

Aboriginal & Torres Strait Islander Studies 2025 v1.2

IA1: Sample assessment instrument

This sample has been compiled by the QCAA to assist and support teachers in planning and developing assessment instruments for individual school settings.

Student name	sample only
Student number	sample only
Teacher	sample only
Exam date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Defining, Using and Demonstrating understanding	6	
Interpreting and Analysing	8	
Evaluating	8	
Creating	3	
Overall	25	

Conditions

Technique	Examination — short response
Unit	Unit 3: Responses and contributions
Topic/s	Topic 1: Rights and freedoms
Time	Planning time: 15 minutes Working time: 120 minutes
Seen / Unseen	Seen and unseen stimulus Seen stimulus provided 7 days prior to the examination
Other	Students must not bring notes into the examination.

Instructions

- Answer all questions in the response space provided.
- Write in black or blue pen.
- Respond in paragraphs consisting of full sentences.
- Planning paper will not be marked.

Short response

Question 1

Define *civil rights*. In your response, refer to three features.

[illegible]

Question 2

Analyse Sources 1-5 to explain how policies of protection and assimilation limited the rights of Aboriginal peoples and Torres Strait Islander peoples in the 20th century. Use evidence from the sources to support your response.

[illegible]

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Question 3

- a. Analyse Sources 2, 6 and 7 to explain the purpose of the 1965 Freedom Ride. Use evidence from the sources to support your response.

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This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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- This image shows a full page of a handwriting practice worksheet. It consists of multiple sets of three horizontal dashed lines, providing a guide for letter height and placement. The lines are evenly spaced across the entire page, leaving ample room for writing practice. There is no text or other markings on the page.

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Question 4

With specific reference to Source 1 and Sources 3-5, respond to the following question:

To what extent did the initiation and implementation of the 1967 Referendum address the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples?

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[illegible]

Instrument-specific marking guide (IA1): Examination — short response (25%)

Defining, Using and Demonstrating understanding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and accurate use of terminology related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects comprehensive identification of relevant responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples detailed explanations of responses and contributions 	5–6
<ul style="list-style-type: none"> use of appropriate terminology related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, but the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions some identification of relevant responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples explanations of responses and contributions are evident, but with some errors or omissions 	3–4
<ul style="list-style-type: none"> use of terminology related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, but the meaning of words, phrases and/or concepts is characterised by inaccuracies and/or omissions throughout the response one or more statements on responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples significant errors and/or omissions are evident throughout the responses. 	1–2
The student response does not satisfy any of the descriptors above.	0

Interpreting and Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> detailed interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed discerning identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples well-reasoned analysis of viewpoints and perspectives to explain how they formed and informed responses and contributions to rights and freedoms 	7–8
<ul style="list-style-type: none"> interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples analysis of viewpoints and perspectives to explain how they formed and informed responses and contributions to rights and freedoms 	5–6
<ul style="list-style-type: none"> fragmented interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed some identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples partial analysis of viewpoints and perspectives to make statements about how they formed and informed responses and contributions to rights and freedoms 	3–4

Interpreting and Analysing	Marks
<ul style="list-style-type: none"> statements about the sources that relate to how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed identification of a viewpoint and/or perspective evident in the sources that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples one or more statements relating to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples. 	1–2
The student response does not satisfy any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> insightful judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment/s supported by discerning and thorough reasoning effective use of evidence from the sources to support the judgment/s 	7–8
<ul style="list-style-type: none"> clear judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment/s supported by appropriate reasoning use of evidence from the sources to support the judgment/s 	5–6
<ul style="list-style-type: none"> superficial judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by basic reasoning some references to evidence from sources to support the judgment/s 	3–4
<ul style="list-style-type: none"> simplistic and/or erroneous understanding of influences on rights and freedoms statement/s about responses and contributions that influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples reference to a source that relates to the statement/s made in the response. 	1–2
The student response does not satisfy any of the descriptors above.	0

Creating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> use of appropriate language logical sequencing of ideas related to the items minimal errors in spelling, grammar and punctuation 	2–3
<ul style="list-style-type: none"> use of some appropriate language conveys ideas that may not be related to the items frequent errors in spelling, grammar and punctuation impede communication of ideas. 	1
The student response does not satisfy any of the descriptors above.	0

Seen stimulus

Please be advised that this resource may contain names and references to deceased persons. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in a historical context.

Source 1 — Excerpt from the Universal Declaration of Human Rights

This document outlines the basic rights and freedoms that apply to everyone. Australia was one of the eight nations involved in drafting the Universal Declaration and an original signatory in 1948. The Declaration consists of 30 articles, each outlining a basic right.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

...

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

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3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Source: United Nations, (1948). *Universal Declaration of Human Rights* <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Source 2 — Excerpt from online article: Freedom Ride, 1965

Note: QCAA does not have permission to reproduce the text from this source. Please refer to the webpage below to view the text. This page is provided as a guide to layout only.

Source: Taffe, S. (2014). *Freedom Ride, 1965*. Collaborating for Indigenous Rights. https://indigenousrights.net.au/civil_rights/freedom_ride,_1965

Source 3 — Excerpt from online article: The 1967 Referendum

The referendum put the following question to the Australian people:

Do you approve the proposed law for the alteration of the Constitution entitled 'An Act to alter the Constitution so as to omit certain words relating to the people of the Aboriginal race in any state so that Aboriginals are to be counted in reckoning the population'?

The proposed law (Constitution Alteration (Aboriginals) 1967) sought to give the Commonwealth Parliament power to make laws with respect to Aboriginal people wherever they lived in Australia. It also sought to make it possible to include Aboriginal people in national censuses. The amendment deleted part of section 51 (xxvi) of the Constitution and repealed section 127.

Turnout for the referendum was almost 94 per cent, and the result was a strong 'Yes' vote, with a significant majority in all six states and an overall majority of almost 91 per cent.

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Following longstanding calls for greater Commonwealth involvement in Indigenous affairs, in the 1960s the pressure for change built rapidly. In the face of evidence that assimilationist policies had failed, and with Aboriginal and non-Aboriginal activists drawing attention to the denial of civil rights and discrimination that these policies entailed, the plight of Aboriginal people became a significant political issue. Activists ran petition campaigns to amend the Constitution in support of Indigenous civil rights, and bills seeking to amend the Constitution in favour of Aboriginal people were debated in the Federal Parliament.

In 1967, in response to a Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) petition calling for a referendum on sections 51 and 127 of the Constitution, the Holt Coalition Government introduced the Constitution Alteration (Aboriginals) Bill 1967 to the Parliament. The legislation was passed unanimously.

...

The significance of the 1967 Referendum has been somewhat obscured by a number of myths. These include the misconceptions that the Referendum granted Aboriginal people citizenship, the right to vote, wage equality and access to social security, among other things.

In terms of its practical significance, perhaps the main achievement of the Referendum was to raise the expectations of Aboriginal and non-Aboriginal people regarding Aboriginal rights and welfare.

The Referendum also had a great deal of symbolic significance. As John Gardiner-Garden has observed, the event 'has come to act as a form of historical shorthand for a decade of change which began in the early 1960s and ended in the early 1970s'. The Referendum signalled a general shift in the way that Australian governments approached Indigenous issues, away from assimilationist policies towards policies based around self-determination, reconciliation and, more recently, 'closing the gap'.

Source: Thomas, M 2017, 'The 1967 Referendum', Parliament of Australia, 25 May, www.aph.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/FlagPost/2017/May/The_1967_Referendum

Unseen stimulus

Please be advised that this resource may contain images, names and references to deceased persons. Some references may contain terms or reflect attitudes that are inappropriate today but are provided in a historical context.

Source 4

This table shows the rights available to Aboriginal peoples and Torres Strait Islander peoples in different states and territories in 1962. It was prepared by Shirley Andrews, campaign organiser for the Federal Council for Aboriginal Advancement.

Civic rights	NSW	VIC	SA	WA	NT	QLD
Vote in state elections	Yes	Yes	Yes	No	Yes	No
Marry freely	Yes	Yes	Yes	No	No	No
Control own children	Yes	Yes	No	No	No	No
Move freely	Yes	No	No	No	No	No
Own property freely	Yes	No	Yes	No	No	No
Receive award wages	Yes	No	No	No	No	No
Alcohol allowed	No	No	No	No	No	No

Note: There is no data available for Tasmania.

Source: National Museum Australia. (n.d.). Learning module: Rights and freedoms Defining Moments, 1945-present. <https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present/11-your-task>

Source 5 — Excerpt from a 2017 publication by the Anti-Discrimination Commission Queensland: 'Aboriginal Parliamentary representation'

In 1962, the Commonwealth Electoral Act was amended to allow all Aboriginal and Torres Strait Islander people to enrol to vote in federal elections, if they wished. Unlike other Australians, it was not compulsory for Aboriginal and Torres Strait Islander people to enrol, and it was an offence for anyone to use undue influence or pressure to induce them to enrol. Once enrolled, however, voting was compulsory.

Prior to the 1962 amendments, Aboriginal people who were exempted from the provisions of the Protection Acts were permitted to enrol to vote in federal elections, and many did so.

Queensland was the last Australian state to give Aboriginal and Torres Strait Islander people the right to vote in state elections in 1965.

Source: Anti-Discrimination Commission Queensland. (2017). 'Aboriginal Parliamentary representation', Aboriginal people in Queensland: a brief human rights history. https://www.qhrc.qld.gov.au/_data/assets/pdf_file/0013/10606/Aboriginal-timeline-FINAL-updated-25-July-2018.pdf

Source 6 — Photograph

People gathered for a Student Action for Aborigines (SAFA) protest outside Moree Artesian Baths.



Source: State Library NSW. Gather. Student Action for Aborigines protest outside Moree Artesian Baths. [Photograph]. <https://gather.sl.nsw.gov.au/digital-heritage/student-action-aborigines-protest-outside-moree-artesian-baths>

Source 7 — Excerpt from online article where Charles Perkins reflects on the Freedom Ride

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Source: Australian Institute of Aboriginal and Torres Strait Islander Studies, (n.d). 1965 Freedom Ride. <https://aiatsis.gov.au/explore/1965-freedom-ride>

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2. Source 2. Taffe, S. (2014). *Freedom Ride, 1965*. Collaborating for Indigenous Rights. https://indigenoustrights.net.au/civil_rights/freedom_ride,_1965
3. Source 3. Thomas, M. (2017, May 25). *The 1967 Referendum*. Parliament of Australia. <https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id%3A%22library%2Fprspub%2F5296425%22>

An abridged copy of this source was used in the sample assessment instrument for the 2019 syllabus.

4. Source 4. National Museum Australia. (n.d.). [Table]. *Learning module: Rights and freedoms Defining Moments, 1945-present*. <https://digital-classroom.nma.gov.au/learning-modules/rights-and-freedoms-defining-moments-1945-present/11-your-task>

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5. Source 5. Anti-Discrimination Commission Queensland. (2017). *Aboriginal Parliamentary representation*. Aboriginal people in Queensland: a brief human rights history. https://www.qhrc.qld.gov.au/__data/assets/pdf_file/0013/10606/Aboriginal-timeline-FINAL-updated-25-July-2018.pdf

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6. Source 6. State Library NSW. (n.d.). [Photograph]. *Student Action for Aborigines protest outside Moree Artesian Baths*. Gather. <https://gather.sl.nsw.gov.au/digital-heritage/student-action-aborigines-protest-outside-moree-artesian-baths>

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7. Source 7. AIATSIS. (n.d). *1965 Freedom Ride*. <https://aiatsis.gov.au/explore/1965-freedom-ride>