# Government of South Australia LogoSACE Board Logo2023 Aboriginal Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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 is set by the teacher, 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, with a clear and consistent task sheet that has strong links between the task and 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, 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.
	+ for every topic, explicitly teaching the historical events and policies that would have had impact on experiences.

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
	+ made connections between Aboriginal experiences and the historical context of the time (politics, social movements, etc)
	+ presented strong Aboriginal narratives on past, present and future
	+ 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
	+ 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
	+ retold or recounted information learned, with minimal connections to broader historical or political context
	+ focused on western viewpoints instead of Aboriginal perspectives, or used non-Aboriginal voices as sources (e.g. Creative Spirits / Jeff Korff)
	+ had very general narratives about Aboriginal peoples as a whole, rather than identifying specific groups, people or experiences
	+ used generalisations e.g. ‘the white man’.

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 is not 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/take action 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/taking action? (Here students demonstrate working in a culturally appropriate way, and also centre Aboriginal voice in any 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:

* + ensured the social action was around an issue of significance for Aboriginal peoples, and included contemporary and historical context
	+ included strong Aboriginal voice in the delivery of their social action
	+ when reflecting on the success of their social action, measured growth in knowledge and understanding of participants, as well as reflecting on and evaluating their own learning from and with Aboriginal peoples
	+ documented connections with Aboriginal peoples / voices (including asking for feedback and guidance from Aboriginal peoples where appropriate and possible) and reflected on their learning through this process.

The less successful responses commonly:

* + delivered a social activity (without clear intent or purpose) rather than a social action
	+ 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
	+ focused too many of their words on organisational challenges (e.g. group members being away and sick, etc) or superficial reflections on whether the social action ran smoothly, was engaging, etc.
	+ had limited reflection of student’s own learning and personal development based on learning from Aboriginal peoples or sources, either in deciding on what their social action would be or in working with Aboriginal peoples during the Social Action.

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.