

Aboriginal & Torres Strait Islander Studies subject report

2025 cohort

January 2026





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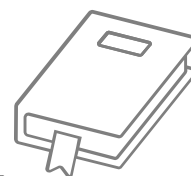
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Introduction



The annual subject reports seek to identify strengths and opportunities for improvement of internal and external assessment processes for all Queensland schools. The 2025 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 General and General (Extension) subjects. 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 2026.

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
- important considerations to note related to the revised 2025 syllabus (where relevant).

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.

Subject highlights

11

schools offered
Aboriginal and Torres
Strait Islander Studies



50%

increase in enrolment
since 2024

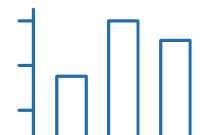


91.57%

of students
received a
C or higher



Subject data summary



Unit completion

The following data shows students who completed the General subject.

Note: All data is correct as at January 2026. 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: 11.

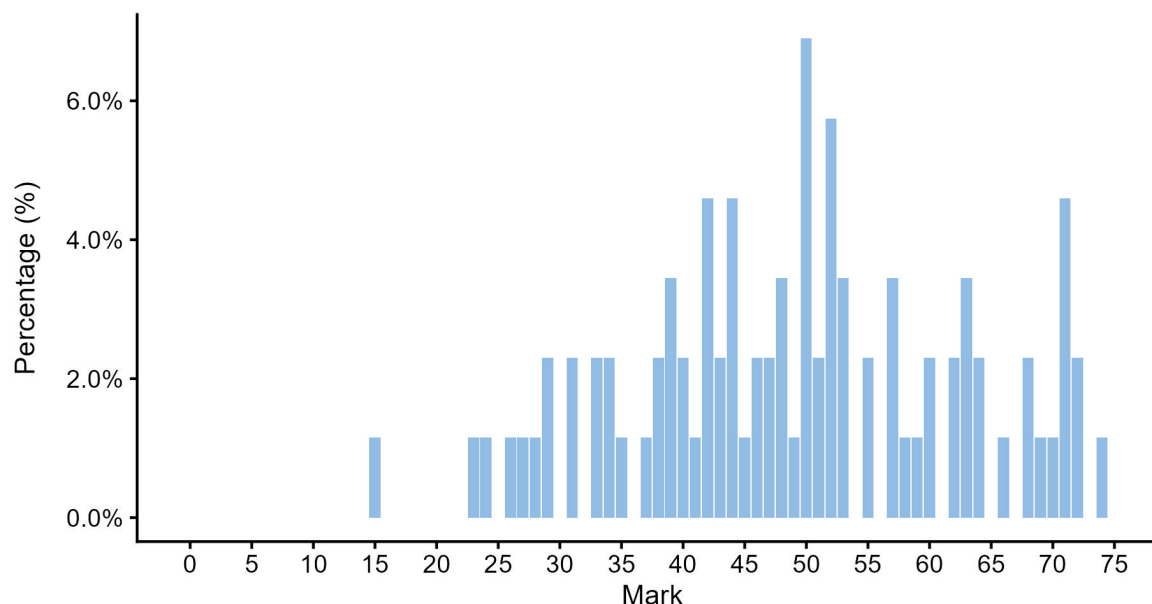
Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	120	111	83

Units 1 and 2 results

Number of students	Unit 1	Unit 2
Satisfactory	107	96
Unsatisfactory	13	15

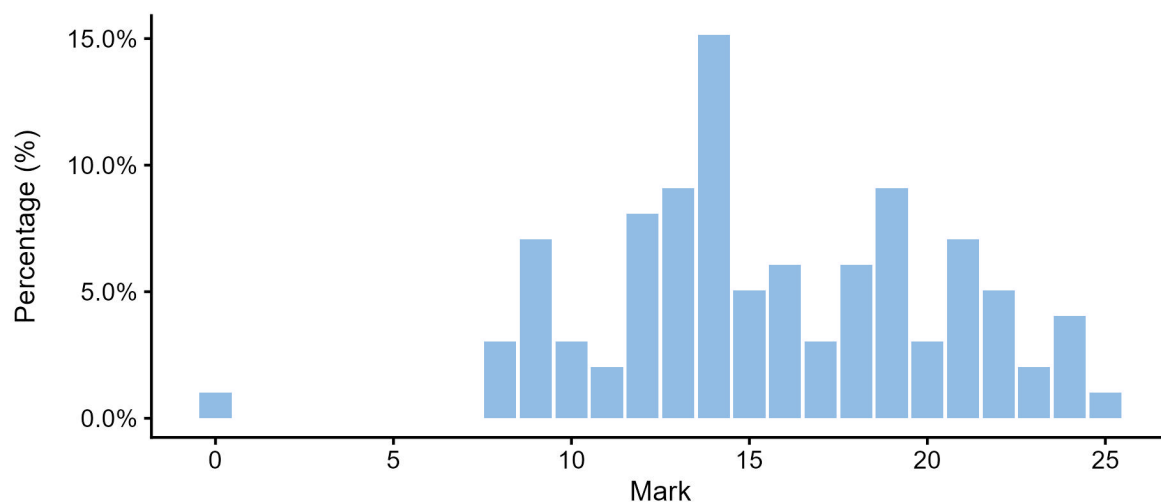
Units 3 and 4 internal assessment (IA) results

Total marks for IA

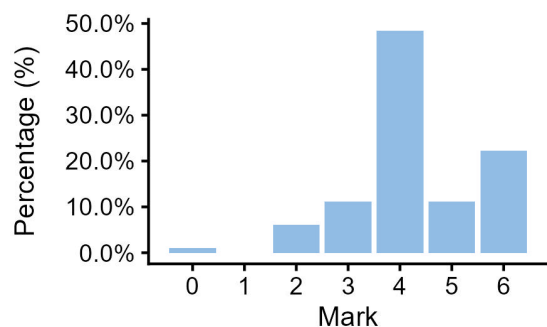


IA1 marks

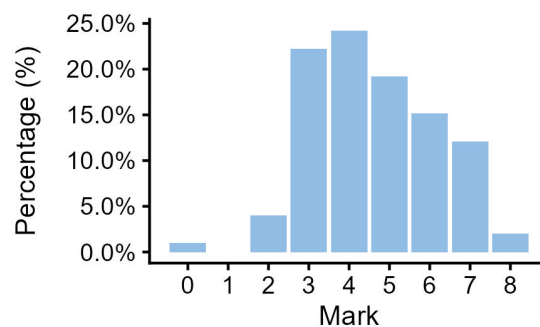
IA1 total



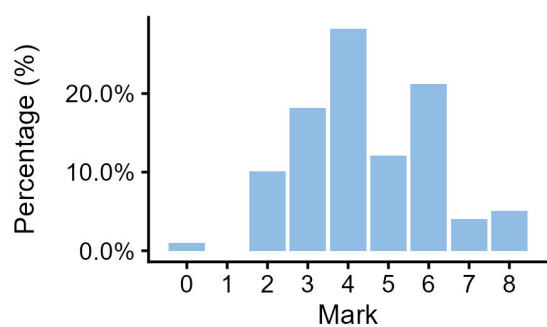
IA1 Criterion: Defining, using and demonstrating understanding



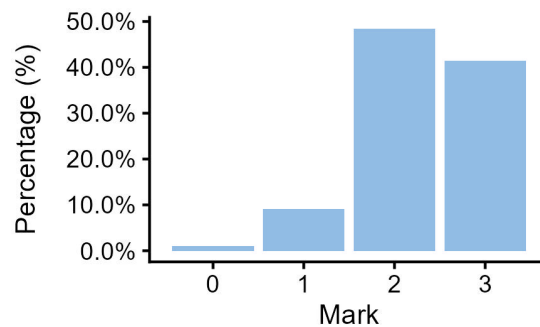
IA1 Criterion: Analysing



IA1 Criterion: Evaluating

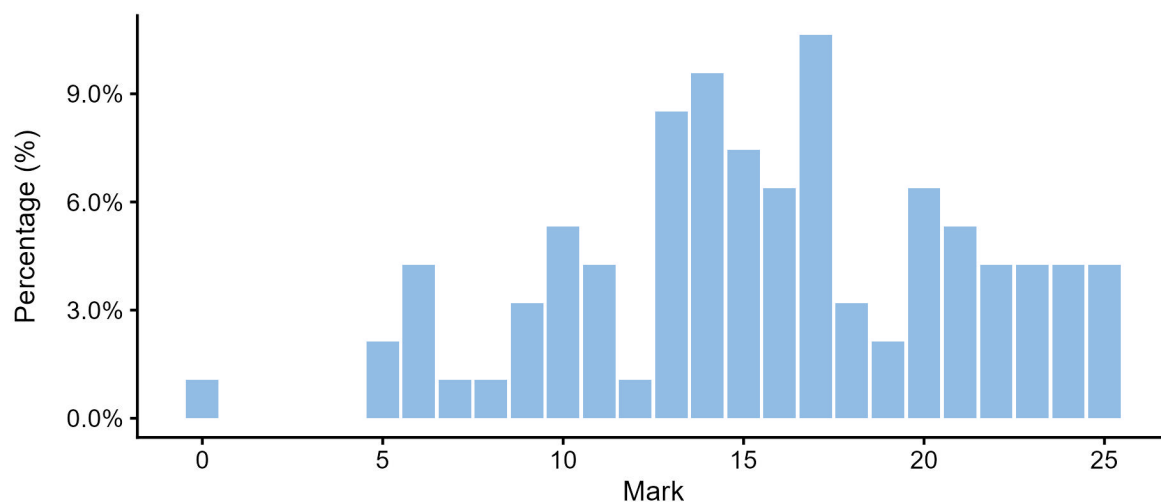


IA1 Criterion: Creating

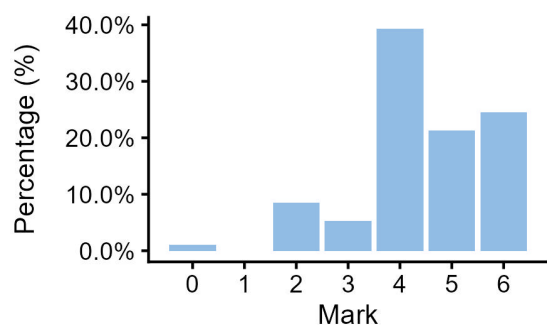


IA2 marks

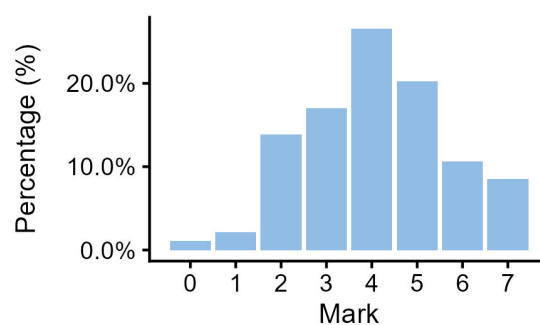
IA2 total



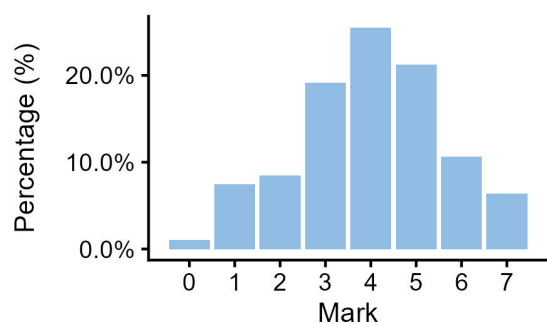
IA2 Criterion: Defining, using and demonstrating understanding



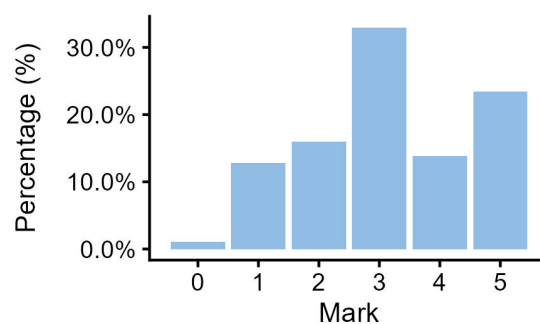
IA2 Criterion: Analysing



IA2 Criterion: Evaluating

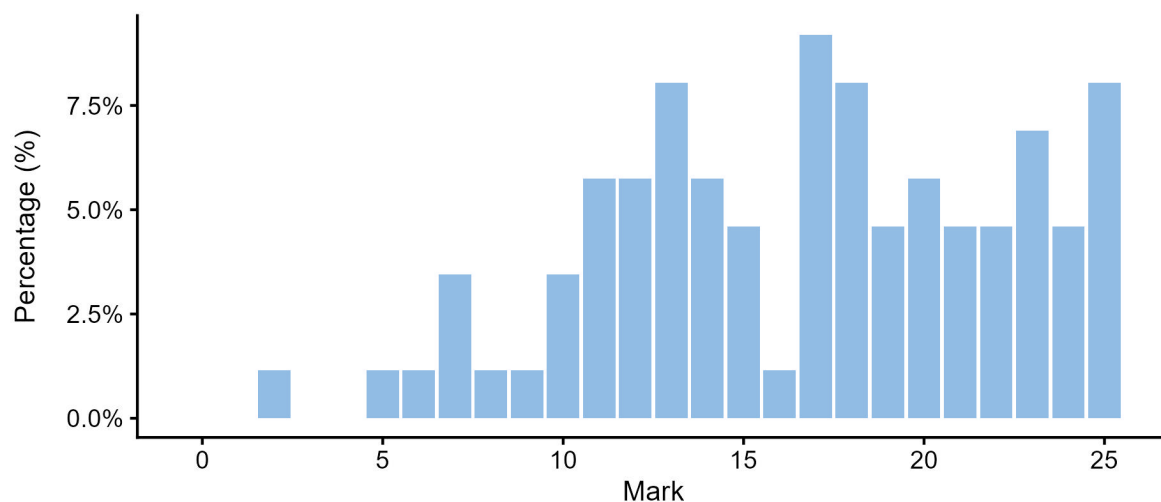


IA2 Criterion: Considering, organising and creating

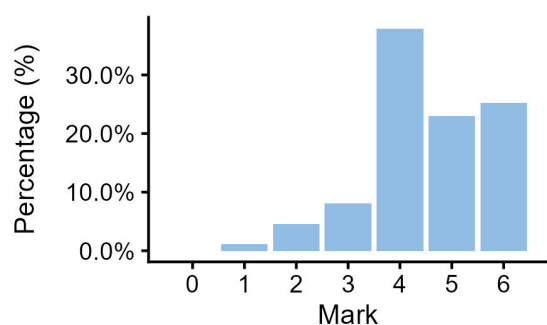


IA3 marks

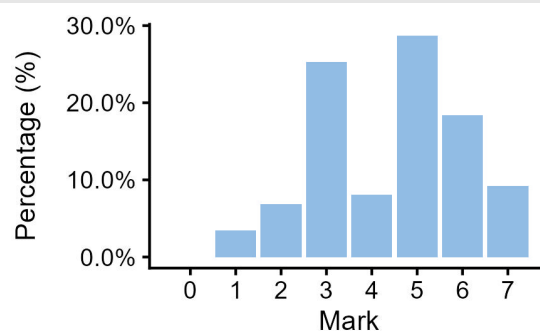
IA3 total



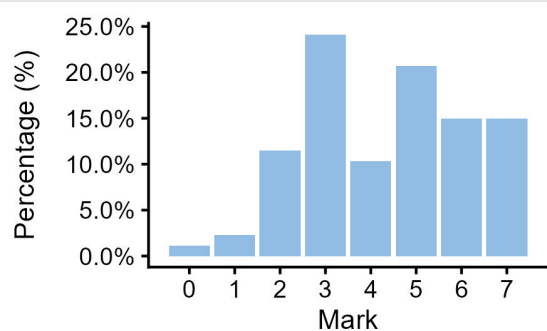
IA3 Criterion: Defining, using and demonstrating understanding



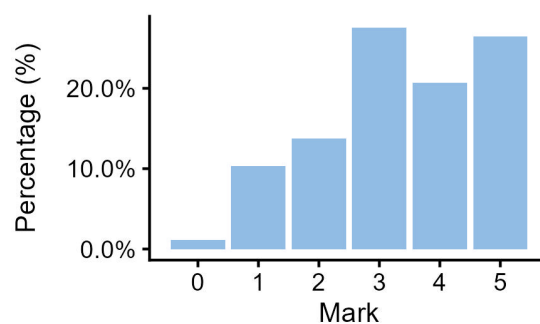
IA3 Criterion: Analysing



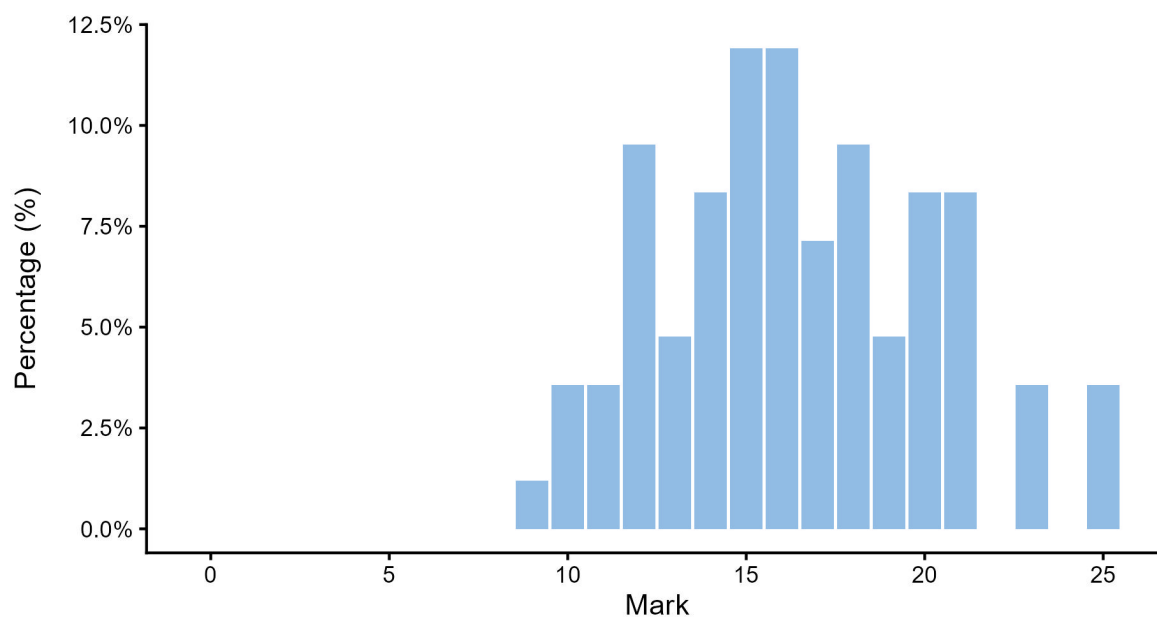
IA3 Criterion: Evaluating



IA3 Criterion: Considering, organising and creating

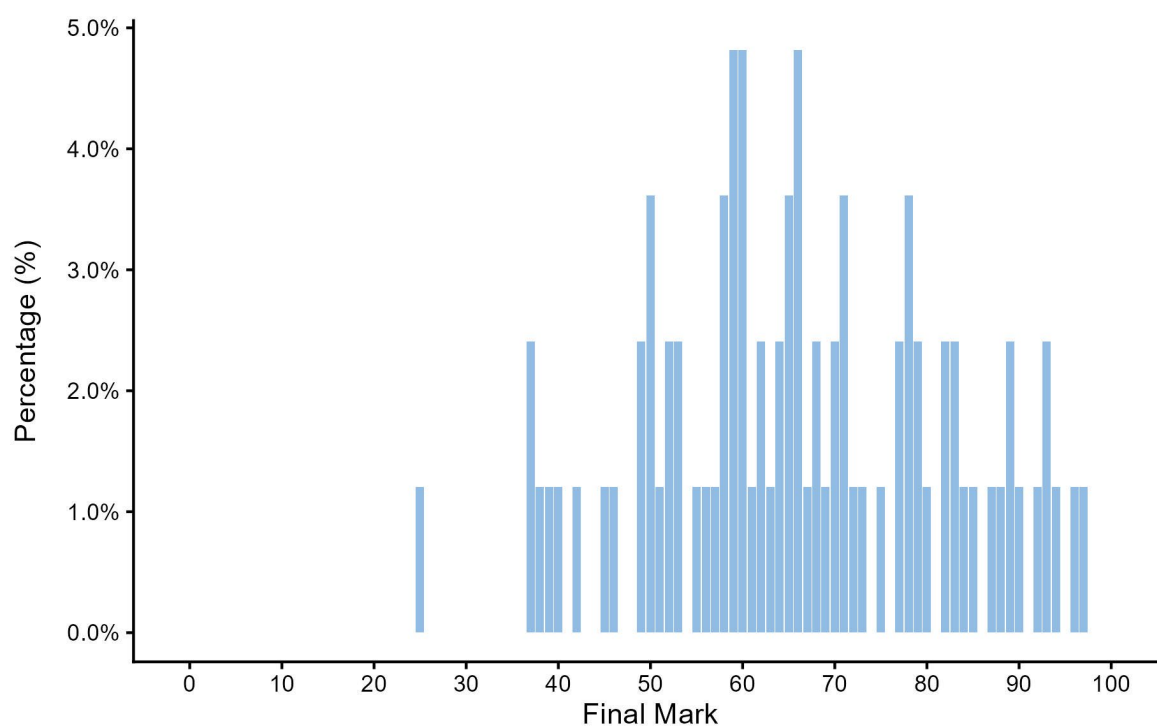


External assessment (EA) marks



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	100–80	79–62	61–44	43–17	16–0

Distribution of standards

Number of students who achieved each standard across the state.

Standard	A	B	C	D	E
Number of students	18	31	27	7	0
Percentage of students	21.69	37.35	32.53	8.43	0.00

Internal assessment



This 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 assessment. 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 v7.0*, Section 9.5.

Percentage of instruments endorsed in Application 1

Internal assessment	IA1	IA2	IA3
Number of instruments	11	11	10
Percentage endorsed in Application 1	64	82	100

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 v7.0*, Section 9.6.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section 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	9	61	0	77.78
2	9	61	0	44.44
3	9	59	0	77.78

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- included succinct unseen stimulus material that
 - students were able to engage with during the 15 minutes planning time, e.g. used visual stimulus that complemented text-based stimulus, including carefully selected excerpts from official or historical documents
 - centred the voices of First Nations peoples (e.g. interview transcripts or excerpts with First Nations activists) to enable students to engage with the Analysing criterion. In the 2019 syllabus, this required students to analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms
 - related to cultural interactions (e.g. excerpts from newspaper articles, legislation, the Australian Constitution, Parliamentary records) so students could fully evaluate the significance of their impact
 - together with any associated context statements, enabled students to form their own judgments about the extent to which the responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples

- provided a task description, instructions and other cues that were not contradictory and clearly outlined what was expected in the student response
- focused on the required subject matter of Unit 3 Topic 1: Rights and freedoms.

Practices to strengthen

It is recommended that assessment instruments:

- are of an appropriate scope and scale. The question or hypothesis and the stimulus material must focus on events in the 20th century that addressed the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
- provide task instructions that align with the assessment objectives, including the cognition and its specified focus
- direct students to respond in the form of an analytical essay and use stimulus materials in their response
- use context statements, if included, that
 - provide concise background information for the stimulus item rather than detailed analytical statements or evaluative insights
 - do not prevent students from demonstrating their ability to analyse the provided stimulus material to explain how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed.

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- presented stimulus materials in a consistent layout with clear labelling. Any additional information (e.g. author, year of creation) was easy to differentiate from the stimulus item itself.

Practices to strengthen

It is recommended that assessment instruments:

- use language that acknowledges the diversity and complexity of Aboriginal cultures and Torres Strait Islander cultures. This must be reflected through the use of capitalisation and plurals when referring to Aboriginal peoples and Torres Strait Islander peoples.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus includes information about the use of culturally responsive language and terminology when writing about First Nations Australians. The Additional subject-specific information section outlines some points to consider when writing about First Nations Australians and advises schools to use terms that are preferred in their particular area, location or school context.
- The response type for IA1 has been revised. Examination — short response has replaced the previous Examination — extended response. When constructing an IA1 instrument, close attention to the specifications and the ISMG is required to ensure the questions and stimulus provide students the opportunity to demonstrate the assessment objectives.
- The stimulus specifications have been revised and now include both seen and unseen sources. The stimulus package must include 3–7 seen sources and 3–5 unseen sources, all of which must be clearly labelled. Sources must be succinct enough to allow students time to engage with them during the 15 minutes planning time.

Assessment decisions

Reliability

Reliability 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	88.89	11.11	0.00	0.00
2	Analysing	77.78	22.22	0.00	0.00
3	Evaluating	88.89	11.11	0.00	0.00
4	Creating	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Defining, using and demonstrating understanding criterion
 - accurate decisions were made about the identification and explanations of relevant responses and contributions that related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
 - responses that were matched to the upper performance level identified several responses and contributions from the stimulus that were relevant to the unseen question or hypothesis posed in the instrument

- at the upper performance level, detailed explanations demonstrated a strong understanding of how people responded to issues related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples and how these responses contributed to movements. These responses and contributions were described in detail, with clear links made between people, events and outcomes to demonstrate their meaning and importance to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples in the 20th century.
- for the Creating criterion
 - accurate decisions were made about how clearly ideas were conveyed and how they related to the unseen question or hypothesis
 - responses that were matched to the upper performance level featured well-structured paragraphs with a clear connection between the student's hypothesis for the unseen question and the argument developed in each paragraph and across the entire response
 - judgments recognised when features of the analytical essay genre were effectively used. This was evidenced by an introduction that incorporated a student-devised hypothesis, body paragraphs that developed key arguments that supported the hypothesis, and a conclusion.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Analysing criterion, the examination of how rights and freedoms have been addressed considers the historical and social context of these actions and their impacts. Students are required to identify why certain responses or decisions happened and how historical and social factors shaped these responses. This means responses must demonstrate an understanding of the key events, laws, government decisions and attitudes that were prevalent in Australia during the period being studied and how these views influenced the struggle for rights and freedoms
- for the Evaluating criterion, the evaluation must be insightful and well-justified for a response to be matched to the upper performance level. This requires a judgment about how important or effective the responses and contributions were, demonstrating an understanding of the impact and significance of the responses and contributions within the historical and social context. The judgment must be supported by evidence, logical arguments and examples that demonstrate why it is accurate.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The 2025 syllabus includes a new criterion, Interpreting and analysing. Students are no longer required to analyse the worldviews of Aboriginal peoples and Torres Strait Islander peoples that formed and informed responses and contributions. Instead, students are now required to identify and analyse viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, explaining how they formed and informed responses and contributions. At the upper performance level, students are required to demonstrate discerning identification of these viewpoints and perspectives and provide a well-reasoned analysis to explain how these viewpoints and perspectives helped to form and inform responses and contributions to rights and freedoms. This means students will need to carefully select, use and explain in detail how the relevant viewpoints and perspectives that are reflected in the stimulus package influenced and guided the actions of individuals, groups and institutions that addressed the rights and freedoms of First Nations Australians in the 20th century.

Samples

The following excerpts demonstrate insightful and well-justified evaluation of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

Excerpt 1 is from an introduction, in which the student presents a clear position that the events listed (the Day of Mourning, the Freedom Rides, the 1967 Referendum and the establishment of the Tent Embassy) all represented pivotal moments in the history of Aboriginal activism in this country. It is noted that these events cannot be considered in isolation but need to be looked at collectively, as evidence of the continuous struggle by activists to address inequality.

Excerpt 2 is from the same student response. In this excerpt, the student provides more detail about the Day of Mourning, demonstrating an explanation of a relevant response. It links directly to the introduction where the Day of Mourning was signposted as a relevant response to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

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

Excerpt 1

The Day of Mourning, Freedom rides, The 1967 referendum and Tent Embassy represent pivotal moments in the history of Aboriginal activism, each building on the demand for recognition, ~~and~~ equality and land rights of Aboriginal and Torres Strait Islander people. These events collectively highlight the growing national awareness and the continuous struggle for Indigenous justice, illustrating how protest, legal change and the public advocacy shaped the path towards greater Aboriginal rights in Australia. ✓✓

Excerpt 2

The protest aimed to portray the dispossession and discrimination faced by Aboriginal people since 1788. This Day of Mourning marked the first time that Aboriginal people from different states across Australia came together to protest. The event emphasised the Aboriginal perspective that Australia Day was not a day of celebration but rather a day for mourning.

The following excerpt demonstrates effective use of stimulus material. The student identifies key points from the source, highlighting the restrictions placed on Aboriginal peoples in the early 20th century and explaining how these barriers contributed to the campaign for the 1967 Referendum. It is effective because it links directly to the hypothesis introduced at the start of the response, strengthens the argument about the factors leading to the 1967 Referendum, shows the student's own interpretation of the source, and goes beyond simply inserting a quotation that relates to the topic of the paragraph.

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

For instance, Non-Indigenous' historian Sue Taffe (Source 5) highlights the significant barriers that Aboriginal and Torres Strait Islander peoples faced in attending and supporting protests ~~and activism~~ due to systemic, embedded limitations placed upon Indigenous peoples' communities such as, lack of money, ~~access~~ ^{access} to transportation, and ~~ownership~~ ^{property} ownership. Taffe ~~states~~ recorded the oral histories of activists whose work in the 1950's and 60's substantially contributed to the 1967 referendum. Taffe records that "Ken Colbung used to come ~~by~~ ^{across} the Nullarbor every year in a ^{old} broken down car... had all, I don't know, had a tent and all food and blankets". This particular excerpt demonstrates Indigenous peoples' communities' lack of ^{access} to both appropriate accommodation and reliable transport. Despite these barriers, every year many persevered, making the journey to attend the conferences held in Canberra in hopes for constitutional and national change. Sue Taffe states that "By 1965 the number attending had swollen to 220, and in 1970, ... total attendance was 361." This ~~implies~~ ^{implies} the impact of support ~~and~~ ^{and} numbers, upon the continuing concept of community that is presented in activism.

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	1

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned the scale of the focus in the instrument with the subject matter for Unit 3 Topic 2: Land rights and the specification that the responses and contributions investigated took place during the 20th century
- included an open-ended task statement and/or question that would allow students to devise their own hypothesis to guide their investigation and unique response.

Practices to strengthen

It is recommended that assessment instruments:

- use questions or hypotheses that provide students with the opportunity to address responses and contributions to land rights, especially in the 20th century. If a choice of topics is provided, all options must align to these specifications
- include instructions that direct students to demonstrate the assessment objectives, e.g. to address how land rights sustain cultures and identities and evaluate the significance of responses and contributions being explored in the investigation.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- contextualised any legal terminology used in the task description so it aligned with the subject matter of Unit 3 Topic 2: Land rights.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Cues that direct students to demonstrate a new assessment objective (interpret information from sources) have been introduced. This assessment objective is a focus of a new ISMG criterion, Interpreting and analysing.
- The requirements of the *evaluate* syllabus objective and unit objective have been expanded in relation to the meaning of *significance*. When assessing the significance of cultural interactions, students now need to assess their impact as well as influence. This will allow students to demonstrate an insightful judgment supported by discerning and thorough reasoning.

Assessment decisions

Reliability

Reliability 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	77.78	11.11	11.11	0.00
2	Analysing	66.67	33.33	0.00	0.00
3	Evaluating	77.78	11.11	11.11	0.00
4	Considering, organising and creating	100.00	0.00	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Defining, using and demonstrating understanding criterion
 - judgments recognised the use of accurate terminology (i.e. correct terms, phrases and concepts) throughout the response (e.g. students correctly used the terms native title and land rights in the correct context, and did not use them interchangeably). Generalisations or incorrect explanations were not included in high-level responses. This demonstrated an understanding of the meaning and significance of terminology
 - responses that were matched to the upper performance level included detailed explanations of relevant responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples. At this level, responses included many of the required details, such as what occurred, who was involved, why it occurred and how it influenced or advanced land rights. This demonstrated an understanding of the relevance of each response and contribution by connecting the purpose, impact and significance of the identified responses and contributions to the specific focus of land rights of Aboriginal peoples and Torres Strait Islander peoples, as identified by the student in their hypothesis
- for the Considering, organising and creating criterion, responses were matched to the upper performance level where
 - they were succinct, conveying ideas that clearly related to the hypothesis devised. This means the response was clear, focused and directly linked to the specific focus, as outlined in the hypothesis
 - typically, across the response, the arguments, evidence and explanations contributed to the examination or evaluation necessary to support the hypothesis presented
 - ideas were expressed in a concise and purposeful way, with each point selected for its relevance to the investigation and its connection to the central idea or claim made in the hypothesis.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Analysing criterion, judgments recognise
 - the need for alignment between the focus of the analysis and the requirements of the assessment objective and the ISMG. For the 2019 syllabus, these required the analysis to focus on worldviews of Aboriginal peoples and Torres Strait Islander peoples that have shaped and influenced the struggle for land rights in the 20th century. Analysis may include reference to sources that explore this interaction between worldviews and responses, but the focus of the analysis must be on how worldviews formed and informed responses rather than analysis of the sources themselves. For example, a response may include an analysis that explores how centrality of Country/Place underpinned a specific land rights campaign, rather than giving a detailed historical analysis of a newspaper article written at the time of the campaign
 - that the examination of influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples must explore the historical, social and cultural factors that have shaped how land rights were recognised in the 20th century. Students need to examine key events, attitudes and cultural perspectives to demonstrate an understanding of how recognition of land rights has changed or been challenged. At the upper performance level, this involves analysing the relationships and impacts between these influences rather than just identifying and describing what they were
- for the Evaluating criterion
 - judgments about the first descriptor recognise that all performance levels require the demonstration of an evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples. This means that students must make a judgment in relation to the effectiveness of the responses and contributions in gaining land rights and recognition
 - responses that are matched to the upper performance level include a justification that assesses and examines influences on land rights. At the upper performance level, responses must include reasoning that supports the judgment made, or the hypothesis presented by the student. For these supporting explanations to be considered discerning, the reasoning selected must focus on the most important influences that help to support the judgment presented, rather than a superficial account of all possible influences. This demonstrates careful selection of reasons to support the evaluation.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The focus of the Interpreting and analysing criterion has been revised. In the 2025 syllabus, this criterion focuses on the viewpoints and perspectives that relate to the ways that the recognition of land rights were addressed. This differs from the Analysing criterion in the 2019 syllabus, which required students to analyse the worldviews of Aboriginal peoples and Torres Strait Islander peoples that formed and informed the recognition of land rights. As reflected in the ISMG, the revised syllabus requires students to identify the viewpoints and perspectives of individuals, groups and institutions relevant to their investigation and explain how these ideas influenced laws, policies and public attitudes related to the recognition of land rights.
- The requirement to examine influences and to place the evaluation within specific contexts has been removed from the ISMG. The 2019 syllabus required the analysis of worldviews

within a historical, social and cultural context and for the evaluation of the extent to which responses and contributions have influenced land rights within a historical, economic, social and cultural context. These specifications have been removed in the 2025 revised syllabus. This will allow students to make more discerning and considered decisions about the nature of the evaluation they present and the most effective analysis to include in their responses to support the overall evaluation being made.

Samples

The following excerpt has been included to illustrate analysis of worldviews. The response identifies the relationship between the Gurindji people and their Country, using a quote from Vincent Lingiari to demonstrate this unbroken relationship. The response also identifies the different attitudes held by the Vestey corporation, who saw the land as a commodity, and the Gurindji people, who viewed the land as an entity to look after. This excerpt explicitly links a worldview held by the Gurindji people to an event that contributed to land rights.

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

The protest originated at the Wave Hill cattle station in the Northern Territory. Led by a Gurindji spokesman, Vincent Lingiari, alongside the Gurindji people consisting of 200 Aboriginal families, stockmen, and house servants, all protesting the economic exploitation of indigenous workers, poor working conditions and for the restoration of traditional lands to Indigenous owners (National Archives of Australia, 2019). The protest called for the right to land and its resources without compensation, emphasising the spiritual and generational cultural ties Gurindji people have to their land, as stated by Lingiari himself, "I bin thinkin' this bin Gurindji country. We bin here longa time before them Vestey mob." (National Museum Australia, 2023). Through Lingiari's statement, the longstanding connection to country is evident, stressing the significance of their struggle for land rights. This echoes his holistic worldview of the land, viewing its worth as something beyond a commodity, contrasting the settler's colonial perspective on country. As the Vestey brothers, the government and other settlers emphasised a disregard to the cultural significance and ties Gurindji people had towards their land, as stated by (National Museum Australia, 2023), "Traditional ways of life came under intense pressure in this clash between Western and First Nations land usage". Thus, the colonist perspective of ownership greatly contrasts Lingiari's holistic worldview that (UNDRIP, 2007) Article 25 echoes: the significance of land and resources to indigenous culture and identity.

The following excerpt demonstrates part of a detailed explanation of a relevant response and contribution to the recognition of land rights. It provides contextual information, outlining the political landscape of the time. The excerpt refers to key political figures of the time, Prime Minister Harold Holt and the Vestey corporation, and key actions that had an influence on this event, such as the 1967 petition to the Governor-General and the lack of action by the Northern Territory Welfare Branch. This can be considered a detailed explanation as it not only identifies key personalities and events, but also outlines their significance, linking them to the topic of the investigation.

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

This narrow interpretation allowed the Commonwealth to distance itself from the political and moral dimensions of the strike. The federal government, under Prime Minister Harold Holt, was reluctant to challenge the powerful Vestey company, which owned Wave Hill Station and had strong economic influence. As a result, government intervention was minimal and slow, with little effort made to mediate or investigate the grievances of the Gurindji people. This is evident when looking at the 1967 petition Gurindji people wrote to the governor general, asking him to grant a lease of 1,300 square-kilometres around Daguragu to be run cooperatively by them as a mining and cattle lease. This was rejected with a simple response from the Governor saying he was unwilling to grant the lease request (National Museum of Australia, 2025). Much of the responsibility was passed to the Northern Territory Welfare Branch, which lacked the authority and resources to enact any real change. The branch's role was largely administrative, and its involvement was confined to managing welfare payments rather than addressing systemic injustice (Hardy, 1968). Additionally, existing land laws posed legal barriers to transferring pastoral leases back to Aboriginal communities. The government's siding with Vestey's interests was evident in its silence on the issue of land ownership, despite mounting public support for the Gurindji cause. This refusal to act allowed exploitation to continue and demonstrated the federal government's prioritisation of economic interests over human rights.

The following excerpt has been included to demonstrate a well-justified evaluation of the extent to which responses and contributions influenced land rights. As part of a conclusion, it reiterates the hypothesis and summarises the key arguments outlined in the essay. It includes a clear judgment of the extent to which this response influenced the land rights of Aboriginal peoples, as the Gurindji Strike represented a profound shift. The conclusion highlights the arguments used to support this position, including both political responses and those of activists. This demonstrates discerning and thorough reasoning, as it evaluates the impact of these responses and contributions, justifies the judgment made and demonstrates a clear understanding of their significance in land rights movement.

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

The Gurindji Strike stands as a pivotal moment in Australian history, marking a profound shift in the nation's relationship with Indigenous Australians. The initial response from the Holt Government, which treated the strike as merely an industrial issue, reflected the broader systemic neglect of Indigenous voices and rights. In contrast, FCAATSI's involvement played a critical role in transforming the strike into a national movement for land rights, using public advocacy, alliances, and political pressure to reframe the narrative and amplify the Gurindji cause. The election of the Whitlam Government in 1972 brought a new political vision that recognised the legitimacy of Aboriginal claims to land. Whitlam's symbolic and practical support, culminating in the 1975 handover, was a watershed moment that inspired legislative change and empowered Indigenous communities nationwide. Ultimately, the Gurindji Strike was more than a protest for fair wages, it was a landmark act of resistance that redefined Indigenous activism. It laid the foundation for the land rights movement in Australia and remains a powerful symbol of self-determination, dignity, and justice for Aboriginal peoples.

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

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- provided appropriately challenging and realistic contexts for the assessment instrument based on local and school contexts, e.g. relevant and open-ended quotes, appropriate subject matter responsive to the school's context
- clearly communicated that the response must focus on one form of cultural expression, with more details in the task statement, question and/or instructions. In many assessment instruments, these sections stated that students were required to analyse their selected form of cultural expression and evaluate its significance within the context of resilience.

Practices to strengthen

There were no significant issues identified for improvement.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

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

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- clearly distinguished between the form of cultural expression and the examples of the form that illustrated it in the presentation of the task instructions
- clearly defined the relationship between ‘a form of cultural expression’ and the concept of resilience in relation to the task or context, if included.

Practices to strengthen

There were no significant issues identified for improvement.

Additional advice

When developing an assessment instrument for this IA, it is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- The wording of the objectives, specifications and ISMG have been revised. New terminology includes ‘living cultural practices’ and ‘recognise and sustain’ when evaluating the significance of the selected form of cultural expression as a form of resilience. These replace references to ‘culture and identity’ and ‘maintained and retained’.
- The list of forms of cultural expression that may form the focus of the student investigation has been revised. The list is included in the subject matter for Unit 4 Topic 1: Resilience.
- A new criterion, Interpreting and analysing, has been added and must be considered when designing the task and instructions. Consider using cues that direct students to interpret information from sources, as reflected in the ISMG.

Assessment decisions

Reliability

Reliability 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	100.00	0.00	0.00	0.00
2	Analysing	88.89	11.11	0.00	0.00
3	Evaluating	77.78	22.22	0.00	0.00
4	Considering, organising and creating	88.89	11.11	0.00	0.00

Effective practices

Reliable judgments were made using the ISMG for this IA when:

- for the Defining, using and demonstrating understanding criterion, responses that were matched to the upper performance level consistently applied appropriate terminology in context. Key concepts (e.g. cultural expression, resilience, stereotypes) were used correctly to demonstrate a clear understanding of how cultural expression can be used to maintain and retain cultures and identities
- for the Analysing criterion
 - responses that were matched to the upper performance level included well-reasoned analyses of worldviews. These responses presented logical, evidence-based explanations of how the selected form of cultural expression reflected particular ways of seeing, knowing and valuing the world
 - the examination of the identified worldviews was completed within the context of resilience. Responses that were matched to the upper performance level outlined how the beliefs, values and perspectives of Aboriginal peoples and/or Torres Strait Islander peoples, as expressed within the selected form of cultural expression, provided a way to express, maintain and/or strengthen a sense of resilience. Thorough and detailed examinations explored how these perspectives were evident in the selected form of cultural expression, demonstrating the strength and continuity of the cultures and identities of Aboriginal peoples and/or Torres Strait Islander peoples.

Practices to strengthen

To further ensure reliable judgments are made using the ISMG for this IA, it is recommended that:

- for the Evaluating criterion, judgments recognise that
 - the focus of the evaluation must be on the extent to which the selected form of cultural expression has contributed to the cultures and identities of Aboriginal peoples and/or Torres Strait Islander peoples being maintained and retained. Effective responses make judgment/s about the effectiveness of the selected form of cultural expression as a primary way of preserving, supporting and strengthening cultures and identities. In many responses, the evaluation, in the form of a judgment, is often established in the hypothesis and developed throughout the response

- the reasoning used to support the judgment should focus on the selected form of cultural expression. Responses must examine the impact of colonisation on cultural practices and how the selected form of cultural expression that is the focus of the investigation can be considered as a form of resilience — a demonstration of strength, survival and continuation of culture and identity into the future
- for the Considering, organising and creating criterion, judgments recognise the requirement for recognised referencing conventions to be adhered to throughout the response. Responses must acknowledge where the ideas, quotes and information were sourced by providing in-text citations and a reference list. This ensures that all sources are properly attributed and can be verified. Schools determine which referencing system students use.

Additional advice

It is essential to consider the following key differences between the 2019 and 2025 syllabuses:

- Changes in the language used in the unit description, subject matter, unit objectives and assessment objectives are reflected in the revised ISMG in the 2025 syllabus. This is particularly evident in the Interpreting and analysing criterion and the Evaluating criterion. For IA3, the 2019 syllabus refers to maintaining and retaining culture and identity. The 2025 syllabus refers to recognising and sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples. This change emphasises that cultures are active, evolving and expressed in many ways in contemporary life. Similarly, the change to 'recognise and sustain' rather than 'maintain and retain' ensures that the focus is on valuing and supporting living, evolving cultures and the identities of the people who are part of them.
- The requirement to use both primary and secondary sources in the Considering, organising and creating criterion has been removed. Instead, under the Evaluating criterion in the 2025 syllabus, students can be awarded for effectively using evidence from sources to support the judgment being made. This encourages students to make discerning choices about the evidence used, ensuring that the strongest supporting evidence is used rather than having to focus on selecting evidence from both primary and secondary sources.

Samples

The following excerpts demonstrate thorough and accurate use of terminology related to retaining and maintaining the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples.

Excerpt 1 appeared early in the response. It clearly outlines what is meant by resilience in the context of the form of cultural expression the student chose to focus on in their investigation, film. It provides a thorough explanation of the term, linking resilience to resistance and to a holistic worldview held by many First Nations peoples.

Excerpt 2 is the conclusion from the same student response. It reinforces the central argument of the investigation, referring to key pieces of evidence used in the response to support the position that film can be used as an assertion of sovereignty.

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

Excerpt 1

It is helpful to first consider what resilience means, particularly in the context of colonisation, to comprehend what these filmmakers are doing in relation to cultural expression of issues and experiences that extend beyond their process and art, that are intertwined with history, identity and community. Resilience is far too frequently used to characterise people who are simply "getting on with it" or quietly managing their individual pain. However, resilience is a more profound and collective concept for many Indigenous communities. It is connected to spirit, land, culture, and family. It's about connecting to Country, family, and the stories that have been told for generations to demonstrate and find strength. "Colonialism has ruptured Indigenous peoples' lives," says Romaine Moreton, an Indigenous writer and filmmaker. "Films like *The Farm*, in my opinion, give Indigenous people a chance to re-establish ties with the land and with each other" (Moreton, 2011). She describes how the film's ties to the community persisted even after it was finished, saying, "To this day, the community still asks about all the members of the film crew... It demonstrates how those relationships turn into a kind of Indigenous resilience for all parties." Put another way, when done correctly, the act of telling a story can be therapeutic in and of itself.

Reference

Moreton, R. (2011). Knowledge Sharing — Indigenous film and resilience. *Screening the Past*. <https://aiftv-research.net/resources/websites>

Excerpt 2

Film serves as more than just amusement for Thornton and Purcell. Their work focuses on sovereignty in a cultural and spiritual sense rather than a legal one. They share tales that are theirs, their people's, and their nation's. They don't wait for approval or acknowledgement. They simply speak, clearly and firmly. By doing this, they create an environment in which Indigenous truths can flourish (Marchetti, 2007). Their movies demonstrate that enduring hardship in silence is not the definition of resilience. It's about resisting. It's about taking something painful and making it powerful and healing, whether that's the legacy of a racist short story or the appropriation of a sacred symbol. We are reminded that we are still here, that our stories are important, and that we are the ones who will tell them, whether it is through Thornton gazing up at the stars or Purcell delving into the bush with a story of her own making. Cultural expression in the form of *We Don't Need a Map* and *The Drover's Wife* stand as fearless acts of refusal, refusal to be forgotten, flattened, or rewritten in a nation where Indigenous history and expressions of First Nations realities, cultures and identities are still so frequently ignored or misrepresented. However, they are also loving deeds. Love for the land, the community, the ancestors, and the next generation. And that might be the most resilient thing there is.

The following excerpts demonstrate the use of multiple examples of the selected form of cultural expression throughout the student response. The evaluating criterion requires students to evaluate the extent to which cultural expression can be considered as a form of resilience. To do this, students need to focus on the form of cultural expression rather than the portfolio of a single practitioner or a discrete example such as a specific film or album. This is shown in the excerpts below. Excerpts 1 and 3, which form the introduction and part of the conclusion of the essay, clearly outline the focus of the investigation: it will examine the dramatic form and four specific examples of this form to support the hypothesis that drama continues to be an important way to

share culture and to reassert cultural sovereignty. The introduction also places this work — resilience and resistance through cultural expression — in the local context, showing that resilience through cultural expression can be found everywhere.

Excerpt 3 provides an example of one examination of a form of cultural expression that is included in the response. Here, the response uses examples from a film to support the hypothesis. The other examples are similarly assessed and examined to support the student's position that drama and film are powerful ways to maintain culture and to challenge historical inaccuracies.

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

Excerpt 1

At [redacted] I have watched Uncle [redacted] our Elder in Residence, create paintings that seem to hold more than just colour. Each stroke carries the knowledge of Country, kinship, and story. They are not painted in straight lines, but in shapes that curve and return, showing that for us, journeys are circular. They are about coming back to the people and places that make us who we are. ✓✓

Wajin - named for the Yugambeh word for platypus, is our school totem. We work together the same way. Like the platypus that once thrived in Scrubby Creek, our strength comes from connection to water, to land, and to each other. Wearing that platypus emblem on my [redacted] uniform is a reminder that identity and belonging aren't things you leave behind, they travel with you, wherever you go.

Drama and film function in the same way. For Aboriginal and Torres Strait Islander peoples, storytelling has always been an act of resilience - binding communities to Country, language, and kinship, while challenging colonial narratives that tried to erase us. Wesley Enoch and Tom Wright's *Black Diggers*, Phillip Noyce's *Rabbit Proof Fence*, Maya Newell's *In My Blood It Runs*, and Leah Purcell's *The Drover's Wife* show how performance can hold culture the way our Wajin community holds our students - protecting it, nurturing it, and passing it on. These works reassert cultural sovereignty, recover forgotten histories, and make sure no one is left behind in our shared story. ✓✓

Excerpt 2

By writing, directing, and starring in the adaptation, Purcell seizes control of a story that once belonged solely to the colonial canon (Horakova, 2022). Her Molly Johnson is no passive victim, she is a figure of defiance who embodies the resilience of Indigenous women. In one key moment, Molly declares, "I am my own woman," (Purcell, 2021) rejecting both patriarchal and colonial constraints. Through this reinterpretation, Purcell not only confronts the gendered violence of frontier history but also reasserts Aboriginal sovereignty within cultural production.

Excerpt 3

Black Diggers, *Rabbit Proof Fence*, *In My Blood It Runs*, and *The Drover's Wife* prove that drama is not just storytelling, it is cultural survival. Each reinforces the ties between land, kinship, language, and history, reclaiming stories once silenced. Enoch and Wright give voice to the forgotten soldiers, Noyce captures the journey of return, Newell centres Indigenous agency, and Purcell reframes a colonial classic into resistance. ✓✓

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. The external assessment papers and the external assessment marking guide (EAMG) are published in the year after they are administered.

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 five questions (28 marks).

The assessment required students to respond in sentences or paragraphs to short response questions, using evidence from sources provided in the stimulus book. The sources were unseen and were presented in text-based and visual forms.

The questions and sources required students to engage with key ideas about:

- the importance of continuing to share cultural knowledges
- changing perspectives about cultural knowledges as demonstrated through the wider use of seasonal calendars
- how international documents, such as the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), could support greater acknowledgement and recognition of First Nations peoples in Australia
- the potential impact of shifting attitudes toward changing place names on reconciliation processes in Australia.

The final question required students to reflect on the current state of reconciliation in Australia and to suggest a substantive change that could progress it.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the EAMG.

Effective practices

Overall, students responded well when they:

- identified key concepts presented in the stimulus and correctly used terminology related to these concepts in their responses. This demonstrated an understanding of key ideas and enabled students to craft explanations that were precise, coherent and directly linked to the topic being addressed in the question
- expressed a judgment that clearly outlined their position on a topic, as specified in the examination question. This demonstrated students' understanding of the specific focus of the question and their ability to directly respond to it
- supported their judgments by providing explanations that clearly set out the reasoning behind their stated position. Effective explanations clarified the main ideas that informed the judgment and ensured that the student's line of thinking was coherent and able to be followed

- used sentences to convey ideas clearly and logically in response to the examination question. This allowed students to communicate their understandings in an organised manner, presenting their ideas in a way that could be easily followed and understood.

Practices to strengthen

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

- provide opportunities for students to develop their skills in deconstructing examination questions to identify what is required in a response. This is particularly important for questions with two separate components, where students must carefully read the question and consider how the parts are connected. Teachers can support this by modelling strategies for breaking down questions, using guided practice, and encouraging students to plan their responses before writing. Developing this skill helps students structure their answers effectively and ensure that both components are fully addressed
- ensure that students are familiar with strategies for analysing and using unseen stimulus material to respond to examination questions. Students need to be able to identify key ideas, highlight important features and relate these findings directly to the question
- emphasise the importance of effectively using evidence to support explanations, arguments or judgment as specified by the examination question. Students need to be able to select the information that directly supports their chosen point and explain how it strengthens their position. Simply using a reference to a source without demonstrating the link to the argument, or listing points without explanation, does not constitute effective use of evidence.

Samples

Short response

Question 2

This question required students to analyse three sources, including the seasonal calendar of the Yirrganydji people and another calendar showing how the Noongar people understand the natural rhythms of the year. Students used their analysis to explain how the wider use of seasonal calendars demonstrates changing perspectives about cultural knowledges.

Effective student responses:

- identified how seasonal calendars convey cultural knowledges
- analysed the specified sources
- used their analysis to explain how the broader use of seasonal calendars reflects changing perspectives about how cultural knowledges of First Nations Australians are understood by the wider Australian community.

These excerpts have been included:

- to demonstrate analysis of sources. Excerpt 1 compares the seasonal calendars of the Yirrganydji people and the Noongar, identifying both similarities and differences. It explains that these differences are place-based, reflecting the distinct climates and landscapes of the Yirrganydji people and the Noongar
- to provide an example of an explanation of how the sources demonstrate changing perspectives about cultural knowledge. Excerpt 2 shows that the use of seasonal calendars reflects a shift in perspectives. It explains that this practice acknowledges the deep knowledge of Country held by First Nations Australians, and that the collaboration involved in developing

the calendars indicates a growing, respectful relationships between organisations, universities and First Nations communities.

Excerpt 1

source 3 exhibits the Yirrganydji calendar - tailored to a coastal climate - whereas source 4 showcases the Noongar calendar - tailored to western Australia's varied geography. When both show the western months, the Yirrganydji calendar ~~source 3~~ shows three seasons, dividing by "wet" and "dry" seasons, and ~~source 4~~ the Noongar calendar shows six seasons.

Excerpt 2

The Yirrganydji calendar and the Noongar calendar being used by organisations and universities in order to further understand Australia's changing weather ^{pivotal step in the process of the} ~~aimed~~ acts as a ^v acknowledgement of Aboriginal and Torres Strait Islander communities' ^{of the land and country, which was} vast and deep knowledge developed through their shared experiences and shared knowledge. The collaboration of non-indigenous organisations ~~acknowledging~~ and respecting this knowledge demonstrates both the evolving perspectives about cultural knowledge and the the developing relations between institutions and Aboriginal and Torres Strait Islander peoples.

Question 4b)

This question required students to build on their response to Question 4a) where students analysed three sources that explored the shift toward changing place names. Question 4b) required students to make a judgment about the extent to which this process, as represented by dual naming and reclamation of place names, could contribute to reconciliation processes in Queensland.

Effective student responses:

- provided a judgment about the extent to which these types of actions could contribute to reconciliation processes. These ranged from having a significant impact to a very minor impact

- included an explanation that directly linked the judgment provided. Effective explanations included clear, accurate reasons that showed how and why the judgment was plausible
- used sentences to convey ideas that related to the question.

This excerpt has been included:

- to illustrate a judgment about the extent to which the reclamation of traditional place names may contribute to the reconciliation process in Queensland. The excerpt clearly conveys a position on this issue by stating that it is a significant action that could make a powerful contribution to reconciliation processes in the state
- to provide an example of an explanation that supports a judgment. The explanation outlines why the reclamation of traditional place names could further reconciliation processes in Queensland. It notes that this action acknowledges and seeks to rectify historical practices that replaced original place names and recognises that the traditional names of places remain an important part of identity for many communities in Queensland.

The dual naming and reclaiming of place name is significant in addressing that the traditional names dating back to thousands of years had been overwritten by those who forcibly took the land from Indigenous Australian people. ~~Con~~ In contemporary ~~see~~ Australia, the Government has noticed the importance of the traditional names to Indigenous communities and ~~identify~~ their identity. By ~~restoring~~ reclaiming the traditional name of the place, it not only ^{allows for} ~~creates and~~ healing and fixing the wrongdoings of the past, it also strengthens the relationship between Aboriginal and Torres Strait Islander people and non-Indigenous peoples. Ultimately, the dual naming and reclaiming of place names ~~notably and~~ powerfully contributes to the reconciliation process in Queensland.

Question 5

This question required students to draw on their analysis of an excerpt from an opinion article by Karen Mundine, Chief Executive Officer (CEO) of Reconciliation Australia, to describe the current state of reconciliation in Australia. In the excerpt, Mundine emphasises the need for more substantive change. Students were then asked to suggest a substantive change that could advance the reconciliation process. Their suggested change was required to connect meaningfully to two other sources provided in the stimulus book.

Effective student responses:

- analysed the specified source to describe the state of reconciliation in Australia, and used relevant evidence from the source in their explanation
- included a suggestion for a substantive change that could occur to progress reconciliation in Australia
- provided an explanation that outlined why the suggested change could be considered substantive, using evidence from two other sources in the stimulus book to support this position
- purposefully used sentences to convey ideas related to the question.

These excerpts have been included:

- to provide an example of a description of the state of reconciliation in Australia. These excerpts outline the key features and conditions of reconciliation, as reflected in the source. They identify several aspects: reconciliation is incomplete, further challenging work is required, and progress must focus on equity and self-determination. These excerpts show an understanding of the current condition of reconciliation
- to demonstrate the use of relevant evidence from a source. In these excerpts, the response draws directly on the specified source, an opinion article by Karen Mundine. The response states that the path to reconciliation remains unfinished and difficult and supports this point with a direct quote in which Mundine identifies four areas requiring attention. This is considered relevant evidence because it supports the idea that the reconciliation is yet to be achieved.

Excerpt 1

Australia has taken significant steps towards reconciliation, however there's more to be done. Source 10 perfectly explains how we must take that uncomfortable step, although it may be difficult, if our society truly wants to reconcile. Karen Mundine continues on the way we must "address issues of inequality, systematic racism ... negotiations around treaties, and greater control by First Nations Peoples" in order to have true equity, not equality, in Australia.

Excerpt 2

However, there are more steps to take. As Mundine states in source 10, full reconciliation ~~must be~~ will not be achieved until "all Australians understand...our shared history and its impact on Aboriginal and Torres Strait Islander societies" to then lead us to a future where all First Nations peoples hold full control over their own affairs.