



SAMPLE ASSESSMENT OUTLINE

ABORIGINAL AND INTERCULTURAL STUDIES

GENERAL YEAR 12

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample assessment outline

Aboriginal and Intercultural Studies – General Year 12

Unit 3 and Unit 4

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	Start and submission dates	Assessment task
Inquiry	25%	10%	Semester 1 Week 12–15	Task 4: Students plan and conduct an inquiry on two Australian First Nations Peoples' organisations, businesses and/or enterprises. Students are to present their findings as a written report, followed by an in-class written self-reflection completed under test conditions.
		15%	Semester 2 Week 7–10	Task 7: Students plan and conduct an inquiry on one Australian First Nations Peoples contemporary form of self-determination and autonomy. Students are to present their findings in an oral/visual format, followed by an in-class panel discussion and written self-reflection completed under test conditions.
Response	30%	10%	Semester 1 Week 4	Task 1: Students develop a written proposal and visual representation showing and explaining the interrelationship between language, culture and Country, including the significance of place names and the importance of restoring and using First Nations place names.
		5%	Semester 1 Week 6	Task 2: A series of short-answer questions based on sources and Unit 1 Overview content, conducted in class under test conditions.
		15%	Semester 2 Week 6	Task 6: A series of short-answer questions based on sources and Unit 2 Overview content, conducted in class under test conditions.
Social action	30%	15%	Semester 1 Week 7–11	Task 3: Students individually or collaboratively plan, design and implement a culturally appropriate social action project, which involves educating members of the school community about one environmental and one cultural issue concerning the use and management of natural resources for one Australian First Nations People and one international First Nations People. This is followed by an in-class written reflection completed under test conditions.
		15%	Semester 2 Week 11–15	Task 8: Students individually or collaboratively plan, design and implement a social action project, which involves educating members of the school community about Reconciliation in Australia and at a global level, to explore how individuals and communities can actively contribute to Reconciliation.
Externally Set Task	15%	15%	Semester 1 Week 14	Task 5: A written task or item or set of items of 50 minutes' duration developed by the School Curriculum and Standards Authority and administered by the school.
Total	100%	100%		