



# **Aboriginal and Intercultural Studies**

## **General Course Year 12**

### **Selected Unit 3 syllabus content for the**

### **Externally set task sample one**

This document is an extract from the *Aboriginal and Intercultural Studies General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Sample one Externally set task (EST) will be based.

The EST is an assessment task which is set by the Authority and distributed to schools for administering to students.

The EST is marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

# Unit 3

## Unit description

The focus for this unit is the relationship First Nations Peoples in Australia and internationally have with the environment. Students will study the important role that Country and the environment play in the lives, cultures and identities of First Nations Peoples. This unit explores how the diversity of environments around Australia and internationally influences First Nations Peoples' skills, knowledge and practices in adapting to changes to the environments over time.

Within this broad area, students investigate the relationship between the environment, education, knowledge sharing, spiritual connection and wellbeing, ceremony and celebration, management of contemporary environmental threats and economic opportunities.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Overview of connection to and caring for Country

- define the following key terms and concepts as they relate to and by privileging First Nations Peoples' voice and perspectives:
  - Country
  - Ownership and Custodianship of Country
  - Native Title
  - World view
  - Lore
  - Songlines
  - Significant/Sacred sites
  - Stewardship
  - Sustainability
- the doctrine of *Terra Nullius* and its consequences for the legal status and land rights of Australian First Nations Peoples
- Australian First Nations Peoples' cultural and spiritual connections to Country, including:
  - maintenance of cultural identity
    - Lore
    - cultural knowledge
    - family
  - Kinship roles and obligations
  - caring for Country
- world views and cultural perspectives on the environment of **two** international First Nations Peoples from around the world
- **two** examples of Australian First Nations Peoples' seasonal calendars and the way the seasons impact on Aboriginal lifestyle and culture, e.g. travel, food supply, ceremonies, use of land and waterways

- importance of astronomy for Australian First Nations Peoples, including navigation, animal and plant behaviours, celebrations, stories, weather, links to ancestors
- interrelationship between language, culture and Country, including the:
  - the significance of place names, including **two** specific examples
  - the importance of restoring and using First Nations place names

### Depth Study 1

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate **two** First Nations Peoples' continuous practices in caring for Country.

For **one** Australian First Nations Peoples and **one** international First Nations Peoples, investigate:

- **two** examples of sustainability practices used to care for Country, such as:
  - management of waterways and seas, e.g. rising sea levels
  - fire management
  - control of introduced and feral species, i.e. animals/plants
- **two** examples of how First Nations Peoples caring for Country knowledge is being taught and shared
- how First Nations Peoples' practices of sustainability and caring for Country contribute to broader conservation practices
- **two** successful partnerships between First Nations Peoples and non-First Nations Peoples in caring for Country
- **one** environmental and one cultural issue concerning the use and management of natural resources.

### Depth Study 2

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate **two** organisations, businesses and/or enterprises, which are based on Australian First Nations Peoples' skills and knowledge of sustainability, environmental protection, conservation or care of Country.

Select **two** Australian First Nations Peoples' organisations, businesses and/or enterprises, such as:

- tourism experiences
- commercial production of foods and medicines
- care and protection of heritage and significant sites
- land and Seas Council Organisations
- ranger programs.

For the **two** selected organisations and/or enterprises investigate (where applicable and culturally appropriate):

- the background and reasons for the establishment of the organisation/enterprises
- the benefits of the organisations, businesses and/or enterprise for Australian First Nations Peoples, including:
  - social
  - economic
  - environmental
  - culture and identity
  - political
- contributions of the organisations, businesses and/or enterprise to the broader Australian society and the environment.

## **Intercultural Skills**

### **Research**

- construct a set of focus questions to investigate a specific topic/issue
- plan an inquiry and/or social action with clearly defined aims, using appropriate methodologies
- collect, record and organise information and/or data from relevant culturally responsive resources

### **Analysis and use of sources**

- identify the origin, purpose and context of primary sources and/or secondary sources
- evaluate the usefulness of different sources
- recognise different perspectives presented in a variety of different primary and/or secondary sources
- identify and use evidence from different sources to support a point of view
- propose individual and collective action in response to contemporary events, challenges, developments, issues, problems

### **Evaluating and communicating**

- draw conclusions and develop explanations using evidence taking into account different perspectives
- communicating findings using formats appropriate to purpose, including, written, oral or multimodal presentations
- use respectful and inclusive language and terminology
- justify a course of action, and predict the potential outcome of the proposed action
- identify and practise ethical scholarship when conducting research, including:
  - respecting variation between cultural groups of processes and protocols for collecting, acknowledging and communicating information
  - adopt protocols and conventions to communicate in culturally appropriate ways
  - apply appropriate referencing techniques accurately and consistently

## **Reflection**

- acknowledge differences in personal perspectives, interpretations and world views when developing a response
- reflect on own learning to review original understandings