

Assessment Task Notification

Richmond River High Campus

Task Number	1	Task Name	Connection to Country
Course	Y11 Aboriginal Studies	Faculty	HSIE
Teacher	J. Selwood	Head Teacher	P. Clifford
Issue date	Week 6	Due date	Tuesday 2 nd April (Wk. 10)
Focus (Topic)	Aboriginality and the Land	Task Weighting	40%

Outcomes

- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices

Task description

Students will create an artistic/creative piece* that represents connection to Country based on their learning in class and an interview with a local Aboriginal person, using ethical research practices. The piece will be accompanied by a written explanation.

The piece must be an original creation and can be visual (art, sculpture, collage etc.), audio/video, written (story, poetry etc.), dance (including video), music.

Your creative piece should:

- involve engagement with the local Aboriginal community
- demonstrate an understanding of connection to Country, such as The Dreaming, Kinship, Lore, Law, special places, totems, language.
- Will require a written or verbal synopsis - including the name of the creative/artistic piece and some explanation of the meaning and connection to Country and The Dreaming. – **1 paragraph**

Your written explanation should include:

- an explanation of the creative/artistic choices – including things such as imagery, colour, mediums, textures, techniques, sounds, images, light – **1 paragraph**
- Signed Ethical Research agreement and signatures from the interviewees **(form provided by teacher)**
- Completed paragraph on the importance of including Aboriginal and Torres Strait Islander interviews when conducting community research. – **1 paragraph**
- Completed list of interview questions provided and the responses from the interviews in transcript or audio version

Students will be given time in class to plan interview questions and their creative piece. Students will be supported to make time to meet with and interview someone from the local Aboriginal community (this can include family members or friends where possible)

Marking Guidelines

Grade	Outstanding	High	Sound	Basic	Limited	
Mark Outcome	26-30	21-25	14-24	6-13	0-5	Marks Awarded
P2.1 P2.2	Clearly explores and represents relevant concepts and examples such as Country, The Dreaming, Kinship, Lore, Law, special places, totems, language in a creative medium. Synopsis gives a thorough and well-communicated explanation of the piece's meaning.	Represents relevant concepts and examples such as Country, The Dreaming, Kinship, Lore, Law, special places, totems, language in a creative medium. Synopsis gives a well-communicated explanation of the piece's meaning.	Represents concepts such as Country, The Dreaming, Kinship, Lore, Law, special places, totems, language in a creative medium. Synopsis gives an explanation of the piece's meaning.	Attempts to represent concepts such as Country, The Dreaming, Kinship, Lore, Law, special places, totems, language in a creative medium. Provides a title or some attempt at an explanation.	May provide some relevant information about the topic.	
P4.2	9-10 Shows excellent research skills and ethical practices, including relevant and useful interview questions, signed ethical research agreement, clear explanation of the importance of interviews, complete transcript/copy of interview.	7-8 Applies research skills and ethical practices, including relevant interview questions, signed ethical research agreement, explanation of the importance of interviews, complete transcript/copy of interview.	4-6 Attempts research skills and ethical practices, includes interview questions, signed ethical research agreement, describes the purpose of interviews, complete transcript/copy of interview.	2-3 May provide or refer to interview questions or signed ethical research agreement or transcript/copy of interview.	0-1 Little or no use of research techniques.	
Feedback						
					Total /30	

Ethical Research Agreement

I would like to acknowledge the Widjabal Wiyabal people of the Bundjalung nation as the traditional custodians of this land and pay my respects to Elders past, present and emerging. I live and learn on this land.

I know that in asking community members to be a part of my interviews that I am responsible for the information that they share. I acknowledge that I am only collecting this information for my studies and I will not share this beyond discussions in my writing or my classroom. I understand that the knowledge that community members share with me is their personal story and opinion.

Signed:

Permission from the Interviewee

Please ask the interviewee to sign the section below to acknowledge that you have explained the purpose behind the interview and how and where the information will be shared.

I _____ have agreed to participate in an interview with
_____ from RRHC/LHC/KHC (circle one) Campus to
assist with the studies of Aboriginal Studies.

I understand that I could be recorded to make the interview easier for the student.

Signature: _____ Date: _____

Interview

This page is to be completed and submitted with the assessment task. You need a list of the questions asked and also of the answers. The answers can come in as an audio recording if you choose for this assessment.

Name of Interviewer: _____

Name of Interviewee: _____ List of questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Question:

In a paragraph explain how conducting interviews with Aboriginal and Torres Strait Islander community members is important when studying Aboriginal Studies.

[illegible]