Aboriginal & Torres Strait Islander Studies 2019 v1.1

General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

171064

Contents

1 Course overview 1

1.1 Introduction 1

1.1.1 Rationale 1

1.1.2 Learning area structure 2

1.1.3 Course structure 3

1.2 Teaching and learning 4

1.2.1 Syllabus objectives 4

1.2.2 Underpinning factors 5

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives 8

1.2.4 Pedagogical and conceptual frameworks 8

1.2.5 Subject matter 11

1.3 Assessment — general information 11

1.3.1 Formative assessments — Units 1 and 2 11

1.3.2 Summative assessments — Units 3 and 4 12

1.4 Reporting standards 13

2 Unit 1: Culture, identity and connections 15

2.1 Unit description 15

2.2 Unit objectives 15

2.3 Culture, identity and connections 16

2.4 Assessment guidance 17

3 Unit 2: Continuity, change and influences 18

3.1 Unit description 18

3.2 Unit objectives 18

3.3 Topic 1: Resistance 19

3.4 Topic 2: Social and political change 20

3.5 Assessment guidance 20

4 Unit 3: Responses and contributions 21

4.1 Unit description 21

4.2 Unit objectives 21

4.3 Topic 1: Rights and freedoms 22

4.4 Topic 2: Land rights 23

4.5 Assessment 24

4.5.1 Summative internal assessment 1 (IA1): Examination — extended response (25%) 24

4.5.2 Summative internal assessment 2 (IA2): Investigation — inquiry response (25%) 30

5 Unit 4: Moving forward 35
5.1 Unit description 35
5.2 Unit objectives 35
5.3 Topic 1: Resilience 36
5.4 Topic 2: Reconciliation and recognition 37
5.5 Assessment 38
5.5.1 Summative internal assessment 3 (IA3): Investigation — inquiry response (25%) 38
5.5.2 Summative external assessment (EA): Examination — short response (25%) 43
6 Glossary 45
7 References 63
8 Version history 64

1 Course overview

1.1 Introduction

1.1.1 Rationale

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. As these are the oldest living cultures in the world, this study is relevant for all students and is fundamental to an understanding of a shared Australian identity. It also makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures through an approach that informs an understanding of the past, present and future.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is important for student learning and engagement in the subject. This reflects the worldview that people, animals, plants and places are intimately related to each other physically and spiritually, and that people have custodial responsibilities that relate to maintaining the natural order of the universe. Therefore, each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

An inquiry approach to learning is also important throughout this course of study. A logical and reasoned approach to exploring worldviews of Aboriginal peoples and Torres Strait Islander peoples should be developed, with ideas supported through the considered use of sources and information. This contributes to the development of a range of transferable thinking and processing skills that will assist students to live and work successfully in the 21st century.

Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. Students also learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, all students should develop an empathy and respect for the ways people think, feel and act, as well as an informed awareness of the diversity that exists locally and globally.

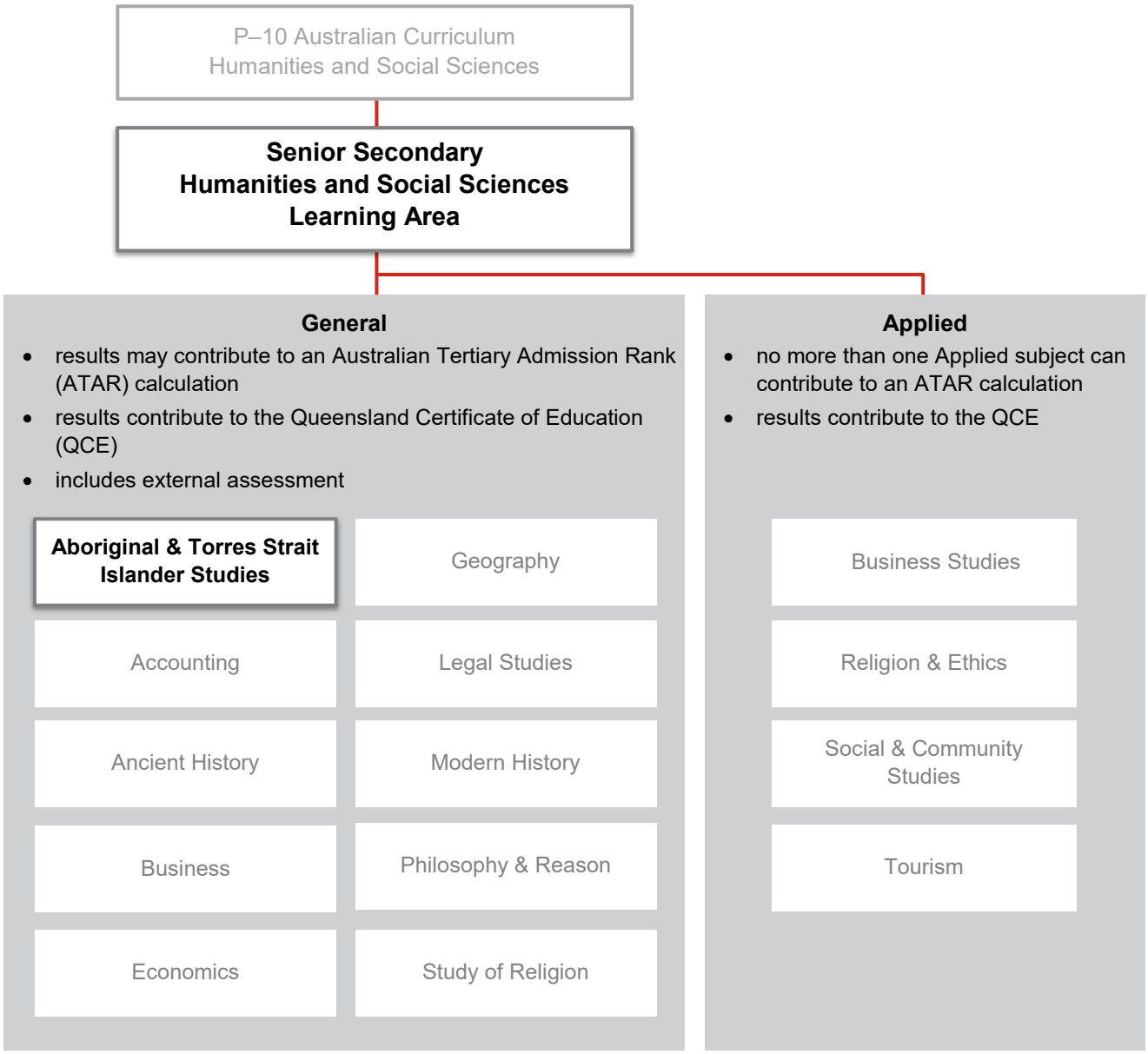
Pathways

Aboriginal & Torres Strait Islander Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.3 Course structure

Aboriginal & Torres Strait Islander Studies is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

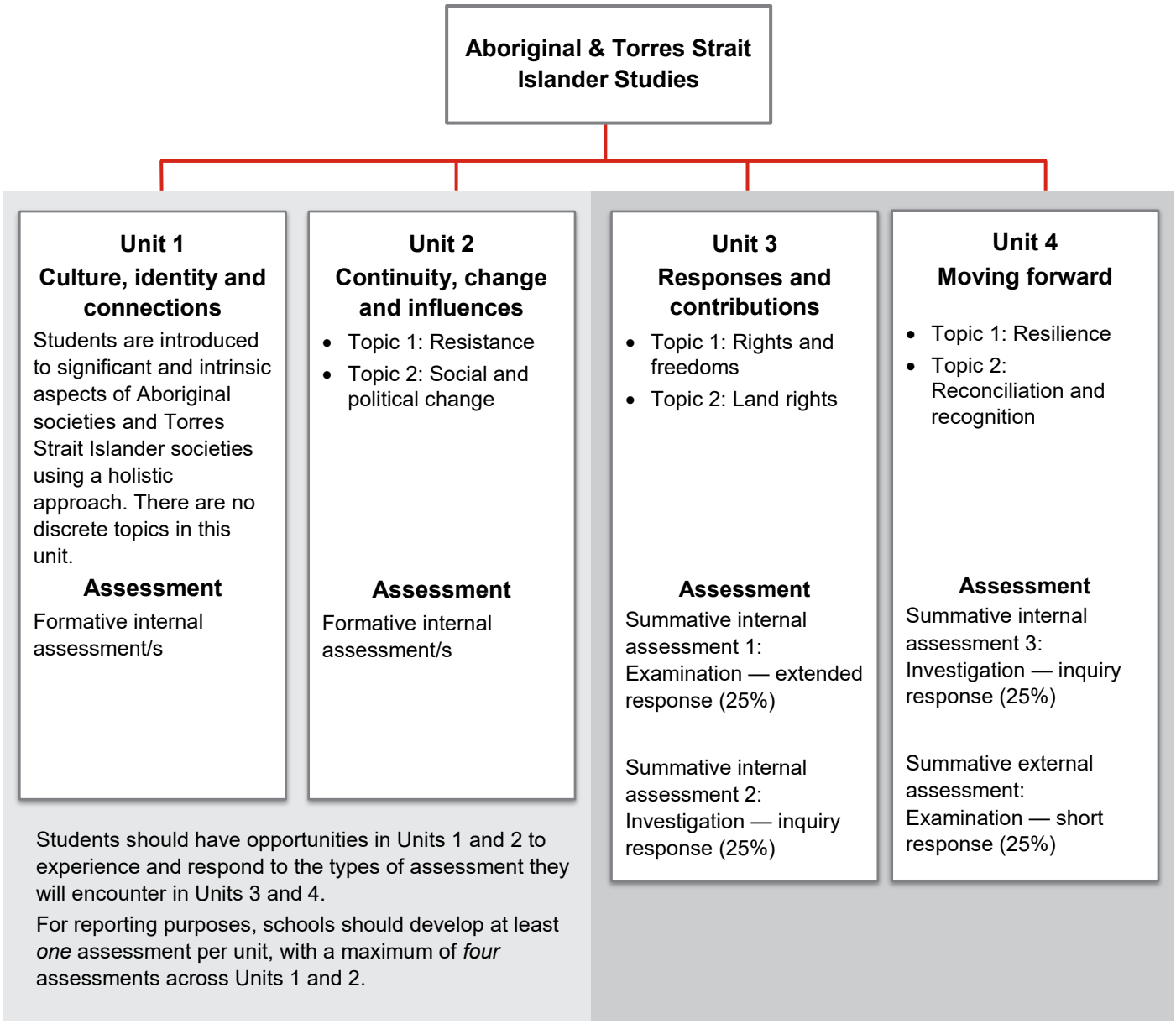
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. define and use terminology	●	●	●	●
2. demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies	●	●	●	●
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples	●	●	●	●
4. consider and organise information from sources	●	●	●	●
5. evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples	●	●	●	●
6. create responses that communicate meaning to suit purpose.	●	●	●	●

1. define and use terminology

When students define and use terminology, they give the meaning of a word, phrase or concept within a particular context.

2. demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies

When students demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies, they identify and explain characteristics of and influences on these societies.

3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples

When students analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples, they identify, examine and consider viewpoints about histories, societies and cultures, and provide reasons for such viewpoints.

4. **consider and organise information from sources**

   When students consider and organise information from sources, they interpret information and decide on its use within a particular context.

5. **evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples**

   When students evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples, they assess the influence of exchanges within and between cultures by examining their effects, as well as responses by individuals, groups and society.

6. **create responses that communicate meaning to suit purpose**

   When students create responses that communicate meaning to suit purpose, they convey ideas related to Aboriginal peoples and Torres Strait Islander peoples. They use genre and language conventions, and recognised conventions of referencing.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Aboriginal & Torres Strait Islander Studies content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Aboriginal & Torres Strait Islander Studies

Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Aboriginal & Torres Strait Islander Studies is essential for student achievement.

This includes:

- defining subject-specific terminology for students to make meaning of language and texts used in Aboriginal & Torres Strait Islander Studies
- incorporating ideas and information in classroom, real-world or lifelike contexts to progress student learning in the subject
- analysing ways language is used to convey information and ideas and in the context of Aboriginal & Torres Strait Islander Studies

- using text forms and language to communicate understandings of the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for Aboriginal & Torres Strait Islander Studies.

Numeracy in Aboriginal & Torres Strait Islander Studies

Explicit teaching of numeracy skills mainly occurs in Mathematics. However, being numerate involves using mathematical skills across the curriculum.

Ongoing systematic teaching and learning that is focused on numeracy knowledge and skills in Aboriginal & Torres Strait Islander Studies includes:

- interpreting statistical data, graphs and tables as sources of information
- providing learning experiences that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching and learning processes, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Aboriginal & Torres Strait Islander Studies.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Aboriginal & Torres Strait Islander Studies helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Aboriginal & Torres Strait Islander Studies.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter throughout this syllabus.

1.2.4 Pedagogical and conceptual frameworks

A holistic approach

My land, my tracks is the conceptual framework used in the organisation of subject matter that is necessary for student learning and engagement with Aboriginal & Torres Strait Islander Studies. This is evident in each unit. The framework was developed by Dr Ernie Grant (a Dijrabal/Djirrabal Elder), in partnership with the Innisfail and District Education Centre.

My land, my tracks is a holistic approach that highlights that the worldviews of Aboriginal peoples and Torres Strait Islander peoples are not fragmented. This reflects the worldview that people, animals, plants and places are intimately related to each other physically and spiritually, and that people have custodial responsibilities that relate to maintaining the natural order of the universe. Therefore, each aspect of culture, society and history is connected with all other aspects. This enables all students to consider how connectedness is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

An approach to inquiry

Learning in the 21st century is dynamic and is enhanced by an inquiry approach that applies discipline knowledge and skills to real-world situations and contemporary events (Masters 2016). An inquiry approach involves a range of instructional practices that stimulate student learning and give precedence to students' investigative work (Aditomo et al. 2013).

Inquiry-based learning

An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning where students have the central role

- the teacher acting as a facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

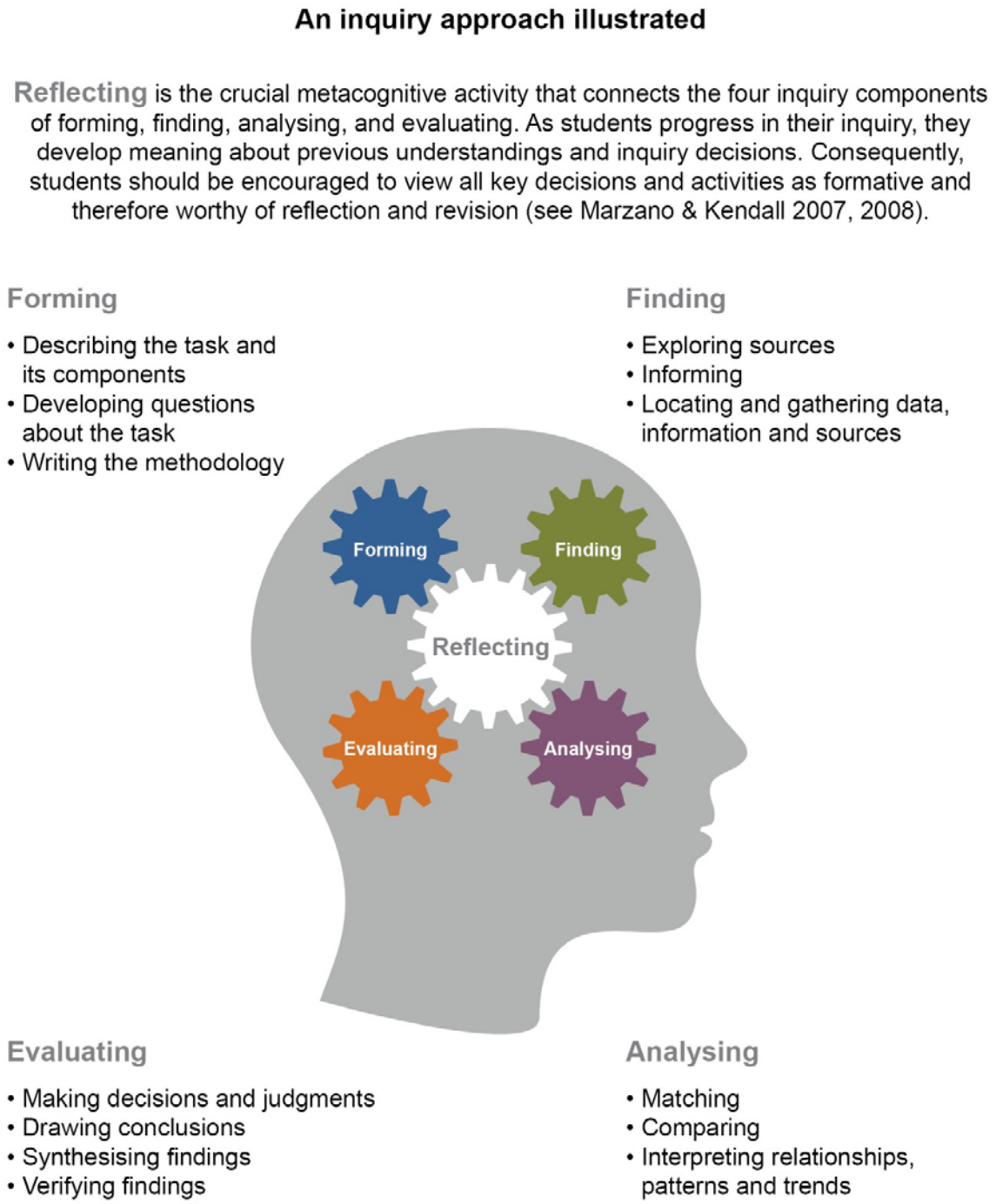
These core elements are stated by Spronken-Smith and Walker (2010, p. 726) and supported by references to Justice et al. (2007), Kahn and O'Rourke (2004), and Weaver (1989).

The following table describes three different approaches to teaching inquiry along the continua between teaching *for* and *through*. This is based on Spronken-Smith and Walker (2010, p. 726), who built on the problem-solving approach of Staver and Bay (1987).

Inquiry type	Description	Teaching for or through inquiry
Structured	Teacher provides students with an issue, problem or question and an outline for addressing it. The inquiry components are structured and each component may be the focus of class activities, either in isolation or through connections structured by the teacher.	For
Guided	Teacher provides questions to stimulate inquiry, and students are self-directed in terms of exploring these questions. Teacher provides guidance with some or all inquiry components.	Through
Open	Teacher cedes control and students work more independently to formulate their own questions and problems, and progress through the full inquiry cycle, with the teacher monitoring this progress.	Through

Classroom learning may involve activities and experiences that focus on particular components of the inquiry process so that these are explicitly taught — it is not necessary that students undertake all components of an inquiry approach in order to develop mastery, confidence and independence. Consequently, the role of structured scaffolding is temporal, and this reflects the developmental complexity of the course of study in Queensland senior syllabuses. Figure 3 depicts the four components of an inquiry approach.

Figure 3: Stages of an inquiry approach



1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with Aboriginal & Torres Strait Islander Studies. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

When interpreting the subject matter and assessment specifications, it is important to understand the intent of terms such as 'including' and 'for example'.

When preceding a list, 'including' refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion. In instances when 'for example' is used, teachers may select examples from the provided content or choose other relevant examples that are not stated. There is no expectation that all examples must be covered.

1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Aboriginal & Torres Strait Islander Studies will contribute 25% towards a student's result.

Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria or in a single criterion of an assessment.

Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

Summative external assessment

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in Aboriginal & Torres Strait Islander Studies. It is not privileged over the school-based assessment.

1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

Reporting standards

A
The student demonstrates an understanding of Aboriginal societies and Torres Strait Islander societies through comprehensive, and detailed explanations of the characteristics of, and influences on, these societies. Relevant terminology is used accurately, with the meaning of words, phrases and concepts correct in key aspects. The student demonstrates a well-reasoned analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples. This is evident through identifying, examining and considering viewpoints about histories, societies and cultures thoroughly and accurately. The student considers, interprets and organises information effectively, with a variety of relevant primary and secondary sources being used to investigate and respond to a hypothesis. The student evaluates the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples by insightfully assessing the influence of exchanges within and between cultures, and examining responses by individuals, groups and society within a historical, social and cultural context. This is justified through using discerning, logical and thorough reasoning. The communication of ideas is succinct and logical, with adherence to genre, language and recognised referencing conventions.
B
The student demonstrates an understanding of Aboriginal societies and Torres Strait Islander societies through substantial and mainly accurate explanations of the characteristics of, and influences on, these societies. Relevant terminology is used, with the meaning of words, phrases and concepts correct in most key aspects. The student demonstrates a considered analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples. This is evident through identifying, examining and considering viewpoints about histories, societies and cultures accurately. The student considers, interprets and organises information, with relevant primary and secondary sources being used to investigate and respond to a hypothesis. The student evaluates the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples by assessing the influence of exchanges within and between cultures, and examining responses by individuals, groups and society systematically within a historical, social and cultural context. This is supported through using considered and logical reasoning. The communication of ideas is clear, with effective use of genre, language and recognised referencing conventions.
C
The student demonstrates an understanding of Aboriginal societies and Torres Strait Islander societies through explanations of the characteristics of, and influences on, these societies. Appropriate terminology, words, phrases and concepts are used. The student analyses worldviews of Aboriginal peoples and Torres Strait Islander peoples through identifying, examining and considering viewpoints about histories, societies and cultures. Information from primary and secondary sources is used to investigate and respond to a hypothesis. The student evaluates the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples by assessing the influence of exchanges within and between cultures, and examining responses by individuals, groups and society within a historical, social and cultural context. This is supported using basic and appropriate reasoning. The communication of ideas is appropriate, with adequate use of genre, language and recognised referencing conventions.

D
The student identifies characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies, but significant omissions or inaccuracies are evident when explaining terminology, phrases or concepts. The student makes statements about worldviews of Aboriginal peoples and Torres Strait Islander peoples that are based on a simplistic understanding of histories, societies and cultures. Primary and/or secondary sources are used to investigate and respond to a hypothesis. The student evaluates the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples within a historical, social and/or cultural context, but this is superficial and the statements made have inaccuracies or omissions. The communication of ideas is characterised by significant errors in the use of genre, language and/or recognised referencing conventions.
E
The student identifies characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies, but there is a lack of detail and/or relevance when stating the meaning of terminology, phrases and concepts. Significant omissions and inaccuracies are evident. The student makes statements about worldviews of Aboriginal peoples and Torres Strait Islander peoples that are based on a simplistic and/or erroneous understanding of histories, societies and cultures. Information is provided from primary or secondary sources when investigating or responding to a hypothesis. The student makes statements on cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples within a historical, social or cultural context. However, these are lacking in detail and have significant inaccuracies, omissions and/or irrelevant information. The communication of ideas is impeded by frequent and/or significant errors in the use of genre, language and/or recognised referencing conventions.

2 Unit 1: Culture, identity and connections

2.1 Unit description

In Unit 1, students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. This reflects the worldview that people, animals, plants and places are intimately related to each other physically and spiritually, and that people have custodial responsibilities that relate to maintaining the natural order of the universe. Therefore, each aspect of culture, society and history is connected with all other aspects. This connectedness is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. define and use terminology relating to culture, identity and connections within Aboriginal societies and Torres Strait Islander societies
2. demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies using a holistic approach to identify and explain characteristics of, and influences on, these societies
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples that relate to viewpoints on culture, identity and connections within and across societies, and provide reasons for such viewpoints
4. consider and organise information from sources related to culture, identity and connections within and across Aboriginal societies and Torres Strait Islander societies
5. evaluate the significance of cultural interactions through assessing the influence of exchanges within or across Aboriginal peoples and Torres Strait Islander peoples
6. create responses that communicate ideas using understandings of culture, identity and connections related to Aboriginal societies and Torres Strait Islander societies.

2.3 Culture, identity and connections

Subject matter

In this unit, student will:

- define and use terminology, including
  - Country/Place
  - culture
  - identity
  - land
  - language
  - relationships
  - spiritualities
  - time
- explain ways that individuals and groups identify, including
  - collective terms, for example
    - Aboriginal peoples: clan, kin, regional names (e.g. Koorie, Murri), language names (e.g. Badulgal, Gungarri, Kooma)
    - Torres Strait Islander peoples: clan, regional names (e.g. Eastern Islanders, Western Islanders), language names (e.g. Masigeg, Ugaram, Ugarem Le)
  - kinship
  - land
  - language
  - totems
- understand cultural protocols with respect to Aboriginal peoples and Torres Strait Islander peoples, including
  - communication practices, e.g. Welcome to Country
  - community relationships
  - cultural knowledge, e.g. inside knowledge, outside knowledge
  - sacred and significant sites
- identify and analyse worldviews related to Aboriginal peoples and Torres Strait Islander peoples, including
  - culture is dynamic and contextualised with respect to particular times, places and relationships
  - identity is the interconnection between land, language, culture, time, place and relationships
  - land, incorporating sea, sky, air and waterways, is fundamental to spirituality, e.g. The Rainbow Serpent, Malo's Law/Lore, Stars of Tagai
  - language is diverse and expressed in different ways, e.g. through art, ceremony, dance, oral traditions, song, symbols
  - time is conceptualised in diverse ways (rather than chronologically), e.g. The Dreaming/Dreamings by Aboriginal peoples, Augadth Time/Zogo Time by Torres Strait Islander peoples
  - place is significant and defined, e.g. Country/Place
  - relationships incorporate many dimensions, such as spiritual, environmental and cultural, as well as between people, e.g. trade
- consider and organise information from sources on culture, identity and connections related to Aboriginal societies and Torres Strait Islander societies
- evaluate the significance of connections between culture, identity, land, language, time and place for Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate ideas on culture, identity and connections within Aboriginal societies and Torres Strait Islander societies.

2.4 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives. If more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 1, suggested assessment instruments include an examination (short response or extended response) and an investigation (inquiry response).

3 Unit 2: Continuity, change and influences

3.1 Unit description

In Unit 2, students build upon their understanding of connectedness being fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples. Each aspect of culture, society and history is connected with all other aspects. This is investigated through examining the continuity of the worldview of Aboriginal peoples and Torres Strait Islander peoples, and changes emanating from first contact with Europeans through to the early 20th century.

Unit requirements

The learning for this unit comprises two topics, which are of equal importance in providing students with the knowledge and skills associated with the unit.

The Unit 2 topics are:

- Topic 1: Resistance
- Topic 2: Social and political change.

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. define and use terminology relating to maintaining identity and connections within Aboriginal societies and Torres Strait Islander societies in the context of change
2. demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies by explaining the importance of connectedness and identifying first contact influences on maintaining culture and identity
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and the influence of first contact viewpoints within a historical and cultural context
4. consider and organise information from sources related to the culture and identity of Aboriginal societies and Torres Strait Islander societies within a context of change
5. evaluate the significance of cultural interaction by examining the impact of first contact on Aboriginal peoples and Torres Strait Islander peoples, as well as responses by individuals, groups and society
6. create responses that communicate ideas using understandings of Aboriginal societies and Torres Strait Islander societies and changes emanating from first contact.

3.3 Topic 1: Resistance

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Unit 1
- define and use terminology, including
  - colonialism (imperialism)
  - cultural interaction
  - dispossession
  - frontier wars
  - *terra nullius*
- explain and recognise the interconnection between land, language, culture, time, place and relationships and its importance to Aboriginal societies and Torres Strait Islander societies
- identify and explain influences on Aboriginal societies and Torres Strait islander societies that stem from first contact with Europeans, such as views on land ownership and spirituality
- identify and consider possible influences on first contact viewpoints, such as
  - ethnocentrism
  - materialism
  - monotheism
  - Social Darwinism
  - the concept of *terra nullius*
- analyse, consider and provide reasons for worldviews of Aboriginal peoples and Torres Strait Islander peoples, as well as first contact viewpoints
- analyse the reaction of Aboriginal peoples and Torres Strait Islander peoples to first contact through examining the roles of at least two resistance leaders, such as
  - Bennelong (Wangal Clan member)
  - Dundalli (most likely from Dalambara Clan)
  - Kebisu (Tudu Elder, Torres Strait Islander nationalist)
  - Musquito (Gai-Mariagal man)
  - Pemulwuy (Bidjigal Clan member)
  - Tarenorerer (woman of the Tommeginne people)
- consider, organise and use information from sources related to
  - connectedness as fundamental to maintaining the identity and wellbeing of Aboriginal societies and Torres Strait Islander societies
  - first contact viewpoints and the influences on Aboriginal peoples and Torres Strait Islander peoples
  - responses by Aboriginal peoples and Torres Strait Islander peoples shaped by resistance to first contact viewpoints, influences and consequences
  - understanding occupation (settlement), invasion and intrusion within the context of responses by Aboriginal societies and Torres Strait Islander societies to first contact
- evaluate the influence of first contact viewpoints by examining their effects on Aboriginal peoples and Torres Strait Islander peoples, as well as responses by individuals or groups
- create responses that communicate ideas on
  - connectedness as fundamental to the continuity of the culture and identity of Aboriginal peoples and Torres Strait Islander peoples
  - worldviews of Aboriginal peoples and Torres Strait Islander peoples and first contact viewpoints
  - responses by Aboriginal peoples and Torres Strait Islander peoples emanating from first contact and cultural interaction.

3.4 Topic 2: Social and political change

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Unit 1
- define and use terminology within the context of political and social change, including
  - assimilation
  - integration
  - mission
  - protection
  - reserve
  - segregation
- identify and explain influences on Aboriginal societies and Torres Strait Islander societies related to social and political change, including
  - the establishment of missions, e.g. Deebing Creek, Doomadgee, Hopevale (initially known as Cape Bedford), Lockhart River, Yarrabah
  - the establishment of reserves, e.g. Cherbourg (initially known as Barambah), Palm Island (also referred to as Bwgcolman), Woorabinda
  - segregation, assimilation and protection in terms of government policies
  - government legislation such as the *Aboriginals Protection and Restriction of the Sale of Opium Act 1897 (Qld)*
- analyse and consider worldviews of Aboriginal peoples and Torres Strait Islander peoples within a context of social and political change
- analyse and examine the effects of social and political change on the identity and culture of Aboriginal peoples and Torres Strait Islander peoples with respect to
  - Country/Place
  - language
  - family and kinship
  - spiritual and environmental relationships
- consider, organise and use information from sources related to the culture and identity of Aboriginal peoples and Torres Strait Islander peoples within a context of social and political change
- evaluate the significance of cultural interaction through examining the effects of social and political change for Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate ideas on the influence and effects of social and political change on Aboriginal societies and Torres Strait Islander societies.

3.5 Assessment guidance

In constructing assessment instruments for Unit 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives. If more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 2, suggested assessment instruments include an examination (extended response or short response) and an investigation (inquiry response).

4 Unit 3: Responses and contributions

4.1 Unit description

In Unit 3, students continue to build on their understanding of connectedness as being fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples. They engage with this understanding through investigating a variety of historical, social and political influences on culture and identity, especially within the 20th century. Students examine the implications of these influences for the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, as well as the contributions made by individuals, groups and society in response.

Unit requirements

The learning for the unit comprises two topics, which are of equal importance in providing students with the knowledge and skills associated with the unit.

The Unit 3 topics are:

- Topic 1: Rights and freedoms
- Topic 2: Land rights.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2
1. define and use terminology relating to responses and contributions associated with the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples	•	•
2. demonstrate an understanding of maintaining culture and identity within Aboriginal societies and Torres Strait Islander societies through explaining responses and contributions related to their rights and freedoms	•	•
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples within a historical and cultural context, and examine ways in which the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have progressed	•	•
4. consider and organise information on responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples		•
5. evaluate the significance of cultural interactions by assessing effects on the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, as well as responses by individuals, groups and society	•	•
6. create responses that communicate ideas related to responses and contributions by individuals, groups and society to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.	•	•

4.3 Topic 1: Rights and freedoms

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1 and 2
- define and use terminology, including
  - citizenship
  - civil rights
  - integration
  - legislation
  - political activist
  - political movement
  - referendum
  - sovereignty
- explain, within a context of rights and freedoms, the influence of policies on Aboriginal societies and Torres Strait Islander societies, including segregation, protection and assimilation
- identify and explain influences on land, language, culture, place and relationships for Aboriginal societies and Torres Strait Islander societies associated with significant legislation, including
  - *Aboriginals Protection and Restriction of the Sale of Opium Act 1897 (Qld)* (repealed 1939)
  - *Aboriginals Preservation and Protection Act 1939* (repealed 1966)
  - *Torres Strait Islander Act 1939* (repealed 1966)
- identify, consider and provide reasons for responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, including
  - worldviews of Aboriginal peoples and Torres Strait Islander peoples, as well as other viewpoints
  - 1936 The Maritime Strike led by Marou Mimi (Meriam man, Torres Strait Islander nationalist)
  - 1938 'Day of Mourning' contributed to by William Cooper (of Yorta Yorta descent)
  - 1963 Yirrkala bark petitions
  - 1965 Freedom Ride through rural New South Wales led by Charles Perkins (an Arrernte man)
  - political activists, such as Oodgeroo (of the Noonuccal people) and David Unaipon (of the Ngarrindjeri people)
- analyse and examine responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context, including
  - *Commonwealth Electoral Act 1918* (amended in 1949, 1962, 1984)
  - Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) (1958)
  - *Elections Act Amendment Act 1965 (Qld)* (amended in 1971)
  - initiation and implementation of a referendum by the Holt government to approve Commonwealth Constitutional change (27 May 1967)
  - media coverage of events in Australia, e.g. 1965 Freedom Ride, 1967 referendum, as well as international responses related to rights and freedoms, e.g. Civil Rights Movement in the United States, the reaction to apartheid in South Africa, non-violent resistance in India
  - establishment of the Tent Embassy in Canberra (1972)
- consider, organise and use information from sources related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context
- evaluate the impact of cultural interaction by examining the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context
- assess the effects of responses by individuals and groups to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate ideas on responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

4.4 Topic 2: Land rights

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1 and 2
- define and use terminology within the context of land rights related to Aboriginal peoples and Torres Strait Islander peoples, including
  - Crown land
  - Custodians of the land
  - dispossession
  - extinguishment of native title
  - freehold
  - native title
  - pastoral lease
  - sea rights
  - self-determination
  - stakeholders
  - sustainability
  - the doctrine of *terra nullius*
  - Traditional Owners of land
- explain the importance of land to Aboriginal societies and Torres Strait Islander societies through its interconnection with language, culture, time, place and relationships
- identify and explain influences on traditional custodianship and ownership of land, such as mining, pastoral use and establishment of National Parks
- analyse, consider and provide reasons for worldviews of Aboriginal peoples and Torres Strait Islander peoples related to land (which incorporates sea, air and waterways)
- identify, consider and provide reasons for alternative viewpoints on ownership of land, including
  - the concept of *terra nullius*
  - use, management and control in accordance with relevant government legislation
  - Crown land regulations
- analyse and examine influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples, including the
  - contribution of Vincent Lingiari (a member of the Gurindji people) to the coordination of the Wave Hill station walk-off (1966) and to the *Aboriginal Land Rights (Northern Territory) Act 1976*
  - handing back ceremony of Wave Hill station to the Gurindji people in the presence of Vincent Lingiari and Prime Minister Gough Whitlam (1975)
  - adoption of a policy of self-determination by the federal government (1972)
  - legal claim by Eddie Koiki Mabo and the Meriam people for ownership of their traditional lands on the island of Mer in the Torres Strait (initiated 1982)
  - High Court decision in Mabo v Queensland (No 2) that recognised native title in Australia (1992) and reconsidered the relevance of the doctrine of *terra nullius*
  - High Court decision in Wik Peoples v The State of Queensland (1996) related to statutory pastoral leases and extinguishment of native title rights
- consider, organise and use information from sources related to land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context
- evaluate the impact of cultural interaction by examining land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context
- assess the effects of responses by individuals and groups to land rights for Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate ideas on responses and contributions related to land rights for Aboriginal peoples and Torres Strait Islander peoples.

4.5 Assessment

4.5.1 Summative internal assessment 1 (IA1): Examination — extended response (25%)

Description

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 objectives

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

1. define and use terminology within the context of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity through explaining responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and ways that rights and freedoms have been addressed within a historical and social context
5. evaluate the significance of the responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context
6. create an analytical essay that communicates ideas related to responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context.

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

Specifications

The focus of the examination will be on Unit 3 Topic 1: Rights and freedoms.

Students will be required to analyse responses and contributions that addressed the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples during the 20th century. The significance of these responses and contributions is evaluated within a historical and social context.

Students will also be required to use unseen stimulus material provided with the examination paper.

The student response will be written in the form of an analytical essay.

Stimulus material specifications

Stimulus material:

- must include information related to Unit 3 Topic 1: Rights and freedoms
- must come from information or texts that students have not previously been exposed to or used directly in class
- must be succinct enough to allow students sufficient time to engage with them

- should be presented in both text-based formats (e.g. excerpts from reference books, journals, media articles, speeches, oral statements, interview transcripts) and visual forms (e.g. cartoons, diagrams, graphical representations, illustrations, tables).

Extended response

- Constructed using one item; the item is a response to an unseen question or hypothesis
- Requires sustained analysis, synthesis and evaluation to fully answer a question or hypothesis

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: written, 800–1000 words
- Unseen stimulus material
- No notes allowed

Summary of the instrument-specific marking guide

The following table summarises the mark allocation for the objectives assessed in the examination — extended response.

Criterion	Objectives	Marks
Defining, using and demonstrating understanding	1, 2	6
Analysing	3	8
Evaluating	5	8
Creating	6	3
Total		**25**

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

Instrument-specific marking guide

Criterion: Defining, using and demonstrating understanding

Assessment objectives

1. define and use terminology within the context of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity through explaining responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples

The student work has the following characteristics:	Marks
• thorough and accurate use of terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects • comprehensive and appropriate identification of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples • detailed explanations of relevant responses and contributions, with inaccuracies or omissions not being significant to the response.	5–6
• use of appropriate terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions • some identification of responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples • explanations of responses and contributions are evident, but with some errors or omissions.	3–4
• use of terminology related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of words, phrases and/or concepts is characterised by inaccuracies and/or omissions throughout the response • one or more statements on responses and contributions related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples • significant errors and/or omissions within statements are evident throughout the response.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples and ways that rights and freedoms have been addressed within a historical and social context

The student work has the following characteristics:	Marks
• well-reasoned analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms • thorough and detailed examination of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context • effective use of stimulus material in the response.	7–8
• considered analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms • substantial examination of ways that rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples have been addressed within a historical and social context • competent use of stimulus material in the response.	5–6
• partial analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed responses and contributions to rights and freedoms • some consideration of ways that rights and freedoms of Aboriginal peoples and Torres Islander peoples have been addressed within a historical and social context • use of stimulus material, but may not be relevant to the response.	3–4
• one or more statements on worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and/or informed responses and contributions to rights and freedoms • simplistic and/or erroneous understanding of the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context • stimulus material not used or its use is irrelevant to the response.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate the significance of the responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context

The student work has the following characteristics:	Marks
• insightful and well-justified evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context • justification supported by assessing and examining influences on rights and freedoms using discerning and thorough reasoning • reasoning is consistently accurate within the evaluation in relationship to the question or hypothesis.	7–8
• justified evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context • justification supported by assessing and examining influences on rights and freedoms using considered reasoning • reasoning is generally accurate within the evaluation in relationship to the question or hypothesis.	5–6
• evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context is evident • evaluation supported by assessing and examining influences on rights and freedoms using basic and appropriate reasoning • inaccuracies within the reasoning affect the evaluation in relationship to the question or hypothesis.	3–4
• superficial evaluation of the extent to which responses and contributions have influenced the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and/or social context • simplistic and/or erroneous understanding of influences on rights and freedoms • significant inaccuracies and/or irrelevant statements throughout the response affect the evaluation.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Creating

Assessment objective

6. create an analytical essay that communicates ideas related to responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context

The student work has the following characteristics:	Marks
• succinct, with ideas related to the question or hypothesis conveyed logically • features of the analytical essay genre are consistently demonstrated • minimal errors in spelling, grammar and punctuation.	3
• conveys ideas that are related to the question or hypothesis • features of the analytical essay genre are generally demonstrated • some errors in spelling, grammar and punctuation evident.	2
• conveys ideas that may not be related to the question or hypothesis • features of the analytical essay genre are inconsistently demonstrated • frequent errors in spelling, grammar and punctuation impede communication of ideas.	1
• does not satisfy any of the descriptors above.	0

4.5.2 Summative internal assessment 2 (IA2): Investigation — inquiry response (25%)

Description

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 objectives

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

1. define and use terminology within the context of responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity within Aboriginal societies and Torres Strait Islander societies through explaining responses and contributions related to land rights
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context, and examine influences on the recognition of land rights
4. consider and organise information from sources related to land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context
5. evaluate the significance of the responses and contributions that have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context
6. create an analytical essay that communicates ideas related to responses and contributions to the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context.

Specifications

The focus of the investigation will be on Unit 3 Topic 2: Land rights.

The student will be required to analyse responses and contributions that address the land rights of Aboriginal peoples and Torres Strait Islander peoples, especially in the 20th century. The significance of these responses and contributions is evaluated within a historical, economic, social and cultural context. This establishes the context for the investigation, with each student devising a hypothesis that is the focus of their inquiry.

The student's inquiry response will be written in the form of an analytical essay.

Conditions

- Written: 1500–2000 words
- Time: approximately 15 hours

Summary of the instrument-specific marking guide

The following table summarises the mark allocation for the objectives assessed in the investigation — inquiry response.

Criterion	Objectives	Marks
Defining, using and demonstrating understanding	1, 2	6
Analysing	3	7
Evaluating	5	7
Considering, organising and creating	4, 6	5
Total		**25**

Instrument-specific marking guide

Criterion: Defining, using and demonstrating understanding

Assessment objectives

1. define and use terminology within the context of responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples
2. demonstrate an understanding of maintaining culture and identity within Aboriginal societies and Torres Strait Islander societies through explaining responses and contributions related to land rights

The student work has the following characteristics:	Marks
• thorough and accurate use of terminology related to the land rights of Aboriginal peoples and Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects • comprehensive and appropriate identification of responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples • detailed explanations of relevant responses and contributions, with inaccuracies or omissions not being significant to the response.	5–6
• use of appropriate terminology related to the land rights of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions • some identification of responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples • explanations of responses and contributions are evident, but with some errors or omissions.	3–4
• use of terminology related to the land rights of Aboriginal peoples and Torres Strait Islander peoples, but the meaning of words, phrases and/or concepts is characterised by inaccuracies and/or omissions throughout the response • one or more statements on responses and contributions related to the land rights of Aboriginal peoples and Torres Strait Islander peoples • significant errors and/or omissions within statements are evident throughout the response.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context, and examine influences on the recognition of land rights

The student work has the following characteristics:	Marks
• well-reasoned analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed the recognition of land rights within a historical, social and cultural context • thorough and detailed examination of influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context • an in-depth understanding of influences on the recognition of land rights clearly supports the analysis.	6–7
• considered analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed the recognition of land rights within a historical, social and cultural context • substantial examination of influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context • an understanding of influences on the recognition of land rights generally supports the analysis.	4–5
• partial analysis of worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and informed the recognition of land rights within a historical, social and cultural context • some consideration of influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context • a basic understanding of influences on the recognition of land rights affects the analysis.	2–3
• one or more statements on worldviews of Aboriginal peoples and Torres Strait Islander peoples that have formed and/or informed the recognition of land rights • statements based on a simplistic and/or erroneous understanding of influences on the recognition of land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and/or cultural context • significant inaccuracies and/or use of irrelevant information affects the analysis.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate the significance of the responses and contributions that have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context

The student work has the following characteristics:	Marks
• insightful and well-justified evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context • justification supported by assessing and examining influences on land rights using discerning and thorough reasoning • reasoning is consistently accurate within the evaluation in relationship to the hypothesis established.	6–7
• justified evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context • justification supported by assessing and examining influences on land rights using considered reasoning • reasoning is generally accurate within the evaluation in relationship to the hypothesis established.	4–5
• evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context • evaluation supported by assessing and examining influences on land rights using basic and appropriate reasoning • inaccuracies within the reasoning affect the evaluation in the response.	2–3
• superficial evaluation of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and/or cultural context • statements related to land rights based on a simplistic understanding of influences on these and/or are unclear • significant inaccuracies and/or irrelevant information throughout the response affect the evaluation.	1
• does not satisfy any of the descriptors above.	0

Criterion: Considering, organising and creating

Assessment objectives

4. consider and organise information from sources related to land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context
6. create an analytical essay that communicates ideas related to responses and contributions to the land rights of Aboriginal peoples and Torres Strait Islander peoples within a historical, economic, social and cultural context

The student work has the following characteristics:	Marks
• a variety of primary and secondary sources is used effectively in response to the hypothesis • succinct, with ideas conveyed logically in relation to the hypothesis devised • genre, language (spelling, grammar, punctuation) and recognised referencing conventions are adhered to, with minimal errors throughout the response.	4–5
• relevant primary and secondary sources used in response to the hypothesis • conveys ideas that are related to the hypothesis devised • genre, language (spelling, grammar, punctuation) and recognised referencing conventions generally adhered to, but with some errors evident throughout the response.	2–3
• some use of primary and/or secondary sources is evident • conveys ideas not related to the hypothesis devised • frequent and/or significant errors in genre, language (spelling, grammar, punctuation) and/or referencing conventions impede communication of ideas.	1
• does not satisfy any of the descriptors above.	0

5 Unit 4: Moving forward

5.1 Unit description

In Unit 4, students will consider the importance of moving forward for Aboriginal societies and Torres Strait Islander societies and how this has been expressed and acknowledged in the 21st century. This will be investigated through examining a variety of historical, social and cultural factors and their influence on responses by individuals, groups and society. Students will also consider the impact of these responses on recognising the important connection between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies.

Unit requirements

The learning for the unit comprises two topics, which are of equal importance in providing students with the knowledge and skills associated with the unit.

The Unit 4 topics are:

- Topic 1: Resilience
- Topic 2: Reconciliation and recognition.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. define and use terminology relating to maintaining, retaining and recognising the culture and identity of Aboriginal peoples and Torres Strait Islander peoples	•	•
2. demonstrate an understanding that the connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies is continuous	•	•
3. analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples through identifying, examining and considering these within the context of resilience, and reconciliation and recognition	•	•
4. consider and organise information related to resilience through cultural expression and recognition of the continuous connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies	•	
5. evaluate the significance of cultural interactions by assessing the influence of resilience through cultural expression and the impact of responses related to reconciliation	•	•
6. create responses that communicate ideas related to maintaining, retaining and recognising the culture and identity of Aboriginal peoples and Torres Strait Islander peoples.	•	•

5.3 Topic 1: Resilience

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1–3
- define and use terminology, including
  - adaptation
  - cultural expression
  - healing
  - marginalisation
  - resilience
  - stereotypes
- identify responses and contributions to maintaining and retaining the culture and identity of Aboriginal societies and Torres Strait Islander societies
- identify and explain forms of cultural expression used to maintain and retain the culture and identity of Aboriginal societies and Torres Strait Islander societies, including
  - art (traditional and contemporary)
  - dance (ceremonial and contemporary)
  - expressions of oral traditions in contemporary forms, e.g. drama, film, literature, poetry
  - music (traditional and contemporary)
- analyse worldviews evident and represented in different forms of cultural expression used by Aboriginal peoples and Torres Strait islander peoples
- analyse the worldviews evident and represented in forms of cultural expression, such as
  - art, e.g. by Albert Namatjira (Western Arrente), Alick Tipoti (Badu, Wakaydh and Agan), Brian Robinson (Waiben), Lin Onus (Yorta Yorta), Papunya Arts Movement, Thanakupi (Thaynakwith Elder), Ricardo Idagi (Mer)
  - dance, e.g. Bangarra Dance Company, Gheona Gela (Koedal and Waumer woman), Vicky Van Hout (Wiraduri)
  - drama, e.g. *The Rabbits*, *Black Diggers*, *Pecan Summer*
  - film, e.g. *Bran Nue Dae*, *Lousy Little Sixpence*, *Mabo*, *Ten Canoes*, *Samson and Delilah*
  - literature
    - novels, e.g. *My Place* by Sally Morgan (descendant of Palku of the Pilbara), *Is That You, Ruthie?* by Ruth Hegarty (Gungurri), *My Girragundji* by Boori Monty Pryor (Birri-Gubba and Kunggandji)
    - poetry, e.g. by Gary Foley (Gumbainggir), Kevin Gilbert (Wiradjuri and Kamilaroi), Oodgeroo (Noonuccal), Stephen Oliver (Kuku-Yalanji, Darumbal and Waanyi)
    - cultural accounts, e.g. *ReTold* compiled by State Library of Queensland, *Dust Echoes: Ancient stories, new voices* compiled by Tom Lewis
  - music, e.g. by Christina Anu (Mabulag), Busby Marou, Archie Roach (Yorta Yorta)
- consider, organise and use information from sources related to maintaining and retaining the culture and identity of Aboriginal societies and Torres Strait Islander societies
- evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and Torres Strait Islander culture and identity are maintained and retained
- create responses that communicate ideas on cultural expression as a form of resilience through which the culture and identity of Aboriginal societies and Torres Strait Islander societies are maintained and retained.

5.4 Topic 2: Reconciliation and recognition

Subject matter

In this topic, students will:

- define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1–3
- define and use terminology, including
  - Constitution
  - reconciliation
  - Royal Commission
  - Stolen Generations
  - treaty
- explain that connectedness continues to be important to culture and identity within Aboriginal societies and Torres Strait Islander societies
- identify responses that acknowledge and recognise that the connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies is continuous, including
  - Apology to Australia's Indigenous peoples (2008)
  - *Bringing them Home: The 'Stolen Children' report* (1997)
  - initiation of an annual National Sorry Day (1998)
- identify and explain historical, social and cultural factors that have shaped an understanding of a need for reconciliation, including
  - alternative perspectives on land, language, culture, place and relationships
  - legislative changes related to rights and freedoms such as the Commonwealth *Racial Discrimination Act 1975* and Queensland *Anti-Discrimination Act 1991*
  - perceptions and attitudes
  - policies such as segregation, protection and assimilation
- analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples acknowledged and recognised within the context of reconciliation, including that
  - culture is dynamic and contextualised with respect to particular times, places and relationships
  - identity is the interconnection between land, language, culture, time, place and relationships
  - land, incorporating sea, air and waterways, is fundamental to spirituality
  - language is diverse and expressed in different ways, e.g. art, ceremony, dance, oral traditions, song and symbols
  - time is conceptualised in diverse ways
  - place is significant and defined, e.g. Country/Place
  - relationships incorporate many dimensions, such as spiritual, environmental and cultural, as well as between people
- analyse, examine and provide reasons for historical, social and cultural factors that have influenced, shaped and contributed to the reconciliation process
- consider, organise and use information from sources related to reconciliation and the connection between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies
- evaluate the impact of responses that acknowledge and recognise that the connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies is continuous
- assess the impact on reconciliation of responses such as
  - the report of the Royal Commission into Aboriginal Deaths in Custody (1991)
  - the Northern Territory National Emergency Response, also referred to as 'the intervention' (2007–2008)
  - Close the Gap (initiated 2008)
  - proposals for Constitutional reform related to the recognition of Aboriginal peoples and Torres Strait

Subject matter
Islander peoples – *Uluru Statement from the Heart* (2017 National Constitutional Convention) • create responses that communicate ideas related to acknowledging and recognising the connection between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies.

5.5 Assessment

5.5.1 Summative internal assessment 3 (IA3): Investigation — inquiry response (25%)

Description.

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 objectives

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

1. define and use terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of resilience
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 resilience
3. analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples through identifying, examining and considering these within the context of resilience
4. consider and organise information related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
5. evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
6. create an analytical essay that communicates ideas related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained.

Specifications

The investigation will be on Unit 4 Topic 1: Resilience.

The student will be required to analyse *one* form of cultural expression used to maintain and retain the culture and identity of Aboriginal peoples or Torres Strait Islander peoples. The form of cultural expression is to be drawn from the list provided in Topic 1: Resilience. This list includes art, dance, drama, film, literature and music. The significance of the selected form of cultural expression is evaluated within the context of resilience. This establishes the focus of the investigation, with each student devising their own hypothesis.

The student's inquiry response will be written in the form of an analytical essay.

Conditions

- Written: 1500–2000 words
- Time: approximately 15 hours

Summary of the instrument-specific marking guide

The following table summarises the mark allocation for the objectives assessed in the investigation — inquiry response.

Criterion	Objectives	Marks
Defining, using and demonstrating understanding	1, 2	6
Analysing	3	7
Evaluating	5	7
Considering, organising and creating	4, 6	5
Total		**25**

Instrument-specific marking guide

Criterion: Defining, using and demonstrating understanding

Assessment objectives

1. define and use terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples within the context of resilience
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 resilience

The student work has the following characteristics:	Marks
• thorough and accurate use of terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects • comprehensive and appropriate identification of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies through the form of cultural expression selected • detailed explanations of the connection between land, language, culture, time, place and relationships within the context of resilience, with inaccuracies or omissions not being significant to the response.	5–6
• use of appropriate terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, but with the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions • some identification of the connection between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies through the form of cultural expression selected • explanations of the connection between land, language, culture, time, place and relationships within the context of resilience are evident, but with some errors or omissions.	3–4
• use of terminology related to maintaining and retaining the culture and identity of Aboriginal peoples and/or Torres Strait Islander peoples, but with the meaning of words, phrases and/or concepts is characterised by significant inaccuracies and/or omissions throughout the response • one or more statements on the connection between land, language, culture, time, place and relationships through the form of cultural expression selected and/or within the context of resilience • significant errors and/or omissions within statements are evident throughout the response.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

3. analyse worldviews of Aboriginal peoples and/or Torres Strait Islander peoples through identifying, examining and considering these within the context of resilience

The student work has the following characteristics:	Marks
• well-reasoned analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected • thorough and detailed examination of the identified worldviews within the context of resilience • an in-depth understanding of worldviews clearly supports the analysis.	6–7
• considered analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected • substantial examination of the identified worldviews within the context of resilience • an understanding of worldviews generally supports affect the analysis.	4–5
• partial analysis of worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected • some consideration of the identified worldviews within the context of resilience • a basic understanding of worldviews affects the analysis.	2–3
• one or more statements are made on worldviews of Aboriginal peoples and/or Torres Strait Islander peoples evident in the form of cultural expression selected • statements based on a simplistic and/or erroneous understanding of worldviews within the context of resilience • significant inaccuracies and/or use of irrelevant information affects the analysis.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating

Assessment objective

5. evaluate the significance of cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained

The student work has the following characteristics:	Marks
• insightful and well-justified evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained • justification supported by assessing and examining cultural expression as a form of resilience through using discerning and thorough reasoning, with effective use of the selected form of cultural expression • reasoning is consistently accurate within the evaluation in relationship to the hypothesis established.	6–7

The student work has the following characteristics:	Marks
• justified evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained • justification supported by assessing and examining cultural expression as a form of resilience through using considered reasoning, with use of the selected form of cultural expression evident • reasoning is generally accurate within the evaluation in relationship to the hypothesis established.	4–5
• evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained is evident • evaluation supported by assessing and examining cultural expression as a form of resilience through basic and appropriate reasoning • inaccuracies within the reasoning affect the evaluation in the response.	2–3
• superficial evaluation of the extent to which cultural expression as a form of resilience has contributed to Aboriginal culture and identity and/or Torres Strait Islander culture and identity being maintained and retained is evident • statements related to cultural expression are based on a simplistic understanding and/or are unclear • significant inaccuracies and/or irrelevant information throughout the response affect the evaluation.	1
• does not satisfy any of the descriptors above.	0

Criterion: Considering, organising and creating

Assessment objectives

4. consider and organise information related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained
6. create an analytical essay that communicates ideas related to cultural expression as a form of resilience through which Aboriginal culture and identity and/or Torres Strait Islander culture and identity are maintained and retained

The student work has the following characteristics:	Marks
• a variety of primary and secondary sources is used effectively in response to the hypothesis • succinct, with ideas conveyed logically in relation to the hypothesis devised • genre, language (spelling, grammar, punctuation) and recognised referencing conventions are adhered to, with minimal errors.	4–5
• relevant primary and secondary sources are used in response to the hypothesis • conveys ideas that are related to the hypothesis devised • genre, language (spelling, grammar, punctuation) and recognised referencing conventions are generally adhered to, but with some errors evident throughout the response.	2–3
• some use of primary and/or secondary sources is evident • conveys ideas not related to the hypothesis devised • frequent and/or significant errors in genre, language (spelling, grammar, punctuation) and/or referencing conventions impede communication of ideas.	1

• does not satisfy any of the descriptors above.	0

5.5.2 Summative external assessment (EA): Examination — short response (25%)

General information

Summative external assessment is developed and marked by the QCAA. In Aboriginal & Torres Strait Islander Studies, it contributes 25% to a student's overall subject result.

The external assessment in Aboriginal & Torres Strait Islander Studies is common to all schools and administered under the same conditions, at the same time, on the same day.

Description

The examination assesses the application of a range of cognitions to multiple provided items.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

The examination will focus on Unit 4 Topic 2: Reconciliation and recognition.

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.

Specifications

The student is required to respond to a number of short items related to Unit 4 Topic 2: Reconciliation and recognition. The items will allow students to use their understanding of the connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies in the context of reconciliation. There will also be a focus on the historical, social and cultural factors that shape, contribute to and influence the reconciliation process. Unseen stimulus material will be provided with the examination paper. Students will use the stimulus material as instructed.

Stimulus material specifications

Stimulus material:

- will reflect the subject matter within Unit 4 Topic 2: Reconciliation and recognition
- will be succinct enough to allow students sufficient time to engage with it
- will be presented in both text-based formats (e.g. excerpts from reference books, journals, media articles, speeches, oral statements and interview transcripts) and/or visual forms (e.g. cartoons, diagrams, graphical representations, illustrations and tables).

Short response

- consists of a number of items that ask students to respond to:
  - short items requiring sentence or short paragraph responses
  - unseen stimulus material
  - ideas and information
- where applicable, students are required to write in full sentences, constructing a response that may have one or several paragraphs so that ideas are maintained, developed and justified.

The following table summarises the approximate weighting of the criteria and assessment objectives within the examination — short response.

Summary of the external assessment		
Criterion	**Objectives**	**Approximate weighting**
Defining, using and demonstrating understanding	1, 2	25%
Analysing	3	35%
Evaluating	5	30%
Creating	6	10%
Total		**100%**

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

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length:
  - written responses, 50–250 words per item (800–1000 words in total)
  - other types of item responses, e.g. drawing, labelling and calculating, should allow students to complete the response in the set time
- No notes are allowed

Instrument-specific marking guide

No ISMG is provided for the external assessment.

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in Science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known fact; free from error or defect; meticulous; correct in all details
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context etc
apt	suitable to the purpose or occasion; fitting; appropriate

Term	Explanation
area of study	a division of, or a section within, a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about students' achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assimilation	when members of one cultural group acquire the language, practices and beliefs of another group, often losing aspects of their traditional culture in the process
assessment technique	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
Augadth Time	a worldview used among Torres Strait Islander language groups that affects beliefs, values and relationships with land, sea, sky, waterways, language and culture; also referred to as Zogo Time
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
B	
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements

Term	Explanation
characteristic	a typical feature or quality
clan	group of people tracing their descent from a common ancestral family
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical; orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct and clear, without repetition of information

Term	Explanation
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory; constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
Country	Traditional land with embedded cultural values; a person's land, sea, sky and waterways; includes sense of belonging, places of heritage and spirituality, animals and plants, seasons; also referred to as Place
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music or art; incorporating a detailed

Term	Explanation
	and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cultural expression	refers to different ways in which culture, history and society are conveyed
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
Custodians of the land	people responsible for maintaining and passing on elements of cultural significance, e.g. knowledge, language, story, dance, imagery, song and ritual
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent

Term	Explanation
differentiate	identify the difference/s in or between two or more things; distinguish; discriminate; recognise or ascertain what makes something distinct from similar things in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
Dreaming	the realm of the spiritual that encompasses all living things such as land, sea, sky, air, waterways and people, and relates to the past, present and future; sometimes referred to as The Dreaming
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect

Term	Explanation
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject for which a syllabus has been developed by QCAA, that is an extension of one or more General or Alternative sequence subject/s, studied concurrently with, or after the completion of, the final two units of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised

Term	Explanation
	conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and student achievement
fragmented	disorganised; broken down; disjointed or isolated
freehold	legal term referring to permanent and absolute tenure of land or property with freedom to dispose of at will
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
H	
holistic	a view that highlights the interconnectedness of culture, identity and society with all other aspects in the context of particular times, places and relationships

Term	Explanation
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise or speculate, especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
identity	a person's conception and expression of individuality and group affiliation; often connected to culture and language
illogical	lacking sense or sound reasoning; contrary to or disregardful of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible; incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	adjective necessary for the completeness of the whole; essential or fundamental; noun

Term	Explanation
	in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
K	
kinship	an individual's role, responsibilities and relationship based on their clan

Term	Explanation
L	
land	fundamental to the spirituality and wellbeing of Aboriginal peoples and Torres Strait Islander peoples; incorporates sea, sky, air and waterways
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
lore	refers to the common features of acceptable and unacceptable behaviour in Aboriginal societies and Torres Strait Islander societies; also referred to as 'traditional lore' and 'the lore'.
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small; the least amount; negligible
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle

Term	Explanation
	distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see ‘syllabus objectives’, ‘unit objectives’, ‘assessment objectives’
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also ‘discriminating’)
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
persuasive	capable of changing someone’s ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also ‘convincing’)
perusal time	time allocated in an assessment to reading items, tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
Place	Traditional land with embedded cultural values; a person’s land, sea, sky and waterways; includes sense of belonging, places of heritage and spirituality, animals and plants, seasons; also referred to as Country
planning time	time allocated in an assessment to planning how to respond to items, tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement

Term	Explanation
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
primary and secondary data	primary data is observed or collected firsthand by the person conducting the research; examples include field research, personal surveys secondary data has been collected by someone not conducting the research; examples include censuses, organisational records, media reports
primary and secondary sources	primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after; examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; films and documentaries; secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation; examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites
product	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose;

Term	Explanation
	determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter at hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes student performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered; previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail

Term	Explanation
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert; dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
structure	verb give a pattern, organisation or arrangement to; construct or arrange

Term	Explanation
	according to a plan; noun in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus or alternative sequence; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important; worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')

Term	Explanation
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
terra nullius	a Latin term meaning 'land belonging to no one'
test	take measures to check the quality, performance or reliability of something
thorough	carried out through or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
totems	natural objects inherited by clan or family members as their spiritual emblem, e.g. animals, plants
Traditional Owners of land	term associated with original custodians of the land; often used in association with Australian Law
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected

Term	Explanation
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
variable	adjective apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; noun in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of numbers and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
viewpoints	points of view of people, groups or institutions; the position from which they see and understand events going on around them
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases etc.; of full extent
with expression	(in words, art, music or movement) conveying or indicating feeling, spirit, character etc.; a way of expressing or representing something; vivid, effective or persuasive communication
worldviews	the concept of the world held by Aboriginal peoples and Torres Strait Islander peoples in which each aspect of culture, identity and society is connected with all other aspects in the context of particular times, places and relationships
Z	
Zogo Time	a worldview used among Torres Strait Islander language groups that affects beliefs, values and relationships with land, sea, sky, waterways, language and culture; also referred to as Augadth Time

7 References

Aditomo, A, Goodyear, P, Bliuc, AM & Ellis, RA 2013, 'Inquiry-based learning in higher education: Principal forms, educational objectives, and disciplinary variations', *Studies in Higher Education*, vol. 38, no. 9, pp. 1239–1258, http://dx.doi.org/10.1080/03075079.2011.616584

Grant, E 1998, *My Land My Tracks: A framework for the holistic approach to Indigenous studies*, Innisfail & District Education Centre, Innisfail, Qld.

Justice, C, Rice, J, Warry, W, Inglis, S, Miller, S, & Sammon, S 2007, 'Inquiry in higher education: Reflections and directions on course design and teaching methods', *Innovative Higher Education*, vol. 31, no. 4, pp. 201–214.

Kahn, P & O'Rourke, K 2004, 'Guide to curriculum design: Enquiry-based learning', *Higher Education Academy*, vol. 30, no. 3, www.researchgate.net/publication/242281830_ Guide_to_Curriculum_Design_Enquiry-Based_Learning.

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edn, Corwin Press, Thousand Oaks, California.

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

Masters, GN 2016, 'Five challenges in Australian school education', *Policy Insights*, vol. 5, Australian Council for Educational Research, Camberwell, Vic.

Spronken-Smith, R & Walker, R 2010, 'Can inquiry-based learning strengthen the links between teaching and disciplinary research?', *Studies in Higher Education*, vol. 35, no. 6, pp. 723–740, http://dx.doi.org/10.1080/03075070903315502.

Staver, JR & Bay, M 1987, 'Analysis of the project synthesis goal cluster orientation and inquiry emphasis of elementary science textbooks', *Journal of Research in Science Teaching*, vol. 24, pp. 629–643, http://dx.doi.org/10.1002/tea.3660240704.

Weaver, FS 1989, 'Promoting inquiry in undergraduate learning', *New Directions for Teaching and Learning*, no. 38, Jossey-Bass, San Francisco.

8 Version history

Version	Date of change	Update
1.1	June 2018	Editorial edits and minor formatting corrections
		Minor amendment to reporting standards
		Minor amendment to assessment guidance - Unit 1 and Unit 2
		Minor subject matter amendment — Unit 4 Topic 2
		IA1: Examination — extended response • Minor amendment to ISMG
		IA2: Investigation — inquiry response • Minor specifications amendment • Minor amendment to ISMG
		IA3: Investigation — inquiry response • Minor specifications amendment • Minor amendment to ISMG

ISBN: 978-1-74378-051-0

Aboriginal & Torres Strait Islander Studies General Senior Syllabus 2019

© The State of Queensland (Queensland Curriculum & Assessment Authority) 2017

Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299
Email: office@qcaa.qld.edu.au
Website: www.qcaa.qld.edu.au