

Aboriginal & Torres Strait Islander Studies marking guide and response

Sample external assessment 2020

Short response (40 marks)

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. define and use terminology relating to maintaining, retaining and recognising the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of reconciliation and recognition
2. demonstrate an understanding of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies within the context of reconciliation and recognition
3. analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples through identifying, examining and considering these within the context of reconciliation and recognition
5. evaluate the significance of cultural interaction by assessing the impact of responses related to reconciliation and recognition
6. create responses that communicate ideas related to reconciliation and recognition within sentences and short paragraphs.

Note: Unit objective 4 is not assessed in this assessment instrument.

Introduction

The Queensland Curriculum and Assessment Authority (QCAA) has developed mock external assessments for each General senior syllabus subject to support the introduction of external assessment in Queensland.

An external assessment marking guide (EAMG) has been created specifically for each mock external assessment.

The mock external assessments and their marking guides were:

- developed in close consultation with subject matter experts drawn from schools, subject associations and universities
- aligned to the external assessment conditions and specifications in General senior syllabuses
- developed under secure conditions.

Purpose

This document consists of an EAMG and an annotated response.

The EAMG:

- provides a tool for calibrating external assessment markers to ensure reliability of results
- indicates the correlation, for each question, between mark allocation and qualities at each level of the mark range
- informs schools and students about how marks are matched to qualities in student responses.

Mark allocation

Where a response does not meet any of the descriptors for a question or a criterion, a mark of '0' will be recorded.

Where no response to a question has been made, a mark of 'N' will be recorded.

External assessment marking guide (EAMG)

Question	The response	Mark
1	<ul style="list-style-type: none">describes the term reconciliation referring to all three features	4
	<ul style="list-style-type: none">describes the term reconciliation referring to two features	3
	<ul style="list-style-type: none">describes the term reconciliation referring to one feature	2
	<ul style="list-style-type: none">makes a statement about reconciliation	1
	<ul style="list-style-type: none">does not satisfy any of the above descriptions.	0

Question	The response	Mark
2	<ul style="list-style-type: none"> provides a detailed explanation of the significance of Country/Place using evidence from two sources links the explanation to two reasons why understanding the significance of Country/Place is important for reconciliation 	6
	<ul style="list-style-type: none"> provides a detailed explanation of the significance of Country/Place using evidence from two sources links the explanation to one reason why understanding the significance of Country/Place is important for reconciliation 	5
	<ul style="list-style-type: none"> provides an explanation of the significance of Country/Place using evidence from one source links the explanation to one reason why understanding the significance of Country/Place is important for reconciliation 	4
	<ul style="list-style-type: none"> provides an explanation of Country/Place using evidence from one source makes statements about why Country/Place is important for reconciliation 	3
	<ul style="list-style-type: none"> provides description of Country/Place makes a statement about why Country/Place is important 	2
	<ul style="list-style-type: none"> provides a description of Country/Place <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a statement about why Country/Place is important <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement about reconciliation 	1
	<ul style="list-style-type: none"> does not satisfy any of the above descriptions. 	0

Question	The response	Mark	The response	Mark
3	<ul style="list-style-type: none"> identifies all six components of the holistic framework links the components of the holistic framework to the stimulus provides an explanation of how the components contribute to a holistic understanding of interconnection 	9	<ul style="list-style-type: none"> communicates meaning in a coherent and fluent response uses spelling, punctuation and grammar proficiently 	4
	<ul style="list-style-type: none"> identifies five components of the holistic framework links the components of the holistic framework to the stimulus provides an explanation of how the components contribute to a holistic understanding of interconnection 	8	<ul style="list-style-type: none"> communicates meaning in a coherent response uses spelling, punctuation and grammar proficiently 	3
	<ul style="list-style-type: none"> identifies four components of the holistic framework links the components of the holistic framework to the stimulus provides an explanation of how the components contribute to a holistic understanding of interconnection 	7	<ul style="list-style-type: none"> communicates meaning demonstrates inconsistent control of spelling, grammar and/or punctuation 	2
	<ul style="list-style-type: none"> identifies three components of the holistic framework links the components of the holistic framework to the stimulus provides an explanation of how the components contribute to a holistic understanding of interconnection <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies the six components of the holistic framework describes the link between the components of the holistic framework and the stimulus 	6	<ul style="list-style-type: none"> communicates some meaning demonstrates inconsistent control of spelling, grammar and/or punctuation 	1
	<ul style="list-style-type: none"> identifies two components of the holistic framework links the components of the holistic framework to the stimulus provides an explanation of how the components contribute to an understanding of interconnection <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies four components of the holistic framework describes the link between the components of the holistic framework and the stimulus 	5	<ul style="list-style-type: none"> does not satisfy any of the above descriptions. 	0

Question	The response	Mark	The response	Mark
	<ul style="list-style-type: none"> identifies one component of the holistic framework links the component of the holistic framework to the stimulus provides an explanation of how the component contributes an understanding of interconnection <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> identifies two components of the holistic framework describes the link between the components of the framework and the stimulus 	4		
	<ul style="list-style-type: none"> makes relevant statements about interconnection describes components of the framework in the stimulus 	3		
	<ul style="list-style-type: none"> makes a statement about interconnection describes features of the stimulus 	2		
	<ul style="list-style-type: none"> makes relevant statements about interconnection <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> describes features of the stimulus 	1		
	<ul style="list-style-type: none"> does not satisfy any of the above descriptions. 	0		

Question	The response	Mark	The response	Mark
4	<ul style="list-style-type: none"> • makes a judgement about the extent to which 'continuity and connectedness' is demonstrated • provides a detailed explanation of continuity and connectedness • refers to relevant evidence from the stimulus 	7	<ul style="list-style-type: none"> • communicates meaning in a coherent and fluent response • uses spelling, punctuation and grammar proficiently 	4
	<ul style="list-style-type: none"> • makes a judgement about the extent to which 'continuity and connectedness' is demonstrated • provides an explanation of continuity and connectedness • refers to relevant evidence from the stimulus 	6	<ul style="list-style-type: none"> • communicates meaning in a coherent response • uses spelling, punctuation and grammar proficiently 	3
	<ul style="list-style-type: none"> • provides a judgment about continuity and connectedness • provides an explanation of continuity and connectedness • refers to relevant evidence from the stimulus 	5	<ul style="list-style-type: none"> • communicates meaning • demonstrates inconsistent control of spelling, grammar and/or punctuation 	2
	<ul style="list-style-type: none"> • provides a judgment about continuity or connectedness • provides an explanation of continuity or connectedness • refers to evidence from the stimulus 	4	<ul style="list-style-type: none"> • communicates some meaning • demonstrates inconsistent control of spelling, grammar and/or punctuation 	1
	<ul style="list-style-type: none"> • provides an explanation of continuity or connectedness • refers to evidence from the stimulus 	3	<ul style="list-style-type: none"> • does not satisfy any of the above descriptions. 	0
	<ul style="list-style-type: none"> • describes continuity or connectedness in the stimulus 	2		
	<ul style="list-style-type: none"> • makes a relevant statement about continuity or connectedness 	1		
	<ul style="list-style-type: none"> • does not satisfy any of the above descriptions. 	0		

Question	The response	Mark
5	<ul style="list-style-type: none"> evaluates four events against the goal provides relevant evidence from the four events to support the evaluation provides a conclusion about the extent to which the events achieve the goal proposes future actions for reconciliation based on the evaluation 	6
	<ul style="list-style-type: none"> evaluates four events against the goal provides relevant evidence from the four events to support the evaluation provides a conclusion about the extent to which the events achieve the goal proposes future actions for reconciliation 	5
	<ul style="list-style-type: none"> evaluates three events against the goal provides relevant evidence from the three events to support the evaluation provides a conclusion about the extent to which the events achieve the goal proposes future actions for reconciliation 	4
	<ul style="list-style-type: none"> evaluates two events against the goal provides relevant evidence from the two events to support the evaluation provides a conclusion about the extent to which the events achieve the goal makes a relevant statement about reconciliation 	3
	<ul style="list-style-type: none"> describes an event from the stimulus makes a relevant statement about future action based on the events 	2
	<ul style="list-style-type: none"> describes an event from the stimulus <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement about future action 	1
	<ul style="list-style-type: none"> does not satisfy any of the above descriptions. 	0