# 2018 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 undertake three tasks for the Learning Journey to demonstrate their knowledge and understanding of Aboriginal narratives. Students should demonstrate synthesis of their learning from Aboriginal peoples, communities and other sources of Aboriginal voice. At least on task should enable students to reflect on their own learning.

The more successful responses commonly:

* responded to only a small number of specific features, usually two or three, in each task and so were able to provide depth and detail in their responses
* focused on current topics and issues for the Contemporary Experiences context
* demonstrated insightful reflection and evaluation of their own learning and related the information presented to their own context
* identified how they interacted with Aboriginal people and communities on a personal level and how their learning changed as a result
* enabled students to follow a personalised pathway
* utilised family history as a resource where possible, including quotes from a variety of Aboriginal people and gave context to each
* used appropriate terminology.

The less successful responses commonly:

* tended towards recount and referred to contemporary issues/figures without relating it back to the past or historical context
* described contemporary issues without reflecting on their own learning and the impact on their own learning
* did not demonstrate evidence of personal learning from Aboriginal peoples and communities
* provided evidence against a large number of specific features and so lacked detail and depth in the response
* had only one opportunity across all assessment types to address a specific feature, most notably DAS3 synthesis of learning from and with Aboriginal peoples and/or communities.

Assessment Type 2: Social Action

Students undertake one Social Action to demonstrate their learning from Aboriginal peoples and communities. Students collaborate to plan and implement a social action that communicates their learning to the wider community and aims to deepen their own understanding and that of others in the community. Students evaluate and reflect on their own learning

The more successful responses commonly:

* addressed a genuine gap identified by the students and provided an authentic learning experiences, for example: identifying a gap in knowledge of Aboriginal histories in a local primary school and planning and running an assembly to educate and inspire primary school student
* involved action that could be implemented within the wider community, for example, junior year levels in the school
* involved a practical activity or event that engaged students in a meaningful way, for example running an assembly or school celebration during NAIDOC week
* effectively evaluated the impact the social action had on their learning and that of the community.

The less successful responses commonly:

* focused on evidence of the social action rather than a reflection on the learning as a result of the social action
* focused on participation in an activity that would have likely occurred regardless of the subject
* recounted subject learning to an audience
* recounted the activity and collaboration (who did what) with reflection only on the activities not on the changes in learning
* had limited evidence of any of the deconstruction, analysis and synthesis specific features .

## Assessment Type 3: Acknowledgment

Students undertake one Acknowledgment in which they demonstrate their understanding of narratives and accomplishments as told by Aboriginal peoples. The Acknowledgment should be selected from one of the contexts: diversity and identities; cultural expressions, or contemporary experiences. The context should be identified on the external assessment cover sheet available on the minisite.

The more successful responses commonly:

* focused on one or a small number of individuals’/community organisations’ journeys and contributions and provided depth in their evidence for each specific feature
* focused on learning from Aboriginal peoples and communities and the narratives shared by Aboriginal individuals or groups
* had strong evidence of Aboriginal voice throughout the Acknowledgment, including multiple voices through the description of others involved or impacted
* used an introductory statement that provided a strong, cohesive focus, for example ‘I would like to acknowledge ………………. for …………………’
* focused on specific groups addressing issues such as poor school attendance rates and youth incarceration rather than the issue itself.

The less successful responses commonly:

* recounted acknowledgments of several people or organisations resulting in surface evidence and lacking analysis of how the past influences the present and future
* focused on problems and issues rather than on the organisations, groups, and individuals carrying out efforts to alleviate the problem
* followed the requirements of the investigation in the old subject outline rather than the requirements for the Acknowledgment in the new subject outline
* provided large numbers of statistics without analysis and these were in some cases out of date and not in the spirit of acknowledging the positive work of individuals or organisations
* went over the maximum word count.