

Aboriginal Studies

Stage 6 Draft Syllabus Package

Consultation Report

1. Background

The preparation of the Aboriginal Studies Stage 6 Draft Syllabus Package took into account the instructions described in the writing brief approved by the Board December 1998.

The Aboriginal Studies Stage 6 Draft Syllabus Package has been distributed widely for comment over the period 1/3/99 to 19/4/99. Additionally, consultations on the Aboriginal Studies Stage 6 Draft Syllabus Package have involved meetings with the following:

Professional associations

- Central Coast Regional AECG
- Metropolitan South-West AECG
- Narrandera-Riverina Regional AECG
- NSW AECG Secretariat

the Board Curriculum Committee for Aboriginal Studies.

Modifications to this draft, following widespread consultations, will enable the syllabus package to be finalised for submission to the Board Curriculum Committee, and the Board.

Thirty three written responses to the consultation progress report in Aboriginal Studies were received. The sample profile is as follows:

23 Individual responses

Teachers	<input type="text" value="19"/>			
Rural	<input type="text" value="16"/>			
Government	<input type="text" value="16"/>	Catholic	<input type="text" value="0"/>	Independent <input type="text" value="0"/>
Metropolitan	<input type="text" value="3"/>			
Government	<input type="text" value="2"/>	Catholic	<input type="text" value="0"/>	Independent <input type="text" value="1"/>
Academics	<input type="text" value="4"/>			
Others	<input type="text"/>			

10 institution/group responses

Organisation details:

Schools:

Moderate (<500)	<input type="text"/>	Medium (500 – 800)	<input type="text"/>	Large (>800)	<input type="text" value="3"/>
Government	<input type="text" value="3"/>	Catholic	<input type="text"/>	Independent	<input type="text"/>

Tertiary/post-school:

Universities	<input type="text" value="1"/>	TAFE	<input type="text"/>	Industry/training	<input type="text"/>
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Special Interest:

Parent Groups	<input type="text"/>	School Sectors	<input type="text" value="1"/>	Other	<input type="text" value="5"/>
Teacher/professional associations			<input type="text"/>		

Key Issues

<p>Summary of Key Issues for Stage 6 Aboriginal Studies arising from the consultation process:</p>	<p>Summary of action taken as a result of these Key Issues:</p>
<ul style="list-style-type: none"> • Explanation of the place of the Comparative Study in each Part of the Draft Syllabus has caused some confusion. • There were some problems with the wording of outcomes and some key issues not being addressed, in particular the issue of current Aboriginal initiatives. • There has been some confusion between concepts and legislation e.g. native title, Native Title; reconciliation, Reconciliation • The definition of 'Aboriginal community' was considered too narrow. • Some questioning of the weightings in the Preliminary Course which appear to advantage students selecting Aboriginality and the Land in the HSC course. • Many respondents indicated the need for more direction in assessment. 	<ul style="list-style-type: none"> • Explicit statements have been made at the beginning of each Part and in the Course Structure diagram regarding the Comparative Study. • Some outcomes have been reworded, and outcome H3.3 specifically related to Aboriginal initiatives has been added. • In the context, the difference has been reviewed to ensure that reference to native title and reconciliation is consistent and makes clear where the terms are used as a concept and as a title. The glossary reinforces this. • The definition has been expanded to be more inclusive of diverse communities. • These weightings have been adjusted to address any perceived advantage. • Many of these issues have been clarified, and it is intended that more information will be supplied in the proposed support material.

3. Analysis

3.1 Quantitative Analysis

3.1.1 Aboriginal Studies in the Stage 6 Curriculum

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	9	9	0	2	2
33%	27.5%	27.5%	0	6%	6%

3.1.2 Pathways for Aboriginal Studies Stage 6 Students

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	11	9	1	1	0
33%	33%	28%	3%	3%	0%

3.1.3 Aim

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	9	9	1	2	1
33%	27.5%	27.5%	3%	6%	3%

3.1.4 Objectives

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	4	17	1	0	0
33%	12%	52%	3%	0%	0%

3.1.5 Course Structure

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	6	10	3	2	0
37%	18%	30%	9%	6%	0%

3.1.6 Outcomes

3.1.6a Preliminary course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
10	6	14	1	1	1
30%	18%	43%	3%	3%	3%

3.1.6b HSC course outcomes

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
13	6	10	2	1	1
40%	18%	30%	6%	3%	3%

3.1.7 Content

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
10	9	7	6	0	1
30%	27%	22%	18%	0%	3%

3.1.8 Assessment Components, Weightings and Tasks

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	5	11	3	1	2
33%	16%	33%	9%	3%	6%

3.1.9 Aboriginal Studies Stage 6 HSC Examination Specifications

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	4	11	2	4	1
33%	12.5%	33%	6%	12.5%	3%

3.1.10 Post-School Opportunities

3.1.10a Links between courses and training packages

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
12	5	8	5	2	1
36%	16%	24%	15%	6%	3%

3.1.10b Links between courses and VET opportunities

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	5	8	5	3	1
33%	16%	23%	16%	9%	3%

3.1.11 Aboriginal Studies Stage 6 Sample HSC Assessment Items

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	8	10	2	2	0
33%	24%	31%	6%	6%	0

3.1.12 Aboriginal Studies Stage 6 Draft Performance Bands

Nil Response	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
11	7	12	1	1	1
33%	21%	37%	3%	3%	3%

3.1.13 Overall Evaluation

Nil Response	Excellent as is	Good, with fine-tuning	Acceptable with re-working	Unsure	Unsatisfactory in issues treatment
10	2	12	6	1	2
31%	6%	37%	17%	3%	6%

3.2 Issues Raised and Writing Team Action

Syllabus Item	Issues	Source/s	Action
<p>Aboriginal Studies in Stage 6 Curriculum</p>	<ul style="list-style-type: none"> • Concerns about final sentence. Aboriginal world view implies all Aboriginal people think the same and share same stereotypical view of the world • Concept of a <i>shared history of Australia</i> also gives a false impression. Recommended that statement be deleted. • Key Competencies should be included here because it shows the relevance of Aboriginal Studies to students' general education. 	<p>NSW DET Academic DET Teachers</p> <p>NSW DET</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> • Noted and amendments have been made to the final paragraph of the Rationale page 6. • Comment has been noted, but it is seen that this is now an accepted term, acknowledging that Aboriginal peoples have always played a role in Australian history. A definition has been included in the Glossary to give clarification to the term. • Key Competencies are discussed after the Outcomes in the syllabus document. There is reference to the development of general skills in the final paragraph of the rationale regarding lifelong learning.

<p>Pathways for Aboriginal Studies Stage 6 Students</p>	<ul style="list-style-type: none"> • Would like to see other Stage 4/5 subjects listed here. Other subjects may regard Aboriginal Studies as unimportant if they are not listed. 	<p>DET Teacher</p>	<ul style="list-style-type: none"> • Comment has been noted, however given that as all subjects should be taught with Aboriginal perspectives, every subject would have to be listed, possible giving a false indication of students' background knowledge.
<p>Aim</p>	<ul style="list-style-type: none"> • A very long sentence for students to make sense of. Prefer 2 sentences or bullet points. • Perhaps there should be some mention of racism and oppression and human rights – especially in present society. The new syllabus implies we have moved on when perhaps we haven't quite gone that far yet. • Perhaps a range of quotes showing relationship of AIM to process of Reconciliation. 	<p>DET Teacher</p> <p>DET Teacher</p> <p>Independent teacher</p>	<ul style="list-style-type: none"> • Amendments have been made to page 11 to strengthen the coherence of the aim. • Comment has been noted, these concepts are recurring themes in the content. • Comment noted but using quotes in the aim is inappropriate.

<p>Aim (Contd)</p>	<ul style="list-style-type: none"> To avoid difficulties arising in final statement of the aim change to, the <i>historical and contemporary experiences of Aboriginal peoples</i>. There is strong support for the final section of the Aim to include the concept of 'Reconciliation'. 	<p>NSW DET</p> <p>NSW DET</p>	<ul style="list-style-type: none"> There has been a reworking of the Aim to include this phrasing on page 11. There has been a reworking of the Aim in response to concerns, however Reconciliation has not been included in the wording as specific reference may date the Aim in the future.
<p>Objectives</p>	<ul style="list-style-type: none"> 'Ethical Practice' needs clearer explanation. 'And an appreciation of...values and attitudes about' this is not entirely clear what the 'appreciation' is 'of'. It runs together – needs to be separated from the line above. Some mention of analytical or 	<p>DET Teacher</p> <p>DET Teacher</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> This issue is addressed in the course content – Part IV of the Preliminary course, and in Part III of the HSC course. Greater detail will be included in the proposed support material. Agreed and amendments have removed "and in appreciation of" from this section page 11.

<p>Objectives (Contd)</p>	<p>research skills. The old objectives and outcomes gave more direction for teachers and were set out better.</p> <p>Move point three up to point one.</p> <ul style="list-style-type: none"> • Section 2.5 first point, change to “human rights issues and social justice”. This change also needs to be reflected in the charts. • All objectives should include all the major concepts of the course. Knowledge and understanding about: <ul style="list-style-type: none"> - Social justice and human rights issues and how they impact on Aboriginal peoples - Aboriginality and the Land 	<p>Central Coast Regional AECG</p> <p>Academic</p> <p>NSW DET</p>	<ul style="list-style-type: none"> • The Skills outcomes provide the specific detail about what students will learn in order to achieve the objectives. • Comment has been noted, but it is felt that the order should be maintained to reflect the focus of the HSC course as Social Justice and Human Rights Issues. • The order is retained to reflect the concept that human rights follow when social justice has been addressed. • Depending on the elective choices in the HSC course, this change could make it difficult for all students to fully achieve the course Objectives, therefore no amendment is possible. The current course objectives cover the broad
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<p>Objectives (Contd)</p>	<ul style="list-style-type: none"> - Aboriginal heritage and identity - Colonialism, racism and prejudice <p>This organisation will allow for a more effective matching of outcomes and content in the draft syllabus.</p> <ul style="list-style-type: none"> • Skill objectives to include the research and inquiry processes. Skills relating to: <ul style="list-style-type: none"> - Investigating and analysing issues <ul style="list-style-type: none"> -Acquiring information -Processing information -Communicating and -Demonstrating knowledge and understanding - Participating in community consultation. • Are the objectives the same for Aboriginal and non-Aboriginal students? 	<p>Academic</p>	<p>intentions of the course and specific concepts are developed through the outcomes and content.</p> <ul style="list-style-type: none"> • This has been thoroughly covered in the outcomes 4.1 – 4.5 on page 15 • Objectives are course objectives and they apply for all students undertaking the course
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<p>Course Structure</p>	<ul style="list-style-type: none"> • Confusion about the Comparative Studies, Local, National and International studies needs to be identified in each part. There is vital information on page 42 of the syllabus which should be included in the course structure table on pages 12-13. • Preliminary Course - Diagram showing the overlap between parts 1, 2, and 3 would be beneficial for beginning teachers. • In Part I, under the second point, make it clear that teachers must choose two of the following – as it reads now this can be misinterpreted. • Unsure of parity of Part II A and B. Part B seems amorphous and less rigorous. 	<p>DET Teachers Central Coast AECG NSW DET</p> <p>DET Teacher</p> <p>DET Teacher</p> <p>Independent teacher</p> <p>Independent teacher</p>	<ul style="list-style-type: none"> • Response has been heeded and the appropriate information has been included in the Course Structure pages 12-13. • The only overlap in the Preliminary course is the study of the Local Aboriginal Community in each section. There is no overlap in Content. • Agreed and amendment made on page 13. • Noted and the content in Part II Section B has been revised to include more detail and made them more comparable in terms of academic rigour.
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<p>Course Structure (Contd)</p>	<ul style="list-style-type: none"> • Concern over parity in Part I topics especially housing and employment. • Statement on non-Aboriginal responses in the Course Structure page should be lengthened and more fully explained. • Community consultation and liaison excellent but puts added stress on small communities. Is there some alternative strategy or option doing Project work through libraries or government agencies? • The International comparison is affected by the narrow focus depending on topic selected – at moment my students could only 	<p>Central Coast Regional AECG</p> <p>Academic</p> <p>DET Teacher</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> • An internal choice of six issues has been included to allow teachers to choose the issues most appropriate to their community. • The Course Structure only provides a brief outline – the amendment suggested has been included on p.22 and p.36 • Noted but consultation with teachers and community groups has made it clear that community consultation and negotiation with Aboriginal people is a fundamental part of the course, and this should be an experience required of all students undertaking the course. • The International Comparison has been written to provide greater flexibility in resourcing. The focus topics are the result of previous consultation. • This issue is addressed on
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<p>Outcomes (Contd)</p>	<p>SPECIFIC OUTCOMES IN PRELIM.</p> <ul style="list-style-type: none"> • Page 22 Part 3 Colonialism, Racism and Prejudice – need to be precise about ‘shared history’. • P4.3 Outcome should say ‘from Aboriginal perspectives’ and P3.1 Outcome should say ‘processes in relation to racism’ as Native Title Act could be perceived by some as racist. • P4.5 and H4.5 are considered to be content-orientated, when the objective is the only process-orientated one. P4.5 concern also that Torres Strait Islander people have been included as ‘Aboriginal peoples within Australia’ rather than perhaps, ‘indigenous peoples within Australia’. Outcomes will also need to be adjusted if objectives modified. 	<p>DET Teacher</p> <p>Central Coast Regional AECG</p> <p>NSW DET</p> <p>Sample</p>	<ul style="list-style-type: none"> • Response heeded and a definition of “shared history” has been included in the Glossary. • These outcomes have been reworked as suggested. • These Outcomes are related to communicating from a variety of perspectives – a vital part of the course. • The inclusion of Torres Strait Islander people has been included within the guidelines used by the NSW AECG • Agreed, and H3.1 has been
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<p>Outcomes (Contd)</p>	<p>HSC COURSE</p> <ul style="list-style-type: none"> • Page 36 – would like to see H3.1 included as well, ‘assess the effectiveness of government policies, legislation, judicial processes in addressing racism’. • Outcomes for HSC appear to be slightly reworded for the Preliminary course. Can they be more specific to the course structure? • As per Preliminary - Community consultation is difficult on specific topics for local area, hard to resource. 	<p>Assessment Writers’ Response</p> <p>DET Teacher</p> <p>DET Teacher</p>	<p>added to p.36</p> <ul style="list-style-type: none"> • The Outcomes have been designed to show a progression in knowledge and skills, as required by the Writing Brief. The content is linked directly to the Outcomes, and therefore this should be reflected already in the course structure on pp. 12 – 13 • The NSW AECG believes strongly in the issue of community consultation. The definition provided for “local Aboriginal community” has been made broad enough to allow all schools to identify a local Aboriginal community, which can be studied.
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<p>Outcomes (Contd)</p>	<ul style="list-style-type: none"> Teachers of Aboriginal Studies should involve community members in marking internal HSC assessments. <p>SPECIFIC OUTCOMES IN HSC</p> <ul style="list-style-type: none"> H1.2 and H 2.3 Colonisation should read Invasion. H3.1 Racism/Discrimination H4.4 Ethical research and protocols – how do students get these? Cleansing of the old syllabus has occurred – less use of harsh/true terminologies. 	<p>Metropolitan South West Regional AECG</p> <p>Academic Met. SW AECG</p> <p>Academic</p> <p>Academic</p> <p>AECG Secretariat</p>	<ul style="list-style-type: none"> This issue has been addressed on p.24 The term ‘colonisation’ has been used to describe the process that occurred after the invasion. This has been defined in the Glossary. No further action has been taken. Noted and amended page 15 and other references to this outcome. Students learn the knowledge and skills required for H4.4 in Part IV of the Preliminary Course, and Part III of the HSC Course. Noted, however it was felt that highlighting one particular Act
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<p>Outcomes (Contd)</p>	<p>HSC Outcomes H3.1 and H3.2 fine but suggest inclusion of: H3.3 analyse the Reconciliation Act and its impact on Indigenous and non-Indigenous people.</p> <ul style="list-style-type: none"> • H3.4 research and analyse one area (education; health, housing, employment, legal status) from the recommendations of the Royal Commission into Aboriginal Deaths in Custody and justify their response. • H1.1 should be reworded from 'evaluates different viewpoints of invasion/colonisation and assesses the impact of ...' to 'explains different viewpoints of invasion/colonisation and evaluates the impact...'. This would improve its progression from the Preliminary course outcome to the HSC course outcome. 	<p>Sample Assessment Writers' Response</p> <p>Sample Assessment Writers'</p>	<p>or piece of legislation is not appropriate within an outcome and is better placed in the course content. It is felt that naming a particular Act dates the syllabus.</p> <ul style="list-style-type: none"> • Noted, but highlighting one particular Act or piece of legislation is not appropriate within an outcome and is better placed in the course content. • Noted. outcome amended accordingly p.14 • Noted. Outcome amended accordingly p.14
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Content	<ul style="list-style-type: none"> • Preliminary course – outcomes page 18, P1.2 should be P3.2 to flow logically/historically. Land and culture – Government policies – Social Justice. 	DET Teacher	<ul style="list-style-type: none"> • To maintain consistency across the syllabus, the sequence of outcomes has been maintained.
	<ul style="list-style-type: none"> • There appears to be no International study in the Preliminary. Is this correct and is it necessarily a good thing? 	DET Teacher	<ul style="list-style-type: none"> • The International Comparative Study has been removed from the Preliminary course as directed by the Writing Brief.
	<ul style="list-style-type: none"> • Content descriptions are excellent. Will resources be available for all descriptors within the content? Not all communities have statistics on hand. Are court decisions, royal commission reports available? 	DET Teacher	<ul style="list-style-type: none"> • Proposed support material will outline sources for resource materials to facilitate access by teachers.
	<ul style="list-style-type: none"> • Preliminary Parts I, II and III do not make it clear where the local, national and international communities fit in. (Ref: Sec 5) 	DET Teacher	<ul style="list-style-type: none"> • Noted and amendments have made a clear statement of the community/ies to be studied in each Part pages 12-13 and page 28 and 36.
	<ul style="list-style-type: none"> • 'Students learn to...' for parts I, II 	DET Teacher	<ul style="list-style-type: none"> • Comment noted however the

<p>Content (Contd)</p>	<p>Preliminary Course</p> <ul style="list-style-type: none"> • Where has political activism or protest gone? • Page 19 NT capitals for Native Title. • Page 20 Diversity and ownership of Dreaming identify traditional ownership eg. Dot painting. • HSC Course – Social Justice 	<p>Academic</p> <p>Central Coast Regional AECG</p> <p>Central Coast Regional AECG</p> <p>NSW DET</p>	<p>students gain a broad understanding of Aboriginal histories and culture. This is in response to the evaluation and the consultation report on the Writing Brief.</p> <ul style="list-style-type: none"> • Response heeded and Part II B of the HSC course has been amended to specifically list “political activism/protest” p. 23 and p.38. • “native title” requires capitalisation when referring to High Court decision and government legislation, not when referring to the concept of native title. • This issue is already accounted for in the content on page 20. • To only undertake one area of study students would get a
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<p>Content (Contd)</p>	<p>and Human Rights Issues’ is too demanding. Students are being asked to study this topic from a global perspective and to investigate two issues at three levels – local, national and international. It is recommended that students be required to address only one issue at three levels.</p> <ul style="list-style-type: none"> • Advice on identifying the local Aboriginal community is applauded but gives the impression that there would only be one local community. It is suggested that the advice refer to identifying ‘local Aboriginal communities’ and that the four bullet points reflect this change. • Concept of dislocation needs to 	<p>AECG Secretariat NSW DET</p> <p>Sample Assessment Writers’ response</p>	<p>very limited idea of the social justice and human rights issues facing indigenous peoples throughout Australia and the world. Therefore more than one social indicator must be studied. The adoption of the Case Study approach has significantly reduced the amount of content required for study. In the HSC exam students will only be required to compare two communities out of the three studied</p> <ul style="list-style-type: none"> • The statements regarding Aboriginal communities throughout the syllabus have been reworked to address this concern. Refer pages 18, 19, 21, 23, 25, 27 & 40. • Agreed, and ‘dislocation’ has been added to the appropriate content sections.
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<p>Content (Contd)</p>	<p>be included wherever 'dispossession' is mentioned. Students learn to balance oral and written arguments about the impact and consequences of dislocation and dispossession of Aboriginal people.</p> <ul style="list-style-type: none"> Page 19 Dispossession of Aboriginal peoples from the land, it is suggested that the following additional statements be added: <i>"effects of dispossession on cultural heritage"</i> <i>"the effects of dispossession on cultural maintenance"</i>. Page 29 bullet point under Content add – political struggle and protest. Information on the Project – Log and Final presentation found on page 43 should be on page 41 	<p>NSW DET</p> <p>AECG Secretariat</p> <p>Sample Assessment Writers' Response</p> <p>DET Teacher</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> Response heeded and amendment has been made to clarify these points on page19. Response heeded and amendment has been made to page 29. Comment noted, and a reference has been given to direct readers to the Course Requirements on p.41 As agreed in the preparation of the Writing Brief, topics have been narrowed to allow
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<p>Content (Contd)</p>	<ul style="list-style-type: none"> • The content definitions on p.19 need to be expanded to include: invasion, customary law, colonisation, settlement. • Make clear that Part IV is designed to be integrated into Part I – III of the Prelim course. • Greater specificity needed to indicate that different localised communities exist within language areas. • Part II B. Heritage and Identity in the HSC Course has omitted specific reference to key events in political struggle/protest, e.g. 1967 Referendum, The Tent Embassy, reference to intellectual property and copyright. 	<p>Response</p> <p>Sample Assessment Writers' Response</p> <p>Sample Assessment Writers' Response</p> <p>Sample Assessment Writers' Response</p>	<ul style="list-style-type: none"> • Noted. An explanation has been included on p.24 • Noted. The examples listed on p.27 have been amended. • Noted. Amendments have been made to Heritage and Identity on p.38 to include this content as suggested. • Noted. Amendment made to p.34.
<p>Content (Contd)</p>	<ul style="list-style-type: none"> • There is a need to specify statistics requirements for the course within the HSC Criminal 	<p>Sample Assessment Writers' Response</p>	<ul style="list-style-type: none"> • The proposed support material will provide detailed guidelines and advice about protocols for appropriate

<p>Assessment components, weightings and tasks Contd</p>	<ul style="list-style-type: none"> • How do we assess the Project as an external assessment weighting of 10%? It will be difficult from the HSC marker viewpoint as well as how do we put this question differently each year? • Research/inquiry could be slightly more as students spend large amounts of time on this area perhaps 40, 15, 15, 30/100. • Page 47. Oral presentation elaborated to include cassette recordings. • Generally supported. Only concern is that Students' Log Book has not been accorded the priority it deserves. It is an essential component of the Major Project, as evidence of research work, consultation and 	<p>DET Teacher Independent Teacher</p> <p>Academic</p> <p>Metropolitan South West AECG</p> <p>NSW DET</p>	<ul style="list-style-type: none"> • The recommendation is currently 30% • Workshopping by the Sample Paper Project Team has indicated a variety of questions can be developed for this section. • Noted. Advice from the Writing brief and other consultation supports the current time allocation. It is also consistent with exam structure and weightings. • Noted. This suggestion will be included in the proposed support material. • Noted. It will be stated in the course requirements that the log book will be given a weighting of 15 of the 40 marks available for the Major Project.
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<p>Aboriginal Studies Stage 6 HSC Examination Specifications</p>	<ul style="list-style-type: none"> • The unstructured extended response should be structured. • Less emphasis on international/national communities (from 60% to 50%) and more emphasis, more involved or complex/additional questions for Section II (30% to 40% of HSC). • Three long responses, a lot of writing in three hours. Difficult for less able students. 	<p>DET Teacher</p> <p>DET Teacher</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> • Noted. However, a variety of tasks have been included in the exam, and only one unstructured question is being asked. An extended response can act as a discriminator for student responses. The nature of structured essay questions tends to limit the kind of responses able to be asked of students. • Section I, PART II needs to retain this mark allocation. The depth of study requires this allocation for the content to be assessed realistically. • The extended responses consist of structured essay questions, which are therefore divided into three smaller responses. The unstructured question does include guidance for students as to what is appropriate to include in their answer. This has been
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<p>Aboriginal Studies Stage 6 HSC Examination Specifications (Contd)</p>	<ul style="list-style-type: none"> • Section III is very problematic and will be difficult to assess at HSC level. Another essay could be culled given the 40% internal weighting. (Ref: Sec 8 comment 17). Students who have not achieved well in the Project itself will be further disadvantaged. • Page 52 Section III Question 10. Change to, This question is compulsory and contains internal choice. • Would like to have seen some choice in the questions. All questions appear compulsory and students, in the past, have been able to select in 2 sections. • Are the teachers to be 	<p>Independent teacher Sydney Secondary DEC DET Teacher</p> <ul style="list-style-type: none"> • Sample Assessment Writers Response <p>DET Teacher</p> <p>Academic</p>	<p>designed to assist less able students construct their responses and optimise marks.</p> <ul style="list-style-type: none"> • A variety of questions can be developed for this section on the processes as well as the content. The exam specifications allow for a variety of responses such as tables and mind maps to be utilised. • Noted. "Compulsory and <i>could</i> contain internal choice". • By having all candidates undertake the same questions on the same content, equity is assured, as all candidates can be placed on the same scale.
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	<p>Aboriginal? Otherwise, how can they effect this “transfer” of cultural perspective and how do you examine it has occurred?</p>		<ul style="list-style-type: none"> Noted. Staffing is the responsibility of systems and schools, however, the consultation process described in the syllabus will ensure that Aboriginal experiences and voices are inherent in the course
<p>Post-School Opportunities</p>	<ul style="list-style-type: none"> Strong concerns were expressed about the information in this section, particularly by DET and teachers. 	<p>NSW DET</p>	<ul style="list-style-type: none"> Text has been reviewed in consultation with DET officers
<p>Aboriginal Studies Stage 6 Sample HSC Assessment Items</p>	<ul style="list-style-type: none"> Presumably a booklet or such will be produced with more HSC assessment samples. Would have been more useful if they were non-exam type questions. It would be useful to include in the instructions that diagrammatic representations such as mind maps are 	<p>DET Teacher</p> <p>DET Teacher</p> <p>DET Teachers NSW DET</p>	<ul style="list-style-type: none"> Noted. Support material will include advice on internal assessment. This section was intended to present sample exam questions, not internal assessment items. Noted and amended as suggested in the revised assessment supplement, Section I, Part II and Section III of the sample paper, instruct

<p>Aboriginal Studies Stage 6 Sample HSC Assessment Items (Contd)</p>	<p>acceptable.</p> <ul style="list-style-type: none"> • Still unsure that the essence of the course is preserved when examined in such a non-Aboriginal way. • Section I Part 2 and Section III unbalanced and biased towards students with high literacy ability hence no recognition of alternative assessment. • Section III is a problem, why is there a three hour exam and so much writing? 	<p>DET Teacher</p> <p>Academic</p> <p>Independent Teacher</p> <p>DET Teacher</p>	<p>students that diagrammatic representations are acceptable as part of their answer.</p> <ul style="list-style-type: none"> • Proposed support material to provide greater detail to develop strategies to reflect diverse learning styles in school based assessment. • Noted. As much visual stimulus as possible will be included in the exam questions. Alternative methods of assessment are available in all internal assessment tasks. • Noted. The project Team believe the proposed exam is comparable to other subjects. The number of exam questions has been reduced and is now in line with other HSIE subjects.
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<p>Aboriginal Studies Stage 6 Sample HSC Assessment Items Contd</p>	<ul style="list-style-type: none"> • Page 52 states that the comparative section will contain six structured response questions but on Page 60 there are only 2 questions outlined. • Page 60, Section I Part II we suggest inserting: For the benefit of teachers this specimen paper will give a selection of source and non-source based material. There will be parity in the use of sources in the HSC. • Whilst the questions relate to the outcomes, they are actually testing very narrow areas of the Content. Eg. Section I, Part I – examines ‘individual’ and ‘institutional’ racism. These terms are not specifically in the syllabus. • Page 59 Part I Question (a) there are two statements that are awarded 3 marks. It is suggested that the level of information being sought is 	<p>Sample Assessment Writers Response</p> <p>DET Teacher</p> <p>AECG Secretariat</p>	<ul style="list-style-type: none"> • Noted. The intention of the draft syllabus was to include a sample only. • Noted and included in revised assessment supplement. • This question aims to test key terms fundamental to the topic. The terms are contained in the content and the glossary. • This issue is addressed and rectified in the new sample paper.
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<p>Aboriginal Studies Stage 6 Draft Performance Bands</p>	<ul style="list-style-type: none"> • What relationship to specific skills? Taxonomy needs conceptual refinement. • Agree only if testing literacy. Indigenous knowledge and understanding cannot be measured by such bands. Dangerous to send messages to Indigenous students that they failed their own subject. Exclusion of appropriate assessment options. • It is recommended that a more detailed explanation be given of the criteria within the various performance bands. Distinction between '<i>detailed knowledge</i>' (Band 5) and '<i>sound knowledge</i>' (Band 4). • Understand the idea but the execution is unclear and 	<p>Independent teacher</p> <p>Academic</p> <p>NSW DET DET Teachers</p> <p>Sydney Secondary DEC</p>	<ul style="list-style-type: none"> • Noted. The generic performance dimensions have been taken into account and further iteration of the scale is underway. • Internal assessment measures are yet to be incorporated in the Performance Bands. This will address this issue. • Difficulties with language have been noted. The Office of the Board of Studies will continue to address this issue. • Noted. The Performance Bands reflect gradations on the performance of student
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	repetitive.		achievement. Further iterations will take this into account.
Overall Evaluation	<ul style="list-style-type: none"> • Time frame for the implementation of Stage 6. More consultation needed. • How do Distance Education teacher's identify the local community? Can it be the school's or does it have to be the student's? • Will there be support resources coming to assist teachers with the new content area? • Revision may be needed after syllabus is put into practice. • It is unclear re the specific level of content expected with studying national or international indigenous communities 	<p>DET Teachers</p> <p>DET Teacher</p> <p>DET Teachers</p> <p>DET Teacher Academic</p> <p>DET Teacher</p>	<ul style="list-style-type: none"> • Noted • Advice is that the choice is negotiated between course deliverer and students • Proposed support material will address this issue. • Noted. • The expectation for the case studies is defined in the draft syllabus and states the level of study required – see page 42. However, a sample case study will be included in the proposed support material.

<p>Overall Evaluation Contd</p>	<ul style="list-style-type: none"> • Not enough emphasis is placed on the local Aboriginal communities • Much is being expected of students re the Major Project. Not sure if it is an equal playing field. • Structurally the course looks good however I am not sure it will help students understand Aboriginal culture very well, but it does look at the 'problems of black and white relations. • Linguistically the document 'others' Aboriginal people and culture. The usual rhetoric of 'our' culture, 'our' country has been avoided. 	<p>DET Teacher</p> <p>DET Teacher</p> <p>Academic</p> <p>Academic</p> <p>Academic</p>	<ul style="list-style-type: none"> • The entire course is based on the local Aboriginal community. • Prior consultation revealed support to increase the weighting of the Project to reflect student reward for effort. • The issue of overlap is a factor in syllabus design. The current 7-10 Aboriginal Studies syllabus focuses significantly on the diversity of Aboriginal culture and its expression while the 11-12 Stage 6 course focuses on contemporary socio-political issues. • The language of the document has been used to reflect the context of a course being undertaken by both Aboriginal and non-Aboriginal students. Both Aboriginal and non-Aboriginal people have been involved in the development of
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<p>Overall Evaluation (Contd)</p>	<ul style="list-style-type: none"> • Is there an area where Aboriginal students have the opportunity to do something else than research their own communities? • The spiritual is reduced to “Dreaming”. 	<p>Academic</p>	<p>this syllabus.</p> <ul style="list-style-type: none"> • The project allows students to choose their topic and at the same time it provides the opportunity for students to present their findings in a variety of ways. See course requirements p 42. • Dreaming is referred to in this course as it builds on the understanding students have gained from K – 10. Further references to spirituality have been included in Preliminary course p. 19, 20 and the HSC course p. 30, 38
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4. Responses

Written responses were received from the following individuals and groups:

Individuals

Name	School/Group
Zeena Elton	Australian Catholic University
Dean Newbold	Cabramatta High School
Julie Marcus	Charles Sturt University
Rae Carlson	Coffs Harbour Senior College
David Hobson	Cowra High School
Robin Cook	Cowra High School
Lesley Sheldon	Dubbo DEC
Cathy Russell	Kiama High School
Jenny Parrett	Leeton High School
Col Shephard	Macleay High School
Irene Daley	Macleay TAFE
Linda Holloway	Matraville High School
Mavis Godber	Mount View High School
Name not stated	Northlakes High School
Greg De Coster	Oak Flats High School
Eileen Murphy	Port Macquarie High School
Gae Regan	Richmond River High School
Barry Smith	Saint Ignatius College
Jan Ryan	Tweed River High School
Shirley Gilbert	UNSW Aboriginal Research centre
Anne Marshall	UWS Nepean
Marianne Betts	Walgett High School
R. Lewis	Wingham High School

Groups

Group
Fairfield High School – History Faculty
Jamison High School – History Faculty
Central Coast Regional AECG
Metropolitan South West Regional AECG
Riverina Regional AECG
NSW AECG Secretariat
NSW Department of Education and Training
Sample Assessment Writers Response
UNSW Aboriginal Research Centre
Sydney Secondary Distance Education Centre