



## SAMPLE ASSESSMENT TASKS

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ABORIGINAL AND INTERCULTURAL STUDIES  
GENERAL YEAR 11

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## Sample assessment task

### Aboriginal and Intercultural Studies – General Year 11

#### Task 2 – Unit 1

**Assessment type:** Social inquiry

**Conditions**

Period allowed for completion of the task: 3 weeks of directed classwork and homework and a 5–10 minute oral presentation

**Task weighting**

10% of the school mark for this pair of units

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**Part A: Social inquiry process**

Choose **one (1)** Aboriginal leader who has contributed to Australian society and investigate:

- the leader's life
- the various forces and events that have influenced the leader's life
- the significance of the leader and the contributions the leader has made to Australian society.

1. In collaboration with the teacher devise a set of focus questions to guide your inquiry. (3 marks)
2. Select a range of sources which provide accurate information and evidence about the leader. (6 marks)
3. Use an appropriate note-making framework to take notes from the sources. (2 marks)  
The inquiry notes must:
  - address the focus questions
  - be clear and ordered (headings can be used)
  - cover all aspects of your inquiry.The source of information for your research notes must be recorded following the school protocols. (8 marks)
4. Draft some conclusions which will be included in your class presentation about the various forces and events that have influenced the leader's life, the significance of the selected leader and the leader's contributions to Australian society. (4 marks)
5. Construct a bibliography according to the school protocols. (2 marks)

The inquiry notes and the bibliography are to be submitted at the same time as you present your findings.

**Total = 25 marks (5%)**

**Part B: Class presentation**

Develop a 5–10 minute oral presentation that outlines your findings about the Aboriginal leader you chose. The presentation can include a PowerPoint presentation, a poster, and/or handouts for the class.

The presentation needs to:

- provide clear and accurate information
- describe the leader's life in detail
- identify the various forces and events that have influenced the leader's life
- identify the significance of the selected leader and the key contributions they have made to Australian society
- refer to evidence from a range of sources
- be delivered in a clear and organised way, using culturally sensitive language (15 marks)
- include your conclusions regarding the various forces and events that have influenced the leader's life, the significance of the selected leader and the leader's contributions to Australian society.

(5 marks)

**Total = 20 marks (5%)**

## Marking key for sample assessment task 2 – Unit 1

### Part A: Social inquiry process (5%)

Description	Marks
<b>Focus questions</b>	
Devises a set of questions which clearly identifies the key areas of the inquiry	3
Devises a set of simple questions which identifies a few areas of the inquiry	2
Lists a few simple questions which may or may not identify key areas of the inquiry	1
<b>Subtotal</b>	<b>3</b>
<b>Selection of sources</b>	
Selects a range of sources that provide clear and accurate information and evidence about the leader	5–6
Selects one (1) or two (2) sources that provide clear and accurate information and evidence about the leader	3–4
Uses one (1) source that provides some information about the leader	1–2
<b>Subtotal</b>	<b>6</b>
<b>Inquiry notes</b>	
Presents notes in a clear fashion, using an appropriate note-making framework	2
Presents notes in some order	1
<b>Subtotal</b>	<b>2</b>
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
<b>Subtotal</b>	<b>2</b>
Makes notes that are comprehensive and relevant to the three (3) areas of the inquiry: <ul style="list-style-type: none"> <li>the life of the leader</li> <li>the various forces and events that have influenced the leader's life</li> <li>the significance and contributions of the selected leader to Australian society</li> </ul>	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one (1) area of the inquiry	1–2
<b>Subtotal</b>	<b>6</b>
<b>Drafting conclusions</b>	
Drafts conclusions based on inquiry findings about: <ul style="list-style-type: none"> <li>the various forces and events that have influenced the leader's life</li> <li>the significance of the selected leader and their contributions to Australian society</li> </ul> Uses examples and evidence to support the conclusions	3–4
Attempts to draft some conclusions about: <ul style="list-style-type: none"> <li>the various forces and events that have influenced the leader's life</li> </ul> AND/OR <ul style="list-style-type: none"> <li>the significance of the selected leader and/or their contributions to Australian society</li> </ul> Uses limited examples which may support the conclusions	1–2
<b>Subtotal</b>	<b>4</b>
<b>Bibliography</b>	
Follows correct format according to the school protocols	2
Lists sources used	1
<b>Subtotal</b>	<b>2</b>
<b>Total Part A</b>	<b>25</b>

**Part B: Class presentation (5%)**

Description	Marks
<b>Presentation of research</b>	
Presents clear and accurate information about the selected leader that: <ul style="list-style-type: none"> <li>describes the leader's life in detail</li> <li>identifies the various forces and events that have influenced the leader's life</li> <li>identifies the significance of the selected leader and their key contributions to Australian society</li> </ul>	7–8
Presents clear information about the selected leader that: <ul style="list-style-type: none"> <li>describes the leader's life</li> <li>identifies some of the forces and events that have influenced the leader's life</li> <li>states the significance of the selected leader and some of their contributions to Australian society</li> </ul>	5–6
Presents some information about the selected leader that: <ul style="list-style-type: none"> <li>briefly describes the leader's life</li> <li>identifies a force or event that influenced the leader's life</li> <li>states the significance of the selected leader</li> </ul> OR <ul style="list-style-type: none"> <li>states a contribution of the leader to Australian society</li> </ul>	3–4
Presents some limited information about the selected leader that: <ul style="list-style-type: none"> <li>briefly describes the leader's life</li> </ul> OR <ul style="list-style-type: none"> <li>states the significance of the selected leader</li> </ul> OR <ul style="list-style-type: none"> <li>states a contribution of the leader to Australian society</li> </ul>	1–2
<b>Subtotal</b>	<b>8</b>
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from the sources	2
Refers to minimal evidence from the sources	1
<b>Subtotal</b>	<b>3</b>
Expresses information clearly and in an organised way, using culturally sensitive language	3–4
Expresses information briefly and in a way that may be difficult to follow, using simple language	1–2
<b>Subtotal</b>	<b>4</b>
<b>Presentation of conclusions</b>	
Presents justified conclusions about : <ul style="list-style-type: none"> <li>the various forces and events that have influenced the leader's life</li> <li>the significance of the selected leader and their key contributions to Australian society</li> </ul> Provides examples and evidence to support the conclusions	4–5
Presents some conclusions about : <ul style="list-style-type: none"> <li>some of the forces and events that have influenced the leader's life</li> </ul> AND <ul style="list-style-type: none"> <li>the significance of the selected leader</li> </ul> OR <ul style="list-style-type: none"> <li>the contributions of the selected leader to Australian society</li> </ul> Provides some examples and evidence that may support the conclusions	2–3
States the significance of the selected leader and/or their contributions to Australian society Provides minimal examples which may not support the statement	1
<b>Subtotal</b>	<b>5</b>
<b>Total Part B</b>	<b>20</b>

## Sample assessment task

### Aboriginal and Intercultural Studies – General Year 11

#### Task 6 – Unit 2

**Assessment type:** Social inquiry

**Conditions**

Period allowed for completion of the task: 3 weeks of directed classwork and homework and a 5–10 minute oral presentation

**Task weighting**

15% of the school mark for this pair of units

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**Part A: Social inquiry process**

Choose **one (1)** Aboriginal People or **one (1)** First Nations people and investigate:

- the ways the selected people/group express their cultural identity and spirituality
  - the importance of cultural identity and spirituality for the selected people/group
1. In collaboration with the teacher devise a set of focus questions to guide your inquiry. (3 marks)
  2. Select a range of sources which provide accurate information and evidence about:
    - the ways the selected people/group express their cultural identity and spirituality
    - the importance of cultural identity and spirituality to the selected people/group. (6 marks)
  3. Use an appropriate note-making framework to take notes from the sources. (2 marks)  
The inquiry notes must:
    - address the focus questions
    - be clear and ordered (headings can be used)
    - cover all aspects of your inquiry.The source of information for your research notes must be recorded following the school protocols. (8 marks)
  4. Draft some conclusions which will be included in your class presentation about the importance of cultural identity and spirituality for the selected people/group. (4 marks)
  5. Construct a bibliography according to the school protocols. (2 marks)

The inquiry notes and the bibliography are to be submitted at the same time as you present your findings.

**Total = 25 marks (7.5%)**

**Part B: Class presentation**

Develop a 5–10 minute oral presentation that outlines your findings about the selected people/group to the class. The presentation can include a PowerPoint presentation, poster and/or handouts for the class.

The presentation needs to:

- provide clear and accurate information
- explain the ways the selected people/group express their cultural identity and spirituality
- refer to evidence from a range of sources
- be delivered in a clear and organised way, using culturally sensitive language (15 marks)
- include your conclusions regarding the importance of cultural identity and spirituality for the selected people/group. (5 marks)

**Total = 20 marks (7.5%)**



## Marking key for sample assessment task 6 – Unit 2

### Part A: Social inquiry process (7.5%)

Description	Marks
<b>Focus questions</b>	
Devises a set of questions which clearly identifies the key areas of the topic	3
Devises a set of simple questions which identifies a few areas of the topic	2
Lists a few simple questions which may or may not identify key areas of the inquiry	1
<b>Subtotal</b>	<b>3</b>
<b>Selection of sources</b>	
Selects a range of sources that provide clear and accurate information and evidence about the ways the selected people/group express their cultural identity and spirituality	5–6
Selects one (1) or two (2) sources that provide clear and accurate information and evidence about the ways the selected people/group express their cultural identity and spirituality	3–4
Uses one (1) source that provides some information about the ways the selected people/group express their cultural identity and spirituality	1–2
<b>Subtotal</b>	<b>6</b>
<b>Inquiry notes</b>	
Presents notes in a clear fashion, using an appropriate note-making framework	2
Presents notes in some order	1
<b>Subtotal</b>	<b>2</b>
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
<b>Subtotal</b>	<b>2</b>
Makes notes that are relevant to key areas of the inquiry: <ul style="list-style-type: none"> <li>• the ways of expressing cultural identity used by the selected people/group</li> <li>• the ways of expressing spirituality used by the selected people/group</li> <li>• the importance of cultural identity and spirituality for the selected people/group</li> </ul>	5–6
Makes notes that relate to some areas of the inquiry	3–4
Makes notes that relate to one (1) area of the inquiry	1–2
<b>Subtotal</b>	<b>6</b>
<b>Drafting conclusions</b>	
Drafts conclusions based on inquiry findings about the importance of cultural identity and spirituality for the selected people/group Uses examples and evidence to support the conclusions	3–4
Attempts to draw some conclusions about the importance of cultural identity and spirituality for the selected people/group Uses limited examples which may support the conclusions	1–2
<b>Subtotal</b>	<b>4</b>
<b>Bibliography</b>	
Follows correct format according to the school protocols	2
Lists sources used	1
<b>Subtotal</b>	<b>2</b>
<b>Total Part A</b>	<b>25</b>

**Part B: Class presentation (7.5%)**

Description	Marks
<b>Presentation of research</b>	
Presents clear and accurate information that identifies and explains: <ul style="list-style-type: none"> <li>the ways the selected people/group express cultural identity and spirituality</li> <li>the importance of cultural identity and spirituality to the selected people/group</li> </ul>	7–8
Presents clear information that identifies and describes: <ul style="list-style-type: none"> <li>the ways the selected people/group express their cultural identity and spirituality</li> <li>the importance of cultural identity and spirituality to the selected people/group</li> </ul>	5–6
Presents some information that identifies and briefly describes: <ul style="list-style-type: none"> <li>some of the ways the selected people/group express their cultural identity and/or spirituality</li> <li>the importance of cultural identity and/or spirituality to the selected people/group</li> </ul>	3–4
Presents some limited information that: <ul style="list-style-type: none"> <li>briefly describes a few of the ways the selected people/group express their cultural identity and/or spirituality</li> </ul> OR <ul style="list-style-type: none"> <li>states the importance of cultural identity and/or spirituality to the selected people/group</li> </ul>	1–2
<b>Subtotal</b>	<b>8</b>
Refers to a range of evidence from the sources	3
Refers to several pieces of evidence from the sources	2
Refers to minimal evidence from the sources	1
<b>Subtotal</b>	<b>3</b>
Expresses information clearly and in an organised way, using culturally sensitive language	3–4
Expresses information briefly and in a way that may be difficult to follow, using simple language	1–2
<b>Subtotal</b>	<b>4</b>
<b>Presentation of conclusions</b>	
Presents justified conclusions about the importance of cultural identity and spirituality to the selected people/group Provides examples and evidence to support the conclusions	4–5
Presents some conclusions about the importance of cultural identity and spirituality to the selected people/group Provides some examples and evidence that may support the conclusions	2–3
States the importance of cultural identity and spirituality to the selected people/group Provides limited examples which may not support the statement	1
<b>Subtotal</b>	<b>5</b>
<b>Total Part B</b>	<b>20</b>

## Sample assessment task

### Aboriginal and Intercultural Studies – General Year 11

#### Task 3 – Unit 1

**Assessment type:** Source analysis

#### **Conditions**

Time for the task: 45 minutes under standard test conditions

The task is based on **two (2)** teacher-selected sources focusing on the war service of Aboriginal people in World War II and their experiences. The **two (2)** sources must provide different information.

#### **Task weighting**

15% of the school mark for this pair of units

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1. In your own words, summarise what Source 1 is about.

(4 marks)

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2. In your own words, summarise what Source 2 is about.

(4 marks)

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3. State the additional or different information provided in Source 2 compared to Source 1.

(4 marks)

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4. Using information from both sources, explain why war service was a positive experience for some Aboriginal people. (4 marks)

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5(a) Describe the Australian society that Aboriginal servicemen returned to after the war. (2 marks)

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5(b) Explain **two (2)** types of discrimination faced by Aboriginal servicemen when they returned home from the war. Use evidence from the sources and your own knowledge from classwork to support your answer. (8 marks)

**First type of discrimination:**

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**Second type of discrimination:**

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**Total = 26 marks**

## Marking key for sample assessment task 3 – Unit 1

1. In your own words, summarise what Source 1 is about.

Description	Marks
Accurately summarises what Source 1 is about, expressing ideas clearly and in a well-structured way Refers to evidence from the source to support the answer	3–4
Briefly summarises what the source is about, expresses ideas without a clear structure Makes little if any reference to evidence from the source	1–2
<b>Note:</b> The specific points made in the responses will depend on the sources selected.	

2. In your own words, summarise what Source 2 is about.

Description	Marks
Accurately summarises what Source 2 is about, expressing ideas clearly and in a well-structured way Refers to evidence from the source to support the answer	3–4
Briefly summarises what the source is about, expresses ideas without a clear structure Makes little if any reference to evidence from the source	1–2
<b>Note:</b> The specific points made in the responses will depend on the sources selected.	

3. State the additional or different information provided in Source 2 compared to Source 1.

Description	Marks
Accurately states the additional or different information provided in Source 2 compared to Source 1 Refers to evidence from the sources to support the answer	3–4
Briefly states some additional or different information provided in Source 2 compared to Source 1 Makes little if any reference to evidence from the source	1–2
<b>Note:</b> The specific points made in the responses will depend on the sources selected.	

4. Using information from both sources, explain why war service was a positive experience for some Aboriginal people.

Description	Marks
Accurately explains some reasons why war service was a positive experience for some Aboriginal people Provides clear evidence and/or examples from both sources to support the answer	3–4
Briefly explains a reason why war service was a positive experience for some Aboriginal people Provides one (1) or two (2) examples from the sources that may or may not be relevant	1–2
<b>Note:</b> The specific points made in the responses will depend on the sources selected.	



5(a) Describe the Australian society that Aboriginal servicemen returned to after the war.

Description	Marks
Provides an accurate description of Australian society at the time Aboriginal servicemen returned from the war	2
Provides a brief description of Australian society at the time the Aboriginal servicemen returned from the war	1
<b>Note:</b> The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

5(b) Explain **two (2)** types of discrimination faced by Aboriginal servicemen when they returned home from the war. Use evidence from the sources and your own knowledge from classwork to support your answer.

Description	Marks
<b>First type of discrimination</b>	
Provides a clear explanation of one type of discrimination faced by Aboriginal servicemen when they returned from the war Uses several relevant and clear examples from the sources and classwork to support the answer	3–4
Provides a brief description of one type of discrimination faced by Aboriginal servicemen when they returned from the war Uses a few examples from the sources and/or from classwork to support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Second type of discrimination</b>	
Provides a clear explanation of one type of discrimination faced by Aboriginal servicemen when they returned from the war Uses several relevant and clear examples from the sources and classwork to support the answer	3–4
Provides a brief description of one type of discrimination faced by Aboriginal servicemen when they returned from the war Uses a few examples from the sources and/or from classwork to support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<b>Note:</b> The specific points made in the responses will depend on the sources selected and what has been taught in the classroom.	

Sample assessment task

Aboriginal and Intercultural Studies – General Year 11

Task 4 – Unit 1

**Assessment type:** Extended response (issue analysis)

**Conditions**

Time for the task: 45 minutes under standard test conditions

This task is based on class work and a study of the novel *My Place* by Sally Morgan

Questions were issued to the students **one (1)** week prior to completing the task in class

Students may use their class notes

**Task weighting**

10% of the school mark for this pair of units

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1. Describe **four (4)** different influences on Sally Morgan’s life that are described in the novel.

(8 marks)

**Influence 1:**

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**Influence 2:**

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**Influence 3:**

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**Influence 4:**

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2. Explain how Sally Morgan responded to **two (2)** of these influences on her life. (8 marks)

**Sally Morgan's response to influence \_\_\_\_\_**

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**Sally Morgan's response to influence \_\_\_\_\_**

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3. Describe **two (2)** examples of how Sally's life differs from her Nan's life in relation to social inequalities. (4 marks)

**Example 1:**

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**Example 2:**

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**Total = 20 marks**

## Marking key for sample assessment task 4 – Unit 1

1. Describe **four (4)** different influences on Sally Morgan’s life that are described in the novel.

Description	Marks
<b>Influence 1</b>	
Clearly describes the influence on Sally Morgan’s life Provides relevant examples to support the answer	2
States the influence on Sally Morgan’s life	1
<b>Subtotal</b>	<b>2</b>
<b>Influence 2</b>	
Clearly describes the influence on Sally Morgan’s life Provides relevant examples to support the answer	2
States the influence on Sally Morgan’s life	1
<b>Subtotal</b>	<b>2</b>
<b>Influence 3</b>	
Clearly describes the influence on Sally Morgan’s life Provides relevant examples to support the answer	2
States the influence on Sally Morgan’s life	1
<b>Subtotal</b>	<b>2</b>
<b>Influence 4</b>	
Clearly describes the influence on Sally Morgan’s life Provides relevant examples to support the answer	2
States the influence on Sally Morgan’s life	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>8</b>
<b>Note:</b> The specific points made in the responses will depend on what has been taught in the classroom.	

2. Explain how Sally Morgan responded to **two (2)** of these influences on her life.

Description	Marks
<b>Sally Morgan’s response to influence 1</b>	
Clearly explains how Sally Morgan responded to the influence on her life Provides relevant examples from the novel to support the answer	3–4
Briefly describes how Sally Morgan responded to the influence on her life Provides limited examples from the novel that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Sally Morgan’s response to influence 2</b>	
Clearly explains how Sally Morgan responded to the influence on her life Provides relevant examples from the novel to support the answer	3–4
Briefly describes how Sally Morgan responded to the influence on her life Provides limited examples from the novel that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<b>Note:</b> The specific points made in the responses will depend on what has been taught in the classroom.	

3. Describe **two (2)** examples of how Sally’s life differs from her Nan’s life in relation to social inequalities.

Description	Marks
<b>Example 1</b>	
Clearly describes in detail an example from the novel of the differences between Sally’s life and her Nan’s life in relation to social inequalities	2
States an example from the novel of the differences between Sally’s life and her Nan’s life that may be in relation to social inequalities	1
<b>Subtotal</b>	<b>2</b>
<b>Example 2</b>	
Clearly describes in detail an example from the novel of the differences between Sally’s life and her Nan’s life in relation to social inequalities	2
States an example from the novel of the differences between Sally’s life and her Nan’s life that may be in relation to social inequalities	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<b>Note:</b> The specific points made in the responses will depend on what has been taught in the classroom.	

## Sample assessment task

## Aboriginal and Intercultural Studies – General Year 11

## Task 1 – Unit 1

**Assessment type:** Test**Conditions**

Time for the task: 45 minutes under standard test conditions

**Task weighting**

10% of the school mark for this pair of units

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1. List **three (3)** different types of leaders. (3 marks)

Type 1: \_\_\_\_\_

Type 2: \_\_\_\_\_

Type 3: \_\_\_\_\_

- 2(a) Describe what it means to be a leader. (2 marks)

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- 2(b) List **two (2)** key characteristics of leadership. (2 marks)

Characteristic 1: \_\_\_\_\_

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Characteristic 2: \_\_\_\_\_

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3(a) List **two (2)** aspects of Aboriginal cultures which may be different according to where people live. (2 marks)

**Aspect 1:** \_\_\_\_\_

**Aspect 2:** \_\_\_\_\_

3(b) Explain what you know of each of these aspects of Aboriginal cultures. (8 marks)

**Aspect 1:**

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**Aspect 2:**

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4. Explain **two (2)** differences in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities. (8 marks)

**Difference 1:**

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**Difference 2:**

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**Total = 25 marks**

## Marking key for sample assessment task 1 – Unit 1

1. List **three (3)** different types of leaders.

Description	Marks
Accurately lists different types of leaders	1–3 (1 mark per type)
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>Elders</li> <li>political leaders e.g. President, Prime Minister, Premier</li> <li>religious leaders e.g. Archbishop, Ayatollah, Imam, the Pope</li> <li>sporting leaders e.g. Captain, Vice-captain</li> <li>military leaders e.g. General, Admiral, Chief of Airforce</li> </ul>	

2(a) Describe what it means to be a leader.

Description	Marks
Clearly describes what it means to be a leader, providing examples to support the answer	2
States what it means to be a leader without providing examples	1
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>a leader can be a person who guides or directs a group</li> <li>a leader can be someone who inspires others through their actions or words</li> <li>a leader can have an official position, such as a political leader (Prime Minister)</li> </ul>	

2(b) List **two (2)** key characteristics of leadership.

Description	Marks
Lists key characteristics of leadership	1–2 (1 mark per characteristic)
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>effective communication skills and being willing to listen to others</li> <li>having a vision or a clear direction for others to follow</li> <li>the ability to inspire others</li> </ul>	

3(a) List **two (2)** aspects of Aboriginal cultures which may be different according to where people live.

Description	Marks
Accurately identifies aspects of Aboriginal cultures which may be different according to where people live	1–2 (1 mark per aspect)
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>tribes</li> <li>languages</li> <li>Dreamings</li> <li>customary law</li> <li>art</li> <li>music and dance</li> </ul>	

3(b) Explain what you know of each of these aspects of Aboriginal cultures.

Description	Marks
<b>Aspect 1</b>	
Clearly explains an aspect of Aboriginal cultures, using relevant examples to support the answer	3–4
Briefly describes an aspect of Aboriginal cultures, using a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Aspect 2</b>	
Clearly explains an aspect of Aboriginal cultures, using relevant examples to support the answer	3–4
Briefly describes an aspect of Aboriginal cultures, using a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<b>Note:</b> The specific points made in the responses will depend on what has been taught in the classroom.	

4. Explain **two (2)** differences in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities.

Description	Marks
<b>Difference 1</b>	
Clearly explains a difference in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities Provides relevant examples to support the answer	3–4
Briefly explains a difference in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Difference 2</b>	
Clearly explains a difference in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities Provides relevant examples to support the answer	3–4
Briefly explains a difference in lifestyles and cultures between urban Aboriginal communities and remote Aboriginal communities Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<b>Answer could include, but is not limited to:</b>	
An explanation of: <ul style="list-style-type: none"> <li>the closer connection to Country for remote Aboriginal communities and how this affects lifestyles and cultures</li> <li>the different access to educational opportunities between urban Aboriginal communities and remote Aboriginal communities, and the effects on Aboriginal peoples' employment opportunities and how this may affect lifestyles</li> <li>the different access to medical facilities between urban Aboriginal communities and remote Aboriginal communities and the effects on Aboriginal peoples' health.</li> </ul>	

Sample assessment task

Aboriginal and Intercultural Studies – General Year 11

Task 8 – Unit 2

**Assessment type:** Test

**Conditions**

Time for the task: 45 minutes under standard test conditions

**Task weighting**

10% of the school mark for this pair of units

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1. List **three (3)** ways Aboriginal Peoples express their cultural identity in Australia today. (3 marks)

**First way:** \_\_\_\_\_

**Second way:** \_\_\_\_\_

**Third way:** \_\_\_\_\_

2. Explain **two (2)** reasons why expression of cultural identity is important to Aboriginal Peoples. (8 marks)

**Reason 1:**

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\_\_\_\_\_  
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**Reason 2:**

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3. Describe **two (2)** ways in which Aboriginal Peoples express connections to Country through cultural expression. (8 marks)

**Description 1:**

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**Description 2:**

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4. Describe **two (2)** examples of cultural change in Aboriginal society that have resulted from contact with other cultures. (4 marks)

**Example 1:**

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**Example 2:**

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5. Describe **one (1)** example of a creative partnership between an Aboriginal artist or a group of artists and a non-Aboriginal artist or group of artists. (2 marks)

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**Total = 25 marks**



## Marking key for sample assessment task 8 – Unit 2

1. List **three (3)** ways Aboriginal Peoples express their cultural identity in Australia today.

Description	Marks
Accurately lists ways Aboriginal Peoples express their cultural identity in Australia today	1–3 (1 mark per way)
<b>Answer could include, but is not limited to:</b>	
Aboriginal Peoples express their cultural identity through:	
<ul style="list-style-type: none"> <li>• song writing and music</li> <li>• dance</li> <li>• artwork</li> <li>• literature</li> <li>• film and television programs</li> </ul>	

2. Explain **two (2)** reasons why expression of cultural identity is important to Aboriginal Peoples.

Description	Marks
<b>Reason 1</b>	
Clearly explains a reason why cultural expression is important to Aboriginal Peoples Provides relevant examples to support the answer	3–4
Briefly describes a reason why cultural expression is important to Aboriginal Peoples Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Reason 2</b>	
Clearly explains a reason why cultural expression is important to Aboriginal Peoples Provides relevant examples to support the answer	3–4
Briefly describes a reason why cultural expression is important to Aboriginal Peoples Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>8</b>
<b>Note:</b> The specific points made in the responses will depend on what has been taught in the classroom.	

3. Describe **two (2)** ways Aboriginal Peoples express connections to Country through cultural expression.

Description	Marks
<b>Description 1</b>	
Clearly describes in detail a way Aboriginal Peoples express connection to Country through cultural expression Provides relevant examples to support the answer	3–4
Briefly describes a way Aboriginal Peoples express connection to Country through cultural expression Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>
<b>Description 2</b>	
Clearly describes in detail a way Aboriginal Peoples express connection to Country through cultural expression Provides relevant examples to support the answer	3–4
Briefly describes a way Aboriginal Peoples express connection to Country through cultural expression Provides a few examples that may support the answer	1–2
<b>Subtotal</b>	<b>4</b>

<b>Total</b>	<b>8</b>
<b>Answer could include, but is not limited to:</b>	
A description of:	
<ul style="list-style-type: none"> <li>the recording of specific songlines or Dreaming tracks through traditional songs, paintings, or dances and how the songlines connect Aboriginal Peoples to their Country</li> <li>specific stories of the Dreamings and how they connect Aboriginal Peoples to their Country.</li> </ul>	

4. Describe **two (2)** examples of cultural change in Aboriginal societies that have resulted from contact with other cultures.

Description	Marks
<b>Example 1</b>	
Clearly describes in detail an example of cultural change in Aboriginal societies that has resulted from contact with other cultures	2
Lists an example of cultural change in Aboriginal societies that has resulted from contact with other cultures	1
<b>Subtotal</b>	<b>2</b>
<b>Example 2</b>	
Clearly describes in detail an example of cultural change in Aboriginal societies that has resulted from contact with other cultures	2
Lists an example of cultural change in Aboriginal societies that has resulted from contact with other cultures	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>4</b>
<b>Answer could include, but is not limited to:</b>	
<ul style="list-style-type: none"> <li>the influence of religions such as Christianity and Islam on traditional belief systems</li> <li>the influence of film and television in communicating and spreading cultural ideas, especially from the U.S.A. e.g. hip hop and street culture</li> <li>the influence of western food and the impact on health</li> <li>the influence of western art forms on music, art, or dance in Aboriginal societies</li> </ul>	

5. Describe **one (1)** example of a creative partnership between an Aboriginal artist or a group of artists and a non-Aboriginal artist or group of artists.

Description	Marks
Clearly describes in detail <b>one (1)</b> example of a creative partnership between Aboriginal and non-Aboriginal artists	2
Lists <b>one (1)</b> example of a creative partnership between Aboriginal and non-Aboriginal artists	1
<b>Answer could include, but is not limited to:</b>	
Descriptions of the creative partnership between:	
<ul style="list-style-type: none"> <li>Kev Carmody and Paul Kelly</li> </ul> <b>OR</b>	
<ul style="list-style-type: none"> <li>band members of Yothu Yindi</li> </ul> <b>OR</b>	
<ul style="list-style-type: none"> <li>band members of the Warumpi Band</li> </ul>	