

B O A R D O F S T U D I E S
NEW SOUTH WALES

Aboriginal Studies **Years 7–10**

Syllabus

June 2003

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Published by
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Sydney NSW 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

June 2003

ISBN 1 7409 9267 9

2003184

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Aboriginal Studies Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Aboriginal Studies Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by

which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in Aboriginal Studies through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 7 and 8 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 9 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Aboriginal Studies Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 7 and 8 of the *Aboriginal Studies Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Aboriginal Studies Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Aboriginal Studies Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking an Aboriginal Studies Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Aboriginal Studies Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Background

Aboriginal Peoples and Torres Strait Islanders

Australia has two Indigenous peoples – Aboriginal Peoples and Torres Strait Islanders – who together number 410,003 according to figures from the 2001 Census, and represent about 2.18 percent of the total population of Australia. At the Census, 26,046 people said they were of Torres Strait Islander descent and a further 17,528 people said they were both Aboriginal and Torres Strait Islander.

The following is the background and definition of Aboriginal and Torres Strait Islander Peoples provided by the Aboriginal and Torres Strait Islander Commission in its publication, *As a Matter of Fact: Answering the Myths and Misconceptions about Indigenous Australians* (2nd edn, ATSIC, 1999).

Historically and to this day, Aboriginal people have lived on mainland Australia, Tasmania and many of the continent's offshore islands. Torres Strait Islanders come from the islands of the Torres Strait between the tip of Cape York in Queensland and Papua New Guinea. Since World War II many Torres Strait Islanders have moved to the mainland, principally for economic reasons. About 80 per cent of the Torres Strait Islander population now resides outside the Torres Strait.

Ethnically and culturally Aboriginals and Torres Strait Islanders are distinct peoples. We have also had different histories since European settlement. In all but the more remote areas of Australia, Aboriginal groups were dispossessed of their land piece by piece. The Torres Strait was annexed by Queensland in 1879, and, other than in the establishment of settlements such as Thursday Island, the Islanders were not dispersed from their homelands. Until the modern era, however, the people of the Torres Strait were, like Aboriginal people, subject to restrictive and paternalistic legislation that denied them their citizenship rights.

Within the context of this syllabus it is important for teachers and students to acknowledge the place of Torres Strait Islanders who may reside in NSW. This syllabus is about both of Australia's Indigenous peoples. However, as Aboriginal Peoples form the majority of the Indigenous population and historically occupied far more of the land mass of Australia, it is more likely that the local community will be Aboriginal.

Consultation and Protocols

Throughout the *Aboriginal Studies Years 7–10 Syllabus* there is a community focus that is designed to familiarise students with the nature of their local/regional Aboriginal communities and to encourage, where possible, community members to become involved in the planning and delivery of the course. As a consequence, it is important that teachers and students develop knowledge and understanding about appropriate consultation protocols and other aspects of ethical research so that they are able to work effectively with their local/regional Aboriginal communities.

In its 2001 publication *Working with Aboriginal Communities*, the Board of Studies NSW described appropriate protocols to be followed when working with Aboriginal Peoples and their communities. This document was developed to support teachers in their implementation of Aboriginal perspectives across the curriculum. It was written in consultation with communities, Aboriginal education workers, consultants and teachers. Observing appropriate protocols when working with Aboriginal Peoples and their communities is critical to establishing positive and respectful relationships. It is essential that teachers use this document in both their programming and teaching of the *Aboriginal Studies Years 7–10 Syllabus*.

3 Rationale

Aboriginal Studies Years 7–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students.

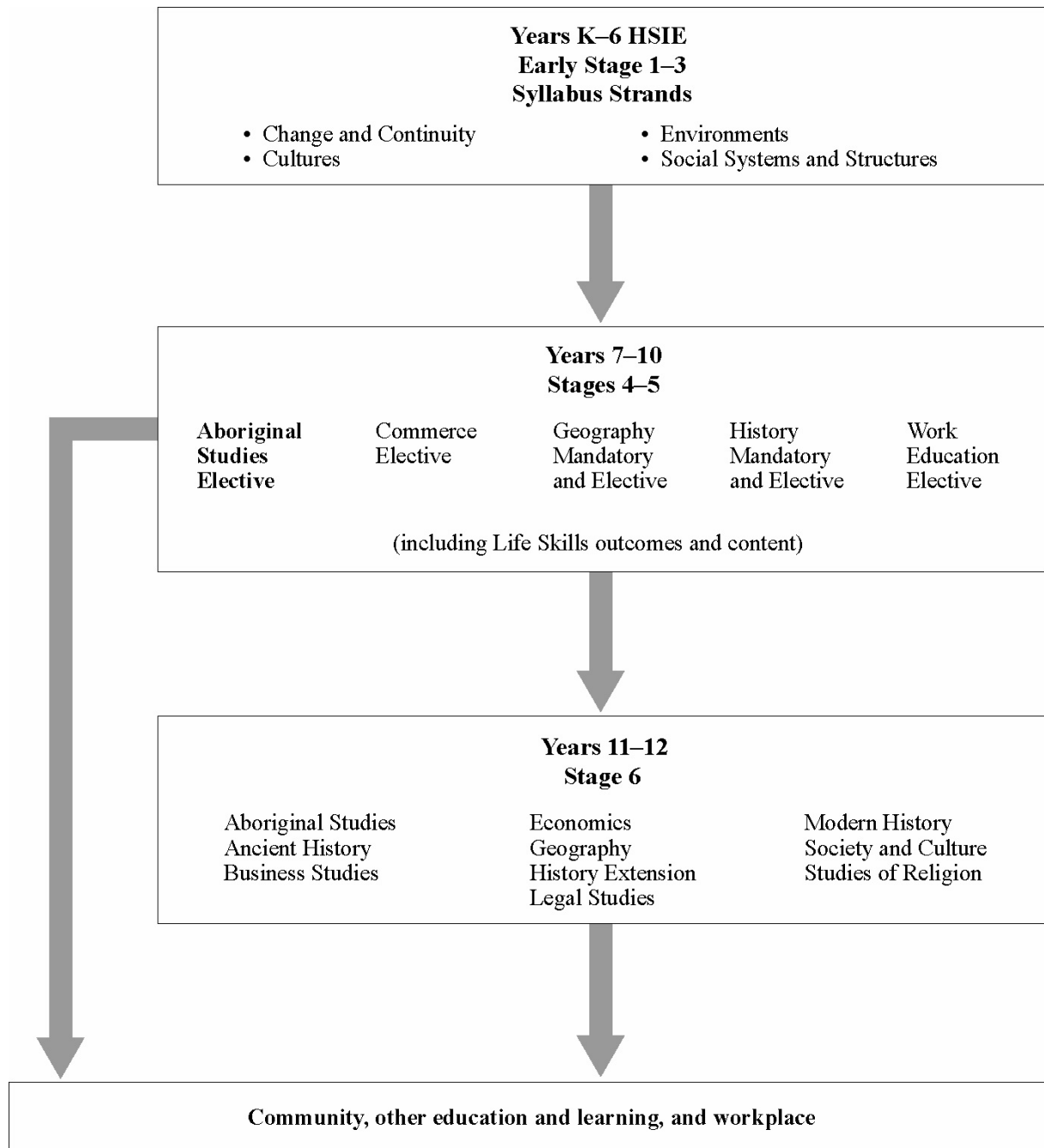
Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity.

All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal Peoples. They also develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.

It is essential that students develop ethical research skills and recognise and apply community consultation protocols. In their research students gain understanding and experience of a variety of appropriate information and communication technologies. In these ways students become active and informed advocates for a just and inclusive society.

This syllabus provides opportunities for students to engage in activities and experiences to meet the learning outcomes specified in the *K–10 Curriculum Framework*. These include accessing, analysing and evaluating information, understanding and appreciating social, cultural, geographical and historical contexts and participating as active and informed citizens.

4 The Place of the Aboriginal Studies Years 7–10 Syllabus in the HSIE K–12 Curriculum



5 Aim

The aim of the *Aboriginal Studies Years 7–10 Syllabus* is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.

6 Objectives

Knowledge, understanding and skills

Students will develop:

- knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- understanding of the importance of Aboriginal autonomy to Australia's future
- understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes
- research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

Values and attitudes

Students will value and appreciate:

- the diversity of Aboriginal cultures, experiences and perspectives
- the dynamic nature of Aboriginal cultures
- the importance of social justice and equity
- ethical practices.

7 Outcomes

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Students will develop: knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression	A student: 4.1 identifies the factors that contribute to an Aboriginal person's identity 4.2 outlines ways in which Aboriginal Peoples maintain their identity 4.3 recognises the changing nature of Aboriginal cultures 4.4 outlines changes in Aboriginal cultural expression across time and location 4.5 identifies the importance of families and communities to Aboriginal Peoples	A student: 5.1 describes the factors that contribute to an Aboriginal person's identity 5.2 explains ways in which Aboriginal Peoples maintain their identity 5.3 describes the dynamic nature of Aboriginal cultures 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location 5.5 explains the importance of families and communities to Aboriginal Peoples
understanding of the importance of Aboriginal autonomy to Australia's future	4.6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples	5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society	4.7 describes the contributions and significance of Aboriginal Peoples to Australian society 4.8 describes the interaction of the wider Australian community with Aboriginal Peoples and cultures	5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures and the effects of these attitudes	4.9 recognises that personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures	5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Students will develop:	A student:	A student:
research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities	<p>4.10 with guidance, uses community consultation protocols and ethical research practices to gather data</p> <p>4.11 with guidance, uses research techniques and technology to locate, select, organise and communicate information and findings</p>	<p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings</p>

Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9. Teachers are advised to select from the syllabus content to target the specific needs of students who commence study in Stage 4.

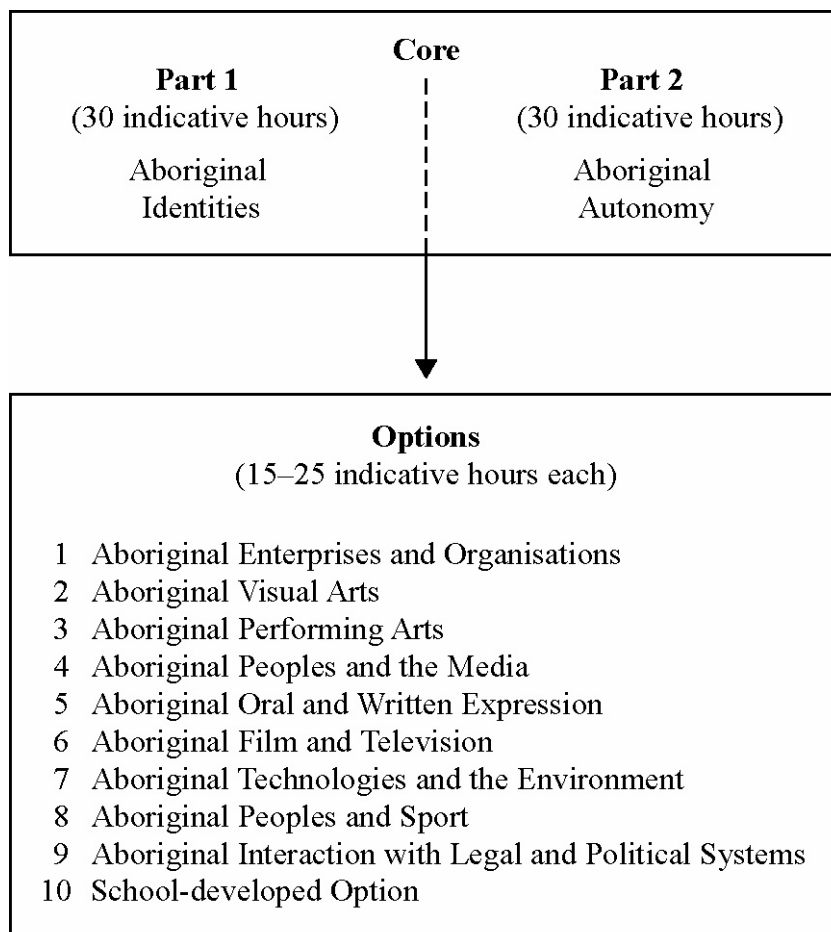
Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 9.

8 Content

8.1 Organisation of Content

The content is organised into essential and additional content and information is provided on structuring the content.



Essential Content

Students undertaking a 100-hour course in *Aboriginal Studies* may complete Core Part 1 or Core Part 2 or both as essential learning. Students undertaking a 200-hour course in *Aboriginal Studies* must study Core Part 1 *and* Core Part 2 as essential learning.

Students work towards the achievement of all syllabus outcomes during their study of the core.

The Values and Attitudes objectives (on p 12), while not targeted specifically through course outcomes, underpin all the course content, essential and additional.

Additional Content

Additional content is provided by a series of options. Each option builds on the essential learning of the core and allows teachers and students to extend core learning.

Structuring a Course

Students undertaking a 100-hour course may study either Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and two options.

Students undertaking a 200-hour course will study Core Part 1 *and* Core Part 2 and a minimum of six options.

Core Part 1 and Core Part 2 will be studied for a minimum of 30 indicative hours each. Options may be studied for 15–25 indicative hours each and the core and options may be studied in any order or pattern. An integrated approach to the study of the core and options may occur provided that the indicative hour requirements are met.

Whether the course is 100-hour or 200-hour, students may study only **ONE** School-developed Option.

In both the cores and options there is a case study. This case study can be the basis through which the core or option is studied. Alternatively it can be undertaken separately at any point throughout the core or option.

Life Skills

Life Skills outcomes and content are in section 9.

Cross-curriculum Content

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is incorporated in the content of the *Aboriginal Studies Years 7–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)

Students engage with a variety of ICT applications when undertaking research to support their class work. ICTs will be used to gather and select information, and present their findings in a variety of formats to suit specific audiences. Students will use:

- word processing applications to develop and present research work
- databases to gather statistical data and other information
- multimedia applications to present research findings

- graphics to enhance presentation of data and manipulate images
- electronic communication including the internet and email as methods of finding information
- spreadsheets to compile a range of statistical data.

Work, Employment and Enterprise

The *Aboriginal Studies Years 7–10 Syllabus* incorporates an awareness of the importance of enterprise to economic independence and self-determination for Aboriginal Peoples. Students examine the role of government, non-government organisations, trade unions and advocacy groups in the struggle for Aboriginal rights. Students also develop valuable workplace skills such as working effectively in teams, communicating clearly and solving problems creatively.

Civics and Citizenship

Through the study of a range of social, political and legal issues affecting Aboriginal Peoples and their communities, students develop a commitment to active citizenship in order to address the inequities created in society.

Difference and Diversity

In Aboriginal Studies students investigate the nature and importance of culture, identity and diversity which encourages them to value the contributions of all people to society. Students develop an understanding of the diversity of Aboriginal communities across NSW and Australia and of the variety of ways in which they express their culture and identity.

Environment

In considering how land is important to Aboriginal Peoples in terms of kinship and spirituality, students develop knowledge of the ways in which Aboriginal Peoples relate to and protect the environment using a variety of traditional and contemporary methods. Students also acknowledge Aboriginal contribution to current environmental management practices and sustainability.

Gender

The study of local Aboriginal communities allows students to examine the roles of men and women and how these roles change across time and location. The role of gender in the formation of identity, and a variety of cultural expressions are considered in the core study.

Key Competencies

Extensive opportunities are provided within Aboriginal Studies to develop the key competencies. During the course, students:

- locate, select and appropriately present their research work, developing competence in ***collecting, analysing and organising information***
- debate, describe, discuss and explain a range of issues affecting Aboriginal Peoples and their communities in written and oral forms, developing competence in ***communicating ideas and information***
- plan, prepare and present a range of tasks, developing competence in ***planning and organising activities***
- cooperate with individuals and groups, developing competence in ***working with others and in teams***
- develop, implement and evaluate solutions to social, economic and political issues facing Aboriginal Peoples and their communities, developing competence in ***solving problems***

- analyse statistics and data, and present data in graphical forms, relating to Aboriginal Peoples and communities, developing competence in ***using mathematical ideas and techniques***
- draw on a range of appropriate computer-based applications for the purposes of research, developing competence in ***using technology***.

Literacy

All areas of study in Aboriginal Studies provide students with opportunities to compose, acquire and process text. In particular, in reporting their research of local Aboriginal communities and case studies students communicate their ideas in oral, graphic and written forms using a variety of subject-specific terminology.

Multicultural

Aboriginal Studies provides students with opportunities to investigate a wide range of issues relating to cultural identity and expression. Students consider ways in which people can maintain their own cultural identity while participating in a broader multicultural society.

Numeracy

Through their study of statistics during research and in class work, students develop numeracy skills in analysis and presentation of a variety of data.

8.2 Content for Years 7–10

Core Part 1: Aboriginal Identities (30 indicative hours)

Students work towards the achievement of all the course outcomes during their study of Core Part 1.

The focus of Core Part 1 is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Students explore the social factors and experiences that affect identity and cultural expressions. Core Part 1 also develops knowledge and understanding about appropriate consultation protocols so that students are able to work effectively with their local Aboriginal communities.

Case Study

The case study must have a local/regional community focus; it should familiarise students with the nature of their local Aboriginal communities. Where possible, community members should be encouraged to become involved in its planning and delivery. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and expressions of identity.

Outcomes

A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.3 describes the dynamic nature of Aboriginal cultures
- 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

<p>Students learn about:</p> <ul style="list-style-type: none">• the factors that contribute to and influence an individual’s personal, cultural and national identity• the diversity of cultural expressions and interpretations of culture in Aboriginal communities and the factors that determine this diversity• the influence of social factors and experiences on Aboriginal identity	<p>Students learn to:</p> <ul style="list-style-type: none">• describe factors that contribute to a person’s identity such as family and community, life experiences, language, traditions, cultural mores and practices, national icons, customs, age and gender• communicate these findings using computer-based technology• compare and contrast their own and others’ sense of identity• explain why not all Aboriginal Peoples share the same identity and culture, and recognise the factors that determine diversity of cultural expressions and interpretations such as geographical location, history, environment, technology and generational differences• identify similarities and differences in cultural expressions and interpretations• compare generational differences and infer reasons why these differences may exist• describe the ways in which the following have influenced Aboriginal cultural expression:<ul style="list-style-type: none">– television– computer technology– radio• identify the factors that have affected the development of Aboriginal identity in post-invasion Australian society such as:<ul style="list-style-type: none">– separation of families including the Stolen Generations– imposed use of English and loss of Aboriginal languages– economic factors– multimedia– influence of religious groups• draw conclusions about the effects of social factors, including loss of Aboriginal languages, on identity• discuss examples of portrayals of Aboriginality in the media and evaluate the effect on Aboriginal and non-Aboriginal peoples
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<p>Students learn about:</p> <ul style="list-style-type: none"> • the use of a combination of pre-invasion and post-invasion adaptations in the expression of culture • the ways in which Aboriginal Peoples celebrate their cultures • the importance and interrelationship of land and spiritual identity as expressed through a wide range of cultural expressions • the importance of kinship, and its place in Aboriginal communities today 	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe expressions of traditional cultures in post-invasion contexts, for example the use of musical instruments such as the Yirdaki (didgeridoo, marluk, bamboo) and clap sticks in contemporary musical presentations • draw conclusions about adaptations in Aboriginal cultural expressions that reflect the dynamic and resilient nature of culture • recognise the validity and significance of adaptations of cultural expression • describe Aboriginal cultural expressions and celebrations and their importance to the maintenance of culture • recognise the importance of the relationship of land and spiritual identity to Aboriginal Peoples and investigate its expression through cultural activities, including Dreaming stories • describe a variety of ways in which Aboriginal Peoples express their relationship to the land • identify and describe the role and importance of kinship in Aboriginal communities today • examine the factors that contribute to diversity within Aboriginal family structures today
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on Aboriginal identities 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on a contemporary cultural celebration in the local Aboriginal community and compare it with one in another Australian Aboriginal community, explaining the importance of the celebrations to the maintenance of the culture and identity of each community

Core Part 2: Aboriginal Autonomy

Students work towards the achievement of all the course outcomes during their study of Core Part 2.

The focus of Core Part 2 is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.

Case Study

Students explore the activities of organisations, movements and individuals who have worked towards Aboriginal autonomy, through the context of an integrated case study that focuses on:

- an Aboriginal response to an aspect of the content of Core Part 2 that demonstrates self-determination
- a broader community response to the selected aspect of content.

Students may choose to create their own event, movement or response in their own school, and use this experience as the basis of the second part of the case study, which is the broader community response.

Outcomes

A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.3 describes the dynamic nature of Aboriginal cultures
- 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

<p>Students learn about:</p> <ul style="list-style-type: none"> • human rights, self-determination and autonomy, including social justice and equity • the background to the denial of human rights to Aboriginal Peoples including the effects of dispossession of land, massacres and genocide • the relationship of human rights to self-determination and autonomy • expressions of self-determination and their influence on Aboriginal cultural expression • the impact of demands for self-determination and autonomy by Aboriginal Peoples on the broader Australian community • the importance of the return of land and economic independence to Aboriginal Peoples and communities in fulfilling the goal of self-determination 	<p>Students learn to:</p> <ul style="list-style-type: none"> • define and discuss the terms and concepts of ‘human rights’, ‘self-determination’, ‘autonomy’, ‘social justice’ and ‘equity’ • describe key aspects of human rights • understand that there are many different rights that apply to all people • describe and draw conclusions about the issue of denial of human rights to Aboriginal Peoples including the effects of dispossession of the land, massacres and genocide • identify ongoing Aboriginal reactions to the denial of human rights, such as the Day of Mourning, 1938 • draw conclusions about the importance of human rights for Aboriginal autonomy • analyse examples of the ways in which Aboriginal Peoples exercise their autonomy and how these influence their cultural expression • identify, gather and interpret information from a variety of sources, including the internet, about the impact of demands for self-determination on Aboriginal and non-Aboriginal people over time • draw conclusions about the links between land and economic independence, and Aboriginal self-determination
<p>Case Study</p> <ul style="list-style-type: none"> • the application of ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal and non-Aboriginal responses to self-determination and the responses of the wider Australian community 	<ul style="list-style-type: none"> • work effectively with Aboriginal Peoples and communities to conduct a case study on <ul style="list-style-type: none"> – significant individuals and organisations/ movements involved in moves towards self-determination, including the Aboriginal protest movement and key Aboriginal organisations such as land, health, legal, housing and employment services AND – the responses of the wider Australian community to Aboriginal Peoples’ ongoing struggle to regain autonomy, such as political, corporate, personal (individual) and media (both Aboriginal and non-Aboriginal) responses

Additional Content – Course Options

Each option may be studied for between 15 and 25 indicative hours depending on the level of student interest and needs, and the availability of school resources.

Option 1: Aboriginal Enterprises and Organisations

This option focuses on the processes of establishing Aboriginal organisations and enterprises and their impact on Aboriginal communities, self-esteem and sense of personal and cultural autonomy.

<p>Outcomes A student:</p> <p>5.5 explains the importance of families and communities to Aboriginal Peoples</p> <p>5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • Aboriginal autonomy before invasion • loss of autonomy through the process of colonisation 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify key aspects of Aboriginal autonomy before invasion through: <ul style="list-style-type: none"> – conservation/preservation of the environment – sharing – trade – roles determined by knowledge and gender (such as leadership roles) • evaluate the effects of colonisation on Aboriginal People’s autonomy through: <ul style="list-style-type: none"> – the lack of acknowledgement and acceptance by colonists of the autonomous nature of traditional Aboriginal society – loss of land and dispersal of people – inability to perform roles critical to an autonomous society – introduction of, and forced reliance on, welfare

<p>Students learn about:</p> <ul style="list-style-type: none"> the establishment of early Aboriginal organisations and the types of Aboriginal organisations which now exist (eg community-based, cultural, employment, medical and legal services) the types and diversity of Aboriginal enterprises in areas such as land development, tourism, and visual and performing arts the impact of Aboriginal enterprises and organisations on employment rates and economic development Aboriginal organisations and enterprises including non-profit organisations the importance of Aboriginal Peoples operating their own organisations and enterprises 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and give reasons for the establishment of the first Aboriginal community organisations use a variety of sources, including the internet, to research and describe a variety of Aboriginal organisations, including their roles in the struggle for the return of autonomy identify and gives reasons for the establishment of Aboriginal enterprises analyse statistics to assess the impact of Aboriginal organisations and enterprises on Aboriginal employment and moves towards economic independence use computer-based graphics to analyse these trends compare and contrast Aboriginal organisations and enterprises including non-profit organisations evaluate the advantages of Aboriginal control over Aboriginal organisations and enterprises such as: <ul style="list-style-type: none"> provision of culturally appropriate services understanding of the needs of the communities they service Aboriginal control over Aboriginal affairs employment and training in culturally appropriate settings
<p>Case Study</p> <ul style="list-style-type: none"> effective consultation with Aboriginal Peoples and communities to conduct a case study on an Aboriginal organisation or an Aboriginal enterprise 	<ul style="list-style-type: none"> apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal enterprises and organisations using local examples where possible

Option 2: Aboriginal Visual Arts

The focus of this option is the diversity of Aboriginal visual arts. Students investigate the importance of visual arts to the survival of Aboriginal Peoples as unique groups within Australian society, and their importance in expressing the diverse senses of identity of Aboriginal Peoples. The option also explores how Aboriginal and non-Aboriginal people can have differences in their conceptual understanding of the visual arts. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of Aboriginal visual arts are investigated.

<p>Outcomes A student:</p> <p>5.1 describes the factors that contribute to an Aboriginal person’s identity</p> <p>5.3 describes the dynamic nature of Aboriginal cultures</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the range and diversity of styles and forms in traditional Aboriginal visual arts • the role of Aboriginal visual arts in traditional Aboriginal society • the impact of invasion and colonisation on Aboriginal visual arts • the significance of Aboriginal visual arts 	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe and compare a range and diversity of styles and forms in traditional Aboriginal visual arts • assess the role of visual arts in traditional Aboriginal society • explain the immediate impact of invasion and colonisation on Aboriginal visual arts • describe some of the ways in which invasion and colonisation have affected Aboriginal visual arts • analyse the significance of Aboriginal visual arts to <ul style="list-style-type: none"> – survival and continuity of cultural heritage – land connection – family and kinship systems – Aboriginal identity and spirituality – making social and political comments

<p>Students learn about:</p> <ul style="list-style-type: none"> • the role of Aboriginal visual arts • different ways Aboriginal and non-Aboriginal people see the purpose of visual arts • public accountability for the presentation of Aboriginal images • the increasing receptiveness by non-Aboriginal people of Aboriginal visual arts in Australia and internationally • the contribution of Aboriginal visual arts to Australia’s identity and its international image 	<p>Students learn to:</p> <ul style="list-style-type: none"> • examine the ways Aboriginal visual arts present Aboriginal culture, images and experiences to Aboriginal and non-Aboriginal audiences • assess the effects of modern technology on Aboriginal visual arts • describe and explain different ways that Aboriginal and non-Aboriginal people think about visual arts, such as ideas about: <ul style="list-style-type: none"> – arts being permanent compared to non-permanent – acquiring visual art as something to be owned compared to sharing knowledge through visual art – individual ownership of visual art compared with community ownership of visual art – art being an instructional tool • explain the concepts of <ul style="list-style-type: none"> – cultural misappropriation – intellectual property rights – ownership of copyright in relation to the presentation of Aboriginal images • describe the ways in which technological change has affected Aboriginal visual arts • design a multimedia presentation that communicates the ways technological change has affected Aboriginal visual arts • assess the increasing receptiveness by non-Aboriginal people of the range, diversity, adaptations and inclusivity of Aboriginal visual arts • evaluate the contribution of Aboriginal visual arts to Australia’s identity and its international image • evaluate the ways Aboriginal art enterprises have contributed to the Australian economy
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on Aboriginal visual arts 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal visual arts using local examples where possible

Option 3: Aboriginal Performing Arts

The focus of this option is the diversity of Aboriginal performing arts including dance, music and drama. A key element of this option is the significance of performing arts to the survival of cultures and identities of Aboriginal Peoples within Australian society. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of Aboriginal performing arts are investigated.

<p>Outcomes A student:</p> <p>5.1 describes the factors that contribute to an Aboriginal person’s identity</p> <p>5.2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>5.3 describes the dynamic nature of Aboriginal cultures</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the range and diversity of styles in traditional Aboriginal performance • the role of Aboriginal performance in traditional Aboriginal society • the impact of invasion and colonisation on Aboriginal performance • the significance of Aboriginal performing arts to survival and continuity • the role of Aboriginal performing arts in presenting Aboriginal culture, images and experiences to Aboriginal and non-Aboriginal people 	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe and compare a range and diversity of styles in traditional Aboriginal performance including music, dance, storytelling and theatre • assess the role of Aboriginal performance in traditional Aboriginal society • explain the immediate impact of invasion and colonisation on Aboriginal performance • analyse the significance of Aboriginal performing arts to the survival and continuity of <ul style="list-style-type: none"> – cultural heritage – land connection – family and kinship systems – Aboriginal identity and spirituality • examine the role of Aboriginal performing arts in presenting Aboriginal culture and the effects of this on Aboriginal and non-Aboriginal people • describe the ways in which modern technology has affected the presentation of Aboriginal culture • design a multimedia presentation that communicates the ways technological change has impacted on Aboriginal performing arts

<p>Students learn about:</p> <ul style="list-style-type: none"> • public accountability for the presentation of Aboriginal performing arts • the increasing receptiveness by non-Aboriginal people of Aboriginal performing arts in Australia and internationally • the contribution of Aboriginal performing arts to Australia’s identity and its international image 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explain the concepts of <ul style="list-style-type: none"> – cultural misappropriation – intellectual property rights – ownership of copyright in relation to the presentation of Aboriginal performing arts • assess the increasing receptiveness by non-Aboriginal people of the range, diversity, adaptations and inclusivity of Aboriginal performing arts • evaluate the contribution of Aboriginal performing arts to Australia’s identity and its international image • assess the impact of Aboriginal performing arts to the local, regional and national economy
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on Aboriginal performing arts 	<ul style="list-style-type: none"> • apply ethical research skills including protocols for consultation to conduct a case study on Aboriginal performing arts using local examples where possible

Option 4: Aboriginal Peoples and the Media

The focus of this option is the key role that the media plays in today’s society, in particular its impact on mainstream perceptions of Aboriginal Peoples, cultures and issues. The presentation of Aboriginal Peoples and cultural images from pre-invasion times to today are investigated and compared. Students also explore the role Aboriginal Peoples play in the media as advocates for themselves and the community, and the importance of Aboriginal-controlled media outlets.

<p>Outcomes A student:</p> <p>5.2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the media and the role it plays in today’s society the presentation of Aboriginal Peoples and cultural images in the media the role of media on mainstream perceptions of Aboriginal Peoples, cultures and issues, both positive and negative 	<p>Students learn to:</p> <ul style="list-style-type: none"> describe what the media is and explain how it works identify a range of media and the target audience of each, including the internet recognise media responsibility in influencing social attitudes, values and public policy explain how the media operate to create images of Aboriginal men, women and youth analyse media presentations of cultural images such as stereotyping, assumptions and ill-informed judgements compare and contrast changes over time of media representations of Aboriginal Peoples and cultural images discuss the impact of media, including modern forms of media such as the internet, on mainstream perceptions of Aboriginal Peoples, cultures and issues including racism and discrimination investigate examples of media which have offered positive images and opportunities for Aboriginal people to act as advocates for themselves and their communities

<p>Students learn about:</p> <ul style="list-style-type: none"> • the relationship between advertising and Aboriginal people and images of Aboriginal people and how this has changed over time • the role of Aboriginal people in the media • Aboriginal people actively using the media 	<p>Students learn to:</p> <ul style="list-style-type: none"> • analyse the use/non-use of Aboriginal people and images in advertising and explain changes in advertising practices over time • describe examples of Aboriginal-controlled media • assess the impact of Aboriginal people in mainstream media on Aboriginal and non-Aboriginal opinions • analyse contemporary Aboriginal use of media in presenting a balanced view of Aboriginal Peoples’ cultures and societies • evaluate the importance of media to Aboriginal self-determination and autonomy
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a study on: <ul style="list-style-type: none"> either <ul style="list-style-type: none"> – the interaction between the media and the local Aboriginal community including news events, biographies and sport achievements or <ul style="list-style-type: none"> – local Aboriginal and non-Aboriginal community attitudes towards the media 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal Peoples and the media involving the local Aboriginal community where possible

Option 5: Aboriginal Oral and Written Expression

The focus of this option is the exploration of oral and written forms of communication used by Aboriginal Peoples before and after invasion. Students focus on different forms of oral and written expression to develop an understanding of the diversity of styles and viewpoints. A key element of this option is the important contribution of these works to Aboriginal and other cultures, histories and identities.

<p>Outcomes</p> <p>A student:</p> <p>5.2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>5.5 explains the importance of families and communities to Aboriginal Peoples</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the ways in which Aboriginal Peoples use oral expressions the importance of oral expression in the maintenance of Aboriginal society and culture the impact of invasion and colonisation on Aboriginal oral expressions the maintenance of oral expressions including Aboriginal languages and Aboriginal English after invasion 	<p>Students learn to:</p> <ul style="list-style-type: none"> identify pre-invasion and post-invasion examples of oral expressions of Aboriginal Peoples such as storytelling, dance, poetry assess the importance of oral expression in the maintenance of Aboriginal society and culture as a means of: teaching the young; maintaining law; maintaining a connection to and conservation of the land; passing down traditions, history, culture and customs; maintaining social structure and spirituality describe the impact of invasion and colonisation on Aboriginal oral expressions in terms of dispossession of land; loss of language; loss of knowledge; introduction of Christianity; dislocation and dispersion of families and communities; changes to social structures; western education discuss why oral expressions and some Aboriginal languages have survived invasion and colonisation and are an ongoing feature of Aboriginal culture

<p>Students learn about:</p> <ul style="list-style-type: none"> the adaptation of Aboriginal oral expression to written forms the diversity of writing styles used by Aboriginal Peoples, including the use of Aboriginal English a variety of written works by Aboriginal people oral and written expressions as a means of conveying Aboriginal history, experiences and points of view the increasing willingness of non-Aboriginal Australians to explore Aboriginal Peoples' histories and cultures through oral and written expression and the implications of this for changing ideas about 'Australian' culture the contribution of Aboriginal oral and written expressions to Australia's identity 	<p>Students learn to:</p> <ul style="list-style-type: none"> locate and gather examples of adaptations of oral expressions to written forms discuss the revival of Aboriginal languages and their adaptation to written forms identify a diverse range of Aboriginal writing styles and analyse the writer's purpose in choosing a particular style explore a range of Aboriginal written texts such as novels, plays, poetry, lyrics, biographies, articles and life stories and analyse their significance in the maintenance of culture and the interaction between Aboriginal and non-Aboriginal people choose examples of a range of Aboriginal oral and written expressions and assess the impact of these as vehicles to convey Aboriginal history, experiences and points of view give reasons for the increasing willingness of non-Aboriginal Australians to explore Aboriginal histories and cultures through oral and written expression and assess the effects of this on non-Aboriginal Australians assess the effect of modern technology on the reception of Aboriginal culture in Australian society present findings using multimedia technology to illustrate the effect of modern technology on the reception of Aboriginal culture on Australian society explain the positive outcomes of non-Aboriginal audiences engaging with Aboriginal oral and written expressions, including changing and more inclusive ideas about 'Australian' culture recognise the contribution of Aboriginal oral and written expressions to Australia's identity
<p>Case Study</p> <ul style="list-style-type: none"> effective consultation with Aboriginal Peoples and communities to conduct a case study on the local Aboriginal community's interpretation and use of oral or written expression 	<ul style="list-style-type: none"> apply ethical research skills, including protocols for consultation, to conduct a study of Aboriginal oral or written expression using local examples where possible

Option 6: Aboriginal Film and Television

The focus of this option is the role of film and television in Australia in the development of non-Aboriginal people’s perceptions and understanding of Aboriginal Peoples and cultures. Students will analyse a variety of contemporary films, documentaries and television shows that deal with Aboriginal issues, including those written by Aboriginal as well as non-Aboriginal people. Students are expected to explore this option with reference to their local Aboriginal community/ies.

<p>Outcomes</p> <p>A student:</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • a range of examples of film and television in Australia • the role of film and television in educating people and changing attitudes • the ways in which key themes and images about Aboriginal Peoples, cultures and histories have been presented in film and television since its inception 	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe a range of examples of film and television in Australia such as news presentations, documentaries, short films, feature films, drama, comedy and animation • assess the impact of the role of film and television in Australia in educating people and changing attitudes • choose a film or television program based on Aboriginal life experiences and evaluate the impact of this in Australia in educating people and changing attitudes • describe key themes and images about Aboriginal Peoples, cultures and histories presented in film and television over time, including gender stereotyping • research, using a variety of sources, including the internet, the ways in which stereotyping has occurred in film and television in presenting key themes and images about Aboriginal Peoples • present the key themes and images using word processing applications

<p>Students learn about:</p> <ul style="list-style-type: none"> • the perceptions that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television • the increasing willingness of non-Aboriginal Australians to explore Aboriginal Peoples' histories and cultures through film and television • the role of Aboriginal people in the development of film and television presentations • future directions for Aboriginal people in film and television 	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television • identify stereotypes, images and attitudes presented in a range of films and television presentations and analyse the effects of these on Aboriginal and non-Aboriginal people. Communicate findings using multimedia presentation • give reasons for the increase in the willingness of non-Aboriginal Australians to explore Aboriginal histories and cultures through film and television and identify the possible outcomes • describe, using specific examples, the ways in which film and television has increased awareness among non-Aboriginal Australians of Aboriginal history and culture • analyse the role of Aboriginal people in film and television and explain changes over time such as Aboriginal-controlled film and television, Aboriginal people in mainstream film and television, and Aboriginal people using film and television to present their own images • assess the value of film and television for Aboriginal Peoples presenting their own images • evaluate the significance of film and television to Aboriginal self-determination and autonomy • assess trends for Aboriginal people in film and television and the effects these might have on Aboriginal autonomy and relations with non-Aboriginal people • assess the ways in which modern technology has affected Aboriginal autonomy and relations with non-Aboriginal people • explore possible future directions for Aboriginal Peoples in film and television such as <ul style="list-style-type: none"> – an increase in Aboriginal actors in mainstream roles and commercials – an increase in Aboriginal programs on commercial television – international recognition of Aboriginal film and television productions
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(continued)

<p>Students learn about:</p> <p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on: <ul style="list-style-type: none"> – either <ul style="list-style-type: none"> – interaction of film and television with the local Aboriginal community – or – local Aboriginal and non-Aboriginal community attitudes towards film and television. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal film and television using local examples where possible.
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Option 7: Aboriginal Technologies and the Environment

The focus of this option is technology, its relationship to the Australian environment and its relationship to Aboriginal cultural practices. Students learn about the diversity of historical and current applications of Aboriginal environmental and technical knowledge to the wider Australian community. Students will also examine links to self-determination, tourism, trade and land management practices.

<p>Outcomes</p> <p>A student:</p> <ul style="list-style-type: none"> 5.1 describes the factors that contribute to an Aboriginal person’s identity 5.3 describes the dynamic nature of Aboriginal culture 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their culture 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.
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<p>Students learn about:</p> <ul style="list-style-type: none"> • the range of traditional technologies used by Aboriginal Peoples • the relationship between Aboriginal technologies and aspects of Aboriginal spirituality and social organisation • the interaction between Aboriginal and non-Aboriginal Peoples technologies over time • the relationship between Aboriginal technologies and the environment • the impact of invasion on Aboriginal technologies and environmental practices • the increasing awareness of the non-Aboriginal community in the use of Aboriginal environmental practices • the contribution of Aboriginal technologies to tourism, trade and the Australian economy 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify a range of technologies developed and used by Aboriginal Peoples such as tools, techniques and scientific knowledge; use word processing applications to develop and present research • explain the ways in which Aboriginal technologies are an integral part of Aboriginal social and cultural practices including totems, trade, food distribution and gender roles • examine ways in which Aboriginal and non-Aboriginal people have shared and adapted each other's technologies over time such as: <ul style="list-style-type: none"> – the use of Aboriginal survival techniques by non-Aboriginal people – the adaptations of materials, introduced by non-Aboriginal people, in Aboriginal technologies • describe the relationship between Aboriginal technologies and the environment including Aboriginal environmental management practices • assess the impact of invasion on Aboriginal technologies and environmental management practices • assess the use of Aboriginal environmental management practices as a means of sustaining and regenerating the environment • analyse the contribution of Aboriginal technologies to tourism, trade and the Australian economy through avenues such as ecotourism and environmentally sustainable industry; use electronic communication including the internet to find information
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on the ways in which Aboriginal Peoples are using their environmental knowledge and management practices 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal technologies and the environment using local examples where possible

Option 8: Aboriginal Peoples and Sport

The focus of this option is the significant role of sport in contributing to the establishment of Aboriginal identity and to the development of role models for Aboriginal young people. Students explore sport as an avenue for Aboriginal community communication. They critically analyse the role of sport in breaking down barriers between Aboriginal and non-Aboriginal people.

<p>Outcomes</p> <p>A student:</p> <p>5.1 describes the factors that contribute to an Aboriginal person’s identity</p> <p>5.5 explains the importance of families and communities to Aboriginal Peoples</p> <p>5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> the place of traditional sports and games in Aboriginal societies the significant role and contribution of sport to Australian communities, lifestyles and identity the significant role and contribution of sport to Aboriginal Peoples, communities and lifestyles the role of sport in terms of expressions of Aboriginal identity the history of Aboriginal participation in Australian sport at all levels the ways in which racism can be manifested and minimised through sport 	<p>Students learn to:</p> <ul style="list-style-type: none"> research the role of sports and games, such as Marn Grook, in traditional Aboriginal society using a variety of resources including the internet make generalisations about the role of sport in Australian communities, lifestyles and identities assess the role of sport in Aboriginal Peoples’ communities and lifestyles examine reasons for sport becoming a significant avenue for the expression of Aboriginal identity outline the history of Aboriginal participation in sport, including positive and negative experiences, using a database to gather statistical data and other information identify key aspects of racism and describe incidents of personal and institutionalised racism in sport assess the effects of racism on Aboriginal sports, Peoples and communities

<p>Students learn about:</p> <ul style="list-style-type: none"> the relationship between increasing Aboriginal participation and success in sport and breaking down barriers between Aboriginal and non-Aboriginal people and communities the contribution of Aboriginal sportspeople to Australian sport and Australia’s image and performance internationally the contribution of Aboriginal sportspeople as role models gender issues associated with Aboriginal sportspeople 	<p>Students learn to:</p> <ul style="list-style-type: none"> assess the way that sport strengthens the stereotyping of Aboriginal Peoples identify examples where sport has become a focus for attitudinal and other changes in relation to racism and discrimination, contributing to positive outcomes for Aboriginal Peoples draw conclusions about the relationship between increasing Aboriginal participation and success in sport and breaking down barriers between Aboriginal and non-Aboriginal people and communities, including the local/regional community analyse the contribution of Aboriginal sportspeople to Australian sport and Australia’s performance internationally in sport assess the contribution of Aboriginal sportspeople as role models for Aboriginal and non-Aboriginal people analyse gender issues associated with sport for Aboriginal Peoples such as: <ul style="list-style-type: none"> media coverage of Aboriginal sportspeople based on gender female Aboriginal sportspeople as advocates for women as well as being Aboriginal women
<p>Case Study</p> <ul style="list-style-type: none"> effective consultation with Aboriginal Peoples and communities to conduct a case study on: <ul style="list-style-type: none"> either <ul style="list-style-type: none"> issues and practices in Aboriginal participation in sport at a local and/or regional level or <ul style="list-style-type: none"> a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community 	<ul style="list-style-type: none"> apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal Peoples and sport using local examples where possible

Option 9: Aboriginal Interaction with Legal and Political Systems

The focus of this option is the relationship between, and interactions with, Aboriginal Peoples and Australian political and legal systems. Students explore Aboriginal initiatives and advocacy to access their rights to overcome disadvantage in political and legal systems.

<p>Outcomes</p> <p>A student:</p> <p>5.2 explains ways in which Aboriginal Peoples maintain their identity</p> <p>5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p> <p>5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures</p> <p>5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures</p> <p>5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data</p> <p>5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • traditional Aboriginal political and legal structures • the impact of invasion on Aboriginal Peoples’ legal and political structures • the key institutions in the Australian legal and political systems that impact on the rights and freedoms of Aboriginal Peoples and communities 	<p>Students learn to:</p> <ul style="list-style-type: none"> • outline key traditional Aboriginal cultural structures which maintained social cohesion and harmony • identify and describe the role of elders and the land relationship in maintaining the law in traditional Aboriginal society • evaluate the impact of invasion on Aboriginal Peoples’ legal and political systems • describe key Australian legal and political systems such as the loss of land, the loss of autonomy and personal freedom and lack of access to non-Aboriginal political and legal structures • compare and contrast the ways in which Aboriginal and non-Aboriginal legal and political systems operate • use a word processing application which incorporates graphics to present the findings of this analysis

<p>Students learn about:</p> <ul style="list-style-type: none"> • ways in which Aboriginal Peoples and communities interact with and respond to political and legal systems • the barriers to Aboriginal Peoples and communities in accessing political and legal systems • the strategies by which Aboriginal Peoples access legal and political systems • the current trends in the political and legal arenas in regard to Aboriginal Peoples including the responses of Aboriginal and non-Aboriginal people 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and describe the ways in which Aboriginal Peoples and communities interact with and respond to political and legal systems such as: <ul style="list-style-type: none"> – representation of viewpoints at a political level (impact on minority groups of the majority rule system) – government commissions and inquiries and their results • compile a range of statistical data, using spreadsheets, that reflects interactions between Aboriginal Peoples and legal systems • identify Aboriginal initiatives designed to overcome disadvantage in political and legal systems • research and identify current trends in the political and legal arenas in regard to Aboriginal Peoples and communicate findings using computer-based technologies • analyse the key issues and responses affecting these trends
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on: <ul style="list-style-type: none"> <li style="text-align: center;">either – interaction of the legal system with the local Aboriginal community, for example land/water/sea rights or native title <li style="text-align: center;">or – local Aboriginal responses to the criminal justice systems 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on Aboriginal interaction with the legal and political systems using local examples where possible

Option 10: School-developed Option

This option provides students with opportunities to develop their knowledge and understanding of a particular area of learning and to design and develop strategies for effective learning. Students are encouraged to actively engage in the learning process by negotiating a topic of relevance and interest to them in order to achieve outcomes of the course. Students may work on this option as a whole class, a small group or as an individual.

Outcomes

The following two outcomes are mandatory for this option.

A student:

- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

When students undertake studies in this option they may work towards some or all of the following outcomes, depending on their appropriateness to the option developed. Schools will choose the most appropriate outcomes towards which students will work.

A student:

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.3 describes the dynamic nature of Aboriginal cultures
- 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures.

<p>Students learn about:</p> <ul style="list-style-type: none"> • a topic, issue, person/s or event appropriate to their school or community, for example Aboriginal Child Care Studies, Events Management, Aboriginal Youth Project. The following issues need to be considered: <ul style="list-style-type: none"> – the importance of the topic, issue, person/s or event to the Aboriginal community and Australian society – responses of Aboriginal and non-Aboriginal Peoples to the topic, issue, person/s or event – positive outcomes resulting from the topic, issue, person/s or event 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and explain key aspects of the area of study • plan and outline the procedures to be followed including ethical research practices and the use of protocols for community consultation • use computer-based technology to investigate issues relevant to the option • present findings of research using computer-based technologies such as databases, spreadsheets, graphics and multimedia applications where appropriate • conduct research on the chosen area using a range of methods incorporating available computer technologies such as the internet and email • submit progressive reports at various stages of their investigation • present research on the chosen area using appropriate communication skills, including computer-based technologies • reflect on the learning journey
<p>Case Study</p> <ul style="list-style-type: none"> • effective consultation with Aboriginal Peoples and communities to conduct a case study on the topic chosen 	<ul style="list-style-type: none"> • apply ethical research skills, including protocols for consultation, to conduct a case study on the optional topic using local examples where possible

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 9.

9 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Aboriginal Studies by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in Section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Aboriginal Studies Life Skills outcomes and content across a variety of school and community contexts.

9.1 Outcomes

Objectives	Outcomes
Students will develop:	A student:
knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression	LS.1 recognises factors that contribute to an Aboriginal person's identity LS.2 explores Aboriginal culture and cultural expression LS.3 recognises the importance of families and communities to Aboriginal Peoples
understanding of the importance of Aboriginal autonomy to Australia's future	LS.4 recognises the importance of self-determination and autonomy for Aboriginal Peoples
understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society	LS.5 recognises the significant contribution of Aboriginal people to Australian society LS.6 explores the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures
understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures and the effects of these attitudes	LS.7 explores factors that influence attitudes towards Aboriginal Peoples and culture
research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities	LS.8 uses appropriate protocols for working with Aboriginal Peoples and communities LS.9 uses a variety of strategies to locate and select information LS.10 uses a variety of strategies to organise and communicate information

9.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Outcome LS.1: A student recognises factors that contribute to an Aboriginal person’s identity.	
<p>Students learn about:</p> <ul style="list-style-type: none"> • factors that contribute to identity • the factors that contribute to Aboriginal identity 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise that each person has their own identity (ie what makes each person unique) • explore factors that contribute to identity • recognise the centrality of land to Aboriginal identity • explore factors that contribute to an Aboriginal person’s sense of identity
Outcome LS.2: A student explores Aboriginal culture and cultural expression.	
<p>Students learn about:</p> <ul style="list-style-type: none"> • factors that contribute to Aboriginal culture and cultural expression 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explore the similarities and differences in culture and cultural expression between Aboriginal communities across Australia, eg practices, celebrations, stories, Dreaming, dance, art, Aboriginal flag • explore the factors that contribute to the similarities and differences in culture and cultural expression between Aboriginal communities across Australia, including: <ul style="list-style-type: none"> – geographic location (city/rural, desert/coastal) – traditions – history – education – technology • recognise how technology such as television, computers and radio, have influenced cultural expression
Outcome LS.3: A student recognises the importance of families and communities to Aboriginal Peoples.	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the importance of kinship and its place in Aboriginal communities today 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise the importance to Aboriginal Peoples of family and communities, eg kinship and its obligations, the ways Aboriginal families mark births, deaths and marriages, differences between generations, education and child-rearing practices, preparing and serving food, extended families and the roles of different family members

<p>Outcome LS.4: A student recognises the importance of self-determination and autonomy for Aboriginal Peoples.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • human rights, social justice and equity • the denial of human rights to Aboriginal Peoples • initiatives of Aboriginal Peoples and Australian governments in addressing human rights issues • self-determination and autonomy • the importance of the land and economic independence for Aboriginal self-determination and autonomy • the importance of self-determination and economic independence for the fulfilment of Aboriginal Peoples' human rights 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explore the meaning of human rights, including social justice and equity • identify significant aspects of human rights, eg access to education, freedom of expression, freedom of belief • explores areas where Aboriginal Peoples have been denied human rights, eg dispossession from the land, the Stolen Generations, education, health, housing, legal system • recognise government responses to address human rights issues, eg identified Aboriginal and Torres Strait Islander positions, Community Development Employment Program (CDEP), NSW Aboriginal Education Consultative Group (AECG) Inc • recognise Aboriginal community responses to human rights issues, eg Aboriginal Medical Service (AMS), Aboriginal Legal Service (ALS) and Aboriginal small business enterprises • recognise the participation and representation of Aboriginal Peoples in government at the local, state and federal level • explore the meaning of self-determination and autonomy • recognise the links between economic independence and autonomy • identify the importance of the land for Aboriginal self-determination • explore the links between self-determination, economic independence and human rights, eg self-determination and economic independence allow freedom of cultural expression and improved access to education, health, housing

<p>Outcome LS.5: A student recognises the significant contribution of Aboriginal people to Australian society.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the contribution of Aboriginal people to Australian society 	<p>Students learn to:</p> <ul style="list-style-type: none"> • Australia’s identity and its international image in a range of areas such as: <ul style="list-style-type: none"> – visual arts – performing arts – oral and written communication – film and television – sport – science and medicine – textiles and design – defence forces – human rights advocacy • participate in the development of a case study regarding the contribution of an Aboriginal person to Australian society: <ul style="list-style-type: none"> – select an Aboriginal person associated with any of the above areas – locate and gather information regarding their personal history – identify their achievements – explore the effects of their achievements both nationally and internationally

<p>Outcome LS.6: A student explores the ways in which the wider Australian community interacts with Aboriginal Peoples and cultures.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the increasing interaction of non-Aboriginal people with Aboriginal Peoples and culture 	<p>Students learn to:</p> <ul style="list-style-type: none"> • recognise the ways in which Aboriginal Peoples are increasingly visible and vocal in the community • explore how people in the wider community are accessing aspects of Aboriginal culture, eg through travel, media and education • participate in the development of a case study identifying places where the wider community can access aspects of Aboriginal culture: <ul style="list-style-type: none"> – select an area of study, eg ABC website and programs, National Parks, Aboriginal cultural museums – gather information about aspects of Aboriginal culture related to the area of study – identify the importance of these aspects to Aboriginal Peoples

<p>Outcome LS.7: A student explores factors that influence attitudes towards Aboriginal Peoples and culture.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • factors that influence attitudes • stereotypes of Aboriginal Peoples • the meaning of racism 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explore influences on attitudes, eg family, peers, communities, schools, media, religious beliefs and systems • explore the concept of stereotypes • recognise negative stereotypes of Aboriginal Peoples over a range of areas, eg media, community, school • explore aspects of racism • recognise the effect of racism on Aboriginal Peoples
<p>Outcome LS.8: A student uses appropriate protocols for working with Aboriginal Peoples and communities.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • the appropriate protocols for communicating and showing respect for Aboriginal Peoples and cultures 	<p>Students learn to:</p> <ul style="list-style-type: none"> • explore the appropriate ways of behaving towards, communicating with and showing respect for Aboriginal Peoples • interact where appropriate with local Aboriginal communities (see <i>Working with Aboriginal Communities: A Guide to Community Consultation and Protocols</i>, Board of Studies NSW, 2001)
<p>Outcome LS.9: A student uses a variety of strategies to locate and select information.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • a variety of strategies to access information to meet a particular need 	<p>Students learn to:</p> <ul style="list-style-type: none"> • locate information using appropriate strategies, eg internet, CD-ROMs, encyclopaedias, a variety of texts and oral sources • select relevant information from identified sources
<p>Outcome LS.10: A student uses a variety of strategies to organise and communicate information.</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> • strategies for organising information • formats for communicating information 	<p>Students learn to:</p> <ul style="list-style-type: none"> • evaluate and order information • select and use appropriate written, oral and graphic forms to communicate information

10 Continuum of Learning in Aboriginal Studies K–10

10.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Aboriginal Studies Years 7–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Early Stage 1

At Early Stage 1 students begin to draw connections between their own lives and the lives of students around them. They have explored their immediate environment and they associate places with activities that occur there. They participate in activities to maintain and care for their environment and are beginning to be environmentally responsible.

They acquire information by direct observation, by talking to others and by viewing, reading and listening to texts. They communicate their understanding orally and through writing and drawing, and by constructing models.

Stage 1

At Stage 1 students identify the groups to which they belong as well as their own roles in various group situations. They explain changes in their lives, in their community and in other communities, including when special days occur. Students understand that feelings can be associated with particular places. They identify and discuss changes in the environment of their community.

Students can communicate their knowledge of the customs, practices, symbols, religion, language and traditions of some community groups, including those of their family. They display an understanding of the rules in their community and of their roles in obeying such rules.

Stage 2

At Stage 2 students understand that their lives are influenced by local, national and global events, both past and present. They understand that the invasion and subsequent British colonisation of Australia in 1788 had enormous implications for the Aboriginal Peoples of Sydney and surrounding areas, and eventually for the entire continent. Students understand the roles of individuals, families, groups and events in maintaining, developing, strengthening and changing communities.

Students have developed skills in the location and evaluation of information from a variety of sources, including encyclopaedias and electronic databases. They use information reports, timelines, models, matrices and diagrams to communicate information and data. They participate in the planning, implementation and evaluation of various class, school and community programs.

Stage 3

At Stage 3 students identify examples of Australia's global role in social and economic interconnections and make judgments about their own, and Australia's, contribution to global society and its environment. They appreciate the unique role of Aboriginal Peoples in shaping Australia's identity.

Students competently locate information from a variety of primary and secondary sources and present this information in a variety of ways, including through detailed timelines, computer databases, tables and information reports. They use their knowledge of participatory democracy to formulate plans and show leadership in attempting to remedy possible school, local, national and global problems.

Stage 4

At Stage 4 students study Geography and History as discrete courses and through this study have developed knowledge and skills that prepare them for further study in the HSIE key learning area. They have developed a commitment to active and informed citizenship, a just society and lifelong learning. They have the skills to investigate environments and how people manage these environments, and can interpret and analyse information from a variety of sources.

Stage 4 Geography students have engaged with indigenous communities through their learning about global environments and types of human communities. They can describe the interactions between people and their environments and describe differences in life opportunities throughout the world in terms of social, cultural, economic and physical environments.

Stage 4 History students have developed knowledge about indigenous peoples, colonisation and contact history, examining pre-invasion and post-invasion indigenous societies in Australia and other parts of the world. Students are able to describe significant features of indigenous cultures prior to colonisation, and can explain the ways in which indigenous and non-indigenous people have responded to contact with each other.

Stage 5

At Stage 5, Geography students account for differences within and between Australian communities, and have knowledge of the concepts and experiences of citizenship for Aboriginal communities in Australia. They have engaged with the importance of reconciliation between Aboriginal and non-Aboriginal Australia.

Stage 5 History students recount major events in Aboriginal and non-Aboriginal relations, and account for how and why the nature of Aboriginal and non-Aboriginal relations have changed. They also identify various marginalised groups who have struggled for rights and freedoms. Students account for how and why the rights and freedoms of various groups in Australian society have changed.

Building on the knowledge and skills developed in mandatory Geography and History, Stage 5 Aboriginal Studies students analyse the factors that contribute to the development of identity and culture for a wide range of people. They recognise that culture is dynamic

across time and location and can identify commonalities and diversity in Aboriginal identity, communities and cultural expressions.

Students evaluate the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students analyse the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. They have an understanding of the contributions of Aboriginal Peoples to the development of an Australian identity.

Students understand a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. They can assess the influence of the media on the development of attitudes, and analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

Students have an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. They demonstrate a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities using ethical research practices.

11 Assessment

11.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Aboriginal Studies contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning

Teachers will be able to use standards in Aboriginal Studies as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Aboriginal Studies will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

11.2 Assessment for Learning

Assessment for learning in Aboriginal Studies is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Aboriginal Studies will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**

In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies
- assessment activities allow for demonstration of learning outcomes
- assessment is embedded in learning activities and informs the planning of future learning activities
- teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**

In practice, this means:

- students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
- students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**

In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
- assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**

In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers
- feedback is clear and constructive about strengths and weaknesses
- feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**

In practice, this means:

- assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**

In practice, this means:

- assessment against standards provides opportunities for all learners to achieve their best
- assessment activities are free of bias.

11.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Aboriginal Studies have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Aboriginal Studies Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgments to report student progress in relation to individual learning goals.

11.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Aboriginal Studies should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Aboriginal Studies it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Aboriginal Studies need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Aboriginal Studies to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Aboriginal Studies particularly lends itself to the following assessment techniques:

Inquiry-based research assignments and projects

Inquiry-based research provides students with opportunities to investigate key issues while developing the key competencies of *collecting, analysing and organising information, solving problems* and *communicating ideas and information* and addressing cross-curriculum information and communication technologies (ICT) skills.

In Aboriginal Studies, inquiry-based research will often involve interaction with the Aboriginal community. Assessment activities might include written and oral reports on an aspect of Aboriginal culture or cultural expression, construction of a family tree, recounting of a life story, analysis of sources of information, and issue-based media investigations that focus on both process and product.

When using inquiry-based research as an assessment technique, students could be assessed on their ability to:

- apply basic research techniques
- select and interpret relevant information
- communicate effectively in oral and written forms
- evaluate and appropriately acknowledge references and sources
- apply appropriate community protocols
- convey an awareness of Aboriginal history and points of view.

Presentations

In Aboriginal Studies students are encouraged to engage in the learning process by using a range of learning styles that promote analytical, critical, creative and reflective thinking. Presentations allow students to develop skills in communicating their ideas in oral, graphic and written forms using a variety of subject-specific concepts and content. Presentations also provide opportunities for students to reflect on their skills and the performances of others. Assessment activities might include prepared and impromptu oral presentations, including song, dance and poetry presentations, debates, role-plays, poster presentations, artworks, and prepared video/audio tapes and displays.

When presentations are used for assessment purposes, students could be assessed on their ability to:

- use a range of information and communication technologies
- present information with competence and confidence
- use an appropriate register for the situation (including Aboriginal English)
- modify opinions and develop arguments
- apply problem-solving skills
- explore and understand Aboriginal perspectives and forms of expression.

Peer assessment

Aboriginal Studies encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include conducting interviews and peer questioning sessions, evaluating the contribution of individuals to a group task, and reflecting on a peer presentation.

Self-assessment

In Aboriginal Studies students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

Self-assessment allows students to develop knowledge, skills and abilities to make informed, responsible choices in relation to their own learning. It also contributes to the development of self-awareness and critical thinking skills.

Assessment activities might include keeping a diary of recorded self-reflection about learning over a period of time, preparing a summary of journal reporting, identifying key learning during a period of time, and metacognitive tasks related to student learning. Students might also complete a self-evaluation survey.

Group work

The Aboriginal Studies syllabus provides opportunities for students to work collaboratively to meet appropriate goals in set timelines. Group work allows students to participate in cooperative learning techniques and to develop empathy and cooperation skills. It also encourages the development of listening skills.

12 Glossary

This glossary of syllabus terms provides definitions pertaining to past and present Aboriginal issues. These definitions have been developed specifically for this syllabus, based on current accepted usage.

Schools may wish to develop their own glossary pertinent to their community and region.

Aboriginal and Torres Strait Islander	The official Commonwealth Government administrative definition is: An Aboriginal or Torres Strait Islander person is a person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives. They are the Indigenous people of Australia. Offensive terms include: part-Aboriginal, aboriginal (small a), Aborigine, half-caste, coloured, native, and full blood.
autonomy	Acting independently, self-government.
colonisation	A process by which a different system of government is established by a nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty, or right to govern, according to its own laws, rather than according to the laws of the colonised.
community	Community is about interrelatedness and belonging and is central to Aboriginality. Aboriginal people may belong to more than one community. Important elements of a community are country, family ties and shared experience.
consultation	To seek and act upon Aboriginal advice regarding the course content and its appropriate implementation.
country/land	Used to describe a specific area of a nation or clan including physical, linguistic and spiritual features.
criminal justice system	The people, processes, institutions and laws associated with the defining, monitoring and enforcement of rules.
culture	The accepted and traditionally patterned ways of behaving and a set of common understandings shared by members of a group or community. Includes land, language, ways of living and working and artistic expression, relationship and identity.
cultural appropriation	Use of another's knowledge, ideas, property and material. Artistic appropriation draws on existing styles or elements and incorporates these into new contexts. While not necessarily unlawful, the appropriation of Indigenous images, styles and themes is a concern of many Indigenous Australian artists since Dreaming figures, totems, symbols (eg waterholes, tracks) or styles (eg cross-hatching, x-ray, dotting) that are embedded with particular and sensitive cultural meaning have been taken and reused without permission, fair payment or acknowledgement. In these circumstances the Indigenous artists (and their communities) view appropriation as property theft. It is therefore potentially offensive; at its worst, it is a practice that undermines Indigenous cultures and trades on the cultural capital built up by others.

cultural heritage	The continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects.
discrimination	<p>The Human Rights and Equal Opportunity Commission defines discrimination as:</p> <p>‘Discrimination occurs when a person or a group of people are treated less favourably than another person or group because of race, colour national or ethnic origin; gender or marital status; disability; religion or political beliefs; sexual preference; or some other central characteristic.</p> <p>‘Discrimination occurs when a person is denied the opportunity to participate freely and fully in normal day-to-day activities. It might include harassment in the workplace or being denied a job or a promotion; being denied entry to public places and other facilities; being denied goods and services; difficulty in obtained appropriate accommodation and housing; or not being able to join a trade union.’</p>
dispossession	People being taken away or forced from their land, their economic base, their way of life and cultures. Dispossession was experienced by many Aboriginal Peoples.
Dreaming	The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation which gives meaning to everything; the essence of Aboriginal beliefs about creation and spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal peoples. The Dreaming is linked to the past, the present and the future. Where appropriate refer to Aboriginal names for the Dreaming.
Elders	Elders are custodians of knowledge. They are chosen and accepted by their own communities and are highly respected.
human rights	Human rights are those possessed by individuals. They are universal (possessed by all human beings) and are inalienable (they cannot be overridden by the public interest).
identity	The belief in, and acceptance of, who you are as determined by your culture.
Indigenous Peoples	This term is used when referring collectively to the first peoples of the land in international communities. The term Indigenous Australian will be used when speaking about both Aboriginal Peoples and Torres Strait Islanders within Australia. The word Aboriginal is preferred by the NSW AECG Inc when referring to an individual Aboriginal person in NSW.
intellectual property	Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights are the bundle of rights that the law grants to individuals for the protection of creative intellectual, scientific and industrial activity, such as inventions. Such rights are for the protection of economic interest in novel, inventive and/or creative effort.

invasion	The act of forcibly taking over the land.
kinship	A key aspect of Aboriginal cultures and values. It includes the importance of all relationships, and of being related to and belonging to the land.
land	The term ‘land’ is used by Aboriginal people to describe their spirituality, ecosystems, Dreamings, all living things including totems, all physical factors such as sacred sites, water, air and geographical factors.
land rights	The evolving struggle of Aboriginal and other Indigenous Peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association. Land Rights (capitalised) refers to the legislation.
missions	Living areas established initially by the churches and later by the Aboriginal Welfare Board and ruled under the provisions of the Aboriginal Protection Act.
nation	People having common descent, language and history. It is a preferable term to tribe, which implies negative stereotypes.
Native Title	‘Native Title’ is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgment (3 June 1992). The Mabo judgment overthrew the legal fiction of <i>terra nullius</i> – that the land of Australia had belonged to no-one when the British arrived in 1788. The judgment found that a native title to land existed in 1788 and may continue to exist provided that it has not been extinguished by subsequent acts of government and provided that Indigenous groups continue to observe their traditional laws and customs. The High Court’s Wik judgment (December 1996) decided an issue left unresolved by the Mabo judgment when it determined that native title could coexist with other rights on land held under a pastoral lease. Increasingly the definition is governed by the terms of the <i>Native Title Act 1993</i> (Cwlth), amended in 1998. Native Title as recognised by Australian law does not cover the full scope of Indigenous Peoples’ relationship to the country under their laws and has been characterised as ‘recognition space’ between Indigenous law and Australian law.
Peoples	The term ‘Peoples’ acknowledges the plurality and diversity of Aboriginal Australia.
protocol	Protocols are appropriate ways of behaving, communicating and showing respect for diversity of history and culture. They involve appreciation of the knowledge, standing and status of people within both the local Aboriginal community and the school community. Protocols inevitably vary between communities, and between people within communities. In establishing a partnership between schools and Aboriginal communities it is especially important that protocols are acknowledged and respected.
racism	Discrimination on the basis of perceived racial differences. Racism takes on many forms – attitudinal, institutional and cultural.
reserves	Areas of land reserved by the Crown for Aboriginal Peoples, established in the 19th century.

reconciliation	A Commonwealth initiative to promote reconciliation between Aboriginal and Torres Strait Islander Peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage. A capitalised ‘Reconciliation’ is used to refer specifically to the process as it applies to the Indigenous Peoples and wider community in Australia.
self-determination	Self-determination involves the effective participation of Aboriginal Peoples in all decision-making that affects them.
social justice	A principle that favours measures aimed at addressing inequities. It includes the rights of people to economic and social independence, and empowerment to determine the direction of their own futures. The processes and systems which shape the interaction between people, communities and governments determine the degree of social justice achieved.
sovereignty	The legal recognition of ownership of land and territory. Implicit in the concept is the right of self-government. Indigenous Peoples have never ceded their sovereignty over Australia.
Stolen Generations	Term used to describe people, especially children, who were taken from their families as a result of specific government policies in Australia.
technology	The part of the culture that assists people to interact with their environment. It includes knowledge, social organisation, systems, techniques, processes and products.
<i>terra nullius</i>	A concept in international law meaning ‘a territory belonging to no-one’ or ‘over which no-one claims ownership’. The concept has been used to justify the invasion and colonisation of Australia.
traditional	A term widely used to refer to pre-invasion Aboriginal life, culture and social organisation. The term ‘traditional’ must be used with care as individuals and groups may find this term offensive.