

Aboriginal & Torres Strait Islander Studies 2025 v1.2

IA2: 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
Issued	sample only
Due date	sample only

Marking summary

Criterion	Marks allocated	Provisional marks
Defining, Using and Demonstrating understanding	6	
Interpreting and Analysing	7	
Evaluating	7	
Creating	5	
Overall	25	

Conditions

Technique	Investigation
Unit	Unit 3: Responses and contributions
Topic/s	Topic 2: Land rights
Duration	Approximately 15 hours of class time
Mode / length	Written: up to 2000 words
Individual / group	Individual
Resources	Access to library and internet resources

Context

Dr Nicole Watson (Birri Gubba and Mununjali woman) is a solicitor and academic who has worked for the National Native Title Tribunal and the Queensland Environmental Protection Agency. When considering responses and contributions to land rights, she argues that following the Mabo High Court decision (1992):

The doctrine of 'terra nullius' has lost its currency. The acceptance of the Mabo decision by the Commonwealth in 1992 established the foundation for some Aboriginal Peoples and Torres Strait Islander Peoples, in parts of Australia, to *claim recognition of their native title rights* in the Federal Court through processes established by the Native Title Act 1993 (Cth).

Task

Investigate and evaluate the significance of the Mabo High Court decision (1992) in responding to and contributing to recognition of the land rights of Aboriginal peoples and Torres Strait Islander peoples in the 20th century.

To complete this task, you must:

- develop a hypothesis to investigate the significance of the Mabo High Court decision (1992) for Aboriginal peoples and Torres Strait Islander peoples
- locate and use information from relevant sources to:
 - identify and analyse viewpoints and perspectives that examine the influence of the Mabo decision in responding and contributing to land rights of Aboriginal peoples and/or Torres Strait Islander peoples
 - evaluate the significance of the Mabo decision as a response and contribution that influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples in the 20th century
 - support your analysis and evaluation with evidence organised from sources
- present your response using appropriate terminology and referencing.

Checkpoints

- ☐ (After approximately 3 of 15 hours): Consultation (hypothesis development)
- ☐ (After approximately 6 of 15 hours): Planning check (hypothesis, information and data gathered)
- ☐ (After approximately 9 of 15 hours): Progress check (hypothesis, information and data gathered, reference details, drafting)
- ☐ (After approximately 12 of 15 hours): Draft due
- ☐ (After approximately 15 of 15 hours): Final response due

Authentication strategies

- You will be provided class time for task completion.
- Your teacher will collect and annotate a draft.
- You will use plagiarism-detection software to submit your response.

Scaffolding

You must present your findings as an analytical essay. An analytical essay should include:

- an introduction with a clearly stated hypothesis
- body paragraphs where arguments are developed through:
 - explanations of key concepts
 - analysis of viewpoints and perspectives
 - evaluation
- a conclusion that draws together the main ideas and arguments presented.

Instrument-specific marking guide (IA2): Investigation 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 land rights of Aboriginal peoples and/or Torres Strait Islander peoples comprehensive and appropriate identification of relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples detailed and accurate explanations of how the identified responses and contributions demonstrated the need for Aboriginal societies and/or Torres Strait Islander societies to sustain cultures and identities 	5–6
<ul style="list-style-type: none"> use of appropriate terminology related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples some identification of relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples explanations of how the identified responses and contributions demonstrated the need for Aboriginal societies and/or Torres Strait Islander societies to sustain cultures and identities 	3–4
<ul style="list-style-type: none"> use of terminology related to the land rights 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 relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples significant errors and/or omissions within statements are evident throughout the response. 	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 land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century discerning identification of viewpoints and perspectives that relate to the ways that recognition of land rights were addressed well-reasoned analysis of viewpoints and perspectives to explain how they influenced the recognition of land rights 	6–7
<ul style="list-style-type: none"> interpretation of information from sources that examine how land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century identification of viewpoints and perspectives that relate to the ways that recognition of land rights were addressed analysis of viewpoints and perspectives to explain how they influenced the recognition of land rights 	4–5

Interpreting and Analysing	Marks
<ul style="list-style-type: none"> fragmented interpretation of information from sources that examine how land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century identification of a viewpoint and/or perspective that relate to the ways that recognition of land rights were addressed analysis of a viewpoint and/or perspective that influenced the recognition of land rights 	2–3
<ul style="list-style-type: none"> statements about viewpoints and/or perspectives that have formed and/or informed land rights statement about an influence on the recognition of land rights. 	1
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 of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by discerning and thorough reasoning effective use of evidence from sources to support the judgment 	6–7
<ul style="list-style-type: none"> clear judgment of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by considered reasoning use of evidence from sources to support the judgment 	4–5
<ul style="list-style-type: none"> superficial judgment of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by basic reasoning some reference to evidence from sources that support the judgment 	2–3
<ul style="list-style-type: none"> statements about responses and/or contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples statements related to land rights are based on a simplistic understanding of influences on land rights and/or are unclear reference to a source that relates to the statements made in the response. 	1
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"> • features of an analytical essay are consistently demonstrated • succinct, with ideas conveyed logically in relation to the hypothesis devised • appropriate language and recognised referencing conventions are adhered to, with minimal errors throughout the response 	4–5
<ul style="list-style-type: none"> • features of an analytical essay are generally demonstrated • conveys ideas that are related to the hypothesis devised • appropriate language and recognised referencing conventions generally adhered to, but with some errors evident throughout the response 	2–3
<ul style="list-style-type: none"> • features of an analytical essay are inconsistently demonstrated • conveys ideas not related to the hypothesis devised • frequent errors in appropriate language and/or referencing conventions impede communication of ideas. 	1
The student response does not satisfy any of the descriptors above.	0



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