**Sample Assessment Outline**

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 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 1Weeks 7–10 | **Task 3:** A group or individual inquiry on the cultural identity of **one** Western Australian First Nations Peoples and **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. In-class panel discussion and written self-reflection on what has been learnt.  |
| 15% | Semester 2Weeks 11–14 | **Task 8:** 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 1Weeks 1–2 | **Task 1:** Write and deliver an Acknowledgment of Country for a specific region in Western Australia. |
| 10% | Semester 1Week 6 | **Task 2**:A series of short-answer questions based on sources and Unit 1 Overview content. Conducted in class under test conditions. |
| 10% | Semester 2Weeks 2–3 | **Task 5:** 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 2Week 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 1Weeks 13–16 | **Task 4:** 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 2Weeks 7–10 | **Task 7**: 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. |
| Total | 100% | 100% |  |  |