

# Aboriginal & Torres Strait Islander Studies marking guide and response

External assessment 2022

## Short response (43 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.

# Purpose

This document consists of a marking guide and a sample response.

The marking guide:

- 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.

The sample response:

- demonstrates the qualities of a high-level response
- has been annotated using the marking guide.

# 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.

# Marking guide

## Short response

Q	The response:	M
1	<b>Defining, using and demonstrating understanding</b>	
	<ul style="list-style-type: none"><li>provides a detailed explanation of the role of truth-telling in the reconciliation process</li><li>uses relevant evidence from Source 1 to support the response</li></ul>	4
	<ul style="list-style-type: none"><li>provides an explanation of the role of truth-telling in the reconciliation process</li><li>uses relevant evidence from Source 1 to support the response</li></ul>	3
	<ul style="list-style-type: none"><li>makes a relevant statement about the role of truth-telling in the context of the reconciliation process</li><li>uses relevant evidence from Source 1 to support the response</li></ul>	2
	<ul style="list-style-type: none"><li>makes a relevant statement about truth-telling</li></ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"><li>makes a relevant statement about the reconciliation process</li></ul>	1
	<ul style="list-style-type: none"><li>does not satisfy any of the descriptors above.</li></ul>	0

Q	The response:	M
2	<b>Defining, using and demonstrating understanding</b>	
	<ul style="list-style-type: none"> <li>provides a detailed explanation of the significance of Sea Country</li> </ul>	3
	<ul style="list-style-type: none"> <li>provides an explanation of the significance of Sea Country</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a relevant statement about the significance of Sea Country</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
	<b>Analysing</b>	
	<ul style="list-style-type: none"> <li>provides a detailed analysis of how ghost nets are used to convey ideas</li> <li>uses relevant evidence from all 3 sources to support the analysis</li> </ul>	4
	<ul style="list-style-type: none"> <li>provides an analysis of how ghost nets are used to convey ideas</li> <li>uses relevant evidence from all 3 sources to support the analysis</li> </ul>	3
	<ul style="list-style-type: none"> <li>provides statements that outline how ghost nets are used to convey ideas</li> <li>uses relevant evidence from 2 sources</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a relevant statement about how ghost nets are used to convey ideas</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes a relevant statement from 1 source</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0

Q	The response:	M
3	<b>Analysing</b>	
	<ul style="list-style-type: none"> <li>• provides a detailed explanation of the benefits of cultural burning</li> <li>• analyses Sources 5 and 6 to demonstrate how cultural burning can be used as a form of land management</li> </ul>	3
	<ul style="list-style-type: none"> <li>• provides an explanation of the benefits of cultural burning</li> <li>• partially analyses Sources 5 and 6 to demonstrate how cultural burning can be used as a form of land management</li> </ul>	2
	<ul style="list-style-type: none"> <li>• identifies a benefit of cultural burning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• provides a statement about how cultural burning can be used as a form of land management</li> </ul>	1
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0
	<b>Evaluating</b>	
	<ul style="list-style-type: none"> <li>• makes an insightful judgment about the extent to which the use of cultural burning may contribute to the reconciliation process</li> <li>• includes a detailed explanation that supports the judgment</li> </ul>	4
	<ul style="list-style-type: none"> <li>• makes a judgment about the extent to which the use of cultural burning may contribute to the reconciliation process</li> <li>• includes an appropriate explanation that supports the judgment</li> </ul>	3
	<ul style="list-style-type: none"> <li>• makes a relevant statement about the use of cultural burning</li> <li>• makes a relevant statement about the reconciliation process</li> </ul>	2

Q	Sample response	The response:	M
		<ul style="list-style-type: none"> <li>• makes a relevant statement about cultural burning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• makes a relevant statement about the reconciliation process</li> </ul>	1
		<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0

Q	The response:	M
4	<b>Defining, using and demonstrating understanding</b>	
	<ul style="list-style-type: none"> <li>provides a detailed explanation of how perceptions towards Aboriginal and Torres Strait Islander military service personnel have changed over time</li> </ul>	3
	<ul style="list-style-type: none"> <li>provides an explanation of how perceptions towards Aboriginal and Torres Strait Islander military service personnel have changed over time</li> </ul>	2
	<ul style="list-style-type: none"> <li>makes a relevant statement about Aboriginal and Torres Strait Islander military service personnel</li> </ul>	1
	<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above.</li> </ul>	0
	<b>Analysing</b>	
	<ul style="list-style-type: none"> <li>provides a detailed analysis of Sources 7–9 to explain how Aboriginal and Torres Strait Islander military service personnel are now being recognised</li> <li>provides a detailed explanation of why recognition of this contribution is important</li> <li>uses evidence from Sources 7–9 to support the analysis</li> </ul>	5
	<ul style="list-style-type: none"> <li>provides an analysis of Sources 7–9 to explain how Aboriginal and Torres Strait Islander military service personnel are now being recognised</li> <li>provides an explanation of why recognition of this contribution is important</li> <li>uses evidence from Sources 7–9</li> </ul>	4
	<ul style="list-style-type: none"> <li>provides a partial analysis of Sources 7–9 to explain how Aboriginal and Torres Strait Islander military service personnel are now being recognised</li> <li>provides a relevant statement about why recognition of this contribution is important</li> <li>uses evidence from a source selected from Sources 7–9</li> </ul>	3

Q		The response:	M
		<ul style="list-style-type: none"> <li>provides relevant statements about the importance of recognising the contribution of Aboriginal and Torres Strait Islander military service personnel</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>makes relevant statements about Sources 7–9</li> </ul>	2
		<ul style="list-style-type: none"> <li>provides a statement about the importance of recognising the contribution Aboriginal and Torres Strait Islander military service personnel</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>describes aspects of Sources 7–9</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul>	0
		<b>Creating</b>	
		<ul style="list-style-type: none"> <li>organises sentences purposefully and fluently to convey ideas relating to the question</li> </ul>	3
		<ul style="list-style-type: none"> <li>uses sentences to convey ideas relating to the question</li> </ul>	2
		<ul style="list-style-type: none"> <li>conveys ideas relating to the question</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul>	0



Q	The response:	M
5	<b>Analysing</b>	
	<ul style="list-style-type: none"> <li>• provides a detailed explanation of the changes in the new National Agreement</li> <li>• uses evidence from Sources 10–12 to support the analysis</li> </ul>	5
	<ul style="list-style-type: none"> <li>• provides an explanation of the changes in the new National Agreement</li> <li>• uses evidence from Sources 10–12 to support the analysis</li> </ul>	4
	<ul style="list-style-type: none"> <li>• provides a partial explanation of the changes in the new National Agreement</li> <li>• uses evidence from Sources 10–12 to support the analysis</li> </ul>	3
	<ul style="list-style-type: none"> <li>• identifies a component of the National Agreement</li> <li>• describes evidence from Sources 10–12 or other relevant sources in the stimulus book</li> </ul>	2
	<ul style="list-style-type: none"> <li>• identifies a component of the National Agreement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• describes aspects of Sources 10–12 or other relevant sources in the stimulus book</li> </ul>	1
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0
	<b>Evaluating</b>	
	<ul style="list-style-type: none"> <li>• makes an insightful judgment about the extent to which the new National Agreement represents an act of reconciliation</li> <li>• includes a thorough explanation that supports the judgment</li> </ul>	6

Q	The response:	M
	<ul style="list-style-type: none"> <li>• makes a judgment about the extent to which the new National Agreement represent an act of reconciliation</li> <li>• includes a detailed explanation that supports the judgment</li> </ul>	5
	<ul style="list-style-type: none"> <li>• makes a judgment about the extent to which the new National Agreement represents an act of reconciliation</li> <li>• includes an appropriate explanation that supports the judgment</li> </ul>	4
	<ul style="list-style-type: none"> <li>• makes a judgment about the new National Agreement</li> <li>• refers to evidence from Sources 10–12 or other relevant sources to support the judgment</li> </ul>	3
	<ul style="list-style-type: none"> <li>• expresses an opinion about the new National Agreement</li> <li>• refers to evidence from a source in the stimulus book that supports the opinion</li> </ul>	2
	<ul style="list-style-type: none"> <li>• expresses an opinion about the new National Agreement</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• makes a relevant statement about Source 10, 11 or 12</li> </ul>	1
	<ul style="list-style-type: none"> <li>• does not satisfy any of the descriptors above.</li> </ul>	0
	<b>Creating</b>	
	<ul style="list-style-type: none"> <li>• organises sentences purposefully and fluently to convey ideas relating to the question</li> </ul>	3
	<ul style="list-style-type: none"> <li>• uses sentences to convey ideas relating to the question</li> </ul>	2

Q	Sample response	The response:	M
		<ul style="list-style-type: none"> <li>conveys ideas relating to the question</li> </ul>	1
		<ul style="list-style-type: none"> <li>does not satisfy any of the descriptors above</li> </ul>	0



© State of Queensland (QCAA) 2022

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. Third-party materials referenced above are excluded from this licence. | Attribution: © State of Queensland (QCAA) 2022