* Assessment item

Essay

Value: 50%

Return date:

Length: 1500 words

Submission method options

EASTS (online)

Task

Write an essay of 1500 words which addresses the following question:

**In what ways have Indigenous Australian peoples resisted the non-Indigenous occupation of Australia and the policies imposed upon them?**

Content requirement

• For the purposes of this essay, cover the period from 1770 to approximately 1970.

• Explain the following eras and discuss Indigenous Australian resistance in each era:

o the colonial frontier  
o Protection  
o Segregation  
o Stolen Generations

• Each era must include an example from an identified language group or person.

• The essay should be your own original work. This assessment task will be put through Turnitin to identify plagiarism.

Essay requirements

• This assignment is to be completed in essay format. Include an introduction, body paragraphs and conclusion.

• Develop an overall position and ensure each paragraph contains a specific point that is demonstrated and supported in the paragraph.

• Write in the third person; avoid the use of “I”.

• Resources and information relating to writing essays can be found at:

http://student.csu.edu.au/study/guidesandtips/writing-at-uni

Reference requirements

• Use at least eight (8) reference sources in total.

• You must use a minimum of six (6) required or recommended readings from the IKC101 modules.

• You must cite and reference two (2) additional sources that you have located yourself. These texts must be of academic standard, such as a journal article, text book, text book chapter or conference paper proceeding. Assess the quality of content in web sources very carefully. In general, website references are unlikely to provide reliable, researched information suitable for this task.

• Do not reference sources such as Creative Spirits, Wikipedia, Skwirk/Red Apple, or Australians Together as these are unreliable sources.

• Do not cite or reference the module. You may cite and reference the readings linked to in the module. The written information contained in the modules are not academic sources and are not to be used in your essay.

• Use in-text citations to identify other people’s ideas and words. These in-text citations must follow the APA (6th ed.) referencing style.

• Quotes must be in quotation marks and the in-text citation must include the page number.

Formal and respectful language requirements

• This assessment task must be in professional and formal language. This means there should be no abbreviations or slang.

• Care must be taken to avoid spelling, grammar and punctuation errors.

• Respectful and appropriate terminology must be used when referring to and writing about Indigenous Australian people and cultures.

**PLEASE NOTE:**

Charles Sturt University expects that the work of its students and staff will uphold the values of academic honesty and integrity. The Guide to Avoiding Plagiarism is located at: <http://student.csu.edu.au/study/plagiarism>. This is an important resource that will help you understand these values and apply them in practice. You should familiarise yourself with these requirements and ensure that all assessments submitted by you are your own work, have not been submitted elsewhere and comply with the University's requirements for academic integrity.

The University has purchased Turnitin software. This software has two functions, a pre-emptive education function which students may use to check their own work prior to submission, and a plagiarism detection function which academics may use to check the student’s work for improper citation or potential plagiarism. Use by students is optional and is not a prerequisite for submission.

You are encouraged to check your work for originality prior to submission. You can register with Turnitin to create a Student Account under the CSU Turnitin Licence at [http://www.turnitin.com/login\_page.asp](https://www.turnitin.com/login_page.asp). Further information on how to use Turnitin is provided within the Guide to Avoiding Plagiarism: <http://student.csu.edu.au/study/plagiarism/checking>.

The School of Indigenous Australian Studies submits every students essay through Turnitin prior to it being marked.   
  
You are strongly encouraged to book an appointment with an ALLaN Learning Advisor  who can help you develop the skills you need to succeed in your studies. For further information on accessing a Learning Advisor please click on the following link: <http://student.csu.edu.au/study/learning-skills>

**Rationale**

This is the major assessment task in this subject and allows students to continue developing their professional writing skills, focusing on writing and supporting arguments. Students can apply feedback from assessment 1 relating to professional and respectful writing to improve their work. This task provides an opportunity for students to evaluate sources of information, synthesise ideas gained from academic texts and incorporate reference material in an appropriate manner. In this task, students will engage with history content; this provides a foundation for understanding contemporary Indigenous circumstances as explored in the next assessment.

**The task addresses the following learning outcomes:**

Outcome IKC101.1 explain the diversity of Indigenous Australian cultures both past and present  
Outcome IKC101.2 describe post-colonisation policies and practices and their impact on Indigenous Australian communities and families  
Outcome IKC101.5 demonstrate professional communication skills when working with Indigenous Australian peoples and communities.

**Assessable components**

• Describes post-colonisation practices, policies and legislation relating to Indigenous people from 1770 to approximately 1970.

• Explains impacts of post-colonisation practices, policies and legislation on Indigenous peoples and cultures.

• Explains Indigenous reactions and resistance to post-colonisation practices, policies and legislation.

• Explores Indigenous Australian cultural diversity among language groups and over time.

• Selects and uses appropriate terminology, respectful language and professional writing.

Rationale

Relates to outcomes:

• be able to demonstrate knowledge and understanding of the diversity of Indigenous Australian cultures both past and present;   
• be able to critically analyse post-colonisation policies and practices and their impact on Indigenous communities and families;  
• be able to demonstrate knowledge and understanding of a range of contemporary issues which impact upon Indigenous peoples and communities;  
• be able to demonstrate skills in research and effective communication.

Marking criteria

**ASSESSMENT 2 MARKING CRITERIA**

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| --- | --- | --- | --- | --- | --- |
| **Assessable Component** | **HD**  **43-50/50** | **D**  **38-42/50** | **C**  **33-37/50** | **P**  **25-32/50** | **F**  **0-24/50** |
| **Describes post-colonisation practices, policies and legislation relating to Indigenous people from 1770 to 1970.** | Presents a detailed chronology that examines evolution in ideas and their application in policy and practice. | Presents **important appropriate information** for each stage, such as ideas of race and Social Darwinism. Explains the way that these ideas informed the objectives and practices of each historical stage. Explains the connections between these ideas and each stage, and how these ideas evolved over time. | Presents more **detailed information** that includes the timeframe, driving legislation and/or policy, the main objectives and key actions of each stage. Outlines the connections between each stage. | Explores all 4 stages. Each topic contains a definition and an explanation. Presents **broad and relevant content**. Includes chronological connections between each stage. | Explores fewer than 4 stages or explores different stages to those requested without justification. Definitions or explanations are missing. Presents irrelevant or inaccurate ideas. Isdeas not supported by academic sources. |
| **Explains impacts of post-colonisation practices, policies and legislation on Indigenous peoples and cultures.** | In addition to Distinction criteria:  Provides a **supporting example** for each stage drawn from an identified language group that demonstrates how specific legislation, policy or practice caused that impact. | Provides detailed explanations for 2 or more impact of specific legislation, policy or practice on Indigenous peoples and cultures for each era | Provides a detailed explanation of more than 1 impact of specific legislation, policy or practice on Indigenous peoples and cultures for each stage. | Describes at least 1 impact on Indigenous people and cultures for each stage in **broad and general terms**. | Does not describe at least 1 impact for each stage or there are inaccuracies or misunderstandings. Ideas not supported by academic sources. |
| **Explains Indigenous reactions and resistance to post-colonisation practices, policies and legislation.** | In addition to Distinction criteria:  Presents a shared history by providing a detailed explanation of non-Indigenous practices, policies and legislation and Indigenous reactions and resistance. | In addition to Credit criteria:  Provides a supporting example for each stage drawn from an identified language group that demonstrates an instance of reaction and/or resistance to specific legislation, policy or practice. | Provides an **explanation** of Indigenous reactions and resistance for each era and links Indigenous responses to specific practices, policies and legislation. | Describes Indigenous reactions and resistance for each stage in **broad and general terms.** | Does not include Indigenous reactions and resistance in each stage or presents inaccuracies or misunderstandings. Ideas not supported by academic sources. |
| **Explores Indigenous Australian cultural diversity among language groups and over time.** | Presents Indigenous Australian cultural diversity as the norm and recognises the **specific cultural and historical circumstances** of included content. | At least one stage contains **2 contrasted examples** drawn from 2 language groups. | The **collection of included examples** shows cultural diversity among language groups and diversity over time. | Includes **broad and general statements** about cultural diversity among language groups and over time. | Does not include or explore cultural diversity; omits either diversity among language groups or diversity over time. Ideas not supported by academic sources. |
| **Selects and uses appropriate terminology and respectful language.** | All language and terminology uses are appropriate and informed. | Language and terminology choices allow for diversity and do not ‘generalise’ Indigenous people or cultures. | Accompanies any racial or historical terms used with an explanation. There are **no errors** relating to writing and references. | Avoids common terminology issues. Uses appropriate non-racial terms to describe groups of people. | Common terminology issues are evident, such as non-capitalisation, use of inappropriate words without context or explanation (e.g. half-caste, native, tribe), interchangeable use of Indigenous and Aboriginal, use of words such as ‘they’, ‘we’, ‘our’, ‘their’, other issues. |
| **Fulfils the technical aspects of the task.** | Writing shows control and skillful construction of expression to convey specific understandings. Seamlessly integrates citations and referencing into the writing. Uses the APA (6th ed) reference system without error. | Written expression and referencing show **clear organisation**. Uses a variety of techniques to incorporate source material and citations. Uses the APA (6th ed) reference system without error. | There are **no errors** relating to writing and references. Uses formal written expression consistently without errors. There are no imprecise or unsupported statements or generalisations. Uses the APA (6th ed) reference system without error. | There are **few errors**. Uses formal written expression with fewer than 6 instances of slang, contractions, spelling, punctuation or grammatical errors. Uses full sentences consistently. Identifies and explores one idea per paragraph. Links paragraphs using effective methods. Content is accurate and supported; there are fewer than 3 instances of unsupported assertions and/or inaccuracies. At least 6 required readings and 2 self-located readings are cited and referenced. Judgment is shown in the choice of reliable, relevant, academic sources of information. Uses the APA (6th ed) referencing system; there may be some errors however there is consistency in approach. All task requirements have been met and submitted. | There are **serious errors**. Informal or inappropriate written expression is evident and there are more than 6 instances of slang, contractions, spelling, punctuation or grammatical errors. Uses phrases or run-on sentences habitually. Paragraphs are unfocused, too long or too short, or links between paragraphs are undeveloped. Content is not supported; there are more than three instances of unsupported assertions and/or inaccuracies. Cites and references fewer than 6 required readings. Does not include at least 2 self-located references, or uses inappropriate texts. Does not use APA (6th ed) referencing. Referencing style is inconsistent showing a lack of understanding of its purpose. There is evidence of unacknowledged sources or plagiarism. Does not meet or is missing one or more task requirement. Use of modules as sources. |

Presentation

* + Assessment tasks should be submitted on EASTS as a **Microsoft Word** document. **Do not submit as a PDF document**.
  + The first page should contain your name, student number, subject code, word count and due date. Please use 12 point font and avoid the use of fancy templates with added colour or graphics
  + Line spacing should be double spacing.
  + The assessment tasks should be within +/- 10% of the word limit. The word count is taken from the first word to the last word and includes quotes. Quotes must comprise less than 10% of the total word count.
  + Proof-read your work so that it is free of spelling, grammar and punctuation mistakes. Use language that is appropriate to academic and professional tasks. Ensure you use respectful and appropriate terminology. For assistance, see Learning Skills: [student.csu.edu.au/study/ALLaN](http://student.csu.edu.au/study/ALLaN)
  + Your reference list should contain all source documents that you refer to, quote or paraphrase from. It must conform to the APA referencing style:[student.csu.edu.au/\_\_data/assets/pdf\_file/0011/294977/APAReferencingSummary2013.pdf](http://student.csu.edu.au/__data/assets/pdf_file/0011/294977/APAReferencingSummary2013.pdf)