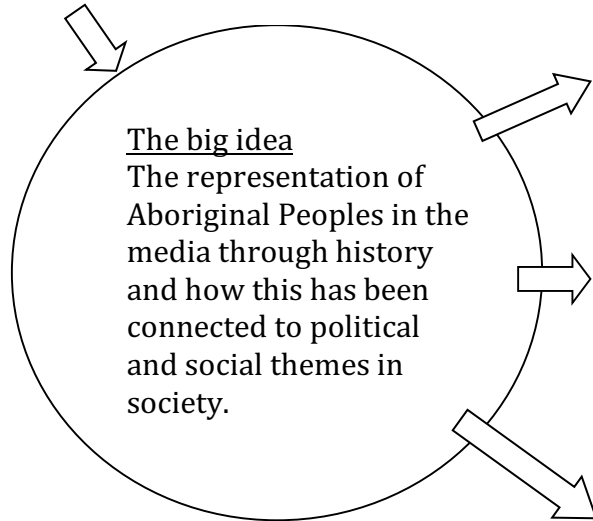


*The following assessment task is a sample only and does not necessarily represent best practice or the views of the ASA.*

## **The representation of Aboriginal Peoples in the media**

# MAPPING ASSESSMENT WITH PLANNING

Teacher planning starts here



Why does the learning matter?

To develop students understanding of how different historical periods representation of Aboriginal Peoples has been associated with larger trends in society. Linking this knowledge with identity, self determination and autonomy.

Application of QTF & 8 Aboriginal ways:

*Intellectual quality:* Higher-order thinking

*Quality learning environment:* Student direction, social support, engagement

*Significance:* Cultural knowledge, knowledge integration

*8 Aboriginal ways of Learning:* Story sharing, learning maps

Target syllabus outcomes:

Option 4: Aboriginal peoples and the Media (5.2, 5.8, 5.9, 5.11)

Summative / major assessment task:

Informed by formative assessment 1-4, students give a 5-10 minute news presentation in the form of a video. The video must focus on ONE assigned historical era, as well as ONE person from that era who was represented in the media. The videos must be presented in two sections.

*Section 1:* Outline the political and social themes of the era and give a specific example of how Aboriginal people were represented in the media.

*Section 2:* Explain the role of the assigned person in the media as positive advocates for themselves and the community. Students will be given time weekly in class to complete the assessment – 40 mins, group research – 40 mins, group video

Formative Assessment 3

*Group meeting, week 6*

Teacher schedules group meetings in class to review the ongoing weekly task from Formative Assessment 1. Teacher can determine if students are on track or having any problems. Students can now ask questions or seek help if needed.

Formative Assessment 4

*Class pitch, week 7*

Groups present a short PowerPoint that describes their era and the person they are covering. Students must include ten facts about their decade and link this information to the individual. Fellow students give peer feedback and suggestions. Groups are encouraged to use this feedback in their final presentation drafting.

Teacher provides mark /5 to go to major mark.

Formative Assessment 2

*Written pitch/learning map, week 3*

Groups present a template to the teacher with decade, person, news story title, relevant research, a list of what needs to be done, storyline, storyboard, timing and resources.

This is an opportunity for students to request special equipment and present their intentions to the teacher.

Teacher provides mark /5 to go to major mark.

Formative Assessment 1

*Weekly summary, ongoing*

Students must complete a short weekly summary that describes (1) their role in the group work that week, (2) the content they learned and (3) the overall group progress. This information is used in formative assessment 3 to track participation and group success. Can be used as a teacher end of task personal evaluation tool.

Student learning starts here

## **Part 1: Describe the assessment task**

### *Where and how this task fits into the syllabus*

Assessment task one – Aboriginal Peoples in the Media fits into the Option Four (Aboriginal Peoples and the Media) component of the Stage four and five Aboriginal Studies syllabus. Students will engage with the role of mainstream media in shaping perceptions and representations of Aboriginal peoples. This knowledge will be linked with historical, political and social themes from the period. Students will learn to compare and contrast the changes over time of media representations of Aboriginal Peoples and cultural issues. Furthermore, students will discuss the media as an agency for projecting mainstream perceptions of Aboriginal peoples, including racism and discrimination. The task will require students to apply independent and ethical research skills to a range of research techniques and technologies to locate, select, organise and communicate the information and findings. The topic is to be placed in the stage five learning sequence of Aboriginal Studies. Previous learning from the syllabus would have covered various historical identities and social themes that would now be recognisable to the students. Future learning would extend the knowledge that is taught in Option Four. Students will also be participating in mandatory history classes that contain a renewed aim to include Aboriginal histories. In Stage four, students could cover Aboriginal and Indigenous Peoples, Colonisation and Contact History (BoS NSW, 2012). Stage five content covers a large range of Australian history topics, for example Rights and Freedoms (1945-present), that can be applied to the assessment task (BoS NSW, 2012).

### *How this task will engage students in their learning*

Assessment task one will engage students in their learning through two different intellectual quality guidelines and pedagogy approaches: The 8 Aboriginal Ways of Learning and the Quality Teaching Framework. Aboriginal knowledge integration and cultural competence is important for all students to understand and learn (NSW DEC, 2008). The 8 Aboriginal Ways of Learning specifically addresses how teachers can use Aboriginal knowledge authentically and productively in their classes (Yunkaporta, 2009). Assessment task one – Aboriginal Peoples in the Media demonstrates story sharing and learning maps. Story sharing requires an approach to learning through narrative. This is successful through the assessment task because students are telling the story of people and their relationship to the wider society as a vehicle for learning and education. The formative assessment task two requires groups to provide learning maps and detail their process. This is a key component of the 8 Aboriginal Ways of Learning, as it plans and visualises

clearly. The Quality Teaching Framework provides guidelines for excellence in pedagogy and classroom practice (NSW DET, 2003). The Department details three dimensions of pedagogy: Quality learning environment, intellectual quality and significance. Assessment task one fits in to all of these areas. Firstly, the intellectual quality dimension is demonstrated through students higher-order thinking, which requires them to “organise, apply, analyse, synthesise and evaluate knowledge” (NSW DET, 2003, p. 11). Secondly, a quality learning environment is explicit through the formative assessment tasks. For example, high expectations and social support is required of teachers and students in formative assessment tasks one to four. Lastly, significance is fostered through the integration of cultural knowledge and knowledge integration with the history syllabus.

#### *How the task meets RoSa requirements*

Assessment task one meets the Record of School Achievement (RoSA) requirements through the criteria of awarding, moderating and monitoring grades (BOSTES, 2014). The Aboriginal Studies syllabus described what the students have learnt, while the marking criteria and RoSA’s grading scale details how well they have learnt the information. The nature of the task requires teachers to arrive at their judgments over a period of time through an accumulation of formative assessment tasks. This is considered to be very important for making an on-balance professional judgment in the RoSA. Quality of the task is valued above the amount of evidence, another consideration for success in the RoSA. Groups will be provided with a mark out of 20. Each group will receive two marks out of five for the formative tasks two and four. The video presentation will receive a mark out of ten. These marks will be placed in a grading scale that is in accordance with RoSA’s requirements of grading students a mark of A, B, C, D or E. As well as performance and grade descriptors, assessment task one is applied to RoSA’s areas for assessment (BoS NSW, 2014). Areas for assessment require a framework for structuring and assessment program. Board of Studies outlines that this must incorporate: aboriginal identities, communities and culture, Aboriginal peoples autonomy, interaction with broader society, attitudes towards Aboriginal Peoples and research and communication.

#### *Description of how the effectiveness of the task will be evaluated*

The effectiveness of the assessment task will be evaluated primarily through formative assessment one – weekly summary. It is the aim that students will write in their workbooks at the end of class two each week, then give their book to the teacher. The teacher can then use this information

weekly and at the end of term to assess how well the students learnt and enjoyed the task. As well as the information provided by students, teachers will ask themselves questions throughout and at the conclusion of term to evaluate the effectiveness of the assessment task. For example:

- Did the students understand what was asked of them?
- Did the outcomes match the major task?
- Did the task engage the students?
- Did the teacher scaffold enough for the students?
- Did formative assessments leading up to the major assessment task help?
- Were the resources helpful?
- Did the 8 ways of Aboriginal Learning get integrated?
- Did the Quality Teaching Framework get integrated?
- Did the assessment task reflect the skills that the teacher wanted them to gain?
- Was ICT integrated seamlessly?
- Were there enough opportunities for student reflection on learning?

Option 4: Aboriginal Peoples and the Media

Assessment title: Aboriginal Peoples in the Media – Assessment Task 1

Due date: Term 2, Week 10: Thursday, 25<sup>th</sup> June

Weighting: 20%

Description of activity:

In ability groupings of three to four people, students will develop an eight to ten minute news report that covers ONE historical period and ONE Aboriginal person from that period. These will be assigned to students when the groups are made. The news report has to provide a comprehensive account of the key events in the chosen persons life and an evaluation of the impact of the person in the community and/or country. Student's personal viewpoints should be made clear. Students will also participate in two progressive assessment tasks in weeks three and seven that contribute to the overall mark. Class time will be given for students to research as a group and access/learn how to use the appropriate video equipment.

*Week 3:* News story pitch – Details of your plan for your report, given to the teacher.

*Week 7:* Class pitch – Presenting the details of your news report to the class for peer feedback.

*Video:* It must be in two parts:

- *Part 1:* Describe the political and social themes of the time and give an example of how Aboriginal people were represented in the media during this time.
- *Part 2:* Explain the role of one assigned person in the media as a positive advocate for themselves and the community.

When presented, the audience should be able to answer the following questions about the content of the news report:

- Does the news report give us a comprehensive coverage of the key events in this period?
- Do we learn what kind of Aboriginal representation there was in the era? Was it positive or negative?
- Do we better understand the effectiveness of this person in bringing change in the community and media?
- How did this person connect to political, economic and social issues of the era? For example; self-determination.
- How do Aboriginal people affirm their identity and belonging through the media?

In presenting the news report, you must include:

- A working title for the series.
- Their personal position in relation to the time periods representation of Aboriginal people.

- A typed bibliography page (websites, graphics, visual materials, film, interview) that gives a brief description of why you used these sources.

#### Student resources:

Students will have access to school video cameras and appropriate editing equipment. 160 minutes worth of lessons will be designated to students being taught to use the video cameras and film their specified content in the school grounds. Computers in the computer lab will be used to download/edit the content, and for access to other ICT resources and programs to formulate a comprehensive news report. There will also be access to a projector for students to be able to use PowerPoint, or other presentation software, for the Class Pitch, Formative Assessment (Task 4).

#### Context:

This assessment is a part of Option 4: Aboriginal People and the Media. All students must complete this as a part of the stage 5 Aboriginal Studies syllabus. The class content covered in Term 2 looks at building upon student's ideas of the media and Aboriginal Peoples participation in this medium. The knowledge is connected to various forms of local and national media forums, including newspapers, television programs, and radio. Prior to this topic, students have studied the core theme of 'Identity' and examined public reception to the prevalence of Aboriginal arts in Option 3: Aboriginal Performing Arts. The Aboriginal People and the Media component of the Term will prepare students for Option 6: Aboriginal Film and Television.

#### Outcomes to be assessed:

- 5.2: Explains ways in which Aboriginal Peoples maintain their identity.
- 5.8: Analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures.
- 5.9: Analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures.
- 5.11: Independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

#### Criteria for assessing learning:

Students will be assessed on their ability to:

- Compare and contrast changes over time of media representations of Aboriginal Peoples and cultural images
- Analyse media presentations of cultural images such as stereotyping, assumptions and ill-informed judgments
- Investigate examples of media which have offered positive images and opportunities for

Aboriginal people to act as advocates for themselves and their communities

- Create an original and imaginative video that effectively communicates the desired content

Guidelines for marking:

Students will receive a mark out of ten for the news report video. In week three, students receive a mark out of five for the written pitch. In week seven for the class pitch, students receive a mark out of five. Overall, there is a cumulative mark out of twenty.

Range:	A student in this range:
9-10 A	<ul style="list-style-type: none"> <li>- The group demonstrates extensive knowledge on the prescribed era and Aboriginal person.</li> <li>- Develops a sophisticated argument linking Australian personal beliefs and the media.</li> <li>- Successfully evaluates ways in which Aboriginal people maintain their identity.</li> <li>- Knowledge of the interaction between Aboriginal Peoples and the wider community.</li> <li>- Demonstrates extensive research techniques.</li> <li>- Presents an original and imaginative video that communicates the relevant content.</li> </ul>
7-8 B	<ul style="list-style-type: none"> <li>- The group demonstrates thorough knowledge on the prescribed era and Aboriginal person.</li> <li>- Develops a coherent argument linking Australian personal beliefs and the media.</li> <li>- Somewhat successfully evaluates ways in which Aboriginal people maintain their identity.</li> <li>- Sound knowledge of the interaction between Aboriginal Peoples and the wider community.</li> <li>- Demonstrates a range of research techniques.</li> <li>- Presents an original video that communicates the relevant content.</li> </ul>
5-6 C	<ul style="list-style-type: none"> <li>- The group demonstrates sound knowledge on the prescribed era and Aboriginal person</li> <li>- Attempts to develop a coherent argument linking Australian personal beliefs and the media.</li> <li>- Successfully analyses ways in which Aboriginal people maintain their identity.</li> <li>- Understanding of the interaction between Aboriginal Peoples and the wider community.</li> <li>- Demonstrates a small range of research techniques.</li> <li>- Presents a video that communicates relevant content.</li> </ul>
3-4 D	<ul style="list-style-type: none"> <li>- The group demonstrates basic knowledge on the prescribed era and Aboriginal person.</li> <li>- Some relevant information to the argument linking Australian personal beliefs and the media.</li> <li>- Somewhat successfully analyses ways in which Aboriginal people maintain their identity.</li> <li>- Basic knowledge of the interaction between Aboriginal Peoples and the wider community.</li> <li>- Demonstrates some research techniques.</li> <li>- Presents a video that communicates some relevant content.</li> </ul>
1-2 E	<ul style="list-style-type: none"> <li>- The group demonstrates elementary knowledge on the prescribed era and Aboriginal person.</li> <li>- Does not link Australian personal beliefs and the media.</li> <li>- Summarise ways in which Aboriginal people maintain their identity.</li> <li>- Elementary knowledge of the interaction between Aboriginal Peoples and the wider community.</li> <li>- Demonstrates little research techniques.</li> <li>- Presents a video that communicates little relevant content.</li> </ul>



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