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.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking and comments are clear.

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 is teacher-set, but each standard should be assessed twice throughout the course, with the exception of ECR2 which is only assessed in Assessment Type 2: Social Action.

Teachers can elicit more successful responses by:

* ensuring task design is clear – not too many performance standards, and with a consistent task sheet with that has very clear wording of the performance standards being assessed
* 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 context with Aboriginal perspectives
* included fresh/contemporary Aboriginal voice, whether from a well-known public figure or family/ community member
* examined their views and experiences before the course, and reflected on learning from Aboriginal people, 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 own learning from Aboriginal people
* focused on western viewpoints instead of from an Aboriginal perspective, or used non-Aboriginal voices as sources
* tended to be a recount rather than unpacking the topic (deconstruction and analysis)
* lacked Aboriginal voice
* focused primarily on Aboriginal sporting achievements rather than those people’s impact on Aboriginal Australia (e.g. focusing on how many games Adam Goodes played without mentioning his books, work with the Go Foundation, etc)
* didn’t connect contemporary contexts with the past
* used similar sources across the 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 is up to the teacher (based on what has already been covered in Assessment Type 1: Learning Journey) but should have at least one from KU, DAS and ECR.

The Social Action must include ECR 2 as this criteria isn’t assessed anywhere else.

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 did they go about passing the information on? (Here students demonstrate working in a culturally appropriate way, and also centre Aboriginal voice in the information they are passing on.)
* what were the outcomes? (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: educate peers or teachers at their school in the form or speech, assembly, educational resources)
* provided a clear outline of intent, process, and outcome
* incorporated strong reflection and evaluation of own learning from and with Aboriginal people, and also reflected on the outcomes of their action (was their growth 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 trying to share
* focused too many of their words on organisational challenges (e.g. group members being away and sick, etc) rather than the intent or content
* had limited reflection of student’s own learning and personal development or synthesis of learning acquired.

External Assessment

Assessment Type 3: Acknowledgement

The Acknowledgement is a celebration of one or more Aboriginal people’s achievements.

The more successful responses commonly:

* focused on one person/group to acknowledge, and explored them in depth
* 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
* used strong Aboriginal voice and a variety of sources
* acknowledged the accomplishments of chosen Aboriginal person or Aboriginal organisation and were clear and evidence-based
* applied the knowledge and understanding gained from their learning from and with Aboriginal people
* demonstrated clear understanding of how the past influences the present in relation to their chosen topic
* selected quotes from Aboriginal people added depth to the topic chosen which also demonstrated depth of knowledge on their topic.

The less successful responses commonly:

* 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
* focused on non-Aboriginal people or non-Aboriginal organisations as the main focus of the task
* gathered 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
* were not clear how they had connected to and learned from Aboriginal people.

General

Students are welcome and encouraged to connect with the Aboriginal community around them including family, and reference/include information learned from them. Some students do not have connections to Aboriginal communities but when this is the case, students can still learn from Aboriginal peoples through published sources (documentaries, filmed interviews, performances, autobiographies, etc.).