**IKC101 Assessment 2**

Name:

Student Number:

Subject Code & Title: IKC101 - Indigenous Australian Cultures, Histories and Contemporary Realities

Assignment Title: Essay

Value: 50%

Submission Date: 5 September 2016

Length required: 1500 words Actual length:

Statement of Authenticity: I declare that the work within this assignment is my own, that it has not been submitted previously and that I acknowledge the ideas of other authors throughout.

**\*DELETE ALL TEXT IN RED FONT BEFORE SUBMISSION\***

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

**Introduction (approx. 300 words)**

This essay will illustrate the ways Indigenous Australians have resisted the non-Indigenous occupation of Australia and the policies imposed on them. The key points that will be covered are […add the points you are covering] and so […provide a sentence that points to the significance of what you are arguing].

**Main body of essay (approx. 1,000 words)**

**Include at least four sections that answers the above question:**

o the colonial frontier

o Protection

o Segregation

o Stolen Generations,

**Each section should do the following:**

* Explain the following eras (covering the timeframe from 1770 to approximately 1970) and discuss Indigenous Australian resistance in each era
* Each era must include an example from an identified language group or person.

**Conclusion (approx. 200 words)**

Prove a brief statement that reiterates what it was you argued and the significance of the argument

**References**

• 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**• Do not cite or reference the module.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 referencing style.

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

**IKC101 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 era, such as ideas of race and Social Darwinism. Explains the way that these ideas informed the objectives and practices of each era. Explains the connections between these ideas and each era, 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 era. Outlines the connections between each era. | Explores all 4 eras. Each topic contains a definition and an explanation. Presents **broad and relevant content**. Includes chronological connections between each era. Ideas supported by academic sources | Explores fewer than 4 eras or explores different eras to those requested without justification. Definitions or explanations are missing. Presents irrelevant or inaccurate ideas. Ideas not supported by academic sources. |
| **Explains impacts of post-colonisation practices, policies and legislation on Indigenous peoples and cultures.** | Provides a cohesive explanation for a multitude of ways in which Indigenous peoples and cultures have been impacted by legislation, policy and practice from 1770 to 1970. | Provides a **supporting example** for each era drawn from an identified language group that demonstrates how specific legislation, policy or practice caused that impact. | Describes at least 1 impact on Indigenous peoples and cultures for each era and provides a **detailed explanation** of how specific legislation, policy or practice caused that impact. | Describes at least 1 impact on Indigenous people and cultures for each era in **broad and general terms**. Ideas supported by academic sources. | Does not describe at least 1 impact for each era or there are inaccuracies or misunderstandings. Ideas not supported by academic sources. |
| **Explains Indigenous reactions and resistance to post-colonisation practices, policies and legislation.** | Provides an explanation of non-Indigenous practices, policies and legislation and Indigenous reactions and resistance, presenting a shared history. | Provides a supporting example for each era drawn from an identified language group that demonstrates an instance of reaction and/or resistance to specific legislation, policy or practice. | Provides a **detailed 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 era in **broad and general terms. Ideas supported by academic evidence.** | Does not include Indigenous reactions and resistance in each era or presents inaccuracies or misunderstandings. Ideas not supported by academic evidence. |
| **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 era 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. Ideas supported by academic sources. | 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 skilful construction of expression to convey specific understandings. Seamlessly integrates citations and referencing into the writing. | Written expression and referencing show **clear organisation**. Uses a variety of techniques to incorporate source material and citations. | 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 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 referencing system; there may be some errors however there is consistency in approach. All task requirements have been met and submitted. Within specified word count. | 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. Uses modules as sources. Does not use APA 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. Not within specified word count. |

Achievements:

Things to improve:

Overall:

Marker: Date: Mark: /50