



## SAMPLE ASSESSMENT OUTLINE

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ABORIGINAL AND INTERCULTURAL STUDIES  
GENERAL YEAR 11

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## **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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## Sample assessment outline

### Aboriginal and Intercultural Studies – General Year 11

Unit 1 and Unit 2

Assessment type (from syllabus)	Assessment type weighting (from syllabus)	Assessment task weighting	When/start and submission date	Assessment task
Inquiry	30%	15%	Semester 1 Weeks 7–10	<b>Task 3:</b> A group or individual inquiry on the cultural identity of <b>one</b> Western Australian First Nations Peoples and <b>one</b> International First Nations Peoples, such as the Maori, the Dayak people of Borneo, the Inuit, the First Nations Peoples of North America, the Karen people of Burma, the Tibetan people, and/or the Khoikhoi peoples of South Africa. In-class panel discussion and written self-reflection on what has been learnt.
		15%	Semester 2 Weeks 11–14	<b>Task 8:</b> A group or individual inquiry, which includes collecting and using primary information sources, about programs or initiatives, which provide opportunities for individual and community cultural practice and expression, and the benefit of these to First Nations Peoples. Students are to present their findings in an oral/visual format. In-class panel discussion and written self-reflection on what has been learnt.
Response	40%	10%	Semester 1 Weeks 1–2	<b>Task 1:</b> Write and deliver an Acknowledgment of Country for a specific region in Western Australia.
		10%	Semester 1 Week 6	<b>Task 2:</b> A series of short-answer questions based on sources and Unit 1 Overview content. Conducted in class under test conditions.
		10%	Semester 2 Weeks 2–3	<b>Task 5:</b> A multimodal presentation demonstrating and explaining specific examples of the ways cultural expressions contribute to maintaining and retaining the identity and cultural values of the Australian First Nations Peoples.
		10%	Semester 2 Week 6	<b>Task 6:</b> 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 Weeks 13–16	<b>Task 4:</b> Students individually or collaboratively plan, design and implement a culturally appropriate display or activity involving members of the school community about the effects of one event, experience, issue, or proposal on the identity and cultures of Australian First Nations Peoples. In-class written response reflecting on the social action task.
		15%	Semester 2 Weeks 7–10	<b>Task 7:</b> Students individually or collaboratively plan, design and implement a culturally appropriate education resource to teach secondary aged students about the contribution of cultural expressions to the empowerment and resiliency of First Nations Peoples cultures and identities both in Australia and globally. In-class written response reflecting on the social action task.
<b>Total</b>	<b>100%</b>	<b>100%</b>		