



SAMPLE COURSE OUTLINE

ABORIGINAL AND INTERCULTURAL STUDIES GENERAL YEAR 12

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Sample course outline

Aboriginal and Intercultural Studies – General Year 12

Semester 1 – Unit 3

Week	Key teaching points
1	<p>Aboriginal perspectives</p> <p>Cultural perspectives</p> <ul style="list-style-type: none"> • variations in perspectives about people, events, experiences, beliefs and values <p>Place and belonging</p> <ul style="list-style-type: none"> • Aboriginal Peoples’ diverse adaptations to the environment, such as use of different bush medicines and bush foods; adaptations to arid, tropical and temperate environments; adaptations to different seasons and the availability of bush foods • Aboriginal Peoples’ impacts on the natural environment, such as the use of fire, hunting and gathering of bush foods • traditional land and sea management practices, including the uses of fire, fish trapping, food gathering and the evidence for this from shell middens and artwork
2–4	<p>Sustainable societies</p> <p>Relationships with the environment over time</p> <ul style="list-style-type: none"> • the effect on the environment of traditional land use and management practices in other countries, including the use of fire, hunting rights, food gathering, and the role of invention and innovation in changing practices • the influence of beliefs, values and traditions of cultural groups on attitudes to and decisions about the environment, using the following groups: Maori, Inuit and Native American Tribes of the USA (see syllabus for alternatives) • the care and protection of a significant site, such as Uluru or the Burrup Peninsula <p>Research skills</p> <p>Students practise:</p> <ul style="list-style-type: none"> • note-taking • note-making <p>Task 1: Test on Place and belonging and Relationships with the environment over time</p>
5–8	<p>Sustainable societies</p> <p>Relationships with the environment over time</p> <ul style="list-style-type: none"> • the effect of contemporary land use and management practices on the environment, including the environmental issues related to: <ul style="list-style-type: none"> ▪ use of waterways ▪ native animal endangerment and extinctions <p>Task 2 Part A: Social inquiry (begin) – The effect of contemporary land use and management practices on the environment</p> <p>Social inquiry skills</p> <p>Research skills</p> <ul style="list-style-type: none"> • constructing a set of focus questions to investigate a specific topic/issue • collecting, recording and organising data/information • recognising different perspectives presented in a variety of different sources/texts • drawing conclusions and developing explanations based on research findings • communicating findings using formats appropriate to purpose • identifying and practising ethical scholarship when conducting research <p>Self-reflection</p> <ul style="list-style-type: none"> • acknowledging the complex and multi-faceted nature of people’s relationship to the environment when developing a social inquiry • recognising different ways of expressing beliefs about environmental practices and sustainability when developing a social inquiry

Week	Key teaching points
9	<p>Task 2 Part A: Social inquiry (submit) Task 2 Part B: Class presentation of inquiry findings</p> <p>Aboriginal perspectives Aboriginal contributions to Australian society</p> <ul style="list-style-type: none"> • technological innovation in traditional societies, including unique features of Aboriginal cultures, such as boomerangs and spear throwers, rock art and cave painting, Aboriginal astronomy • Aboriginal land management practices, including: <ul style="list-style-type: none"> ▪ traditional uses of fire adopted by some land managers today ▪ the employment of indigenous rangers in the Working on Country program
10–12	<p>Diversity and change</p> <ul style="list-style-type: none"> • response of Aboriginal societies to: <ul style="list-style-type: none"> ▪ changing climates ▪ changing land use ▪ new technology • adoption of new technology by Aboriginal Peoples, including the introduction of metal for traditional toolmaking • the use of traditional skills in a new context, including involvement in the pastoral industry, pearling and sports, such as footraces, boxing <p>Sustainable societies Empowering people</p> <ul style="list-style-type: none"> • interest groups and decision-making processes involved in land management, such as the South West Aboriginal Land and Sea Council, Western Australian Indigenous Tourism Operators Council, and the Working on Country program <p>Research skills Teacher models writing an extended response and students practise writing a response</p> <p>Task 3: Extended response (issue analysis) on Aboriginal contributions to Australian society and Diversity and change</p>
13	<p>Task 4: Externally set task</p>
14–15	<p>Aboriginal perspectives Aboriginal contributions to Australian society</p> <ul style="list-style-type: none"> • contribution of Aboriginal Peoples' skills and knowledge to Australian economic development, including: <ul style="list-style-type: none"> ▪ the establishment of the Aboriginal arts industry ▪ involvement in the tourism industry, such as the Western Australian Indigenous Tourism Operators Council <p>Sustainable societies Cultural interaction in a pluralist society</p> <ul style="list-style-type: none"> • adoption of new practices by First Nations' cultures in order to maintain their identity in the face of change, using the following groups: Maori, Inuit and Native American Tribes of the USA (see syllabus for alternatives) <p>Source analysis skills Students practise source analysis skills</p> <p>Task 5: Source analysis</p>

Semester 2 – Unit 4

Week	Key teaching points
1–4	<p>Aboriginal perspectives</p> <p>Place and belonging</p> <ul style="list-style-type: none"> the importance of kinship in maintaining links to Country maintenance of links to Country over time by Aboriginal Peoples as evidenced by native title findings and significant sites the struggle of Aboriginal Peoples to maintain the family and cultural identity struggles for rights, such as ownership and/or access to land and water by Aboriginal Peoples and either the Maori in New Zealand or the First Nations of Canada (see syllabus for alternatives) <p>Sustainable societies</p> <p>Relationships with the environment over time</p> <ul style="list-style-type: none"> the importance of First Nation peoples' links to the land for the survival and maintenance of cultural identity environmental and cultural issues concerning the use and management of natural resources, including cattle ranching in South America, land clearance by local farmers in Australia, and/or logging in the Amazon conflict of short-term economic decisions with long-term social and environmental needs, including clearing forests in developing countries <p>Aboriginal perspectives</p> <p>Cultural perspectives</p> <ul style="list-style-type: none"> maintenance of Aboriginal perspectives in the face of change comparison of Aboriginal Peoples' perspectives to those of other First Nations peoples who have experienced colonisation, including the Maori or the Inuit (see syllabus for alternatives) <p>Source analysis skills</p> <p>Students practise source analysis skills</p> <p>Task 6: Source analysis</p>
5–10	<p>Aboriginal perspectives</p> <p>Diversity and change</p> <ul style="list-style-type: none"> the different roles of men and women in maintaining Aboriginal cultures an overview of historical experiences in relation to changing government policies regarding Aboriginal Peoples, including the impact of the <i>Aborigines Act 1905 (WA)</i>, <i>Aborigines Protection Amending Act 1915 (NSW)</i> – Stolen Children, <i>Native Administration Act 1936</i> (amendment to the <i>Aborigines Act 1905</i>), the Commonwealth right to vote 1962, Referendum 1967, <i>Aboriginal Land Rights (Northern Territory) Act 1976</i> and the symbolic Hand back ceremony 1975, Prime Minister Keating's Redfern Park Speech 1992, <i>Native Title Act 1993</i>, <i>Native Title Amendment Act 1997</i>, <i>Bringing Them Home</i> report 1997 – Stolen Generations, <i>Northern Territory National Emergency Response Bill 2007</i> (the Intervention), and the Apology 2008 an overview of signs of resilience in the struggle for Aboriginal rights and citizenship, including the Day of Mourning 1938, the Pilbara Strike 1946, the Coolbaroo League 1947, the Freedom Rides 1965, the Wave Hill walk-off 1966–1975, the Tent Embassy 1972, the Mabo Decision 1992, the Wik Decision 1993, and the Bridge Walk for Reconciliation 2000 <p>Research skills</p> <p>Students practise:</p> <ul style="list-style-type: none"> note-taking note-making creating timelines for key events <p>Task 7 Part A: Social inquiry (begin) – Aboriginal People's experiences in relation to changing government policies</p> <p>Task 7 Part A: Social inquiry (submit)</p> <p>Task 7 Part B: Class presentation of inquiry findings</p>

Week	Key teaching points
11–13	<p>Sustainable societies</p> <p>Empowering people</p> <ul style="list-style-type: none"> the effects of government policies and legislation on First Nations peoples, including language policies, and land and water rights in at least one of the following countries: Australia, New Zealand and/or Canada (see syllabus for alternatives) the influence of government policy and legislation on social attitudes across cultures, including the ‘White Australia’ policy, immigration laws, assimilation, self-determination, equal opportunity, and/or anti-discrimination legislation, comparing Australia with New Zealand and/or Canada <p>Research skills</p> <p>Teacher models writing an extended response and students practise writing a response</p> <p>Task 8: Extended response (issue analysis)</p>
14–15	<p>Aboriginal perspectives</p> <p>Aboriginal contributions to Australian society</p> <ul style="list-style-type: none"> changes in attitude to Aboriginal contributions to society use by Australian society of Aboriginal cultural expression over time in the arts and the tourism industry <p>Sustainable societies</p> <p>Cultural interaction in a pluralist society</p> <ul style="list-style-type: none"> the influence of colonisation or globalisation on the way cultures interact the influence of power relations on cultural interactions attempts by First Nations and migrant cultures to maintain their distinctive identity in pluralist societies such as Australia and New Zealand <p>Task 9: Test</p>