



SAMPLE ASSESSMENT TASKS

ABORIGINAL AND INTERCULTURAL STUDIES
GENERAL YEAR 11

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 task

Aboriginal and Intercultural Studies – General Year 11

Task 2 – Unit 1

Assessment type: Response

Conditions:

Period allowed for completion of the task: 50 minutes in class under test conditions

Hand out Part A and allow 20 minutes for students to complete the task

Watch the video and direct students to take notes – 10 minutes

Hand out Part B and allow 20 minutes for students to complete the task

Task weighting: 10% of the school mark for this pair of units

Part A: Answer all questions

(16 marks)

1. Define the concept of culture. Include examples to support your definition. (2 marks)

2. Define the concept of identity. Include examples to support your definition. (2 marks)

3. Describe **one** major type of archaeological evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world? (2 marks)

4. Explain how **two** of the factors listed below are expressions of individual and group cultural identity for Australian First Nations Peoples:

- language
- spiritual beliefs
- kinship structures
- the leadership roles of Elders in the community
- connection to Country and knowledge of Country

Support your answer with examples.

(6 marks)

Factor one

Factor two

5. Describe **two** ways Australian First Nations People represent the location of places and landscape features. (4 marks)

One

Two

Part B

(13 marks)

Students watch the video of the Waugal at (<https://www.watercorporation.com.au/Education/Water-in-Aboriginal-culture/Walk-with-the-Waugal-videos>). Stop at 5 minutes and students answer the two questions. Encourage students to take notes as they are viewing the video.

6. With specific reference to the video, discuss the significance of the Waugal to the Noongar people of the South West of Western Australia as told by Dr Noel Nannup respected Aboriginal Elder, storyteller and cultural guide. (8 marks)

7. Describe one other example of Australian First Nations Peoples creation stories about their origins and location in Australia, and explain how it is different and/or similar to the story about the Waugal. (5 marks)

End of task

Marking key for sample assessment task 2 – Unit 1

1. Define the concept of culture. Include examples to support your definition. (2 marks)

Description	Marks
Defines the concept of culture, using a range of relevant examples to support the definition. Uses culturally responsive language and terminology to develop response.	2
Makes generalised statements about what culture is or states examples of culture. Makes limited use of culturally responsive language and terminology.	1
Subtotal	2
<p>Answer may include, but is not limited to:</p> <p>Culture:</p> <ul style="list-style-type: none"> the accepted ways of life by groups of people, who share common values and beliefs it includes people's ideas and relationships towards the land, family, language, ceremonies and identity it can be passed on from one generation to the next Australian First Nations Peoples' culture is very diverse across Australia and the Torres Straits. First Nations Peoples from different locations in Australia have different beliefs, laws, arts and crafts, ceremonies and languages the curved returning boomerangs and didgeridoos, are two examples of Aboriginal cultural differences, as the didgeridoo was only used in ceremonies along the far northern section of Australia, while the returning boomerang was only used in south-eastern Australia. 	

2. Define the concept of identity. Include examples to support your definition. (2 marks)

Description	Marks
Defines the concept of identity, using a range of relevant examples to support the definition. Uses culturally responsive language and terminology to develop response.	2
Makes generalised statements about what identity is or states examples of identity. Makes limited use of culturally responsive language and terminology.	1
Subtotal	2
<p>Answer may include, but is not limited to:</p> <p>Identity: a person's understanding and expression of both their own individuality and of belonging to a group. Language is a vital part of identity for First Nations Peoples as it determines who they are and where they come from.</p> <p>For the Noongar people, their sense of identity originates from their connection to their family (moort), knowledge (kaartdijin) and country (boodja). It is manifested and strengthened through the telling of stories by Elders, through art, dance and music.</p>	

3. Describe **one** major type of archaeological evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world. (2 marks)

Description	Marks
Describes one major type of archaeological evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world. Uses culturally responsive language and terminology.	2
Makes a generalised statement about a type of archaeological evidence, using limited culturally responsive language and terminology.	1
Subtotal	2
Answer may include, but is not limited to: <ul style="list-style-type: none"> • Artefacts, such as stone tools, a grinding stone and ground ochres. A specific example is the discoveries found in the Madjedbebe rock shelter (previously known as Malakunanja) in Mirrarr Country, in Northern Arnhem Land, which have been dated to be at least 65 000 years old. • The discovery and dating of Lady Mungo and Mungo man to 40 000 years old. 	

4. Explain how **two** of the factors listed below are expressions of individual and group cultural identity for Australian First Nations Peoples:
- language
 - spiritual beliefs
 - kinship structures
 - the leadership roles of Elders in the community
 - connection to Country and knowledge of Country.

Support your answer with examples. (6 marks)

Description	Marks
3 marks for each factor	
Explains how one factor is an expression of individual and group cultural identity for Australian First Nations Peoples. Refers to specific examples to support the explanation. Uses culturally responsive language and terminology.	3
Describes how one factor is an expression of individual and group cultural identity for Australian First Nations Peoples. Refers to some examples to support the description. Uses some culturally responsive language and terminology.	2
Makes a generalised statement about an expression of cultural identity, using limited examples and/or culturally responsive language and terminology.	1
Subtotal	6
Answer may include, but is not limited to: <ul style="list-style-type: none"> • Language: Australian First Nations Peoples' cultural identity is strongly connected to languages. Languages influence how Australian First Nations People view and comprehend the world because each language is infused with knowledge about culture, place, history, spiritual beliefs, and kin systems. • Connection to Country and knowledge of Country: Australian First Nations Peoples believe that Country is an integral part of their identity and central to being an Australian First Nations person is to care for Country. For thousands of years, Australian First Nations Peoples have lived on and had cultural connections to the land. Every part of the land has meaning and purpose. For example, the Noongar people are deeply connected to their land, both physically and spiritually. It has to do with how Noongar people perceive creation, life after death, and the spirits of the land. The way they comprehend, navigate, 	

and use the land is guided by their spiritual relationship to it. It also affects the cultural norms Noongar people follow.

5. Describe **two** ways Australian First Nations People represent the location of places and landscape features. (4 marks)

Description	Marks
2 marks for each description	
Describes one way Australian First Nations People represent the location of places and landscape features. Uses culturally responsive language and terminology.	2
Makes a generalised statement about one way Australian First Nations People represent the location of places and landscape features, using limited culturally responsive language and terminology.	1
Subtotal	4
<p>Answer may include, but is not limited to:</p> <ul style="list-style-type: none"> For many thousands of years, Australian First Nations Peoples have navigated their way across the lands and seas of Australia using paths called by some, 'songlines' or 'dreaming tracks'. A song series (or song line) is based around the creator beings and their formation of the lands and waters during the sacred creative period when ancestral beings shaped the world ('the dreaming'). The knowledge of places in songs and stories are passed down from generation to generation. Symbols were also used to map the locations or directions of certain places; for example, waterholes, seasonal food sources (plant and animal) or ceremonial sites. Star maps are song series encoded to memory using the stars. In these maps, stars correlate with landscape features and places to find food and water, while their orientations represent the directions of the pathways for travelling. 	

6. With specific reference to the video, discuss the significance of the Waugal to the Noongar people of the South West of Western Australia, as told by Dr Noel Nannup respected Aboriginal Elder, storyteller and cultural guide. (8 marks)

Description	Marks
Discusses the significance of the Waugal to the Noongar people of the South West of Western Australia, using a range of specific examples from the video to support the discussion. Uses culturally responsive language and terminology to develop an accurate and relevant discussion.	7–8
Explains briefly the significance of the Waugal to the Noongar people of the South West of Western Australia, using relevant examples from the video to support the explanation. Uses culturally responsive language and terminology to develop a relevant explanation.	5–6
Describes the significance of the Waugal to the Noongar people of the South West of Western Australia, using some examples from the video to support the description. Uses some culturally responsive language and terminology to develop description.	3–4
Makes basic generalised statements about the significance of the Waugal to the Noongar people of the South West of Western Australia, with limited examples from the video. Makes limited use of culturally responsive language and terminology.	1–2
Subtotal	8
<p>Answer may include, but is not limited to:</p> <p>In the video, Dr Noel Nannup states that the Waugal is a snake-like being that is central to the Noongar nyitting (Dreaming) stories and that the Waugal gave the Noongar people their spirituality and identity. It was the Waugal that made Noongar people custodians of the land.</p>	

Noongar people attribute the creation of many places, such as hills and water ways, to the actions of the Waugal. The Waugal is the spirit of water and the giver of life. Some say that the Waugal also makes the thunder and lightning (mulga) and rain (kep).

The Noongar people have a cultural responsibility to protect water sources and respect the Waugal spirit law. The Waugal is the major spirit for Noongar people and central to their beliefs and customs.

7. Describe one other example of Australian First Nations Peoples creation stories about their origins and location in Australia and explain how it is different and/or similar to the story about the Waugal. (5 marks)

Description	Marks
Describes one example of Australian First Nations Peoples creation stories about their origins and location in Australia. Uses culturally responsive language and terminology.	2
Makes a generalised statement about an example of Australian First Nations Peoples creation stories about their origins and location in Australia, using limited culturally responsive language and terminology.	1
Subtotal	2
Explains how the creation story is different and/or similar to the story about the Waugal. Uses culturally responsive language and terminology.	3
Describes how the creation story is different and/or similar to the story about the Waugal. Uses some culturally responsive language and terminology.	2
Makes a generalised statement about how the creation story is different and/or similar to the story about the Waugal. Uses limited culturally responsive language and terminology.	1
Subtotal	3
Total	5

Sample assessment task

Aboriginal and Intercultural Studies – General Year 11

Task 3 – Unit 1

Assessment type: Inquiry

Conditions:

Period allowed for completion of

- Task A: 2 weeks of directed classwork and homework
- Task B: 2 weeks of directed classwork and homework
- Task C: 30 minutes in class under test conditions with no notes.

Task weighting: 15% of the school mark for this pair of units

Syllabus content assessed in this Inquiry

Individually or in pairs, investigate the cultural identity of **one** 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.

For the selected First Nations Peoples, investigate, if relevant:

- the range of languages spoken
- the geographical locations
- examples of factors that contribute to the cultural identity of the selected First Nations Peoples, including:
 - spirituality, Dreaming stories
 - knowledge of Country
 - kinship and family structures
- perspectives and experiences of ‘colonisation’
- places of significance and importance, including why they are significant.

Part A: Inquiry process

(12 marks)

1. Develop a plan for conducting your inquiry with clearly defined aims, using an appropriate framework. If working in pairs, your plan must clearly show what each person is responsible for completing. (4 marks)
2. Select a range of culturally responsive sources which include First Nations Peoples perspectives. (2 marks)
3. Organise information and/or data into an appropriate note making framework. (4 marks)
The inquiry notes must:
 - be clear and ordered (headings can be used)
 - cover all aspects of the inquiry.
4. Use appropriate referencing techniques to acknowledge sources. The source of information for your research notes must be recorded following the school protocols. (2 marks)

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

Part B: Communicating findings**(25 marks)**

1. Select an appropriate format to communicate your findings. (2 marks)

Formats could include a written report, video, oral presentation, speech, interview, mind map, booklet and/or a combination of these.

Written reports should be a minimum of 400 words and oral presentations should be a minimum of five minutes and must include palm cards.

2. Include clear and accurate answers to the following questions: (23 marks)

- Identify the range of languages spoken by the selected First Nations People.
- Show the geographical locations of the selected First Nations People – include a map.
- Discuss how **two** of the factors listed below contribute to the cultural identity of the selected First Nations People:
 - spirituality, Dreaming stories
 - knowledge of Country
 - kinship and family structures.
- Outline the perspectives and experiences of ‘colonisation’ of the selected First Nations People.
- Describe **one** place of significance and importance to the selected First Nations People, including why it is significant.

Part C: In-class reflection**(16 marks)**

Complete a 3-2-1 reflection in class under test conditions. You will have 30 minutes to complete the reflection, you will not be able to refer to any notes during this time.

Part C: In-class reflection**(16 marks)****Reflection on what I have learned**

The First Nations People I investigated: _____

Explain three facts you have learned.

(9 marks)

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Write two questions you still have.

(4 marks)

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Explain one opinion you now hold and include evidence to support it.

(3 marks)

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Marking key for sample assessment task 3 – Unit 1

Part A: Inquiry process

Description	Marks
Inquiry plan	
Presents a clear well-organised plan for conducting the inquiry, which includes defined aims and appropriate methodology.	4
Presents a simple organised plan for conducting the inquiry, which includes some defined aims and methodology.	3
Presents a generalised brief plan for conducting the inquiry with limited defined aims and/or methodology.	2
Presents some generalised brief statements about the inquiry process.	1
Subtotal	4
Selection of sources	
Selects a diverse range of culturally responsive sources, which include First Nations Peoples perspectives.	2
Selects some culturally responsive sources, which include First Nations Peoples perspectives.	1
Subtotal	2
Note making	
Records notes in a well-organised manner, using an appropriate note making framework.	2
Records notes with limited organisation, using a simple format.	1
Subtotal	2
Selects and records relevant information that addresses all aspects of the inquiry.	2
Selects and records some relevant information that addresses aspects of the inquiry.	1
Subtotal	2
Bibliography	
Follows correct format according to school protocols.	2
Lists sources used.	1
Subtotal	2
Part A Total	12

Part B: Communicating findings

Description	Marks
Presentation of research	
Selects an appropriate organised format to communicate findings, which meets the requirements (i.e. if a written report, it should include a minimum of 400 words; if an oral presentation, it should be a minimum of five minutes and must include palm cards).	2
Selects a mostly appropriate format to communicate findings.	1
Subtotal	2
Inquiry content: range of languages spoken	
Identifies the range of languages spoken by the selected First Nations People.	2
Makes a generalised statement about a language spoken by the selected First Nations People.	1
Subtotal	2
Inquiry content: geographical locations	
Describes the geographical locations of the selected First Nations People, includes an accurate map showing the locations.	2
Makes generalised statements about the geographical locations of the selected First Nations People, or includes a map showing some of the locations.	1
Subtotal	2

Description	Marks
Inquiry content: cultural identity (4 marks for each factor)	
Discusses, using a range of relevant examples, how a factor contributes to the cultural identity of the selected First Nations People. Uses culturally responsive language and terminology to develop an accurate and relevant discussion.	4
Explains briefly, using relevant examples, how a factor contributes to the cultural identity of the selected First Nations People. Uses culturally responsive language and terminology to develop a relevant explanation.	3
Describes, using some relevant examples, how a factor contributes to the cultural identity of the selected First Nations People. Uses some culturally responsive language and terminology to develop description.	2
Makes basic statements, with limited examples, about how a factor contributes to the cultural identity of the selected First Nations People. Makes limited use of culturally responsive language and terminology.	1
Subtotal	12
Inquiry content: perspectives and experiences of 'colonisation'	
Outlines the perspectives and experiences of 'colonisation' of the selected First Nations People, using culturally responsive language and terminology to develop an accurate and relevant response. Uses a range of relevant examples to support the response.	3–4
Makes generalised statements about the perspectives or experiences of 'colonisation' of the selected First Nations People, using limited culturally responsive terminology. Uses limited examples to support the response.	1–2
Subtotal	4
Inquiry content: place of significance and importance	
Describes a place of significance and importance to the selected First Nations People and why it is significant, using culturally responsive language and terminology to develop an accurate and relevant response.	3
Identifies a place of significance and importance to the selected First Nations People and why it is significant, using some culturally responsive terminology to develop a response.	2
Makes generalised statements about a place of significance and importance to the selected First Nations People and why it is significant, using limited culturally responsive terminology.	1
Subtotal	3
Part B Total	25

Part C: Reflection

Description	Marks
Explain three facts you have learned. (3 marks for each fact)	
Explains a fact about the selected First Nations People, using culturally responsive language and terminology.	3
Describes a fact about the selected First Nations People, using some culturally responsive language and terminology.	2
Makes a generalised statement about the selected First Nations People, using limited culturally responsive language and terminology.	1
Subtotal	9
Write two questions you still have. (2 marks for each question)	
Devises a relevant and appropriate question, which clearly relates to the First Nations People studied in the inquiry, using culturally responsive terminology.	2
Devises a question, which relates partially to the First Nations People studied in the inquiry, using some culturally responsive terminology.	1
Subtotal	4
Explain one opinion you now hold and include evidence to support it.	
Explains one opinion and refers to relevant evidence from the inquiry to support the opinion. Uses culturally responsive language and terminology.	4
Explains briefly one opinion and refers to some relevant evidence from the inquiry to support the opinion. Uses some culturally responsive language and terminology.	3
Describes briefly one opinion and refer to some evidence which may support the opinion. Uses some culturally responsive terminology.	2
Makes a generalised statement with limited or irrelevant evidence to support the opinion. Uses limited culturally responsive terminology.	1
Subtotal	4
Part C Total	17

Sample assessment task

Aboriginal and Intercultural Studies – General Year 11

Task 4 – Unit 1

Assessment type: Social action

Conditions:

Period allowed for completion of the task: three weeks followed by 50 minutes in class under test conditions

Task weighting: 15% of the school mark for this pair of units

John Dewey (1897) wrote more than 120 years ago, ‘Education is a process of living and not a preparation for future living’. <http://dewey.pragmatism.org/creed.htm>

Syllabus content assessed in this social action task

Either individually or in groups, select one event, experience, issue, or proposal to plan and conduct a social action task, with the purpose to educate and inform others on the effects of the selected event on the identities and cultures of Australian First Nations Peoples.

Examples of events/experiences include (this list is not exhaustive or prescriptive):

- constitutional recognition
- Australia Day, 26 January
- the Uluru Statement from the Heart
- Pilbara Aboriginal Strike
- Makarrata
- Black Lives Matter movement
- Stolen Generation.

For the selected event, experience, issue, or proposal, include:

- the background, including significant individuals and organisations
- the perspectives of Australian First Nations Peoples and non-Australian First Nations Peoples
- the way in which information and telecommunications, such as film, television and/or social media has influenced people’s perceptions
- the effects on the identities and cultures of Australian First Nations Peoples.

Part A: Gather information and learn about the selected event, experience, issue, or proposal and identify a specific aspect on which to focus (10 marks)

- Research and take notes about the relevant syllabus content, including exploring the varying perspectives on the issue.
- Create a graphic organiser to reflect on the topic and to make a decision about why the event/experience/issue is important, what change do you want to see and what can you do to help make that happen.

Part B: Action and plan (10 marks)

- Choose an action. Examples include:
 - sharing your information and ideas with others through live or online multimodal presentations
 - presenting at local organisations to educate the community
 - developing video clips
 - developing and sharing educational resources
 - writing a children’s book and reading it to a local primary school
 - delivering a TED talk
 - writing and delivering lyrics for a song
 - creating large visual display boards in the community
 - creating and distributing pamphlets
 - organising a letter writing campaign or petition to local and/or national government ministers
 - conducting culturally sensitive public interviews with local community members
 - performing role-plays
 - organising and inviting an audience to attend a panel discussion
 - developing a museum display for the local community library.
- Create a plan
 - Write a clear aim for what you would like to achieve and what action would best achieve the aim, e.g. design an action plan that educates, unites people to your cause, and/or advocates for a policy change to address the issue.
 - Plan how you will connect with and engage your local community to get any required permissions and/or to get the perspectives of those with lived experiences.
 - Construct a planning schedule, including resources needed, time allocation, people to contact, permissions required etc.
 - If working in a group, develop and negotiate a plan allocating who is doing what.
 - Assess the likely success of your plan; consider whether the goals and tasks of the plan are clear. Is your plan likely to achieve its goals? What might be some unintended consequences of your plan? Is your proposed action plan respectful to all community members? Is the plan achievable given the time and available resources? Is the plan comprehensive and detailed about all the important parts of the task?
 - Plan how you are going to assess the success of your social action, e.g. survey the community.

Part C: Taking action

(10 marks)

- Implement your social action and evaluate the outcomes.

Part D: Reflecting on the social action task (in class under test conditions)

(14 marks)

Marking key for sample assessment task 4 – Unit 1

Part A: Gather information

Description	Marks
Selection of sources	
Selects a diverse range of culturally responsive sources that provide clear and accurate information and evidence about the selected event, experience, issue, or proposal.	3
Selects some culturally responsive sources that provide clear and accurate information and evidence about the selected event, experience, issue, or proposal.	2
Uses limited culturally responsive sources that provide some information about the selected event, experience, issue, or proposal.	1
Subtotal	3
Social action notes	
Records notes in a well-organised manner, using an appropriate note making framework.	2
Records notes with limited organisation, using a simple format.	1
Subtotal	2
Makes relevant notes that address the selected event, experience, issue, or proposal and are inclusive of differing perspectives.	3
Makes notes that address some of the selected event, experience, issue, or proposal and makes some references to differing perspectives.	2
Makes basic notes that address limited aspects of the selected event, experience, issue, or proposal, with limited or no reference to differing perspectives.	1
Subtotal	3
Bibliography	
Follows correct format according to school protocols.	2
Lists sources used.	1
Subtotal	2
Part A Total	10

Part B: Action and plan

Description	Marks
Aims	
Writes a clear and relevant aim for what the social action is to achieve.	2
Writes a brief generalised statement for what the social action is to achieve.	1
Subtotal	2
Action plan	
Develops a comprehensive plan of social action that is effective, respectful and realistic. Uses appropriate detailed graphic organisers to record the action plan.	7–8
Develops a brief plan of social action that is effective, respectful and realistic. Uses appropriate graphic organisers to record the action plan.	5–6
Develops a brief generalised plan of social action that is mostly effective, respectful and realistic. Uses some appropriate graphic organisers to record the action plan.	3–4
Provides basic statements in an unstructured format about the plan for the social action, with limited evidence of the plan being effective, respectful and/or realistic. Uses simple mostly unstructured formats to present the action plan.	1–2
Subtotal	8
Part B Total	10

Part C: Taking action

Description	Marks
Implementation of the plan	
Implements the social action in a culturally appropriate and meaningful way.	3–4
Implements some of the social action in a culturally appropriate and meaningful way.	1–2
Subtotal	4
Evaluation of plan	
Evaluates the outcomes of the social action using collected feedback from the audience.	5–6
Explains briefly the outcomes of the social action using some collected feedback from the audience.	3–4
Provides brief statements about the outcomes of the social action based on personal opinions.	1–2
Subtotal	6
Part C Total	10

Part D: Reflecting on the social action task

Students are to complete the following questions in class under test conditions in 40 minutes.

Students are not permitted to refer to any notes and the questions are not to be provided to students in advance.

1. Explain how your social action benefitted the community. (3 marks)

2. Explain how taking part in the social action benefitted you. (3 marks)

3. Name one selected event, experience, issue, or proposal you have studied:

Discuss how your selected event, experience, issue, or proposal effected the identities and cultures of Australian First Nations Peoples. Refer to specific examples from your social action task to support your answer. (8 marks)

Part D: Reflecting on the social action task

1. Explain how your social action benefitted the community. (3 marks)

Description	Marks
Explains the benefit of social action for the community, using culturally responsive language and terminology.	3
Describes the benefit of social action for the community, using some culturally responsive language and terminology.	2
Makes a generalised statement about the benefit of social action for the community, using limited culturally responsive language and terminology.	1
Subtotal	3

2. Explain how taking part in the social action benefitted you. (3 marks)

Description	Marks
Explains the benefit of social action for themselves, using culturally responsive language and terminology.	3
Describes the benefit of social action for themselves, using some culturally responsive language and terminology.	2
Makes a generalised statement about the benefit of social action for themselves, using limited culturally responsive language and terminology.	1
Subtotal	3

3. Discuss how your selected event, experience, issue, or proposal effected the identities and cultures of Australian First Nations Peoples. Refer to specific examples from your social action task to support your answer. (8 marks)

Description	Marks
Discusses the effects of a selected event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples, using relevant culturally responsive terminology and concepts. Draws relevant conclusions, using a range of supporting evidence, which takes into account different perspectives. Refers to specific examples from the social action task to support the discussion.	7–8
Explains briefly the effects of a selected event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples, using some relevant culturally responsive terminology and concepts. Draws some relevant conclusions, using a range of supporting evidence, which recognises different perspectives. Refers to relevant examples from the social action task to support the explanation.	5–6
Describes briefly some of the effects of a selected event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples, using some culturally responsive terminology. Draws simple conclusions, using some evidence, which may identify a different perspective. Refers to some examples from the social action task to support the description.	3–4
Makes generalised statements based on personal opinions about the effects of a selected event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples. Uses limited or inaccurate evidence and/or examples from the social action task.	1–2
Subtotal	8
Part D Total	14

Acknowledgements

Definition of culture based on: Parbury, N. & Lamberton, K. (2005). *Survival*. NSW Department of Aboriginal Affairs. Retrieved September, 2022, from https://www.hnehealth.nsw.gov.au/_data/assets/pdf_file/0003/423507/Communicating_positively_A_guide_to_appropriate_Aboriginal_terminology.pdf

Information from: Aboriginalculture.com & Welch, D.M. (n.d.). Introduction to Aboriginal culture. Retrieved September, 2022, from <https://www.aboriginalculture.com.au/introduction/>

Definition of identity based on: South West Aboriginal Land & Sea Council. (2022). Identity. Retrieved September, 2022, from <https://www.noongarculture.org.au/identity/>

Information from: Australian Human Rights Commission, Australian Department of Education and training & Caring for our Aboriginal children and families. (n.d.). Historical context – Ancient history. Retrieved September, 2022, from <https://bth.humanrights.gov.au/significance/historical-context-ancient-history>

Based on: First Nations Media Australia. (2022). Language and culture. Retrieved September, 2022, from <https://firstnationsmedia.org.au/resources/language-and-culture>

Based on: South West Aboriginal Land & Sea Council. (2022). Connection to country. Retrieved September, 2022, from <https://www.noongarculture.org.au/connection-to-country/>

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