2021 Aboriginal Studies Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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

The more successful responses commonly:

* reframed historical context from Aboriginal perspectives rather than western viewpoints
* challenged old ways of thinking, viewing, and knowing, of topic areas and were able to bring fresh/contemporary ways of analysing the topic or bring different narratives to the story
* reflected on learning from Aboriginal people with depth of understanding
* presented strong Aboriginal narratives by using quotes from Aboriginal people relating to their topic
* included a rich variety of current and culturally appropriate sources
* 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
* focused on western viewpoints instead of reframing evidence from an Aboriginal perspective
* tended to be a recount rather than unpacking the topic (deconstruction and analysis)
* lacked Aboriginal voice
* were less clear about learning from Aboriginal people
* used similar sources across the three learning journey tasks.

Assessment Type 2: Social Action

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
* 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
* student discussed depth of knowledge and understanding of important learning, and articulated a need for change.

The less successful responses commonly:

* had limited clarity about their intention or purpose of their Social Action
* did not clearly apply student’s knowledge and understanding
* used a report style to explain participation in an event but no evidence of the student planning, collaborating, and implementing a Social Action themselves
* provided limited evidence of collaboration in the individual write up of Social Action
* had limited reflection of student’s own learning and personal development or synthesis of learning acquired

External Assessment

Assessment Type 3: Acknowledgment

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)
* designed ‘Investigation-style’ questions which explored an issue, rather than the requirements for Acknowledging an Aboriginal person/group carrying out efforts to alleviate the problem and acknowledging their impact
* based discussion on western viewpoints rather than Aboriginal viewpoints/narratives
* 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.