2022 Aboriginal Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the assessment types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students **should not speed-up the recording** of their videos excessively **in an attempt to condense more content** into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, **schools will be requested to provide a transcript** and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit (e.g., up to 2000 words for AT3).

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Assessment Type 1: Learning Journey

For this assessment type, students create three pieces (written, verbal or multi-modal), one for each of the three contexts: Diversity and Identity, Cultural Expressions and Contemporary Experiences.

The assessment design criteria are set by the teacher and each standard should be assessed twice throughout the course and outlined in their current LAP. The exception is ECR2 which is only assessed in Assessment Type 2: Social Action.

Teachers can elicit more successful responses by:

* ensuring task design is clear and aligned with specifically chosen performance standards – criteria may vary across tasks and be covered overall for the assessment type. Having consistent task sheets with very clear wording of the performance standards being assessed provides clear direction for the task
* ensuring they have followed the Subject Outline in terms of the three contexts studied:
* Diversity and Identity – connecting students with a wide range of Aboriginal voices, contexts, and communities
* Cultural Expressions – celebrating both old and new ways of expressing culture through art, language, music, and more
* Contemporary Experiences – examining the present and linking it to the past and future
* ensuring students are encouraged to make connections with historical events and policies
* enabling students to explore individual areas of interest within the three contexts.

The more successful responses commonly:

* described historical contexts with Aboriginal perspectives
* included fresh/contemporary Aboriginal voice, whether from a well-known public figure, family member, or community member
* examined their views and experiences before the course and reflected on their learning from Aboriginal people, thus showing development of their growth and understanding
* recognised the diversity of Aboriginal nations / communities, and that there are diverse experiences even within them
* presented strong Aboriginal narratives by using quotes from Aboriginal people relating to their topic
* included a rich variety of current and culturally appropriate sources
* demonstrated understanding of the contribution, resilience, and strength of Aboriginal people despite historical challenges in our shared history.

The less successful responses commonly:

* provided minimal reflection on their own learning from Aboriginal people and sources
* focused on western viewpoints instead of an Aboriginal perspective, or used non-Aboriginal voices as sources
* tended to be a recount rather than unpacking the topic (deconstruction and analysis) and evaluating and reflecting on their learning
* lacked Aboriginal voice
* focused primarily on Aboriginal sporting achievements rather than the impact the person has/had on Aboriginal Australia (e.g., focusing on how many games a player played without mentioning their books, work with Aboriginal charities, etc)
* provided a recount of information but did not connect contemporary contexts with the past
* used similar sources across all three learning journey tasks.

Assessment Type 2: Social Action

This is a group task where students reflect on their learning and choose an action that will share this knowledge with the broader community.

The assessment design criteria are determined by the teacher (considering what has already been covered in Assessment Type 1: Learning Journey) and should include at least one criterion from KU, DAS, and ECR.

Assessment design criteria ECR 2 should be included in the Social Action.

Teachers can elicit more successful responses by:

* ensuring task design is clear, and that students understand what should be included in the response:
* what information inspired them, that they wanted to pass on (Here students explain the contemporary context of the issue and how this is connected to the past)
* how they passed on this information (Here students demonstrate working in a culturally appropriate way, and centre Aboriginal voice in the information they are passing on)
* what the outcome was (Here students reflect on the growth of others, as well as their own growth).

The more successful responses commonly:

* included students being inspired to pass on their learning to inspire others (for example: educated their peers or teachers at their school through a speech, participated in an assembly, or created educational resources)
* provided a clear outline of intent, process, and outcome of the Social Action
* incorporated strong reflection and evaluation of their own learning from, and with, Aboriginal people and Aboriginal sources, and also reflected on the outcomes of their action (what their growth was as a result)
* included evidence of planning and collaboration, both in the learning process of the issue that inspired them, and within the Social Action, documenting connections with Aboriginal peoples / voices where possible.

The less successful responses commonly:

* had limited clarity about their intention or purpose of their Social Action
* did not clearly explain the contemporary and historical context behind the information they are sharing
* used a large portion of the word count for a recount of events and organisational challenges (e.g., operational issues within groups, etc) rather than the intent of the Social Action or how the past influences the present and future
* had limited reflection of student’s own learning and personal development and applying their knowledge
* had limited synthesis of learning acquired.

External Assessment

Assessment Type 3: Acknowledgement

The Acknowledgement is a celebration of one or more Aboriginal people’s achievements and an opportunity to honour them and outline the impact they have/had. Students explore and share the history, with key components of the task being to deconstruct and analyse what the person(s)/Aboriginal organisation / initiative / movement achieved and what their impact has been within the context of our shared history.

Students are welcome, and 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
* demonstrated clear understanding by deconstructing and analysing how the past influences the present in relation to their chosen topic
* acknowledged the impact of the person/organisation on our shared history
* addressed criteria DAS1 by making connections between the person/group’s achievements and experiences, and broader historical contexts
* clearly articulated how they connected to, and learned from, Aboriginal people in the process of completing the Acknowledgement (DAS3)
* chose a topic that celebrated/honoured Aboriginal experiences and accomplishments from Aboriginal people’s perspectives
* selected topics which are important to Aboriginal people and provided evidence from this perspective, rather than the western viewpoints
* selected and embedded quotes from Aboriginal people that added depth to the topic chosen
* acknowledged the accomplishments of their chosen Aboriginal person or Aboriginal organisation and were clear and evidence-based
* used strong Aboriginal voice as evidence and a variety of Aboriginal sources

The less successful responses commonly:

* focused on non-Aboriginal people or non-Aboriginal organisations as the focus of the task
* focused on the services provided by organisations, with minimal information on Aboriginal narratives (KU1) or how the services connect to historical contexts (DAS1)
* used non-Aboriginal people as key sources of information, limiting opportunities for KU1 and DAS3
* needed to acknowledge the impact of the person/organisation on our shared history and not only recount events
* 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
* needed to clearly demonstrate how they had connected to, and learned from, Aboriginal people.