



KURRI KURRI HIGH SCHOOL FORMAL ASSESSMENT NOTIFICATION - STAGE 4

Faculty: QUEST	Year: Year 8	Date Given: Click or tap to enter a date. Date Due: Click or tap to enter a date.
Subject: QUEST Area of Study: Indigenous Contact Experiences	Teacher: Jacobs, Norberry, Purcell, Golding, Douglas	Assessment Task No: 2 Weighting: 25%
Skills Focus Area: Speaking skills Analytical writing Creative writing Source annotation	Outcomes Being Assessed: ENG4-4B Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence ENG4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to a compose texts EN4-6C Identifies and explains connections between and among texts EN4-7D Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it ENG4-8D Identifies, considers and appreciates cultural expression in texts EN4-9E Uses, reflects on and assesses their individual and collaborative skills for learning HT4-2 Describes major periods of historical time and sequences events, people and societies from the past HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-6 Uses evidence from sources to support historical narratives and explanations HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past	
Content Focus Area: Contact and Colonisation, Drama, Poetry	Project Focus: What can we do in the present to preserve our past for future generations?	

Task:

Term 2, Week 3

Part A – Socratic Seminar on Contact Experiences

You will be provided with two historical sources that focus on the many perspectives around Indigenous contact experiences. With your class teachers, you will annotate (write notes on) these sources in preparation for a Socratic Seminar with your peers in which you will discuss your understanding of contact experiences and provide evidence for your claims. You will also be given a series of worksheets that will aid you in your preparation for this task. The discussion question for this task is – Why do composers and historians continue to explore the consequences of colonisation in texts today?

Term 2, Week 4

Part B – Text Study Paragraph

During this unit you will study a range of texts that represent Indigenous contact experiences. In this component of your assessment, you will be required to write an extended TEEEC paragraph that answers the question ‘Why does your composer represent Indigenous contact experiences within their text?’ You will be provided with support materials and lesson time to guide you in your writing and you will complete a peer critique of your work to make improvements as you draft and review your paragraph.

Term 2, Week 6

Project – Text for Indigenous E-Book

You will be given the opportunity to create a text of your own choosing that represents Indigenous contact experiences. You may use one of the following forms (or another as negotiated with your class teachers): artwork and explanation, short narrative, TEEEC paragraph, short speech, short film, artwork analysis, Elder personal history recording (limited places), poem or short play. Your text will be reviewed by your peers and teachers and then placed digitally inside the Indigenous E-Book to be gifted to local community members and Indigenous community members.

Formative Assessment:

Peer critique and peer review will be used to informally assess your progress in your drafts for each component of this assessment.

TEEEEC paragraphs will be modelled and drafted in class time to informally assess your ability in this area for the assessment.

Literacy Skills:

- ☒ Speaking & Listening
- ☒ Reading & Viewing
- ☒ Writing

Explain: Students will speak and listen during the Socratic Seminar. Students will read and view a variety of texts about Indigenous contact experiences. Students will write both creatively and analytically.

4 C's:

- ☒ Collaboration
- ☒ Communication
- ☒ Critical Thinking
- ☒ Creativity

Explain: Students will collaborate and communicate when sharing their ideas with their peers in the Socratic Seminar. Students will have to think critically about Indigenous contact experiences before representing them creatively.

Things you need to DO to complete this task:

Step	Things I will do	What will I see as a result
1	Use class time effectively to complete my Socratic Seminar preparation sheets.	An improvement in my ability to contribute to this discussion and justify my opinions on Indigenous contact history.
2	Use class time effectively to draft, review and publish my TEEEC paragraph on a text studied in class.	An improvement in my analytical writing skills and my ability to use quotes/examples from a text to support my thinking.
3	Think critically about how I would like to represent Indigenous contact experiences when creating my E-Book contribution.	An appreciation from local community and local Indigenous members when they see this history persevered in the E-Book.
4	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.

My Assessment Task Planner:

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	DAY 13	DAY 14

[illegible]

Kurri High School Year 8 Quest Formative Task

Indigenous Contact and Colonisation – Source Portfolio and Discursive Paragraph

Part A – Socratic Seminar

- You have been provided with 2 written historical sources in relation to the invasion of Australia.
- You are required to read the 2 sources and annotate them. Each source should be annotated by defining words you do not know, writing down questions you have, writing if you agree or disagree with statements in the articles, making connections to other texts you know (books, films, documentaries, things discussed in class already).
- After annotating each source, you will fill out a series of worksheets to prepare you for the Socratic Seminar; you should have these checked by a teacher.
- You are required to then participate in the Socratic Seminar by discussing your view on the invasion of Australia (and its consequences on the Indigenous peoples); you will be awarded better marks for showing interest, making connections between the sources and your argument, making connections between texts you know and your argument and carefully responding to the ideas of others.
- The worksheets are attached for your use.

Part B – Text Study Paragraph

You need to write an analytical paragraph response to the following question:

- Why does your composer represent Indigenous contact experiences within their text?
- You will be allowed to choose from a range of texts you have studied in class.
- You will be required to write one extended TEEEC paragraph analysing how and why your composer uses devices to represent contact experiences.
- You will be provided with a scaffold to help you draft your response; you should have this checked by a teacher.
- You will engage in a peer critique, using the warm and cool feedback to make improvements to your final submission.

Kurri High School Year 8 Quest Summative Task

Indigenous Contact and Colonisation – E-Book

Task Description:

Using what you have learned about Indigenous culture and Indigenous contact history, you will be required to create a single page document that demonstrates this respect and understanding for a Year 8 E-Book that will be digitally published and gifted to valuable members of our local Indigenous community.

You will be required to plan your idea and decide on a format (see list below). This will need approval by your classroom teacher before you can begin. You might like to:

- Compose a narrative moment from the point of view of an Indigenous person or British coloniser
- Create an illustration that represents Indigenous culture, contact history or the consequences of contact
- Research a significant Indigenous person and compose a short bibliography
- Research the Stolen Generations and record one of their stories/experiences
- Create an annotated photo journal, analysing and describing images from the past
- Record and then write the narrative of a local Indigenous elder (limited spaces available!)
- Write a short script for a scene about contact experiences
- Write a poem or song about Indigenous culture, contact history or the consequences of contact
- Other: seek your teacher's approval!

You must ensure that your response can be saved as a PDF and is a single page.

You will be shown samples from previous students to support your understanding of this task.

Things you need to DO to complete this task:

Step	Things I will do	What will I see as a result
1		
2		
3		
4		

5		
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Socratic Seminar Discussion Map

Title of Text: _____ Speaker/writer: _____

Record two main ideas or claims in the text and cite the paragraphs so that you can easily reference them during the discussion. You can reference ideas from texts in this topic.

1. _____

2. _____

Discussion Questions

Prepare two thought provoking questions that you would like to discuss in the Socratic Seminar. Ask open-ended questions that get students analysing, evaluating, synthesising, and applying ideas in the text. Sample questions have been provided below.

- *How do the author's ideas relate to what we have learned about Indigenous colonisation?*
- *What type of evidence can you use to support your ideas?*
- *How accurate is the representation of colonisation in the texts you have studied? What historical role do the composers play?*

1. _____

2. _____

3. _____

Use this space to **agree** with one idea in the text. What is the idea and why do you agree?

Use this space to **disagree** with one idea in the text. What is the idea and why do you disagree?



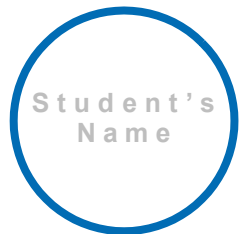
Taking Notes During a Socratic Seminar

Use this handout to organise your notes during a Socratic Seminar. Listen to your peers, record what they say, and agree or disagree with their ideas in the spaces below. Information recorded on this sheet will help to inform your teacher about your level of participation in the Socratic Seminar.



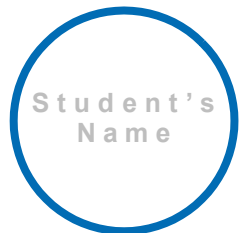
What did your classmate say? (Paraphrase or directly quote him/her)

Agree/Disagree	Explain your position



What did your classmate say? (Paraphrase or directly quote him/her)

Agree/Disagree	Explain your position



What did your classmate say? (Paraphrase or directly quote him/her)

Agree/Disagree	Explain your position

Socratic Seminar Sources

Source 1 – adapted from the National Gallery of Victoria's 'Depictions of Aboriginal People in Colonial Australian Art'

The near absence of Indigenous people in mid-nineteenth-century colonial painting has been one of the most potent claims of continued settler presence in Australia. This invisibility reinforced the myth of terra nullius and rendered further colonial expansionism charming. Many colonial artists were reluctant to insinuate the original owners into the landscape, thereby avoiding complicated issues of dispossession, resistance and guilt.

Robert Dowling's commissioned portraits and history paintings of the nineteenth century engage with the Indigenous population, yet the resultant works cannot be innocent of the impact of colonisation. This apparently uncomplicated depiction of Aboriginal-European relations is strangely at odds with the world outside the painting.



A lady and her children relieving a cottager

1755-1828

...depicts a mother, accompanied by her children and a servant, extending generosity towards the family in need.

As early as March 1856 Melbourne's Argus clearly decried the position of the Indigenous population in south-east Australia:

We assert that under present circumstances this country has been shamelessly stolen from the blacks We have made them outcasts on their own land, and are rapidly consigning them to entire annihilation. There are but few of them left, comparatively. This is what we would do for that few. We would feed and clothe every one of them. We would have local establishments constituted great centres for their concentration. We would give them medical assistance, protection and advice. We would educate them if we could – Christianise them too, letting the meat-cask, the flour-barrel and the sugar-bag wait heavily upon the Bible.

Source 2 – Adapted from *Australians Together: Colonisation*

<https://australiantogether.org.au/discover/australian-history/colonisation/>

In 1788, Captain Arthur Phillip and 1,500 convicts, crew, marines and civilians arrived at Sydney Cove. In the 10 years that followed, it's estimated that the Indigenous population of Australia was reduced by 90%. Three main reasons for this dramatic population decline were: the introduction of new diseases, settler acquisition of Indigenous lands, direct and violent conflict with the colonisers.

The most immediate consequence of colonisation was a wave of epidemic diseases including smallpox, measles and influenza, which spread ahead of the frontier and annihilated many Indigenous communities. The sexual abuse and exploitation of Indigenous girls and women also introduced venereal disease to Indigenous people in epidemic proportions.

"The Government is fast disposing of the land occupied by the natives from time immemorial. In addition to which settlers under the sanction of government may establish themselves in any part of this extensive territory and since the introduction of the numerous flocks and herds. . . a serious loss has been sustained by the natives without an equivalent being rendered. Their territory is not only invaded, but their game is driven back, their marnong and other valuable roots are eaten by the white man's sheep and their deprivation, abuse and miseries are daily increasing."

- Francis Tuckfield, Wesleyan Missionary, 1837

Levels of frontier violence are hotly debated, but historical records document numerous occasions on which Indigenous people were hunted and brutally murdered. Massacres of Indigenous people often took the form of mass shootings or driving groups of people off cliffs. There are also numerous accounts of colonists offering Indigenous people food laced with arsenic and other poisons.

"In less than twenty years we have nearly swept them off the face of the earth. We have shot them down like dogs. In the guise of friendship we have issued corrosive sublimate in their damper and consigned whole tribes to the agonies of an excruciating death. We have made them drunkards, and infected them with diseases which have rotted the bones of their adults, and made such few children as are born amongst them a sorrow and a torture from the very instant of their birth. We have made them outcasts on their own land, and are rapidly consigning them to entire annihilation."

- Edward Wilson, Argus, 17th March 1856[7]

It's important to recognise that from the beginning of colonisation, Indigenous people continually resisted the violation of their right to land, and its impact on Indigenous cultures and communities. It's estimated that at least 20,000 Aboriginal people were killed as a direct result of colonial violence during this era of Australian history. Between 2,000- 2,500 settler deaths resulted from frontier conflict during the same period.

Imagine how you would feel if you welcomed strangers into your home and they never left. In fact, what would it be like if they took control of your house and made you relocate far away? What if they abused you physically, sexually and financially, and spread disease throughout your community? Can you imagine how this would affect your children and grandchildren's view of these strangers for generations to come?

Consider what it would be like to see a previously unknown disease, with a 50% fatality rate, sweep through your community, affecting your family and friends. How would it make you feel to know that so much of your culture had been permanently lost, with no way to fully rediscover it in all its richness?

The reality of the first collision of cultures between Indigenous Australians and British colonials has gone unacknowledged for most of our shared history.

Quest Marking Criteria Stage 4 – Socratic Seminar						Outcome AOL Total
Student Name: _____						PREPARATION WORKSHEETS
Non-attempt	E descriptors	D descriptors	C descriptors	B descriptors	A descriptors	
<input type="checkbox"/> No attempt to annotate either text	<input type="checkbox"/> Remarks and written work suggests the text was not carefully read; student demonstrates a limited investigation of the texts from different sources and does not acknowledge that they represent different viewpoints	<input type="checkbox"/> Remarks and written work reveal cursory reading of the text; student demonstrates a basic investigation of the texts from different sources OR compares the different viewpoints briefly	<input type="checkbox"/> Remarks and written work reveal text was read; student demonstrates a sound investigation of the texts from different sources but compares the different viewpoints briefly	<input type="checkbox"/> Remarks and written work reveal text was read; student demonstrates a strong investigation of the texts from different sources and acknowledges the different viewpoints	<input type="checkbox"/> Remarks and written work reveal a critical reading of texts; student demonstrates an insightful investigation of the texts from different sources and makes detailed notes on the different viewpoints	EN4-8D identifies, considers and appreciates cultural expression in texts AOL4 HT4-6 Uses evidence from sources to support historical narratives and explanations AOL2
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __/2.5
PARTICIPATION DURING SEMINAR						
<input type="checkbox"/> Is a passive observer of seminar <input type="checkbox"/> Does not listen adequately; does not make any relevant comments	<input type="checkbox"/> Limited participation throughout seminar and off task for most of the discussion. May carry frequent side conversations or lacks eye contact <input type="checkbox"/> Does not listen adequately; is therefore unable to make at least one connection between what has been said and the articles OR class texts	<input type="checkbox"/> Participates in seminar although may be off task. May carry a side conversation or lacks eye contact <input type="checkbox"/> Comments are relevant to topic; is able to make one to two connections between what has been said and the articles OR class texts	<input type="checkbox"/> Demonstrates active participation throughout most of the seminar. Body language and eye contact show some engagement <input type="checkbox"/> Generally listens but is not always attentive; is able to make superficial connections between what has been said and the articles OR class texts	<input type="checkbox"/> Demonstrates active participation throughout the seminar. Mostly on task, active body language and eye contact <input type="checkbox"/> Listens and is able to respond to ideas and questions; is able to occasionally connect what has been said with the articles and texts studied in class	<input type="checkbox"/> Demonstrates thoughtful and active participation throughout the seminar. Consistently stays on task, active body language and consistent eye contact <input type="checkbox"/> Comments indicate accurate and perceptive listening and connect what has been said with both the articles and texts studied in class	EN4-6C identifies and explains connections between and among texts AOL3 HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past AOL4
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __/5
REFLECTION NOTES						
<input type="checkbox"/> Does not comment on other points of view, incomplete sheet	<input type="checkbox"/> Does not acknowledge or accept other points of view, simply records	<input type="checkbox"/> Argues with other points of view and is reluctant to acknowledge them as possible or relevant	<input type="checkbox"/> Acknowledges other points of view but may try to argue or refute them. Points reflect a lack of flexibility	<input type="checkbox"/> Accepts points of view of others and attempts to use them to expand own ideas but may reflect set thinking or lack of deep reflective skills	<input type="checkbox"/> Accepts points of view other than own and uses them to expand own ideas and discover new meaning about concepts	EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning AOL5 HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies AOL1
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __/2.5
Teacher Comment						Total /10

Quest Marking Criteria Stage 4 – Indigenous Text Study Paragraph Student Name:						Outcome, AOL, Total
Non-attempt	E descriptor	D descriptor	C descriptor	B descriptor	A descriptor	
<input type="checkbox"/> No attempt to create an evaluative or analytical text	<input type="checkbox"/> Paragraph features minimal evaluation or analysis of perspectives of colonisation, may be recount or the text or a personal response	<input type="checkbox"/> Paragraph features some evaluation or analysis of perspectives of colonisation within the text	<input type="checkbox"/> Paragraph features clear evaluation and analysis of the perspectives on colonisation within the text and how these are represented	<input type="checkbox"/> Paragraph features clear, well-developed evaluation and analysis of the perspectives on colonisation within the text and how these are represented	<input type="checkbox"/> Paragraph features effective evaluation and analysis of the perspectives on colonisation within the text and how these are represented through specific characters, situations or concerns in the text	EN4-5C Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts AOL3 HT4-2 Describes major periods of historical time and sequences events, people and societies from the past AOL2
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __
<input type="checkbox"/> No attempt to utilise writing strategies, no attempt to construct an analytical paragraph	<input type="checkbox"/> A basic, at times disjointed text. Attempts to use some writing strategies: <input type="checkbox"/> TEEEC attempts, inconsistent, lacking sections <input type="checkbox"/> Connectives minimum usage <input type="checkbox"/> Theme position; not evident	<input type="checkbox"/> A limited, inconsistently structured text. Uses the following at a basic level: <input type="checkbox"/> TEEEC basic structure with some inconsistencies <input type="checkbox"/> Connectives are limited or basic <input type="checkbox"/> Theme position; attempts to use key words feature at the beginning of paragraph	<input type="checkbox"/> A sound, well-structured text mostly sustained response with a sound argument throughout. Uses the following: <input type="checkbox"/> TEEEC consistent usage of basic structure <input type="checkbox"/> Connectives are used consistently but may rely on one key phrase/word <input type="checkbox"/> Theme position; key words feature at the beginning of paragraph	<input type="checkbox"/> An effective, well-structured and cohesive response with a thesis and appropriate argument throughout. Consistent use of the following: <input type="checkbox"/> TEEEC consistent usage of basic structure, may attempt to extend <input type="checkbox"/> Connectives are used consistently to connect ideas, may be repetitive/some overuse of the same word <input type="checkbox"/> Theme position is used; main idea presented at start of paragraph	<input type="checkbox"/> An excellent, well-structured and cohesive response with a sustained thesis and clear and effective argument throughout. Consistently uses the following: <input type="checkbox"/> Extended or blended TEEEC structure <input type="checkbox"/> A variety of connectives accurately, variety of terms, builds argument <input type="checkbox"/> Theme position; main idea/point clearly drives the sentence/paragraph	EN4-4B Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence AOL2 HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past AOL4
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __
<input type="checkbox"/> Does not comment on the consequences of Indigenous colonisation	<input type="checkbox"/> Evaluative sentences make basic connections to the consequences of Indigenous colonisation	<input type="checkbox"/> Evaluative sentences make limited, inconsistent connections to the consequences of Indigenous colonisation	<input type="checkbox"/> Evaluative sentences make sound, well-structured connections to the consequences of Indigenous colonisation on people or places	<input type="checkbox"/> Evaluative sentences make effective, cohesive connections to the consequences of Indigenous colonisation on people or places	<input type="checkbox"/> Evaluative sentences make excellent, cohesive connections to the consequences of Indigenous colonisation on people and places	EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it AOL4 HT4-6 Uses evidence from sources to support historical narratives and explanations AOL1
0 marks	__ x 0.5 __ =	__ x 1 __ =	__ x 1.5 __ =	__ x 2 __ =	__ x 2.5 __ =	Total = __
Teacher Comment						Total /15