# Aboriginal Studies Years 7-10: Option 2

## Table of contents

[Aboriginal Studies Years 7-10: Option 2 1](#_Toc53755076)

[Table of contents 2](#_Toc53755077)

[Option 2: Aboriginal Peoples and the visual arts 3](#_Toc53755078)

[Outcomes 3](#_Toc53755079)

[Learning sequence 1: Aboriginal Peoples and customary visual arts practices 4](#_Toc53755080)

[Diversity of visual arts 4](#_Toc53755081)

[Role of customary visual arts 4](#_Toc53755082)

[Learning sequence 2: Impact of invasion and colonisation 5](#_Toc53755083)

[Impact of invasion and colonisation on visual arts 5](#_Toc53755084)

[Impacts on visual arts practices and conventions 5](#_Toc53755085)

[Learning sequence 3: Significance of visual arts practices by Aboriginal Peoples 7](#_Toc53755086)

[Significance of visual arts 7](#_Toc53755087)

[Representations of Aboriginal cultures 8](#_Toc53755088)

[Influence of contemporary technologies 9](#_Toc53755089)

[Learning sequence 4: Concepts and themes in visual arts 10](#_Toc53755090)

[Responses to concepts and themes 10](#_Toc53755091)

[Changing responses to practices 10](#_Toc53755092)

[Learning sequence 5: Accountability for Aboriginal images 12](#_Toc53755093)

[Concepts of public accountability 12](#_Toc53755094)

[Influence of technology on accountability 13](#_Toc53755095)

[Learning sequence 6: Contribution of visual arts practices by Aboriginal Peoples 14](#_Toc53755096)

[Contribution of Aboriginal artists to Australia’s image 14](#_Toc53755097)

[Contribution of Aboriginal art enterprises to Australia’s economy 14](#_Toc53755098)

[Case study 15](#_Toc53755099)

[Aboriginal Peoples and the visual arts case study 15](#_Toc53755100)

[Assessment task 16](#_Toc53755101)

[Outcomes 16](#_Toc53755102)

[Task 16](#_Toc53755103)

[Marking criteria 17](#_Toc53755104)

## Option 2: Aboriginal Peoples and the visual arts

The focus of this option is the diversity of visual arts practiced by Aboriginal Peoples. Students investigate the importance of visual arts to the survival of Aboriginal Peoples as unique groups within Australian society, and their importance in expressing the diversity of identities of Aboriginal Peoples. The option also explores how Aboriginal Peoples and non-Aboriginal people can have differences in their conceptual understanding of the visual arts. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of visual arts by Aboriginal Peoples are investigated. The case study can form the basis through which Option 2 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-3** describes the dynamic nature of Aboriginal cultures
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes**: AST4-1, AST4-3, AST4-4, AST4-7, AST4-8, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Aboriginal Peoples and customary visual arts practices

Students:

* describe the diversity of visual arts of Aboriginal Peoples and compare a range of styles and forms, for example painting, carving, weaving
* assess the role of customary visual arts practices by Aboriginal Peoples

### Diversity of visual arts

* Access the [Art Gallery of NSW](https://www.artgallery.nsw.gov.au/collection/aboriginal-and-torres-strait-islander-art/) Aboriginal and Torres Strait Islander galleries online. Select four different art works from the collection in a range of styles. Describe the range of visual arts works in terms of the diversity of materials, subject matter and techniques. Complete the table below to document the range of Aboriginal artwork styles.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of artwork | Name of artist and Country | Date of publication | Subject matter | Materials used | Artistic technique |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* Investigate the role of [Songlines in Aboriginal art](https://japingkaaboriginalart.com/articles/songlines-important-aboriginal-art/). Summarise the information on this webpage and discuss what it tells the audience about the diversity of visual arts practices of Aboriginal Peoples and the range of styles and forms, for example painting, carving, weaving.

### Role of customary visual arts

* Conduct a [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=5bbf7e40-21e6-8cb8-b169-6e62b30ece7e) about what you believe the role of customary visual arts are in Aboriginal societies.
* Read through the information [Visual art and Aboriginal knowledges](https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/a-visual-art-knowledges) about the role of visual arts in Aboriginal societies. Add your findings to your brainstorm.
* Complete a [quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=37975c6a-7741-5ffe-8380-3b69cf8e4da7) activity, assessing the role of customary visual arts as a means of transmitting culture and knowledge between generations.

## Learning sequence 2: Impact of invasion and colonisation

Students:

* explain the impact of invasion and colonisation on Aboriginal visual arts, for example disruption of arts practices inter-generationally, access to materials and sites, policies affecting Aboriginal Peoples
* describe some of the ways in which invasion and colonisation have affected the visual arts practices and conventions of Aboriginal Peoples, for example:
  + adaptation of materials
  + style, mode, medium
  + meaning and purpose
  + audience

### Impact of invasion and colonisation on visual arts

* Complete a [KWLH Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X2AA5J12lVw.link) about the impact of invasion and colonisation on Aboriginal visual arts.
* Read the [Australian Art Network - Urban](https://australianartnetwork.com.au/regions/urban/#:~:text=Through%20the%20effects%20of%20colonisation,both%20traditional%20and%20European%20forms.) and [History of Hermannsburg](https://hermannsburgpotters.com.au/about/history-of-hermannsburg/), and watch [Aboriginal Artists of the 19th Century](https://www.youtube.com/watch?v=USbH8ERWu9k) (duration 3:35), discuss the impact of invasion and colonisation on Aboriginal visual arts and add the information presented in these texts in the L column as the discussion is completed.

### Impacts on visual arts practices and conventions

**Teacher note -** education resources for the exhibition can be found as a hyperlink on the right hand side of the website.

* Explore and explain the impact of invasion and colonisation on Aboriginal visual arts as represented in the exhibition [Defying Empire: 3rd National Indigenous Art Triennial](https://nga.gov.au/defyingempire/). Use the education resource from the exhibition to complete the following task:
  + Choose three of the featured artists and explain the how invasion and colonisation have impacted their artwork.

|  |  |  |
| --- | --- | --- |
| Artist | Name of Artwork | Impact of invasion and colonisation in the artwork |
|  |  |  |
|  |  |  |
|  |  |  |

* Undertake an investigation of [Ghost net art](https://australian.museum/learn/cultures/atsi-collection/ghost-net-art/) and the [Deadly drifting ghosts](https://www.sea.museum/2019/01/30/ghost-nets):
  + Create a collage of images of ghost net sculptures that demonstrates the ways that invasion and colonisation have changed the materials and messages of Aboriginal artists.
  + In your collage, include information about the ways in which the artists convey cultural narratives and environmental messages to audiences.

## Learning sequence 3: Significance of visual arts practices by Aboriginal Peoples

Students:

* analyse the significance of visual arts practices by Aboriginal Peoples, including:
  + survival and continuity of cultural heritage
  + connection with Country, family and kinship systems
  + Aboriginal identities and spiritualities
  + making social and political comments
* examine the ways Aboriginal cultures, images and experiences are represented in the visual arts to Aboriginal and non-Aboriginal audiences
* assess the influence of contemporary technologies on visual arts practices by Aboriginal Peoples

### Significance of visual arts

* Using the information from the [Australian Centre for Contemporary Art](https://acca.melbourne/education/resources/contemporary-atsi-art/#intro) and further research, create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577?clearCache=ee37d958-46dd-4380-dc7f-d3b491728d) about the significance of visual arts to Aboriginal people. The concept map should include the following related ideas:
  + survival and continuity of cultural heritage,
  + connection with Country,
  + family and kinship systems
  + Aboriginal identities and spiritualities
  + making social and political comments

Conduct a [peer discussion](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547?clearCache=5337f9a-98c9-5e20-dfce-6985b8185308) around the relationships and significance of each of the specific ideas.

* Investigate the significance of the work of contemporary photojournalist [Aunty Barb McGrady](https://australian.museum/learn/first-nations/aunty-barb-mcgrady-photos/). Her photographs form a visual record of Aboriginal identity and contemporary representations of Aboriginal and Torres Strait Islander Peoples. Aunty Barbara McGrady has documented the positive contributions Aboriginal Peoples have made to culture and community, in her depictions of sporting and political events and empowering moments in history. Read the [Barbara McGrady – Always will be](https://www.sbs.com.au/nitv/feature/always-will-be-barbara-mcgrady) website, then complete the following tasks:
  + Identify three works by Aunty Barbara McGrady that appeal to you.
  + Using [Padlet](https://padlet.com/), explain the messages about identity the three chosen pictures convey and the social, political and historical context which the images reflect.

**Teacher note -** the next activity is based on the ABC series [This Place: Artist series](https://iview.abc.net.au/show/this-place-artist-series). Complete the following pre-learning tasks before viewing the television show.

* Identify a local space that you feel a connection with (your home for example) and complete the following:
  + go for a walk through this space and collect a range of items that catch your attention; leaves, twigs, feathers, man-made items
  + transform your connection into a sculpture using string, wire or glue
  + explain to the class how your finished sculpture reflects your sense of connection to that local place and describe how your connection to certain places has shaped your identity and cultural heritage.
* View a range of clips from “[This Place: Artist Series](https://iview.abc.net.au/show/this-place-artist-series)”. The series focuses on six Aboriginal and Torres Strait Islander artists from the National Gallery of Australia. In the clips each artist shares their connection to country. Answer the following questions while watching the clips:
  + How does the artist’s connection to Country inspire their art and form their identity?
  + How have certain places across Australia influenced the artmaking practice of these artists?
  + Outline ways that the artist’s work comments on a connection with Country, survival, spirituality and makes social political comment.

### Representations of Aboriginal cultures

**Teacher note –** the completion of the table may be done as a class brainstorming or class discussion task to gain a variety of interpretations of the representation of the collections.

* Complete the following table to examine the ways that Aboriginal culture, image and experiences are represented in the [National Gallery of Australia](https://nga.gov.au/collections/atsi/) (NGA). Choose one item from each of the NGA Aboriginal collections. Write down how the collection represents Aboriginal cultures, images and experiences.

|  |  |  |
| --- | --- | --- |
| Collection | Item | Representation of Aboriginal cultures, images and experiences |
| 19th Century objects |  |  |
| Early Western desert paintings 1971-1974 |  |  |
| Hermannsburg school |  |  |
| Textiles |  |  |
| Early Bark Paintings and sculpture – pre 1980 |  |  |
| Contemporary |  |  |

* Using the information from the table above, discuss how the impact of these artworks may be different for Aboriginal and non-Aboriginal audiences.

### Influence of contemporary technologies

* Investigate the work of contemporary Aboriginal artists [Tracey Moffatt](https://www.roslynoxley9.com.au/artist/tracey-moffatt) or [Reko Rennie](https://rekorennie.com/) and complete the following table, exploring the positive and negative influences of contemporary technology on visual arts practices.

|  |  |  |  |
| --- | --- | --- | --- |
| Artists | Positive influence | Negative influence | Overall Assessment of the influence |
| Tracey Moffatt |  |  |  |
| Reko Rennie |  |  |  |

* Write a paragraph assessing whether the impact of technology on Aboriginal visual arts practices has been more positive than negative. In your paragraph, you should justify your argument using references to specific artworks or artists.

## Learning sequence 4: Concepts and themes in visual arts

Students:

* explain a range of responses by Aboriginal Peoples and non-Aboriginal people about concepts and themes in the visual arts, for example:
  + permanence and non-permanence of intergenerational transmission of knowledge
  + commodification of visual arts for example, investment
  + individual and community ownership of visual art
  + visual art for communication and instruction
* assess the changing responses to visual arts practices by Aboriginal Peoples nationally and internationally, including:
  + inclusive curatorial practices and education programs
  + representation in international art markets and exhibitions

### Responses to concepts and themes

* Explore Tony Albert's memorial for Indigenous diggers in Hyde Park Sydney ["Yininmadyemi: Thou Didst Let Fall"](https://www.cityartsydney.com.au/artwork/yininmadyemi-thou-didst-let-fall/) that was created in 2015 as a tool for communication and instruction about our shared national history. The work is a site of commemoration. Some find the look of the work confronting and others think that this memorial was long overdue.
  + Watch [Living Black - Yininmadyemi - Thou Didst Let Fall](https://www.youtube.com/watch?v=c122jw7RzWw) (duration 27:00) and reflect on the personal story that inspired Albert to create this work.
  + Write a paragraph to explain the symbolism in the work by referring to the materials, scale and arrangement of the different parts in the work.
  + Undertake research to identify and investigate a range of responses to the sculpture from both Aboriginal and non-Aboriginal peoples. [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=aed4e723-1cf7-904b-398c-c860b914a28) the range of responses and then organise your responses into [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576?clearCache=5934d73-f6b0-e976-f2f1-9e12e251998) showing the range of responses.
  + As a class, discuss why there is a range of responses to the sculpture.

### Changing responses to practices

**Teacher note –** before starting the task key words may need to be explained. For instance, curatorial practices.

When using the information from the [Songlines: Tracking the seven sisters](https://www.nma.gov.au/audio/songlines-tracking-the-seven-sisters) webpage, specifically access the information on [Creating and curating Songlines](https://www.nma.gov.au/audio/songlines-tracking-the-seven-sisters/transcripts/creating-and-curating-songlines). Students may need support to understand this text, depending on the ability of your cohort.

* Explore the inclusive curatorial practices that took place to develop the exhibition [Songlines: Tracking the Seven Sisters](https://www.nma.gov.au/exhibitions/songlines). This exhibition was created in consultation with the Traditional Owners of the stories and tells an ancient creation story of the Australian desert. Answer the following question:
  + Using examples from the Songlines: Tracking the Seven Sisters exhibition, what do you think are the positive or negative outcomes of inclusive curatorial practices and why?
* Explore the large-scale sculptures called Kungkarrangkalnga-ya Parrpakanu (Seven Sisters Are Flying) made by the [Tjanpi desert weavers](https://songlines.nma.gov.au/tjanpi/about) in the [interactive education resource](https://songlines.nma.gov.au/walinynga-rock-art/0) that accompanies the exhibition and reveals the story of the seven sisters.
  + Create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559?clearCache=cba190e3-c95-6d07-b554-aec0ec8d7f89) to tell the story of the Seven Sisters.
  + Write a paragraph assessing the effectiveness of the interactive website as a learning tool.
* Read the Smithsonian magazine’s, [Contemporary Aboriginal Art](https://www.smithsonianmag.com/arts-culture/contemporary-aboriginal-art-10885394/), detailing the origins and progressions of the Papunya Tula artists.
* Create a [timeline](https://templates.office.com/en-us/Timelines) of the Papunya Tula artists and their changing representation in art markets and exhibitions, from local to global since 1972.

## Learning sequence 5: Accountability for Aboriginal images

Students:

* explain key concepts around public accountability for the presentation of Aboriginal images, including:
  + Indigenous Cultural and Intellectual Property (ICIP) and individual intellectual property (IP)
  + ownership of copyright
  + cultural misappropriation
  + principles and protocols for community consultation regarding use of images
* explore the ways in which technological change has influenced accountability in relation to visual arts practices by Aboriginal Peoples, for example:
  + use of Aboriginal cultural graphics in online content
  + dissemination and promotion of art work internationally, for example public domain
* explain how technological change has influenced accountability in relation to visual arts practices by Aboriginal Peoples, for example:
  + designing a protocol statement
  + designing and developing an information resource, for example: infographic, video, blog, vlog, podcast

### Concepts of public accountability

* Read and view information about [Indigenous Cultural and Intellectual Property](https://www.smartcopying.edu.au/copyright-guidelines/hot-topics/indigenous-cultural-and-intellectual-property-rights) (ICIP) on the Smart copy website.
  + Complete a [quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=d08f37c9-bb2d-6b1c-56f4-655ac7f3b989) activity, explaining what Indigenous cultural intellectual property is.
  + Identify the key points concepts about copyright and ICIP. Using [Whiteboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/636#.X2FyXUG6NF8.link), outline each of the key concepts and their complexities concerning ownership of Aboriginal copyright and ICIP.
* Read the interviews and article from the Museum of Contemporary Art (MCA) on [Fake Aboriginal art: ethics and appropriation](https://www.mca.com.au/stories-and-ideas/fake-aboriginal-art-ethics-and-appropriation/). Complete the following tasks:
  + discuss the ways that the MCA works to ensure that cultural misappropriation does not take place in their store or in the gallery.
  + Create a poster to promote the work the MCA does to prevent cultural misappropriation.
* Conduct research into the principles and protocols for Aboriginal community consultation regarding the use of images. Using the information obtained from your research, create a protocol statement that addresses the key issues in ensuring appropriate and respectful use of Aboriginal imagery.
  + Imagine you are working with a team to curate an exhibition of Indigenous art for the National Gallery of Australia. Examine the National Gallery of Australia’s [Aboriginal and Torres Strait Islander Cultural Rights and Engagement policy](https://nga.gov.au/aboutus/admin.cfm). Use a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553#.X2F0nvU816s.link) to explain four concepts within the statement that would influence your work and why.

### Influence of technology on accountability

**Teacher note -** students will need to understand copyright and the laws relating to it prior to starting this task.

* Search the internet and select two distinctly different images of Aboriginal artwork. Complete the following tasks:
  + Identify and outline the copyright that applies to the two specific images you have found.
  + Was it easy to identify this copyright information?
  + Identify the steps they would have to take to gain permission to use the images for personal, educational and commercial purposes.
  + Complete a [quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X4kZtLRHQ5M.link) task based on the information they have found on the challenges technology, specifically online content, has on accountability and respect of copyright for Aboriginal imagery

## Learning sequence 6: Contribution of visual arts practices by Aboriginal Peoples

Students:

* evaluate the contribution of visual arts practices by Aboriginal Peoples to Australia’s identity and international image
* evaluate the ways Aboriginal art enterprises have contributed to the local, regional and national economy

### Contribution of Aboriginal artists to Australia’s image

* Create a collaborative [post-it note brainstorm](https://minds-in-bloom.com/creative-brainstorming-with-post-its/) discussing Australia’s identity and international image.
* Complete a [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X2F41VJEw44.link) activity exploring the following resources and what they discuss in relation to the contribution of visual arts practices by Aboriginal Peoples to Australia’s identity and international image:
  + [National Museum Australia - Papunya Tula](https://www.nma.gov.au/explore/collection/highlights/papunya-collection)
  + [Indigenous art centres that sustain remote communities are at risk](https://theconversation.com/indigenous-art-centres-that-sustain-remote-communities-are-at-risk-the-vet-sector-can-help-121179)
  + [APY Art Centre Collective](https://www.apyartcentrecollective.com/about)

### Contribution of Aboriginal art enterprises to Australia’s economy

* Conduct research into the [benefits of Indigenous art](https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Environment_and_Communications/Completed_inquiries/2004-07/indigenousarts/report/c03) to local, regional and the Australian national economy. Using [Canva](https://www.canva.com/) create an [infographic](https://venngage.com/blog/what-is-an-infographic/) to show the value of Aboriginal art to the Australian economy in a range of places and at a range of scales.

## Case study

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

### Aboriginal Peoples and the visual arts case study

Students investigate visual arts practices by Aboriginal Peoples, using local examples where possible. In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, and/or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate visual arts practices by Aboriginal Peoples, using local examples where possible
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note –** case studies require local consultation. Both the AECG and ALC have links on their websites to local organisations. The presentation does not have to be a Google Site it could be a PowerPoint presentation or even a poster.

* In consultation with either the local [Aboriginal Education Consultation Group](https://www.aecg.nsw.edu.au/about/) (AECG) or the local [Aboriginal Land Council](https://alc.org.au/accessing-country/) (ALC) engage with a local Aboriginal artist or artists.
* Using the knowledge learnt throughout the topic students formulate questions about a variety of visual arts practises which they can ask the local artist.
* Create a [Google Site](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/71#.X4jm3FatNWE.link) discussing both the artist and the use of Aboriginal visual arts practices in the local area.

## Assessment task

**Teacher note** – when using this task, ensure it is placed on the school template and follows all assessment requirements.

The outcomes have been linked to specific aspects of the task. This is to ensure clarity when allocating grades for each outcome.

### Outcomes

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-3** describes the dynamic nature of Aboriginal cultures
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

* Take inspiration from the practice of [Aunty Barb McGrady](https://australian.museum/learn/first-nations/aunty-barb-mcgrady-photos/), and other [Aboriginal photographic artists](https://artdesign.unsw.edu.au/unsw-galleries/tell-contemporary-indigenous-photography), create a [photographic essay](https://www.weareteachers.com/teaching-the-photo-essay/) documenting and celebrating an Aboriginal community.
* Conduct research into the principles and protocols for Aboriginal community consultation regarding the use of images. Using the information obtained from your research, create a protocol statement that addresses the key issues in ensuring appropriate and respectful use of Aboriginal imagery.
* Along with the photographic essay students must submit their protocol statement and a one-page written response explaining how the photographic essay explores Aboriginal identity and the dynamic nature of Aboriginal cultures.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge and understanding of the factors that contribute to an Aboriginal person’s identity * Demonstrates extensive knowledge and understanding of the dynamic nature of Aboriginal culture * Demonstrates extensive knowledge and understanding by identifying and applying appropriate community consultation protocols and ethical research practices to gather, protect and interpret data * Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | A |
| * Demonstrates thorough knowledge and understanding of the factors that contribute to an Aboriginal person’s identity * Demonstrates thorough knowledge and understanding of the dynamic nature of Aboriginal culture * Demonstrates thorough knowledge and understanding by identifying and applying appropriate community consultation protocols and ethical research practices to gather, protect and interpret data * Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | B |
| * Demonstrates sound knowledge and understanding of the factors that contribute to an Aboriginal person’s identity * Demonstrates sound knowledge and understanding of the dynamic nature of Aboriginal culture * Demonstrates sound knowledge and understanding by identifying and applying appropriate community consultation protocols and ethical research practices to gather, protect and interpret data * Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | C |
| * Demonstrates basic knowledge and understanding of the factors that contribute to an Aboriginal person’s identity * Demonstrates basic knowledge and understanding of the dynamic nature of Aboriginal culture * Demonstrates basic knowledge and understanding by identifying and attempting to apply appropriate community consultation protocols and ethical research practices to gather, protect and interpret data * Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings. | D |
| * Demonstrates elementary knowledge and understanding of the factors that contribute to an Aboriginal person’s identity * Demonstrates elementary knowledge and understanding of the dynamic nature of Aboriginal culture * Demonstrates elementary knowledge and understanding by identifying appropriate community consultation protocols and ethical research practices to gather, protect and interpret data * Demonstrates elementary skills in communicating ideas and selecting information. | E |