2019 Aboriginal Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s 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

Assessment Type 1: Learning Journey

Students complete three responses as a set worth 40%. Students complete one response from each context; diversity and identity, cultural expressions and contemporary experiences.

Students demonstrate their knowledge and understanding of Aboriginal narratives and synthesise their learning from Aboriginal peoples, communities and/or other sources of Aboriginal voice.

The more successful responses commonly:

* presented strong Aboriginal narratives by using quotes from Aboriginal people relating to their topic
* included a rich variety of current and culturally appropriate sources
* utilised their own personal experiences and connections to family alongside other resources such as documentaries
* articulated their own growth in response to learning (application of learning)
* enabled students to explore individual areas of interest
* were evidence based – concepts and ideas backed up with Aboriginal voice
* looked at 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
* tended to be a recount rather than unpacking the topic (deconstruction and analysis)
* lacked Aboriginal voice
* demonstrated knowledge and understanding but this was not referenced as learning from Aboriginal people
* used similar sources across the three learning journey tasks.

Assessment Type 2: Social Action

Students apply the knowledge and understanding gained from Aboriginal people, communities and other sources. Students collaboratively plan, design and implement a Social Action that communicates their learning. Students evaluate and reflect on their own learning from the Social Action implemented.

The more successful responses commonly:

* provided a clear outline of intent, process and outcome
* incorporated strong reflection and evaluation of own learning from and with Aboriginal people
* documented evidence of learning with Aboriginal communities
* implemented a Social Action which communicated knowledge and students own learning
* included evidence of planning and collaboration in the learning process and within the Social Action
* was student driven Social Action for a desired outcome (passing on learning).

The less successful responses commonly:

* used a report style to explain participation in an event or camp (organised by the teacher) but no evidence of the student planning, collaborating and implementing a Social Action themselves
* provided no evidence of collaboration in the individual write up of Social Action
* lacked reflection of students own learning and personal development
* provided multimodal material with a lot of text on slides and no images.

External Assessment

Assessment Type 3: Acknowledgement

Students choose an Aboriginal person, Aboriginal people or Aboriginal organisation(s) to acknowledge. This task is designed for students to celebrate Aboriginal narratives and accomplishments as told by Aboriginal people themselves.

The more successful responses commonly:

* 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
* demonstrated students’ amalgamation of their learning from a variety of sources
* honoured the selected person’s (organisations) work and impact on Aboriginal Australia
* focused on one person/group to acknowledge, and explored them in depth
* addressed criteria DAS 1 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 (DAS 3).

The less successful responses commonly:

* presented an old investigation style task where students researched a topic rather than acknowledging a person or organisation working to improve things for Aboriginal people
* did not have Aboriginal people or Aboriginal organisations as the main focus of the task
* gathered information in interview style but did not deconstruct and analyse the information
* did not meet all four specific features (KU1, KU2, DAS1, DAS2) of the assessment design criteria to a high standard – inconsistencies noted
* chose three or more people to acknowledge, which gave less opportunity to explore in depth
* focused on the achievement of addressing racism through recent sporting achievement, without looking in depth at historical context and how the past influences the present and future (DAS 1)
* did not articulate how they connected to and learned from Aboriginal people, or gave superficial reflection (e.g. *‘they inspired me to be a leader and try my best’*) (DAS 3).