



SAMPLE ASSESSMENT TASKS

ABORIGINAL AND INTERCULTURAL STUDIES
GENERAL YEAR 12

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Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 2 – Unit 3

Assessment type: Social inquiry

Conditions

Period allowed for completion of the task: three 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

Part A: Social inquiry process

Investigate the extent and impact of contemporary land use and management practices in Australia on the environment and the environmental issues related to **either**:

- the use of waterways

OR

- native animal endangerment and extinctions.

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 extent and impact of environmental issues related to contemporary land use and management practices as seen in:
 - the use of waterwaysOR
 - native animal endangerment and extinctions. (6 marks)
3. Use an appropriate note-making framework to take notes from the sources. (The source of information for your research notes must be recorded following school protocols.)
The inquiry notes must:
 - be clear and ordered (headings can be used) (2 marks)
 - address the focus questions (2 marks)
 - cover all aspects of your inquiry. (6 marks)
4. Draft some conclusions about the:
 - environmental issues related to contemporary land use and management practices
 - extent and impact on either waterways or native animals. (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 environmental issues arising from contemporary land use and management practices related to either the use of waterways or native animal endangerment and extinctions.

The presentation can include a PowerPoint presentation, a poster, and/or handouts for the class.

The presentation needs to:

- describe the environmental issues related to contemporary land use and management practices as seen in either the use of waterways or native animal endangerment and extinctions (6 marks)
- identify the various contemporary land use and management practices that have led to the environmental issues (2 marks)
- use evidence from the sources to support your description of the findings (3 marks)
- be delivered in a clear and organised way, using culturally sensitive language (4 marks)
- include your conclusions about the extent and impact of environmental issues related to contemporary land use and management practices on:
 - waterwaysOR
 - native animals. (5 marks)

Total = 20 marks (5%)

Marking key for sample assessment task 2 – Unit 3

Part A: Social inquiry process (5%)

Description	Marks
Focus questions	
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
Subtotal	3
Selection of sources	
Selects a range of sources that provide clear and accurate information and evidence about the extent and impact of environmental issues related to contemporary land use and management practices as seen in the use of waterways or native animal endangerment and extinctions	5–6
Selects a few sources that provide information and some evidence about the extent and impact of environmental issues related to contemporary land use and management practices	3–4
Uses a source that provides limited information about the environmental issues related to contemporary land use and management practices	1–2
Subtotal	6
Inquiry notes	
Uses an appropriate note-making framework to present notes	2
Presents notes in some order	1
Subtotal	2
Makes notes that address the focus questions	2
Makes notes that contain some links to the focus questions	1
Subtotal	2
Makes notes that: <ul style="list-style-type: none"> are relevant to the key areas of the inquiry provide a detailed and accurate description of the extent and impact of environmental issues related to contemporary land use and management practices as seen in the use of waterways or native animal endangerment and extinctions accurately identify the various contemporary land use and management practices that have led to these environmental issues 	5–6
Makes notes that: <ul style="list-style-type: none"> are relevant to most of the key areas of the inquiry provide a description of some of the environmental issues related to contemporary land use and management practices identify some of the contemporary land use and management practices that have led to these environmental issues 	3–4
Makes notes that: <ul style="list-style-type: none"> provide a limited description of one or two of the environmental issues related to contemporary land use and management practices OR <ul style="list-style-type: none"> identify one or two of the contemporary land use and management practices that have led to these environmental issues 	1–2
Subtotal	6

Description	Marks
Drafting conclusions	
Drafts conclusions based on inquiry findings Uses examples and evidence to support the conclusions	3–4
Attempts to draft some conclusions Uses limited examples which may support the conclusions	1–2
Subtotal	4
Bibliography	
Follows correct format according to the school protocols	2
Lists sources used	1
Subtotal	2
Total Part A	25

Part B: Class presentation (5%)

Description	Marks
Presentation of research	
Describes in detail the extent and impact of environmental issues related to contemporary land use and management practices as seen in the use of waterways or native animal endangerment and extinctions	5–6
Describes some of the environmental issues related to contemporary land use and management practices	3–4
Lists a few of the environmental issues related to contemporary land use and management practices	1–2
Subtotal	6
Identifies a range of contemporary land use and management practices that have led to the environmental issues	2
Identifies one or two contemporary land use and management practices that have led to environmental issues	1
Subtotal	2
Uses a range of evidence from the sources	3
Uses several pieces of evidence from the sources	2
Uses limited or no evidence from the sources	1
Subtotal	3
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, attempting to use some culturally sensitive language	1–2
Subtotal	4
Presentation of conclusions	
Presents justified conclusions Uses examples and evidence to support the conclusions	4–5
Presents some conclusions Uses some examples and evidence that may support the conclusions	2–3
States an environmental issue related to contemporary land use and management practices Uses limited or no examples which support the statement	1
Subtotal	5
Total Part B	20

Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 6 – Unit 4

Assessment type: Source analysis

Conditions

Time for the task: 45 minutes under standard test conditions

The task is based on **two** teacher-selected sources focusing on Aboriginal Peoples' experiences of colonisation compared to the experiences of another First Nations people.

Task weighting

15% of the school mark for this pair of units

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1. Explain what the term colonisation means, using examples to support your answer. (2 marks)

2. In your own words, summarise what Source 1 is about. (4 marks)

Marking key for sample assessment task 6 – Unit 4

1. Explain what the term colonisation means, using examples to support your answer.

Description	Marks
Explains the term colonisation, using examples to support the answer	2
Briefly describes the term colonisation	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> the establishment of a settlement of people who take control of a territory or country and maintain links to their home country colonisation usually involves large-scale immigration of people into an area and the displacement of the original inhabitants colonisation often involves the original inhabitants losing control of their land examples include Australia and New Zealand being colonised by the British; the Americas being colonised by Europeans 	

2. 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, expressing ideas without a clear structure Makes little if any reference to evidence from the source	1–2
Note: The specific points made in the response will depend on the sources selected.	

3. 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, expressing ideas without a clear structure Makes little if any reference to evidence from the source	1–2
Note: The specific points made in the response will depend on the sources selected.	

4. List **two** similarities in the experiences of colonisation described in Source 1 and Source 2.

Description	Marks
Lists two similarities in the experiences of colonisation described in Source 1 and Source 2	1–2 (1 mark per similarity)
Note: The specific points made in the response will depend on the sources selected.	

5. List **two** differences in the experiences of colonisation described in Source 1 and Source 2.

Description	Marks
Lists two differences in the experiences of colonisation described in Source 1 and Source 2	1–2 (1 mark per difference)
Note: The specific points made in the response will depend on the sources selected.	

6. Explain **two** reasons why the experiences of colonisation described in the two sources are different. Use evidence from the sources and your own knowledge from classwork to support your answer.

Description	Marks
First reason why the experiences of colonisation described in the sources are different	
Provides a clear explanation of one reason why the experiences of colonisation described in the two sources are different Uses several relevant and clear examples from the sources and classwork to support the answer	3–4
Provides a brief description of one reason why the experiences of colonisation described in the two sources are different Uses a few examples from the sources and/or from classwork to support the answer	1–2
Subtotal	4
Second reason why the experiences of colonisation described in the sources are different	
Provides a clear explanation of another reason why the experiences of colonisation described in the two sources are different Uses several relevant and clear examples from the sources and classwork to support the answer	3–4
Provides a brief description of one reason why the experiences of colonisation described in the two sources are different Uses a few examples from the sources and/or from classwork to support the answer	1–2
Subtotal	4
Total	8
Note: The specific points made in the response will depend on the sources selected and what has been taught in the classroom.	

Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 8 – Unit 4

Assessment type: Extended response (issue analysis)

Conditions

Questions issued to the students **one** week prior to completing the task in class in 45 minutes under standard test conditions

Task weighting

15% of the school mark for this pair of units

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1. (a) Provide **two** factors that have led to the decline in use of the Maori language by people of Maori descent in New Zealand since 1945. (2 marks)

- (b) Explain **two** actions the New Zealand government has taken to promote the use of the Maori language since the 1970s. (8 marks)

Action 1:

Action 2:

(c) Explain why it is important to promote the learning of First Nations languages by First Nations peoples and others. (4 marks)

Marking key for sample assessment task 8 – Unit 4

1. (a) Provide **two** factors that have led to the decline in use of the Maori language by people of Maori descent in New Zealand since 1945.

Description	Marks
Provides two factors that have led to the decline in the use of the Maori language by people of Maori descent in New Zealand since 1945	1–2 (1 mark per factor)
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • after World War II many Maori moved to the towns and cities as there were many job opportunities and English was the language used in the urban areas • Maori children in urban areas went to schools where only English was used • Maori language ceased to be the home language for many Maori people living in urban areas 	

- (b) Explain **two** actions the New Zealand government has taken to promote the use of the Maori language since the 1970s.

Description	Marks
Action 1	
Clearly explains an action taken by the New Zealand government to promote the use of Maori language since 1987	3–4
Briefly describes an action taken by the New Zealand government to promote the use of Maori language since 1987	1–2
Subtotal	4
Action 2	
Clearly explains another action taken by the New Zealand government to promote the use of Maori language since 1987	3–4
Briefly describes another action taken by the New Zealand government to promote the use of Maori language since 1987	1–2
Subtotal	4
Total	8
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • Maori Language Week began in 1975 and this has raised the profile of the Maori language amongst Maori and non-Maori people through advertising and a focus on the language • the first official bilingual school was opened in 1978 which proved that students could be successful learners in both English and Maori • Maori language-recovery programs began in the 1980s with Maori pre-schoolers and primary school students to promote the learning of Maori • Maori was made an official language of New Zealand under the <i>Maori Language Act 1987</i> and this gave the language recognition and a place in society; for example, in official signage 	

- (c) Explain why it is important to promote the learning of First Nations languages by First Nations peoples and others.

Description	Marks
Clearly explains why it is important to promote the learning of First Nations languages by First Nations peoples and others Provides relevant examples to support the answer	3–4
Briefly describes why it is important to promote the learning of First Nations languages by First Nations peoples and others Provides a few examples that may support the answer	1–2
Answer could include, but is not limited to:	
It is important to promote the learning of First Nations languages because: <ul style="list-style-type: none"> languages are an integral part of a culture and they provide a distinct means of expressing that culture languages are closely tied to a person's identity and they provide a bond to a person's ancestors languages provide people with a distinct way of seeing the world and describing their reality shared language provides a bond within a community. 	

2. (a) List the **four** areas that are covered by anti-discrimination legislation in Australia.

Description	Marks
Lists the areas covered by anti-discrimination legislation in Australia	1–4 (1 mark per area)
Answer:	
<ul style="list-style-type: none"> age discrimination disability discrimination racial discrimination sex discrimination 	

- (b) Explain the purpose of anti-discrimination legislation and why it is important for countries to have this type of legislation.

Description	Marks
Clearly explains the purpose of anti-discrimination legislation and why it is important for countries to have this legislation Provides relevant examples to support the answer	5–6
Briefly describes the purpose of anti-discrimination legislation and why it is important for countries to have this legislation Provides a few examples that may support the answer	3–4
States the purpose of anti-discrimination legislation or the importance of anti-discrimination legislation with limited examples that may not support the statement	1–2
Answer could include, but is not limited to:	
The purpose of anti-discrimination legislation is to: <ul style="list-style-type: none"> protect people's rights and to ensure they are treated equally prevent discrimination on the basis of such things as age, sex, race or disability. This type of legislation is important because in the past people faced discrimination in the workplace; for example, women were sometimes not employed because they might have wanted to have children, or older people were overlooked for jobs because younger people were preferred, or disabled people were not considered employable.	

Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 1 – Unit 3

Assessment type: Test

Conditions

Time for the task: 45 minutes under standard test conditions

Task weighting

5% of the school mark for this pair of units

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1. List **two** traditional uses of fire employed by Aboriginal Peoples. (2 marks)

First traditional use of fire:

Second traditional use of fire:

2. (a) Describe what a shell midden is. (2 marks)

- (b) Explain, using examples, the importance of shell middens to archaeologists. (4 marks)

3. (a) List **two** other traditional land and/or sea management practices (excluding the use of fire). (2 marks)

Practice 1:

Practice 2:

(b) Identify and explain **two** of the effects of traditional land and/or sea management practices on the environment. Provide examples to support your answer. (6 marks)

Effect 1:

Effect 2:

4. Identify and explain **two** actions that have been taken to protect a significant site in Australia.
Provide examples to support your answer. (6 marks)

The site: _____

Action 1:

Action 2:

Total = 22 marks

Marking key for sample assessment task 1 – Unit 3

1. List **two** traditional uses of fire employed by Aboriginal Peoples.

Description	Marks
Lists two traditional uses of fire employed by Aboriginal Peoples	1–2 (1 mark per use of fire)
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • cooking food • hunting animals by driving animals from burning undergrowth in order to be killed • fire-stick farming which encouraged the growth of grasses which were the food of grazing animals such as kangaroos. This increased the kangaroo population and increased the available food 	

2. (a) Describe what a shell midden is.

Description	Marks
Describes what a shell midden is	2
Briefly states what a shell midden is	1
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • a place where the debris from eating shellfish and other food has collected over time • contains bones of fish, birds, land and sea mammals, as well as shells from shellfish • contains charcoal from campfires • contains tools made from stone, shell and bone 	

(b) Explain, using examples, the importance of shell middens to archaeologists.

Description	Marks
Explains the importance of shell middens to archaeologists Uses examples to support the answer	3–4
States the importance of shell middens to archaeologists Uses one or more examples that provide limited or no support to the answer	1–2
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • provide evidence for the activities of Aboriginal Peoples in the past such as: <ul style="list-style-type: none"> ▪ the food that was eaten ▪ the tools that were used ▪ the materials that were used to make tools • provide evidence about the type of shellfish, fish and mammals that existed in Australia in the past • provide evidence about the time of year the shellfish, fish and mammals were used by Aboriginal Peoples 	

3. (a) List **two** other traditional land and/or sea management practices (excluding the use of fire).

Description	Marks
Correctly lists two traditional land and/or sea management practices	1–2 (1 mark per practice)
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • shifting cultivation: swidden agriculture or slash and burn agriculture • fish-netting, bow-fishing, or spearfishing • hunting and gathering • nomadic pastoralism 	

- (b) Identify and explain **two** of the effects of traditional land and/or sea management practices on the environment. Provide examples to support your answer.

Description	Marks
Effect 1	
Identifies and clearly explains the effects of a traditional land and/or sea management practice on the environment	1–2
Provides an example of the environmental effect	1
Subtotal	3
Effect 2	
Identifies and clearly explains the effects of a traditional land and/or sea management practice on the environment	1–2
Provides an example of the environmental effect	1
Subtotal	3
Total	6
Answer could include, but is not limited to:	
<ul style="list-style-type: none"> • soil degradation and soil erosion • habitat loss for wildlife • problems for water supply and water quality • depletion of vegetation or wildlife of a region 	

4. Identify and explain **two** actions that have been taken to protect a significant site in Australia. Provide examples to support your answer.

Description	Marks
Action 1	
Accurately identifies an action that has been taken to protect a significant site in Australia	1
Clearly explains the action that has been taken to protect the significant site	1
Provides examples to support the answer	1
Subtotal	3
Action 2	
Accurately identifies an action that has been taken to protect a significant site in Australia	1
Clearly explains the action that has been taken to protect the significant site	1
Provides examples to support the answer	1
Subtotal	3
Total	6

Answer could include, but is not limited to:

- Uluru has been recognised as a World Heritage area of universal value and has protection through this recognition
- Uluru is protected under a joint management plan between the Nguraritja, the traditional owners, and Parks Australia, who share the decision making
- joint management brings together cultural and scientific knowledge and two systems of laws
- the management plan for Uluru has been prepared under the provisions of the *Environment Protection and Biodiversity Conservation Act 1999*

ACKNOWLEDGEMENTS

- Question 4** Information from: Hutchings, E. (Ed.). (2010). *Uluru-Kata Tjuta National Park: Management plan 2010–2020*. Canberra: Director of National Parks.