# Government of South Australia LogoSACE Board Logo2024 Aboriginal Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025, and these are detailed in the change log at the front of each subject outline. When reviewing the 2024 Subject Assessment Advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

School Assessment

Assessment Type 1: Learning Journey

For this assessment type, students provide evidence of their learning through three responses (written, verbal or multi-modal), one for each of the three contexts: Diversity and Identity, Cultural Expressions and Contemporary Experiences.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria: knowledge and understanding, deconstruction, analysis, and synthesis, and evaluation, collaboration, and reflection.

Teachers can elicit more successful responses by:

* + explicitly teaching the historical events and policies that had/have an impact on Aboriginal experiences, so students can refer to these in their assignments
	+ reminding students to reflect on their own knowledge and values at the beginning of the course, and notice how these might be deepening as they learn, so students can describe this in their assignments
	+ using the three contexts from the Subject Outline to design tasks:
		- Diversity and Identity – connecting students with a wide range of Aboriginal voices, experiences, and communities
		- Cultural Expressions – celebrating both old and new ways of expressing culture through art, language, music, and more
		- Contemporary Experiences – examining the present, while encouraging students to make connections between the contemporary experiences and the past and future.
	+ considering the number of specific features assessed in each task and the opportunities provided to students to demonstrate evidence against these features.

The more successful responses commonly:

* + demonstrated clear and specific learning from Aboriginal peoples, whether through interviews, sharing of life stories, or from sources (documentaries and articles) created by Aboriginal peoples (KU1, DAS3)
	+ made connections between Aboriginal experiences and the historical context of the time (politics, social movements, etc) (KU2, DAS1, DAS2)
	+ included fresh/contemporary Aboriginal voice, whether from a well-known public figure or family / community member
	+ demonstrated understanding of the contribution, resilience, and strength of Aboriginal people despite historical challenges in our shared history
	+ reflected on their own knowledge and beliefs before the course and how this developed as a result of their learning from Aboriginal peoples (ECR1).

The less successful responses commonly:

* + provided minimal reflection on own learning from Aboriginal people
	+ re-told information from or about Aboriginal people without making connections to history / contemporary events
	+ used non-Aboriginal sources, e.g. people who work in Aboriginal communities/organisations, or are married to an Aboriginal person / have an Aboriginal child
	+ made general references to 'Indigenous people' rather than being specific about nation / mob
	+ used generalisations e.g. ‘the white man’.

Assessment Type 2: Social Action

Students apply their knowledge and understanding from their learning from and with Aboriginal peoples, communities, and/or other sources of Aboriginal voice to undertake one social action.

Students collaboratively plan and implement a social action that communicates their learning and aims to deepen their own understanding and the understanding of the school or local community. Students may work in a school or community-based group, or any other appropriate collaboration.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria: knowledge and understanding, deconstruction, analysis, and synthesis, and evaluation, collaboration, and reflection.

The more successful responses commonly:

* + explained how their social action was related to an issue of significance for Aboriginal peoples, and included contemporary and historical context
	+ included evidence of collaborating with, and seeking / acting on feedback from, Aboriginal peoples
	+ were clear on the intended outcomes of the Social Action, using this as an opportunity to reflect on their own learning as well as the learning of others
	+ included strong Aboriginal voice in the delivery of their social action.

The less successful responses commonly:

* + produced a static product that was not shared with the broader community, or delivered a social activity without clear intent or purpose
	+ included information outside the scope of assessment
	+ focused too many of their words on organisational challenges (e.g. group members being away and sick) or superficial reflections on whether the social action ran smoothly, was engaging, etc.
	+ had a very short rationale for why they decided on their social action, or didn’t connect it to issues of significance for Aboriginal peoples / did not clearly explain the contemporary and historical context behind the information they were trying to share
	+ had limited reflection of own learning and personal development based on learning from Aboriginal peoples or sources, either in understanding the issues related to their Social Action, or in working with Aboriginal peoples during the assignment.

External Assessment

Assessment Type 3: Acknowledgement

The Acknowledgement is a recognition and celebration of one or more Aboriginal people’s achievements. It is an opportunity to honour them and outline the impact they have/had. Students explore and share the experiences of an Aboriginal person/organisation, while deconstructing and analysing their achievements and impact within the context of our shared history.

Students are encouraged to connect with the Aboriginal community around them, including family, and reference / include information learned from them. Where students do not have connections to Aboriginal communities, students can still learn from Aboriginal peoples through published sources such as documentaries, filmed interviews, performances, autobiographies, etc.

The more successful responses commonly:

* + focused on one person/group to acknowledge, and explored them in depth
	+ made connections between the person/group’s achievements and experiences, and broader historical contexts, demonstrating deconstruction and analysis (DAS1)
	+ demonstrated understanding of Aboriginal perspectives and issues of significance for Aboriginal peoples
	+ clearly demonstrated they had learned from multiple Aboriginal sources, by selecting and embedding quotes from Aboriginal people that added depth to their exploration of one person / organisation (DAS3).

The less successful responses commonly:

* + focused on organisations *for* Aboriginal people, but ones that are not actually owned and operated by Aboriginal people
	+ focused on the services provided by organisations, with minimal information on Aboriginal narratives (KU1) or how the services connect to historical contexts (DAS1)
	+ focused on superficial achievements and challenges e.g. sporting titles, racism (general), without connecting to history, broader context, or the individual’s achievements in other parts of their life
	+ used non-Aboriginal people as key sources of information, limiting opportunities for KU1 and DAS3
	+ recounted the information with limited analysis
	+ presented information in interview style but did not deconstruct and analyse the information
	+ chose three or more people to acknowledge, which gave less opportunity to analyse and explore in depth how the past influences the present and future
	+ did not clearly demonstrate how they had connected to, and learned from, Aboriginal people.

General information

Please note there are small changes to word count and assessment conditions in the 2025 Subject Outline. Please familiarise yourself with these changes to ensure student success.