Caring Song of the Whale* by Shaa Smith, provide accessibility to Aboriginal culture to revive stories thought lost to colonisation. Smith describes herself as "…one of the story holders for this story and for Ngambaa and Gumbaynggirr Countries" (Smith 2022). As a story holder, Smith has the authority to accurately tell this story, and is not relaying an appropriated version of it. The story describes how the Dunggiirr (koala) brothers, with the help of Gurruuja, the whale, bring their people home via a bridge built from their gut strings. The story informs ceremony and cultural practices, as Smith writes "We live the story of being saved Dunggiirr and being part of their family. We will do a ceremony to keep it alive." Smith's work evidences that colonisation could not destroy the fundamental tradition of storytelling, and telling Dreaming stories is a continuation of Aboriginal culture that defies Western efforts to remove it. In modernising Dreaming stories through published works a medium, a constant in First Nations culture is provided, and allows for readers, Indigenous and non-Indigenous, to experience Aboriginal worldview. For children, this is especially important, as it shapes their perception of Australia, as simultaneously the nation of Australia, and Aboriginal country.

## Practices to strengthen

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

- in the Analysing criterion, when making judgments about the third descriptor teachers note that the evidence in the response needs to demonstrate an understanding of worldviews that supports the analysis being presented. This requires students to demonstrate their understanding of the holistic nature of the worldviews of Aboriginal peoples and Torres Strait Islander peoples, where each aspect of culture, society and history is connected with all other aspects. This subject uses Dr Ernie Grant's *My land, my tracks* as its conceptual framework. This framework highlights that the worldviews of Aboriginal peoples and Torres Strait Islander peoples are not fragmented. To be matched to this descriptor at the upper performance level, responses need to demonstrate an in-depth understanding of worldviews — one that demonstrates an understanding of the connected nature of the world, rather than a worldview that focuses on a singular component of a holistic framework

- in the Considering, organising and creating criterion, when matching evidence to the second descriptor in the upper performance level, it must be recognised that the ideas are conveyed in a succinct and logical way and related to the hypothesis presented. This requires a strong, clearly articulated hypothesis that outlines the judgment being made. In the IA3, this judgment is about the extent to which the selected form of cultural expression contributes to maintaining and retaining the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples. In order to be considered succinct and logical, all of the ideas conveyed in the response need to relate to this hypothesis.

## Additional advice

- This assessment requires students to analyse *one form* of cultural expression used to maintain and retain the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples. Students are able to select any form of cultural expression, including, but not limited

to, art, dance, drama, film, literature and music. The focus of the investigation must be on the form itself, rather than on the work of a single artist or a single piece of work. Focusing on the form of cultural expression enables students to identify and examine patterns across the work of a number of artists, creatives or companies. This allows for greater sophistication in analysis and the creation of a more precise hypothesis that focuses on how *the form* of cultural expression works to maintain and retain cultures and identities rather than how the work of a single artist does 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 with five short response questions (50 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 purpose of NAIDOC Week, the significance of the *Human Rights Act 2019* (Qld) on the reconciliation process in Queensland, changing attitudes towards the repatriation of cultural objects, the use of digital technologies to build recognition and understanding of cultures and histories, and the extent to which recent actions involving Uluṟu–Kata Tjuṯa recognised the worldviews of the Aṉangu.

## 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 when they:

- demonstrated their understanding of the importance of recognising the connection between historical events and contemporary issues within the context of reconciliation and recognition

- used relevant evidence from sources to support their analysis

- used explanations to support judgments

- communicated ideas that clearly related to the examination question using purposeful and fluent sentences.

### Samples of effective practices

#### Short response

The following excerpts are from Question 3. Students were required to analyse stimulus related to the 2019 repatriation of secret, sacred and/or ceremonial artefacts from the Manchester Museum to the Aranda people of Central Australia, Gangalidda Garawa peoples of North West Queensland, Nyamal people of the Pilbara and Yawuru people of Broome. Students were

required to use their analysis to explain how attitudes towards repatriation of cultural objects have changed over time and to assess whether the repatriation of cultural items could be considered to be an act of reconciliation.

Effective student responses:

- identified how attitudes towards repatriation of cultural objects have changed over time

- used an analysis of the provided sources to construct a detailed explanation of how attitudes have changed over time

- used relevant evidence from the sources to support the analysis

- provided a judgment about whether the repatriation of cultural objects could be considered to be an act of reconciliation. In effective responses, this judgment was supported by sound reasoning.

These excerpts have been included:

- to demonstrate an identification of how attitudes towards the repatriation of cultural objects have changed. While Excerpt 1 identifies that some institutions are now engaging with the repatriation process, it also notes that many institutions continue to hold these objects. The response notes that this indicates that, for the most part, attitudes have not significantly changed

- as it provides evidence of analysis of two sources, as stipulated in the question. Excerpt 1 interprets both Sources 5 and 6 to critically examine the extent to which attitudes towards the repatriation of cultural objects have changed over time. It notes that repatriation is a fairly recent development and there do not appear to be high levels of institutional support. This extends the initial identification of how attitudes towards the repatriation of cultural objects have changed, asserting that while positive steps have been made, this movement is still in its initial stages

- to illustrate an example of an insightful judgment. In Excerpt 2, the response moves beyond a simplistic judgment that the repatriation of cultural objects can be considered as an act of reconciliation. It notes that it may contribute to improved wellbeing of Aboriginal peoples and Torres Strait Islander peoples. This is accompanied by reasons that support this: healing of intergenerational trauma, fostering of truth-telling and cultural revitalisation.

**Excerpt 1**

Source 5 states that items of sacred value and spiritual significance have been in the Manchester museum since the 1920s. This shows that non-Indigenous people thought it was acceptable to take important artefacts and use them for their own economical benefit. Source 5 also states that the museum has only been engaged in repatriation since the early 1990s and therefore, up till then they still believed that these items which are important to Aboriginal and Torres Strait Islander peoples were the Museums for keeping. Source 6 shows the Return of cultural Heritage project, 2020 in which 100 000 Aboriginal or Torres Strait Islander objects have been identified in 199 overseas collecting institutions. This proves that they institutions thought it was acceptable to keep these items, and most still do as only 45 institutions expressed an interest to return.

**Excerpt 2**

it shows that some of the museums respect Aboriginal and Torres Strait Islander peoples spirituality and culture and want to promote healing intergenerational trauma that is prominant in Aboriginal and Torres Strait Islander communities. Although, all over the world there is thousands of Indigenous Australian objects in over hundreds of different museum. In 2020, on 45 institutions expressed an interest to return (source 6). Recognising the importance of repatriation promotes healing and reconciliation, also fostering truth telling about Australia's History (source 5). ~~The~~ The institutions that do partake in returning Aboriginal and Torres Strait ~~Islander~~ peoples rightful items, are promoting resilience which could potentially influence other museums to do the same. Furthermore, "bringing these sacred cultural heritage items back to Country is important and necessary for the purpose of cultural revitalisation" (source 6). Repatriation not only is an act of reconciliation but it also improves the wellbeing of Aboriginal and Torres Strait Islander people by returning tradition items is also returning their identity.

## Short response

The following excerpts are from Question 4. The question required students to use stimulus to analyse how a virtual reality experience could contribute to a greater recognition and understanding of aspects of Torres Strait Islander histories and cultures. The experience, Torres Strait Virtual Reality (TSVR), used the Tombstone Opening ceremony as the basis for its storyline.

Effective student responses:

- provided an explanation of how this TSVR represents Torres Strait Islander cultures in an appropriate way

- analysed and used relevant evidence from sources to explain how TSVR could be used to build understanding of the cultures and histories of Torres Strait Islander peoples

- used sentences to convey ideas related to the question.

These excerpts have been included:

- to demonstrate an explanation of how TSVR works to represent Torres Strait Islander cultures and histories in an appropriate way. Both excerpts identify ways that the creator of this experience ensured that cultural protocols were followed. Excerpt 1 discusses the role that community consultation played in the development of TSVR. It notes that the integral nature of this consultation in its direction of the entire development helped to ensure the accuracy of the representation. Excerpt 2 identifies the use of the Torres Strait Islander Cultural Tree — one of the sources provided for this question — in the development of TSVR. This source was identified as assisting in the appropriate representation of Torres Strait Islander cultures and histories because it situated culture as the driving force behind the experience

- to illustrate evidence of analysis of sources that explain how TSVR may have been used to build understanding of Torres Strait Islander cultures and histories. Excerpt 2 identifies that the use of digital platforms may be effective in engaging young people. It explicitly refers to a relevant source and provides a reason why the experience may be useful in building understandings of the histories and cultures of Torres Strait Islander peoples.

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**Excerpt 1**

The Torres Strait Virtual Reality experience uses modern technology to teach traditional practices. Using the Tombstone Openening ceremony as the basis of the storyline (source 7) encourages an understanding of cultural diversity by sharing it with both Indigenous and non-Indigenous Australians (source 8). By sharing this cultural ceremony with people of all backgrounds contributes to a greater recognition of the culture as the knowledge is being shared over a diverse number of people. Secondly, Torres Strait Islander Elders and Indigenous Australians helped drive and direct the project through their input. This inclusion not only represents the culture more accurately, but it further influences incorporating the voices of Indigenous Australians when it comes to their culture. Furthermore, feedback from non-Indigenous students helps to include knowledge that could have been unknown and which ultimately further pushes for teaching of cultural knowledge.

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**Excerpt 2**

Islander culture to the audience. (source 7) The TSVR tree accurately symbolises the development of the game, with culture being the roots of the virtual reality (source 9). The cultures growth makes the game flourish, ~~important~~ creating an educational experience to diversify ~~students~~ people. Considering the next generation will be heavily engaged in technology, (source 8) the shift to a digital mindset also provides and aids in reconciliation since it will connect young people in an engaging way ~~which~~ that will subsequently encourage respectful and friendly relatinships between non-Indigenous and Torres Strait Islander people. This means it will gain greater recognition while reconating individuals.

## Short response

The following excerpt is from Question 5, which required students to analyse sources to explain how a range of responses, both historic and contemporary, acknowledge the worldviews of the Aṉangu. Students were also required to evaluate the extent to which acknowledgments such as this may contribute to the reconciliation process.

Effective student responses:

- explained the significance of Uluṟu–Kata Tjuṯa to the Aṉangu

- analysed the sources to explain how they recognised worldviews of the Aṉangu

- provided a justified judgment about the extent to which recognition of worldviews may contribute to the reconciliation process.

This excerpt has been included:

- to illustrate a judgment about the extent to which the acknowledgement of worldviews may contribute to the reconciliation process. The response identifies that developing non-Indigenous people's understanding of the importance of relationships between Aboriginal peoples and Torres Strait Islander peoples to Country, as shown in the sources, demonstrates

a move toward acknowledging the importance of the worldviews of Aboriginal peoples and Torres Strait Islander peoples. It then notes that this is a significant step in the reconciliation process

- to provide an example of part of an explanation to support a judgment. This excerpt includes a judgment that is more than a statement of position and is supported by a number of reasons that strengthen the judgment. These reasons include that the initiatives outlined in the sources that show an increase in how the worldviews of the Anangu are now being acknowledged. The excerpt then identifies that this may lead to more respectful and more positive relationships between non-Indigenous Australians and Aboriginal peoples and Torres Strait Islander peoples.

> As worldviews are a huge aspect of Aboriginal and Torres Strait Islander culture and lifestyle, having other non Indigenous Australians understand this aspect of culture and also partaking in respecting their relationship with land and preserving it over time, it can generate a huge positive step towards the reconciliation process as there is knowledge being shared and gained, respect is being shown by protecting sacred sites, and Aboriginal and Torres Strait Islander peoples world views are being positively promoted. If more sacred sites are being returned and protected, it will continue to have positive affects on Aboriginal and Torres Strait Islander peoples way of life and the relationship between Indigenous and non-Indigenous Australians.

## Practices to strengthen

When preparing students for external assessment, it is recommended that teachers consider:

- incorporating teaching and learning strategies that build students' skills in deconstructing short response questions. Many short response questions contain more than one element, requiring students to engage with multiple cognitions. Teachers should ensure that students are able to identify and respond to all elements of the question using an appropriate level of detail

- providing students with opportunities to build their skills in analysing stimulus to explain concepts. This requires students to move beyond summarising, describing or quoting sections of the stimulus. Analysing stimulus requires students to interpret it in order to respond to the question

- preparing students to construct insightful judgments that are supported by a detailed explanation. An insightful judgment requires students to demonstrate an understanding of the complexity of a situation. It is more than a statement of opinion or a statement about the

student's position on an issue. An insightful judgment demonstrates a deep understanding of the topic that is reached after careful consideration of the evidence. This judgment also needs to be accompanied by an explanation that outlines a number of logical and sound reasons that support it.

## Additional advice

- It is recommended that teachers prepare students to effectively use their planning time. This may include exploring how time could be used to

  – consider the value of each question and/or the response space provided. Students may use this to determine the order in which the questions might be responded to and an approximate time that will be spent responding to each question

  – carefully read the question and stimulus together to identify the relevant evidence that will be used in the response. Each question requires students to use evidence from sources, so students need to be familiar with locating the relevant evidence in the stimulus that will assist them in responding to the question. This may involve making notes on the stimulus to show the link from the stimulus to the question.