

Aboriginal & Torres Strait Islander Studies 2025 v1.2

General senior syllabus

October 2024



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Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

Rationale

Aboriginal & Torres Strait Islander Studies is a study of the First Peoples of Australia and the First Nations Peoples of the Torres Strait, the oldest living, continuous cultures in the world. Aboriginal & Torres Strait Islander Studies is fundamental to an understanding of the history of this continent. Students are made aware of the diversity and sophistication of Aboriginal cultures and Torres Strait Islander cultures while considering the social, cultural and political relationships between First Nations Australians and non–First Nations Australians in historical and contemporary contexts. This approach can inform critical understandings of the past and present, whilst providing students with opportunities to consider possible futures.

Aboriginal & Torres Strait Islander Studies is relevant for all students — both First Nations Australian students and their non–First Nations peers. It provides opportunities for cultural affirmation of culture and identity for First Nations Australian students and ensures that all students engage with the voices and perspectives of First Nations Australians across time and place. Students will learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples and recognise this as an essential component of reconciliation.

A holistic approach that highlights worldviews of Aboriginal peoples and Torres Strait Islander peoples is essential for student learning and engagement in the subject. 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 First Nations Australians.

An inquiry approach to learning is also important throughout this course of study. Aboriginal & Torres Strait Islander Studies allows students to develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. 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.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Define and use terminology.

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

2. Demonstrate understandings of Aboriginal societies and Torres Strait Islander societies.

Students demonstrate understandings of Aboriginal societies and Torres Strait Islander societies when they use holistic approaches to identify and explain worldviews of Aboriginal peoples and Torres Strait Islander peoples. Students also identify and explain characteristics of, and influences on, societies over time.

3. Interpret information from sources.

Students interpret information from sources when they identify and draw meanings from a range of sources, including those that represent the actions and responses of individuals, groups and institutions.

4. Analyse viewpoints and perspectives.

Students analyse viewpoints and perspectives when they identify, examine and consider how they have informed and continue to inform values, beliefs, concepts and events.

5. Evaluate the significance of cultural interactions.

Students evaluate the significance of cultural interactions when they assess the influence and impact of exchanges within and between cultures by examining their effects.

6. Create responses that communicate meaning to suit purpose.

Students create responses that communicate meaning to suit purpose when they use appropriate language and writing conventions to convey ideas in a logical manner. They use recognised conventions of referencing.

Designing a course of study in Aboriginal & Torres Strait Islander Studies

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

Aboriginal & Torres Strait Islander Studies is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

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

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

Subject matter

Each unit contains a unit description, unit objectives and 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 the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Engaging with the syllabus

Each unit of work provides specific information that needs to be covered. This is listed in the subject matter for each topic. The use of *including* in the subject matter indicates that the list provided must be covered. However, it is not an exhaustive list so schools may choose to incorporate other subject matter in addition to this. The use of *for example* and *e.g.* in the subject matter provides suggestions about what material could be included in teaching and learning. Schools may choose to cover these options or use other subject matter that covers the required content.

Terminology

Respectful and culturally responsive language and terminology must be used when writing with, for, or about First Nations Australians. Language can influence attitudes, understandings and relationships so it is important to use language that is sensitive to the meanings and historic context of certain words. While a number of terms have been used throughout this syllabus, including First Nations Australians, First Peoples of Australia, First Nations Peoples of the Torres Strait, Aboriginal peoples, and Torres Strait Islander peoples, there may be other terms that First Nations Australians of a particular area or location prefer. When planning teaching and learning sequences and assessment, it is important to use the terms preferred in a particular area or location, or by the school context.

Guidelines about using culturally appropriate and respectful language are available from the *Australian Government Style Manual* at www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language/aboriginal-and-torres-strait-islander-peoples.

Worldviews

In Aboriginal & Torres Strait Islander Studies, the term *worldviews* is used to refer to the concepts of the world held by Aboriginal peoples and Torres Strait Islander peoples and their deep connections to Country/Place. They are highly integrated knowledge frameworks where each aspect of culture, identity and society is connected with all other aspects in the context of particular times, places and relationships. This means that Aboriginal peoples and Torres Strait Islander peoples may hold diverse worldviews, reflecting the diversity of relationships with Country/Place, languages and cultures.

An understanding of the diverse worldviews held by Aboriginal peoples and Torres Strait Islander peoples is a foundational component of Aboriginal & Torres Strait Islander Studies and necessary for student engagement and learning in this subject.

Wellbeing

The concept of wellbeing is referred to throughout this syllabus. Connectedness is fundamental to the wellbeing of Aboriginal peoples and Torres Strait Islander peoples. In this syllabus, wellbeing for Aboriginal peoples and Torres Strait Islander peoples refers to a holistic concept that includes physical, social, cultural and spiritual wellbeing. It recognises the role of connection to Country/Place, culture, spirituality, family and community in ensuring the wellbeing of Aboriginal peoples and Torres Strait Islander peoples. This concept of wellbeing encompasses both the wellbeing of the individual and that of the whole community.

Conceptual framework

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

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

Creating responses

Aboriginal & Torres Strait Islander Studies requires students to create responses of varying lengths and styles.

An analytical response should include an introduction with a clearly stated hypothesis and an outline of the arguments that will be used to support the proposed hypothesis. The arguments can be developed by explaining key concepts, interpreting information from sources to analyse viewpoints and perspectives and demonstrating evaluation. The conclusion generally draws together the main ideas and arguments presented and provides a concluding statement. In Aboriginal & Torres Strait Islander Studies, the use of sub-headings and images are not required.

Students are required to reference sources used in their responses. The style used may differ depending on whether the response is completed under supervised conditions or completed over an extended period of time. Schools can advise students about the accepted method of referencing to be used.

Conducting investigations

In Aboriginal & Torres Strait Islander Studies, IA2 and IA3 require students to conduct investigations. Students should use an inquiry process to guide their investigation. This may require students to:

- identify the topic to investigate and devise focus questions to guide research
- develop a hypothesis
- collect, gather, and organise information from appropriate sources
- interpret and analyse this information
- evaluate, make judgments and draw conclusions in relation to the hypothesis
- communicate ideas in a clearly structured response, as stated in the assessment specifications.

This approach should be adapted according to the needs of the school context and supported by the teaching and learning in the classroom.

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
<p>The student uses relevant terminology with the meaning of words, phrases and concepts correct in all key aspects. Comprehensive and detailed explanations of the characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies are used.</p> <p>Responses of individuals, groups and institutions and their impacts have been thoroughly examined. Information from sources relating to Aboriginal peoples and Torres Strait Islander peoples have been thoroughly interpreted. Viewpoints and perspectives have been thoroughly and accurately identified and analysed in order to consider values, beliefs, concepts and events that have influenced the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples.</p> <p>The student evaluates the significance of cultural interactions across time by insightfully assessing the influence of exchanges within and between cultures through discerning and thorough reasoning. Ideas are communicated in a succinct and logical way and relate to a hypothesis or questions. The use of features of the appropriate written response type, appropriate language and recognised referencing conventions are consistently adhered to.</p>
B
<p>The student uses relevant terminology, with the meaning of words, phrases and concepts correct in most key aspects. Explanations of the characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies are used and are mainly accurate.</p> <p>Responses of individuals, groups and institutions and their impacts have been examined in detail. Information from sources relating to Aboriginal peoples and Torres Strait Islander peoples have been interpreted in detail. Viewpoints and perspectives have been accurately identified and analysed in order to consider values, beliefs, concepts and events that have influenced the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples.</p> <p>The student evaluates the significance of cultural interactions across time by assessing the influence of exchanges within and between cultures through logical reasoning. Ideas are clearly communicated and relate to a hypothesis or questions. The use of features of the appropriate written response type, appropriate language and recognised referencing conventions are effectively used.</p>

C

The student uses appropriate terminology and concepts. Explanations of the characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies are used.

Responses of individuals, groups and institutions and their impacts have been examined. Information from sources relating to Aboriginal peoples and Torres Strait Islander peoples have been interpreted. Viewpoints and perspectives have been identified and analysed in order to consider values, beliefs, concepts and events that have influenced the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples.

The student evaluates the significance of cultural interactions across time by assessing the influence of exchanges within and between cultures using basic and appropriate reasoning. Ideas related to a hypothesis or questions are communicated. Appropriate features of the appropriate written response type, language and recognised referencing conventions are used.

D

The student uses some appropriate terminology and concepts but with significant omissions or inaccuracies. Statements about characteristics of, and influences on, Aboriginal societies and Torres Strait Islander societies are based on simplistic understandings of the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples.

The student's responses include statements about the responses of individuals, groups and/or institutions and their impacts. Information from sources is used to make statements. Some viewpoints and/or perspectives that have influenced the histories, societies and cultures of Aboriginal peoples and Torres Strait Islander peoples have been identified.

The student evaluates the significance of cultural interactions across time, but in a superficial way with inaccuracies and/or omissions. Some ideas related to the hypothesis or questions are communicated. Significant errors in the use of features of the written response type, language and/or recognised referencing conventions are evident.

E

The student uses limited terminology and concepts related to Aboriginal peoples and Torres Strait Islander peoples. Significant omissions and inaccuracies are evident in statements about the characteristics of and influences on Aboriginal societies and Torres Strait Islander societies.

Statements about responses by individuals, groups and institutions are based on a simplistic and/or erroneous understanding. Information from sources is used to respond to a hypothesis or question, but with significant inaccuracies, omissions and/or irrelevant information.

The student demonstrates a superficial understanding of cultural interactions over time, with significant inaccuracies, omissions and/or irrelevant information. Communication of ideas is impeded by frequent and/or significant errors in the use of features of the written response type, language and/or recognised referencing conventions.

Determining and reporting results

Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

Units

Unit 1: Cultures, identities and connections

In Unit 1, students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies. The use of a holistic approach 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.

Unit objectives

1. Define and use terminology relating to cultures, identities and connections within and across Aboriginal societies and Torres Strait Islander societies.
2. Demonstrate understandings of Aboriginal societies and Torres Strait Islander societies to identify and explain characteristics of, and influences on, these societies.
3. Interpret information from sources to identify and draw meanings from a range of sources that relate to culture, identity and connections within and across societies.
4. Analyse viewpoints and perspectives related to culture, identity and connections within and across Aboriginal societies and Torres Strait Islander societies to consider how they have informed and continue to inform values and beliefs.
5. Evaluate the significance of cultural interactions through assessing their influence within and across Aboriginal societies and Torres Strait Islander societies.
6. Create responses that use appropriate language to communicate ideas using understandings of culture, identity and connectedness.

Subject matter

Topic 1: Cultures, identities and connections

- Define and use terminology, including
 - Country/Place
 - culture
 - identity
 - land
 - language
 - relationships
 - spiritualities
 - time, e.g. cyclical time, everywhen (Stanner 2009)
- Explain different ways that individuals and groups identify, including
 - collective terms, e.g.
 - Aboriginal peoples: clan, kin, regional names (e.g. Goorie, Koorie, Murri), language groups/names (e.g. Badulgal, Gungarri, Kooma)
 - Torres Strait Islander peoples: clan, regional names (e.g. Eastern Islanders, Western Islanders), language groups/names (e.g. Masigeg, Ugaram, Ugarem Le)
 - kinship
 - land
 - language
 - totems.
- Explain the different ways that the significance of connections between culture, identity, land, language, time and place continues to be demonstrated in Aboriginal societies and Torres Strait Islander societies, including
 - cultural knowledges that explain histories and beliefs including the connection to land and incorporating sea, sky, air and waterways, e.g. Songlines, Malo's Law/Lore, Stars of Tagai
 - 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
 - language is diverse and expressed in different ways, e.g. through art, ceremony, dance, oral traditions, song, symbols
 - time is conceptualised in diverse ways, 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, i.e. spiritual, environmental and cultural
 - wellbeing is a holistic concept and refers to the social, emotional and cultural wellbeing of the whole community as well as the individual.

- Interpret information from a range of sources related to the cultures, identities and connectedness of Aboriginal societies and Torres Strait Islander societies.
- Analyse viewpoints and perspectives related to aspects of Aboriginal cultures and Torres Strait Islander cultures.
- Evaluate the continuing significance and influence of cultural protocols and cultural exchanges with respect to Aboriginal peoples and Torres Strait Islander peoples, including
 - communication practices, e.g. Welcome to Country
 - community relationships
 - cultural knowledges and cultural exchanges, e.g. inside knowledge, outside knowledge
 - secret, sacred and/or significant sites and artefacts.
- Create responses that communicate ideas about culture, identity and connectedness within Aboriginal societies and Torres Strait Islander societies.

Unit 2: Continuity, change and influences

In Unit 2, students investigate impacts of contact with other nations and how this influenced Aboriginal societies and Torres Strait Islander societies through to the early 20th century. Students will recognise different experiences of contact that occurred in different ways and at different times and places across Australia. Students investigate the different ways that Aboriginal societies and Torres Strait Islander societies responded to contact, invasion and colonisation. They build on their understanding of worldviews of Aboriginal peoples and Torres Strait Islander peoples through investigating significant changes experienced by Aboriginal societies and Torres Strait Islander societies during this period of change.

Unit objectives

1. Define and use terminology relating to the impacts of contact and its influences on Aboriginal societies and Torres Strait Islander societies.
2. Demonstrate understandings of Aboriginal societies and Torres Strait Islander societies by identifying and explaining the impacts and influences of contact that occurred in different ways and at different times and locations.
3. Interpret information from sources related to the cultures and identities of Aboriginal societies and Torres Strait Islander societies within the context of change.
4. Analyse viewpoints and perspectives to explain the values and beliefs that had impacts on and influenced the cultures and identities of Aboriginal societies and Torres Strait Islander societies during periods of change.
5. Evaluate the significance of cultural interaction by examining the impact of contact at different times and different locations and its effect on Aboriginal peoples and Torres Strait Islander peoples.
6. Create responses that use appropriate language to communicate ideas about the impacts of contact on Aboriginal societies and Torres Strait Islander societies.

Subject matter

Topic 1: Resistance

- Define and use terminology related to aspects of Aboriginal societies and Torres Strait Islander societies, as in Unit 1.
- Define and use terminology, including
 - colonisation
 - disenfranchisement
 - dispersal
 - dispossession
 - frontier wars
 - invasion.
- Identify and explain how contact with non-Europeans and Europeans influenced and had impacts on Aboriginal societies and Torres Strait Islander societies, recognising that this varied according to time and location.
- Interpret information from sources related to
 - responses by Aboriginal peoples and Torres Strait Islander peoples that were shaped by contact with people from other nations
 - the ways that contact with other societies influenced Aboriginal peoples and Torres Strait Islander peoples
 - understanding occupation, invasion and intrusion within the context of responses by Aboriginal societies and Torres Strait Islander societies to contact with other nations.
- Identify and consider possible influences on European viewpoints regarding first contact, e.g.
 - ethnocentrism
 - materialism
 - monotheism
 - Social Darwinism
 - *terra nullius*.
- Analyse the viewpoints and perspectives of Aboriginal peoples and Torres Strait Islander peoples to first contact through examining the roles of at least two resistance leaders, e.g.
 - Bennelong (Wangal Clan member)
 - Dundalli (most likely from Dalambara Clan)
 - Kebisu (Tudu Elder and nationalist) and/or his son Maino
 - Musquito (Gai-Mariagal man)
 - Pemulwuy (Bidjigal Clan member)
 - Tarenorerer (woman of the Tommeginne people).
- Evaluate the impacts of contact on Aboriginal peoples and Torres Strait Islander peoples.

- Create responses that communicate ideas about
 - the impacts of contact on Aboriginal societies and Torres Strait Islander societies and how this influenced changes within these societies
 - responses of Aboriginal peoples and Torres Strait Islander peoples that emerged from contact and cultural interactions with other nations.

Topic 2: Social and political change

- Define and use terminology related to 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
 - hegemony
 - 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)*.
- Interpret information from sources related to the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples within a context of social and political change.
- Analyse and consider the viewpoints and perspectives 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 identities and cultures of Aboriginal peoples and Torres Strait Islander peoples with respect to
 - Country/Place
 - language
 - family and kinship
 - spiritual and environmental relationships.
- 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 about the influence and effects of social and political change on Aboriginal societies and Torres Strait Islander societies.

Unit 3: Responses and contributions

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 investigate a variety of historical, social and political influences on culture and identity during the 20th century. Students examine the impact of these influences on the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, as well as the responses of individuals, groups and institutions that contributed to greater recognition of the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

Unit objectives

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 understandings of maintaining cultures and identities through explaining responses and contributions that had impacts on the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.
3. Interpret information from sources related to responses and contributions by individuals, groups and institutions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.
4. Analyse viewpoints and perspectives related to the responses and contributions of individuals, groups and institutions to explain how they contributed to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.
5. Evaluate the significance of cultural interactions by assessing the influences and impacts of these interactions on the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.
6. Create responses that use appropriate language to communicate ideas related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

Subject matter

Topic 1: Rights and freedoms

- Define and use terminology related to 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
 - policy
 - referendum
 - self-determination
 - sovereignty.
- Explain, within a context of rights and freedoms, the influence and impacts of policies on Aboriginal societies and Torres Strait Islander societies, including
 - segregation
 - protection
 - assimilation
- Identify and explain influences on land, language, culture, place and relationships for Aboriginal societies and Torres Strait Islander societies and the impacts 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).
- Interpret information from sources related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context.
- Identify, consider and provide reasons for responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, e.g.
 - Involvement of Torres Strait Islander peoples in Queensland maritime industries such as pearling
 - 1938 'Day of Mourning' contributed to by William Cooper (of Yorta Yorta descent)
 - Yirrkala Bark Petitions (1963) as the first traditional documents to be recognised by the Commonwealth Parliament
 - 1965 Freedom Ride through rural New South Wales led by Charles Perkins (an Arrernte man)
 - activists, such as Joyce Clague (Yaegl elder) and Prof. Gary Foley (of the Gumbainggir people).

- Analyse and examine responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical and social context, e.g.
 - *Commonwealth Electoral Act 1918* (amended in 1949, 1962, 1984)
 - The Maritime Strike led by Marou Mimi (Meriam man, Torres Strait Islander nationalist)
 - 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. 1956 'Warburton Ranges controversy', 1965 Freedom Ride, 1967 referendum
 - establishment of the Tent Embassy in Canberra (1972) to protest policies and practices of the government of time and subsequent governments
 - media coverage of responses to international movements 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
 - adoption of the policy of self-determination by the Federal Government (1972).
- Evaluate the influence of cultural interaction by examining its impacts on 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, groups and institutions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.
- Create responses that communicate ideas related to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples.

Topic 2: Land rights

- Define and use terminology related to 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
 - Country/Place
 - Crown land
 - dispossession
 - native title
 - pastoral lease
 - sea rights
 - self-determination
 - Traditional Owners and Traditional Custodians.
- Explain the importance of land to Aboriginal societies and Torres Strait Islander societies through its connectedness with language, culture, time, place and relationships.

- Identify and explain influences on traditional custodianship and ownership of land and impacts of these influences on areas such as mining, pastoral use and establishment of national parks.
- Interpret information from sources related to land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context.
- Identify, consider and provide reasons for alternative viewpoints on ownership of land, including
 - *terra nullius*
 - use, management and control in accordance with relevant government legislation
 - Crown land regulations.
- Analyse and examine viewpoints and perspectives about events relating to land rights for Aboriginal peoples and Torres Strait Islander peoples, including the
 - Tent Embassy in Canberra (established in 1972)
 - 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)
 - 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.
- Evaluate the influence of cultural interaction by examining its impact on land rights for Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context.
- Assess the effects of responses by individuals, groups and institutions to land rights for Aboriginal peoples and Torres Strait Islander peoples.
- Create responses that communicate ideas related to land rights for Aboriginal peoples and Torres Strait Islander peoples.

Unit 4: Moving forward, looking back

In Unit 4, students consider the importance of moving toward a reconciled future for Aboriginal peoples, Torres Strait Islander peoples and non-First Nations Australians where sustaining the living cultural practices of Aboriginal peoples and Torres Strait Islander peoples is recognised as significant. Students investigate how this has been expressed and acknowledged in the 21st century by examining a variety of historical, social and cultural factors and how they have influenced responses by individuals, groups and institutions. Students also consider the impact of these responses on recognising the important continuing connectedness between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies and its role in creating a reconciled nation.

Unit objectives

1. Define and use terminology relating to the recognition of the living cultural practices of Aboriginal peoples and Torres Strait Islander peoples, and reconciliation.
2. Demonstrate understandings of the continuous nature of cultural practices within Aboriginal societies and Torres Strait Islander societies and how they reflect a sense of connectedness between land, language, culture, time, place and relationships.
3. Interpret information from sources related to resilience through cultural expression, recognition of the continuous cultural practices in Aboriginal societies and Torres Strait Islander societies and reconciliation in the 21st century.
4. Analyse viewpoints and perspectives of individuals, groups and institutions to explain how they have influenced and had impacts on the recognition of the living cultural practices within Aboriginal societies and Torres Strait Islander societies and reconciliation processes.
5. Evaluate the significance of cultural interactions by assessing the influence and impact of cultural interactions on the recognition of the living cultural practices of Aboriginal peoples and Torres Strait Islander peoples and on reconciliation processes.
6. Create responses that use appropriate language to communicate ideas related to recognising and sustaining the living cultural practices of Aboriginal peoples and Torres Strait Islander peoples and reconciliation.

Subject matter

Topic 1: Resilience

- Define and use terminology related to aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1–3.
- Define and use terminology, including
 - adaptation
 - cultural expression
 - cultural revitalisation
 - healing
 - marginalisation
 - resilience
 - stereotypes.
- Identify and explain how different forms of cultural expression are used to recognise and sustain the living cultural practices of Aboriginal peoples and Torres Strait Islander peoples, including
 - art
 - dance
 - drama
 - film
 - music
 - narrative
 - multimedia.
- Interpret sources related to how forms of cultural expression can be used to recognise and sustain the cultures and identities of Aboriginal societies and Torres Strait Islander societies.
- Analyse the viewpoints and perspectives evident and represented in forms of cultural expression and associated responses.
- Evaluate the significance of cultural expression as a form of resilience through which Aboriginal cultures and identities and Torres Strait Islander cultures and identities can be recognised and sustained.
- Create responses that communicate ideas about the role of cultural expression as a form of resilience.

Topic 2: Recognition and reconciliation

- 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
 - racism
 - reconciliation
 - sovereignty
 - treaty
 - truth-telling.
- Identify responses that recognise the significance of truth-telling and of strengthening relationships between First Nations Australians and non-First Nations Australians in reconciliation processes, including the
 - Apology to Australia’s Indigenous Peoples (2008)
 - *Bringing them Home: The ‘Stolen Children’* report (1997)
 - establishment of Reconciliation Australia (2001).
- 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
 - perceptions and attitudes
 - policies such as segregation, protection and assimilation, self-determination.
- Interpret and use information from sources to examine viewpoints and perspectives that have influenced, shaped and contributed to the reconciliation process.
- Analyse viewpoints and perspectives that relate to how worldviews of Aboriginal peoples and Torres Strait Islander peoples are 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 identity and wellbeing
 - 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.

- Evaluate the influence and impact of responses that acknowledge and recognise that an understanding of the continuous connectedness between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies is an essential component of reconciliation.
- Assess the impact that responses have had on reconciliation processes, e.g.
 - the report of the Royal Commission into Aboriginal Deaths in Custody (1991)
 - Close the Gap (initiated 2008)
 - proposals for Constitutional reform related to the recognition of Aboriginal peoples and Torres Strait Islander peoples
 - *Uluru Statement from the Heart* (2017 National Constitutional Convention)
 - Reconciliation Action Plans.
- Create responses that communicate ideas related to reconciliation and the importance of recognising the continuing connection between land, language, culture, time, place and relationships for Aboriginal societies and Torres Strait Islander societies.

Assessment

Internal assessment 1: Examination — short response (25%)

Assessment objectives

1. Define and use terminology within the context of responses and contributions associated with the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples.
2. Demonstrate an understanding of maintaining cultures and identities through explaining responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples.
3. Interpret information from sources that relate to the ways in which the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples were addressed during this period within a historical and social context.
4. Analyse viewpoints and perspectives evident in the responses and contributions of individuals, groups and institutions to explain how they addressed the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples.
5. Evaluate the significance and impact of the responses and contributions to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples within a historical and social context.
6. Create responses that use appropriate language to communicate ideas related to responses and contributions to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples.

Specifications

The teacher provides an examination that includes:

- a focus on Unit 3 Topic 1
- short response items, questions and/or scenarios that require students to:
 - demonstrate their understanding of how individuals, groups and/or institutions responded and contributed to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples during the 20th century
 - analyse viewpoints and perspectives that informed responses and contributions to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples during the 20th century
 - evaluate the significance of these responses and contributions within a historical and social context
 - respond using sentences or paragraphs.

Question specifications

The examination must be aligned to the specifications provided in the table below.

Focus of questions	Mark allocation	Objective	In these questions, students:
Short response (4–8 questions)	6	1, 2	define, use and demonstrate understanding
	8	3, 4	interpret and analyse
	8	5	evaluate
	3	6	create

Stimulus specifications

The teacher provides stimulus that includes:

- information related to Unit 3 Topic 1
- sources that are succinct enough to allow students sufficient time to engage with them during planning
- 3–7 seen sources
- 3–5 unseen sources
- stimulus material can be presented in text-based formats (e.g. excerpts from reference texts, journals, media articles, speeches, oral statements and interview transcripts), visual forms (e.g. cartoons, diagrams, graphical representations, illustrations and tables) and audiovisual material (e.g. archival footage, and excerpts from documentaries, interviews, news reports).

Conditions

- This is an individual supervised task.
- Time allowed
 - Planning time: 15 minutes
 - Working time: 120 minutes
- The teacher must
 - provide seen sources 7 days prior to the examination
 - not discuss the seen sources with students either individually or as a class
 - provide clean copies of the sources at the start of the examination.
- Students must not bring notes into the examination.

Mark allocation

Criterion	Assessment objectives	Marks
Defining, Using and Demonstrating understanding	1, 2	6
Interpreting and Analysing	3, 4	8
Evaluating	5	8
Creating	6	3
Total marks:		25

Instrument-specific marking guide (IA1)

Defining, Using and Demonstrating understanding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and accurate use of terminology related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, with the meaning of words, phrases and concepts correct in all key aspects comprehensive identification of relevant responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples detailed explanations of responses and contributions 	5–6
<ul style="list-style-type: none"> use of appropriate terminology related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples, but the meaning of some words, phrases and/or concepts characterised by inaccuracies or omissions some identification of relevant responses and contributions related to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples explanations of responses and contributions are evident, but with some errors or omissions 	3–4
<ul style="list-style-type: none"> use of terminology related to the rights and freedoms of Aboriginal peoples and/or 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/or Torres Strait Islander peoples significant errors and/or omissions are evident throughout the responses. 	1–2
The student response does not match any of the descriptors above.	0

Interpreting and Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • detailed interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed • discerning identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples • well-reasoned analysis of viewpoints and perspectives to explain how they formed and informed responses and contributions to rights and freedoms 	7–8
<ul style="list-style-type: none"> • interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed • identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples • analysis of viewpoints and perspectives to explain how they formed and informed responses and contributions to rights and freedoms 	5–6
<ul style="list-style-type: none"> • fragmented interpretation of information from sources that examine how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed • some identification of viewpoints and perspectives that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples • partial analysis of viewpoints and perspectives to make statements about how they formed and informed responses and contributions to rights and freedoms 	3–4
<ul style="list-style-type: none"> • statements about the sources that relate to how rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples have been addressed • identification of a viewpoint and/or perspective evident in the sources that relate to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples • one or more statements relating to the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples. 	1–2
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> insightful judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment/s supported by discerning and thorough reasoning effective use of evidence from the sources to support the judgment/s 	7–8
<ul style="list-style-type: none"> clear judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment/s supported by appropriate reasoning use of evidence from the sources to support the judgment/s 	5–6
<ul style="list-style-type: none"> superficial judgment/s of the extent to which responses and contributions influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by basic reasoning some references to evidence from sources to support the judgment/s 	3–4
<ul style="list-style-type: none"> simplistic and/or erroneous understanding of influences on rights and freedoms statement/s about responses and contributions that influenced the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples reference to a source that relates to the statement/s made in the response. 	1–2
The student response does not match any of the descriptors above.	0

Creating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> use of appropriate language logical sequencing of ideas related to the items minimal errors in spelling, grammar and punctuation 	2–3
<ul style="list-style-type: none"> use of some appropriate language conveys ideas that may not be related to the items frequent errors in spelling, grammar and punctuation impede communication of ideas. 	1
The student response does not match any of the descriptors above.	0

Internal assessment 2: Investigation (25%)

Students research an area related to Unit 3 Topic 2. They present their findings as an analytical essay.

Assessment objectives

1. Define and use terminology related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples.
2. Demonstrate understanding of how the responses and contributions to land rights reflected the need for Aboriginal societies and/or Torres Strait Islander societies to sustain their cultures and identities.
3. Interpret information from sources that relate to how land rights for Aboriginal peoples and/or Torres Strait Islander peoples were addressed during the 20th century.
4. Analyse viewpoints and perspectives that influenced the recognition of land rights of Aboriginal peoples and/or Torres Strait Islander peoples.
5. Evaluate the significance of the responses and contributions that influenced land rights of Aboriginal peoples and/or Torres Strait Islander peoples during the 20th century.
6. Create an analytical essay that uses appropriate language to communicate ideas related to responses and contributions to land rights of Aboriginal peoples and/or Torres Strait Islander peoples.

Specifications

This task requires students to:

- establish a context for the investigation
- devise a hypothesis for the focus of their inquiry
- identify relevant sources that can be interpreted to
 - analyse viewpoints and perspectives of individuals, groups and institutions that influenced responses and contributions that addressed the land rights of Aboriginal peoples and/or Torres Strait Islander peoples in the 20th century
 - evaluate the significance of these responses and contributions and assess their effects on the rights and freedoms of Aboriginal peoples and/or Torres Strait Islander peoples.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

Response requirements

Written: up to 2000 words

Mark allocation

Criterion	Assessment objectives	Marks
Defining, Using and Demonstrating understanding	1, 2	6
Interpreting and Analysing	3, 4	7
Evaluating	5	7
Creating	6	5
Total marks:		25

Instrument-specific marking guide (IA2)

Defining, Using and Demonstrating understanding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and accurate use of terminology related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples comprehensive and appropriate identification of relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples detailed and accurate explanations of how the identified responses and contributions demonstrated the need for Aboriginal societies and/or Torres Strait Islander societies to sustain cultures and identities 	5–6
<ul style="list-style-type: none"> use of appropriate terminology related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples some identification of relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples explanations of how the identified responses and contributions demonstrated the need for Aboriginal societies and/or Torres Strait Islander societies to sustain cultures and identities 	3–4
<ul style="list-style-type: none"> use of terminology related to the land rights of Aboriginal peoples and/or 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 relevant responses and contributions related to the land rights of Aboriginal peoples and/or Torres Strait Islander peoples significant errors and/or omissions within statements are evident throughout the response. 	1–2
The student response does not match any of the descriptors above.	0

Interpreting and Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • detailed interpretation of information from sources that examine how land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century • discerning identification of viewpoints and perspectives that relate to the ways that recognition of land rights were addressed • well-reasoned analysis of viewpoints and perspectives to explain how they influenced the recognition of land rights 	6–7
<ul style="list-style-type: none"> • interpretation of information from sources that examine how land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century • identification of viewpoints and perspectives that relate to the ways that recognition of land rights were addressed • analysis of viewpoints and perspectives to explain how they influenced the recognition of land rights 	4–5
<ul style="list-style-type: none"> • fragmented interpretation of information from sources that examine how land rights of Aboriginal peoples and/or Torres Strait Islander peoples were addressed in the 20th century • identification of a viewpoint and/or perspective that relate to the ways that recognition of land rights were addressed • analysis of a viewpoint and/or perspective that influenced the recognition of land rights 	2–3
<ul style="list-style-type: none"> • statements about viewpoints and/or perspectives that have formed and/or informed land rights • statement about an influence on the recognition of land rights. 	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> insightful judgment of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by discerning and thorough reasoning effective use of evidence from sources to support the judgment 	6–7
<ul style="list-style-type: none"> clear judgment of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by considered reasoning use of evidence from sources to support the judgment 	4–5
<ul style="list-style-type: none"> superficial judgment of the extent to which responses and contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples judgment supported by basic reasoning some reference to evidence from sources that support the judgment 	2–3
<ul style="list-style-type: none"> statements about responses and/or contributions have influenced the land rights of Aboriginal peoples and/or Torres Strait Islander peoples statements related to land rights are based on a simplistic understanding of influences on land rights and/or are unclear reference to a source that relates to the statements made in the response. 	1
The student response does not match any of the descriptors above.	0

Creating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> features of an analytical essay are consistently demonstrated succinct, with ideas conveyed logically in relation to the hypothesis devised appropriate language and recognised referencing conventions are adhered to, with minimal errors throughout the response 	4–5
<ul style="list-style-type: none"> features of an analytical essay are generally demonstrated conveys ideas that are related to the hypothesis devised appropriate language and recognised referencing conventions generally adhered to, but with some errors evident throughout the response 	2–3
<ul style="list-style-type: none"> features of an analytical essay are inconsistently demonstrated conveys ideas not related to the hypothesis devised frequent errors in appropriate language and/or referencing conventions impede communication of ideas. 	1
The student response does not match any of the descriptors above.	0

Internal assessment 3: Investigation (25%)

Students research an area related to Unit 4 Topic 1. They present their findings as an analytical essay.

Assessment objectives

1. Define and use terminology related to recognising and sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples.
2. Demonstrate an understanding of how the form of cultural expression selected reflects ongoing connectedness within Aboriginal societies and/or Torres Strait Islander societies.
3. Interpret information from sources related to cultural expression as a form of resilience.
4. Analyse viewpoints and perspectives that examine the role of cultural expression in recognising and sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples.
5. Evaluate the significance of cultural expression as a form of resilience through which living cultural practices of Aboriginal peoples and/or Torres Strait Islander peoples are recognised and sustained.
6. Create an analytical essay that uses appropriate language to communicate ideas related to the significance of cultural expression as a form of resilience in sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples.

Specifications

This task requires students to:

- identify a form of cultural expression from the list provided in Unit 4 Topic 1 to investigate
- devise a hypothesis that addresses the significance of the selected form of cultural expression in recognising and sustaining identities and living cultures
- use sources to:
 - interpret evidence from sources to explain how the selected form of cultural expression can be considered as a form of resilience
 - analyse viewpoints and perspectives that examine how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples
- evaluate the significance of the selected form of cultural expression as a form of resilience that recognises and sustains the living cultures of Aboriginal peoples and/or Torres Strait Islander peoples
- communicate their findings using an analytical essay.

It is recommended that this task is designed so that students can develop a response in approximately 15 hours of class time.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

Response requirements

Written: up to 2000 words

Mark allocation

Criterion	Assessment objectives	Marks
Defining, Using and Demonstrating understanding	1, 2	6
Interpreting and Analysing	3, 4	7
Evaluating	5	7
Creating	6	5
Total marks:		25

Instrument-specific marking guide (IA3)

Defining, Using and Demonstrating understanding	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> thorough and accurate use of terminology related to recognising and sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples comprehensive and appropriate identification of connectedness within Aboriginal societies and/or Torres Strait Islander societies evident in the selected form of cultural expression detailed and accurate explanations of ways that the selected form of cultural expression demonstrates the ongoing connection between land, language, culture, time, place and relationships 	5–6
<ul style="list-style-type: none"> use of appropriate terminology related to recognising and sustaining the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples some identification of the connectedness within Aboriginal societies and/or Torres Strait Islander societies evident in the selected form of cultural expression explanations of ways that the selected form of cultural expression demonstrates the ongoing connection between land, language, culture, time, place and relationships 	3–4
<ul style="list-style-type: none"> meaning of words, phrases and/or concepts related to recognising and sustaining the identities and living cultures of Aboriginal peoples and Torres Strait Islander peoples characterised by significant inaccuracies and/or omissions throughout the response significant errors and/or omissions within statements are evident throughout the response. 	1–2
The student response does not match any of the descriptors above.	0

Interpreting and Analysing	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> • detailed interpretation of information from sources that examine the role of the selected form of cultural expression in the context of resilience • thorough and detailed identification of viewpoints and perspectives that relate to how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples • well-reasoned analysis of viewpoints and perspectives that explains how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples 	6–7
<ul style="list-style-type: none"> • interpretation of information from sources that examine the role of the selected form of cultural expression in the context of resilience • identification of viewpoints and perspectives that relate to how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples • analysis of viewpoints and perspectives that explains how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples 	4–5
<ul style="list-style-type: none"> • fragmented interpretation of information from sources that examine the role of the selected form of cultural expression in the context of resilience • identification of a viewpoint and/or a perspective that relate to how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples • superficial analysis of identified viewpoint and/or perspective that states how the selected form of cultural expression recognises and sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples 	2–3
<ul style="list-style-type: none"> • statements that relate to the role of cultural expression within the context of resilience • statement about how the selected form of cultural expression recognises and/or sustains the identities and living cultures of Aboriginal peoples and/or Torres Strait Islander peoples. 	1
The student response does not match any of the descriptors above.	0

Evaluating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> insightful judgment of the extent to which the selected form of cultural expression demonstrates the resilience of Aboriginal societies and/or Torres Strait Islander societies judgement supported by discerning and thorough reasoning effective use of evidence from sources to support the judgment 	6–7
<ul style="list-style-type: none"> clear judgment of the extent to which the selected form of cultural expression demonstrates the resilience of Aboriginal societies and/or Torres Strait Islander societies judgment supported by considered reasoning use of evidence to support the judgment 	4–5
<ul style="list-style-type: none"> superficial judgment of the extent to which the selected form of cultural expression demonstrates the resilience of Aboriginal societies and/or Torres Strait Islander societies judgment supported by basic reasoning some reference to evidence from sources that support the judgment 	2–3
<ul style="list-style-type: none"> statements about the selected form of cultural expression as a form of resilience statements related to cultural expression and/or resilience are based on a simplistic understanding and/or are unclear reference to a source that relates to the statements made in the response. 	1
The student response does not match any of the descriptors above.	0

Creating	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> features of an analytical essay are consistently demonstrated succinct, with ideas conveyed logically in relation to the hypothesis devised appropriate language and recognised referencing conventions are adhered to, with minimal errors 	4–5
<ul style="list-style-type: none"> features of an analytical essay are generally demonstrated conveys ideas that are related to the hypothesis devised appropriate language and recognised referencing conventions are generally adhered to, but with some errors evident throughout the response 	2–3
<ul style="list-style-type: none"> features of an analytical essay are generally demonstrated conveys ideas not related to the hypothesis devised appropriate language and/or referencing conventions impede communication of ideas. 	1
The student response does not match any of the descriptors above.	0

External assessment: Examination — short response (25%)

External assessment is developed and marked by the QCAA. 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.

Assessment objectives

1. Define and use terminology relating to recognising the cultures and identities of Aboriginal peoples and Torres Strait Islander peoples within the context of recognition and reconciliation.
2. Demonstrate an understanding of the continuing connectedness between land, language, culture, time, place and relationships within Aboriginal societies and/or Torres Strait Islander societies within the context of recognition and reconciliation.
3. Interpret information from sources related to the recognition of the continuous living cultural practices of Aboriginal peoples and Torres Strait Islander peoples in the 21st century and in reconciliation processes.
4. Analyse viewpoints and perspectives that relate to the recognition of the continuous living cultural practices of Aboriginal peoples and Torres Strait Islander peoples and reconciliation processes.
5. Evaluate the significance of cultural interaction by assessing the impact of responses related to recognition and reconciliation.
6. Create responses that use appropriate language to communicate ideas related to recognition and reconciliation within sentences and short paragraphs.

Specifications

This examination:

- consists of a number of questions relating to Unit 4 Topic 2
- may ask students to respond using sentences or paragraphs
- may ask students to
 - interpret unseen stimulus material
 - respond to ideas and information
 - use their understanding of the importance of recognising the continuing connection between land, language, culture, time, place and relationships within Aboriginal societies and Torres Strait Islander societies in the context of reconciliation
 - focus on the historical, social and cultural factors that shape, contribute to and influence the reconciliation process and their impacts.

Stimulus specifications

Stimulus material will be:

- succinct enough to allow students sufficient time to engage with it
- presented in both text-based formats (e.g. excerpts from reference books, journals, media articles, speeches, oral statements and interview transcripts) and visual forms (e.g. cartoons, diagrams, graphical representations, illustrations and tables).

Conditions

- Mode: written
- Time allowed
 - Planning time: 15 minutes
 - Working time: 120 minutes
- Students must not bring notes into the examination.

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

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Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed

