

First Nations Studies (TAS315126)

External Assessment Specifications

These Inquiry Guidelines provide students, teachers and markers with details about what students have to do for the external assessment for this course.

This document does not repeat essential information found in other documents and must be read in the context of the current course document, available on the [TASC Courses](#) webpage.

The *TASC Frequently Asked Questions – Externally assessed folios* document on the [TASC Folio Assessment](#) webpage, provides general information for all students and teachers about externally assessed folios.

Information about academic integrity requirements is available on the [TASC Academic Integrity](#) webpage.

The folio must be submitted in electronic format by the student to their teacher for external assessment by the due date set internally by the teacher.

The teacher **must** submit the folio to TASC via TRACS by the published *due to TASC* date, available on the [TASC Folio Assessment](#) webpage. TRACS submission requirements are available on the [TRACS Resources webpage](#).

The criteria to be assessed through the marking of the extended research inquiry are:

- Criterion 1 use information to create and communicate ideas through text.
- Criterion 2 use evidence and historical, anthropological and sociological terms, concepts and ideas to support interpretations.
- Criterion 3 apply research and analytical skills to complete First Nations inquiry.
- Criterion 7 analyse contemporary First Nations experiences of political advocacy, self-determination, global indigenous politics and truth-telling .
- Criterion 8 explain the contemporary resurgence and significance of First Nations identity, community, culture and connection to place in a comparative context.

ADVICE TO STUDENTS

Students are required to submit a folio that is comprised of the following **two** components:

1. a context statement in support of the extended research inquiry
2. an extended research inquiry.

The folio will be assessed against criteria 1, 2, 3, 7 and 8.

FOLIO COMPONENTS

CONTEXT STATEMENT

- The context statement for the extended research inquiry must include:
 - a rationale and justification for the selection of the inquiry topic and question
 - a summary of the key findings of the inquiry.
- The context statement **MUST** be no longer than 500 words.
- The total word count for the folio will include the context statement.

EXTENDED RESEARCH INQUIRY

Students must:

- undertake an extended research inquiry into the comparative experiences of Australia, Tasmania* where possible, and at least one other nation previously studied in Units 2–5.
- select an area of First Nations Studies taken from Units 2-5 and develop a research question.
- consider the criteria being assessed and the standards within these to ensure the research question allows for appropriate complexity and breadth.
- discuss the chosen research question with their teacher and consult with them regularly during the development of the Inquiry.
- include primary and secondary sources.

Word Count:

- The total word count for the folio is 4000 – 6000 words in length.
 - 4000 word minimum
 - 6000 word maximum
- This total word count includes both the context statement and extended research inquiry.
- Any appendices or addendum will also count towards the total word count.
- The total word count excludes references and bibliography.

*Tasmania is included where appropriate, acknowledging that suitable data and resources may not always be available for all topics.

PRESENTATION AND FEATURES OF YOUR INQUIRY

The folio **must** be submitted to your teacher electronically as a Portable Document Format (PDF) file.

STRUCTURE OF THE INQUIRY

| Section | Explanation | Criteria Assessed |
|-------------------|---|--|
| Cover | On your cover you must state your research question You must also provide a total word count for your Inquiry on the cover. | C3E1 |
| Context statement | a statement which provides context, rationale and justification for the selection of the Inquiry question. It must additionally summarise the key findings of the Inquiry. | |
| Introduction | The introduction restates the Inquiry question, establishes the hypothesis and briefly introduces the main arguments | C1 E16 C2 E1-4 C3 E2-4 C7 & C8 All applicable elements |
| Body of work | The body of work must address the Inquiry question The body of work needs to include evidence-based arguments that establish and validate the hypothesis in a comparative context. The body of work must be coherent, factual and based upon primary and secondary source materials. | |
| Conclusion | The conclusion: <ul style="list-style-type: none"> • reiterates the Inquiry question • provides confirmation of the hypothesis as evidenced in the body of the work • makes a final summation. | |
| Bibliography | The bibliography contains the details (such as the author, title, date, web-address etc.) of all the sources you reference (cite) within your inquiry in addition to all the sources of information, images, ideas or words you examined in your research but did not end up using in your Inquiry. | |

Students **must** also follow these requirements in the folio submission:

Format:

- use 1.5 line spacing
- have a title, headings and sub-headings
- use dot points and paragraphs where appropriate. When dot points are used they must provide clear information, not an over simplistic summary or a single word
- use a numbering system for sections/sub-sections
- include page numbering and include a cumulative word count at the bottom of each page

Content:

- sequence the text to produce a cohesive report
- recognise different perspectives presented in a variety of different sources/texts
- integrate new ideas and information with existing understanding
- separate fact from opinion

- draw conclusions and develop explanations based on research findings and supported by relevant argument and evidence
- have a bibliography.

Text types including diagrams, illustrations, tables, charts, video, audio and multimodal may be additionally included in support of the inquiry, either within or attached as appendices. When included, they must be referred to, and discussed within, the Inquiry. (Noting that the word count for any appendices' or additional materials will be counted within the 6000 word maximum word count.)

It is recommended the American Psychological Association (APA) referencing style is to be used throughout the Inquiry.

INFORMATION FOR TEACHERS

For each student you must:

- see and keep evidence such as drafts of the extended research inquiry as it progresses
- ensure students meet the requirements of the folio and understand the penalties for not meeting them.

EXTENDED INQUIRY RESEARCH QUESTION

Teachers should provide advice to students on selecting an area of inquiry in First Nations Studies that arises from the content, concepts and ideas covered in Units 2-5.

To enable students to engage fully and rigorously with the inquiry, the initial development of the research question is a pivotal early part of their work. It is recommended that teachers allow sufficient time and provide active support (including intervention) to ensure students have developed a research question before engaging with the inquiry task.

As specified in the course document, students will need 30 hours of class time for this work.

INSTRUCTIONS TO MARKERS

The criteria to be assessed through the Inquiry are:

- Criterion 1 use information to create and communicate ideas through text.
- Criterion 2 use evidence and historical, anthropological and sociological terms, concepts and ideas to support interpretations.
- Criterion 3 apply research and analytical skills to complete First Nations inquiry.
- Criterion 7 analyse contemporary First Nations experiences of political advocacy, self-determination, global indigenous politics and truth-telling.
- Criterion 8 explain the contemporary resurgence and significance of First Nations identity, community, culture and connection to place in a comparative context.

Markers will be required to attend a compulsory training meeting in the use of both the marking guide and the course criterion standards when determining ratings.

PENALTIES

- The prescribed maximum word limit for the Inquiry, including the context statement, is 6000 words.
- When determining the penalty to be applied (at the initial marking meeting), markers will refer to the TASC Academic Integrity Guide. The penalties will be consistently applied to all folios in this subject. Suspected cases of plagiarism will be referred to TASC for investigation.