

Aboriginal & Torres Strait Islander Studies marking guide and response

External assessment 2023

Short response (50 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

Q	Sample response	The response:	M
1		Defining, using and demonstrating understanding	
		<ul style="list-style-type: none"> provides a detailed explanation of the purpose of National NAIDOC Week and its role in the reconciliation process uses relevant evidence from Sources 1 and 2 to support the response 	5
		<ul style="list-style-type: none"> provides an explanation outlining the purpose of National NAIDOC Week and its role in the reconciliation process uses relevant evidence from Sources 1 and 2 to support the response 	4
		<ul style="list-style-type: none"> makes a relevant statement about the purpose of National NAIDOC Week and its role in the reconciliation process uses relevant evidence from Sources 1 and 2 to support the response 	3
		<ul style="list-style-type: none"> makes a relevant statement about the purpose of National NAIDOC Week uses relevant evidence from Source 1 or 2 to support the response <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement about the role of National NAIDOC Week in the reconciliation process uses relevant evidence from Source 1 or 2 to support the response 	2
		<ul style="list-style-type: none"> makes a relevant statement about the purpose of National NAIDOC Week <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement about the role of National NAIDOC Week in the reconciliation process 	1
		<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
2	Analysing	
	<ul style="list-style-type: none"> provides a detailed explanation of the purpose of the HRA as outlined in Sources 3 and 4 analyses Sources 3 and 4 to explain the significance of the HRA for Aboriginal Peoples and Torres Strait Islander Peoples in Queensland uses relevant evidence from Sources 3 and 4 to support the analysis 	4
	<ul style="list-style-type: none"> provides a detailed explanation of the purpose of the HRA as outlined in Sources 3 and 4 partially analyses Sources 3 and 4 to explain the significance of the HRA for Aboriginal Peoples and Torres Strait Islander Peoples in Queensland uses relevant evidence from Sources 3 and 4 to support the analysis <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides an explanation of the purpose of the HRA as outlined in Sources 3 and 4 analyses Sources 3 and 4 to explain in detail the significance of the HRA for Aboriginal Peoples and Torres Strait Islander Peoples in Queensland uses relevant evidence from Sources 3 and 4 to support the analysis 	3
	<ul style="list-style-type: none"> provides an explanation of the purpose of the HRA as outlined in Sources 3 and 4 analyses Sources 3 and 4 to explain the significance of the HRA for Aboriginal Peoples and Torres Strait Islander Peoples in Queensland refers to Source 3 or 4 in the response 	2
	<ul style="list-style-type: none"> makes a statement about the HRA refers to Source 3 or 4 in the response <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a statement about the significance of the HRA for Aboriginal Peoples and Torres Strait Islander Peoples in Queensland refers to Source 3 or 4 in the response 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
2	Evaluating	
	<ul style="list-style-type: none"> • makes an insightful judgment that assesses the significance of the HRA in the reconciliation process • includes a detailed explanation that supports the judgment 	4
	<ul style="list-style-type: none"> • makes a judgment that assesses the significance of the HRA in the reconciliation process • includes an appropriate explanation that supports the judgment 	3
	<ul style="list-style-type: none"> • expresses an opinion about the HRA • includes statements that relate to the opinion expressed 	2
	<ul style="list-style-type: none"> • makes a statement about the HRA 	1
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0
	Creating	
	<ul style="list-style-type: none"> • organises sentences purposefully and fluently to convey ideas relating to the question 	3
	<ul style="list-style-type: none"> • uses sentences to convey ideas relating to the question 	2
	<ul style="list-style-type: none"> • conveys ideas relating to the question 	1
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Q	The response:	M
3	Analysing	
	<ul style="list-style-type: none"> identifies how attitudes towards the repatriation of cultural objects have changed over time provides a detailed analysis of Sources 5 and 6 to explain how attitudes towards the repatriation of cultural objects have changed over time uses relevant evidence from Sources 5 and 6 to support the analysis 	4
	<ul style="list-style-type: none"> identifies how attitudes towards the repatriation of cultural objects have changed over time provides an analysis of Sources 5 and 6 to explain how attitudes towards the repatriation of cultural objects have changed over time uses relevant evidence from Sources 5 and 6 to support the analysis 	3
	<ul style="list-style-type: none"> identifies how attitudes towards the repatriation of cultural objects have changed over time provides statements about the repatriation process as outlined in Source 5 and/or Source 6 	2
	<ul style="list-style-type: none"> identifies how attitudes towards the repatriation of cultural objects have changed over time <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> provides statements that describe the repatriation process as outlined in Source 5 and/or Source 6 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
3	Evaluating	
	<ul style="list-style-type: none"> • makes an insightful assessment of how the repatriation of cultural items may be viewed as an act of reconciliation • includes a detailed explanation that supports the judgment 	5
	<ul style="list-style-type: none"> • makes an assessment of how the repatriation of cultural items may be viewed as an act of reconciliation • includes a detailed explanation that supports the judgment 	4
	<ul style="list-style-type: none"> • makes an assessment of how the repatriation of cultural items may be viewed as an act of reconciliation • includes an appropriate explanation that supports the judgment 	3
	<ul style="list-style-type: none"> • makes a relevant statement about repatriation of cultural items • makes a relevant statement about the reconciliation process 	2
	<ul style="list-style-type: none"> • makes a relevant statement about repatriation of cultural items <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • makes a relevant statement about the reconciliation process 	1
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0
	Creating	
	<ul style="list-style-type: none"> • organises sentences purposefully and fluently to convey ideas relating to the question 	3
	<ul style="list-style-type: none"> • uses sentences to convey ideas relating to the question 	2
	<ul style="list-style-type: none"> • conveys ideas relating to the question 	1
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Q	The response:	M
4	Defining, using and demonstrating understanding	
	<ul style="list-style-type: none"> provides a detailed explanation of how TSVR uses an appropriate representation of Torres Strait Islander cultures 	3
	<ul style="list-style-type: none"> provides an explanation of how TSVR uses an appropriate representation of Torres Strait Islander cultures 	2
	<ul style="list-style-type: none"> makes a relevant statement about TSVR 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	Analysing	
	<ul style="list-style-type: none"> provides a detailed analysis of how TSVR can be used to build understandings of the histories and cultures of Torres Strait Islander Peoples uses relevant evidence from sources to support the analysis 	4
	<ul style="list-style-type: none"> provides an analysis of how TSVR can be used to build understandings of the histories and cultures of Torres Strait Islander Peoples uses relevant evidence from sources to support the analysis 	3
	<ul style="list-style-type: none"> makes statements about the potential usefulness of TSVR uses relevant evidence from a source 	2
	<ul style="list-style-type: none"> makes a relevant statement about TSVR <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement from a source 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
4	Creating	
	<ul style="list-style-type: none"> organises sentences purposefully and fluently to convey ideas relating to the question 	3
	<ul style="list-style-type: none"> uses sentences to convey ideas relating to the question 	2
	<ul style="list-style-type: none"> conveys ideas relating to the question 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
5	Defining, using and demonstrating understanding	
	<ul style="list-style-type: none"> provides a detailed explanation of the significance of Uluru–Kata Tjuta to the Anangu 	4
	<ul style="list-style-type: none"> provides an explanation of the significance of Uluru–Kata Tjuta to the Anangu 	3
	<ul style="list-style-type: none"> makes a statement about the significance of Uluru–Kata Tjuta 	2
	<ul style="list-style-type: none"> makes a statement about the significance of Country/Place to Aboriginal Peoples and Torres Strait Islander Peoples 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0
	Analysing	
	<ul style="list-style-type: none"> identifies a worldview of the Anangu that is reflected in Sources 10 and 11 provides a detailed analysis of Sources 10 and 11 to explain how they recognise worldviews of the Anangu uses evidence from Sources 10 and 11 to support the response 	4
	<ul style="list-style-type: none"> identifies a worldview of the Anangu that is reflected in Sources 10 and 11 provides an analysis of Sources 10 and 11 to explain how they recognise worldviews of the Anangu uses evidence from Sources 10 and 11 to support the response 	3
	<ul style="list-style-type: none"> identifies a worldview of the Anangu that is reflected in Source 10 and/or Source 11 makes a statement about the connection between the Anangu and Country/Place 	2
	<ul style="list-style-type: none"> makes a statement about the connection between the Anangu and Country/Place <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> makes a relevant statement about Source 10 or 11 	1
	<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Q	The response:	M
5	Evaluating	
	<ul style="list-style-type: none"> • makes an insightful judgment about the extent to which acknowledgment of Aboriginal and Torres Strait Islander worldviews contributes to the reconciliation process • includes a detailed explanation that supports the judgment 	4
	<ul style="list-style-type: none"> • makes a judgment about the extent to which acknowledgment of Aboriginal and Torres Strait Islander worldviews contributes to the reconciliation process • includes an appropriate explanation that supports the judgment 	3
	<ul style="list-style-type: none"> • makes a relevant statement about the importance of recognising the worldviews of the Anangu • makes a relevant statement about the reconciliation process 	2
	<ul style="list-style-type: none"> • makes a relevant statement about the importance of recognising the worldviews of the Anangu <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • makes a relevant statement about the reconciliation process 	1
	<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

References

Source 5

Adams, GK 2019, 'Manchester Museum to return 43 sacred objects to Aboriginal communities', *Museums Association Journal*, 10 October, www.museumsassociation.org/museums-journal/news/2019/10/10102019-manchester-museum-repatriation.

Source 11

UNESCO World Heritage Convention 2021, Uluru-Kata Tjuta National Park: Outstanding Universal Value, <https://whc.unesco.org/en/list/447>.



© State of Queensland (QCAA) 2023

Licence: <https://creativecommons.org/licenses/by/4.0> | Copyright notice: 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) 2023