



Government of **Western Australia**  
School Curriculum and Standards Authority

## **SAMPLE COURSE OUTLINE**

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**ABORIGINAL AND INTERCULTURAL STUDIES**

**ATAR YEAR 12 FOR 2026**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Sample course outline

### Aboriginal and Intercultural Studies – ATAR Year 12 for 2026

#### Intercultural Skills

##### Research

- develop and modify a range of focus questions to investigate a specific topic/issue
- plan an inquiry with clearly defined aims, using appropriate methodologies
- collect, record and compare information and/or data from relevant culturally responsive resources
- identify and practise ethical scholarship when conducting research, including respecting variation between cultural groups of processes and protocols for collecting information

##### Analysis and use of sources

- identify the origin, purpose and context of a variety of sources
- evaluate the reliability, bias and the usefulness of different sources
- analyse and account for differences in perspectives and interpretations of the past, presented in a variety of sources
- identify and analyse relationships, and use evidence from different sources to support a point of view

##### Evaluating and communicating

- evaluate information and/or data to draw evidence-based conclusions and explanations taking into account ambiguities and different perspectives
- communicating findings using formats appropriate to purpose and audience
- use respectful and inclusive language and terminology
- identify and practise ethical scholarship when communicating research, including
  - respecting variation between cultural groups of processes and protocols for acknowledging and communicating information
  - adopting protocols and conventions to communicate in culturally appropriate ways
  - applying 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 and why all findings are tentative

## Semester 1 – Unit 3

All the Intercultural skills must be taught during this unit. Relevant skills should be emphasised for each assessment task.

Week	Key teaching points
1	<p><b>Knowledge and understanding</b></p> <p><b>Overview of connection to and caring for Country</b></p> <ul style="list-style-type: none"> <li>define the following key terms and concepts as they relate to, and by privileging, First Nations Peoples' voices and perspectives <ul style="list-style-type: none"> <li>Country</li> <li>Traditional Owners</li> <li>Custodianship of Country</li> <li>Native Title</li> <li>Indigenous Protected Area</li> <li>repatriation</li> <li>provenance</li> </ul> </li> <li>Australian First Nations Peoples' reciprocal relationship with Country, including <ul style="list-style-type: none"> <li>healing and caring for Country</li> <li>maintenance of cultural identity and cultural heritage</li> <li>health and wellbeing</li> <li>economic benefits</li> </ul> </li> </ul>
2–5	<ul style="list-style-type: none"> <li>differing historic and contemporary perspectives about the doctrine of <i>terra nullius</i></li> <li>the possible influences of imperialistic worldviews of the people who claimed Australia as <i>terra nullius</i></li> <li>the consequences of the doctrine of <i>terra nullius</i> for the legal status and land rights of Australian First Nations Peoples</li> <li>the <i>Native Title Act 1993</i>, including what Native Title may include and the two different forms of Native Title: non-exclusive possession and exclusive possession</li> <li>the influence of <b>one</b> of the following group of actions/events on the development and recognition of land rights for Australian First Nations Peoples <ul style="list-style-type: none"> <li>Vincent Lingiari (a member of the Gurindji people), the Wave Hill walk-off (1966), the <i>Aboriginal Land Rights (Northern Territory) Act 1976</i>, the handing back ceremony of Wave Hill station to the Gurindji people in the presence of Vincent Lingiari and Prime Minister Gough Whitlam (1975)</li> <li>the legal claim by Eddie Koiki Mabo and the Meriam people for ownership of their traditional lands on the island of Mer in the Torres Strait (initiated 1982) and the High Court decision in <i>Mabo v Queensland (No. 2)</i> that recognised Native Title in Australia (1992)</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>Analysis and use of sources skills</li> <li>Evaluating and communicating skills</li> </ul> <p><b>Task 1: Short answer</b></p>
6–7	<p><b>Knowledge and understanding</b></p> <p><b>Depth Study One</b></p> <p>Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate Australian First Nations Peoples' continuous practices in caring for Country.</p>

Week	Key teaching points
	<p>Students investigate:</p> <ul style="list-style-type: none"> <li>• Indigenous Protected Areas (IPA), including <ul style="list-style-type: none"> <li>▪ the background to the development of IPAs, including the role of the Australian government and the Traditional Owners</li> <li>▪ the extent and location of IPAs in Australia</li> <li>▪ what happens on an IPA</li> <li>▪ the benefits of IPAs for the environment, the Traditional Owners and for all Australians</li> <li>▪ conflicting perspectives about <b>one</b> threat to Indigenous protected areas (e.g. mining, tourism in National Parks, pollution, climate change, introduced species, use of waterways, use of coastal environments)</li> </ul> </li> </ul>
8–10	<ul style="list-style-type: none"> <li>• <b>two</b> Aboriginal Ranger programs, including <ul style="list-style-type: none"> <li>▪ the location, background and services provided by the Aboriginal Ranger program</li> <li>▪ two caring for Country activities undertaken by the Aboriginal Ranger program</li> <li>▪ the outcomes of the Aboriginal Ranger program including the <ul style="list-style-type: none"> <li>○ social and economic benefits including, employment, education and training, health and mental wellbeing, contribution to gender equality</li> <li>○ cultural benefits</li> <li>○ environmental benefits</li> <li>○ <b>one</b> successful partnership between First Nations Peoples and non-First Nations Peoples in caring for Country.</li> </ul> </li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources skills</li> <li>• Evaluating and communicating skills</li> <li>• Reflection</li> </ul> <p><b>Task 2: Inquiry</b></p>
11–12	<p><b>Knowledge and understanding</b></p> <p><b>Depth Study Two</b></p> <p>Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the repatriation of ancestral remains and sacred objects back to Country of First Nations Peoples both in Australia and globally.</p> <p>Students investigate:</p> <ul style="list-style-type: none"> <li>• the reasons why First Nations Peoples’ ancestral remains and sacred objects were removed from their communities both in Australia and globally</li> <li>• the Australian Government Policy on Indigenous Repatriation including the <ul style="list-style-type: none"> <li>▪ objectives of the policy</li> <li>▪ implementation of the Indigenous Repatriation Policy</li> <li>▪ protocols</li> <li>▪ types of research to confirm the heritage of the ancestral remains and sacred objects, including <ul style="list-style-type: none"> <li>▪ non-invasive research methods, including provenance, archival, consultation, forensic anthropology/osteology, ultraviolet (UV) light</li> <li>▪ invasive testing, including DNA analysis, Isotopic analysis</li> </ul> </li> </ul> </li> </ul>

Week	Key teaching points
13–14	<ul style="list-style-type: none"> <li>• <b>two</b> recent repatriation activities, <b>one</b> in Western Australia and <b>one</b> in another country, including the process, the challenges and the outcome of returning ancestral remains and sacred objects to Country for the First Nations Peoples; for example <ul style="list-style-type: none"> <li>▪ Wanggajarli Burugun: We are coming home</li> <li>▪ return of the Yawuru material from the Manchester Museum</li> <li>▪ Karanga Aotearoa program in New Zealand</li> <li>▪ the <i>Native American Graves Protection and Repatriation Act</i> (NAGPRA)</li> <li>▪ the place of cultural repatriation in the reconciliation process.</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating and communicating skills</li> </ul> <p><b>Task 3: Extended answer</b></p>
15	<b>Task 4: Examination</b>

## Semester 2 – Unit 4

All the Intercultural skills must be taught during this unit. Relevant skills should be emphasised for each assessment task.

Week	Key teaching points
1–2	<p><b>Knowledge and understanding</b></p> <p><b>Overview of truth-telling and reconciliation</b></p> <ul style="list-style-type: none"> <li>• define the following key terms and concepts as they relate to, and by privileging, First Nations Peoples’ voice and perspectives <ul style="list-style-type: none"> <li>▪ truth-telling</li> <li>▪ Stolen Generations</li> <li>▪ genocide</li> <li>▪ reconciliation</li> </ul> </li> <li>• the concept of truth-telling as it relates to Australian First Nations Peoples, including <ul style="list-style-type: none"> <li>▪ why truth-telling is important</li> <li>▪ the impact of truth-telling for all Australians</li> </ul> </li> <li>• processes of truth-telling and listening, including yarning</li> <li>• the background, actions and outcome in relation to <b>one</b> of the following examples of truth-telling in Western Australia: <ul style="list-style-type: none"> <li>▪ Western Australian stolen wages class actions</li> <li>▪ The Wadjemup Project</li> </ul> </li> </ul>
3–5	<ul style="list-style-type: none"> <li>• <b>one</b> example of truth-telling occurring with First Nations Peoples in another country (e.g. Canada)</li> <li>• the role of truth-telling in relation to the Uluru Statement from the Heart and reconciliation in Australia</li> <li>• the role of National Indigenous Television (NITV) in representing Australian First Nations Peoples’ perspectives and truth-telling</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources skills</li> <li>• Evaluating and communicating skills</li> </ul> <p><b>Task 5: Short answer</b></p>
6–10	<p><b>Knowledge and understanding</b></p> <p><b>Depth Study One</b></p> <p>Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the Stolen Generations and the ongoing impact of the <i>Aborigines Act 1905 (WA)</i>.</p> <p>Students investigate:</p> <ul style="list-style-type: none"> <li>• the <i>Aborigines Act 1905 (WA)</i>, including <ul style="list-style-type: none"> <li>▪ the background</li> <li>▪ the purpose</li> </ul> </li> <li>• the powers of the Chief Protector</li> <li>• the consequences of the <i>Aborigines Act 1905 (WA)</i> for Western Australian First Nations Peoples</li> <li>• the benefit of the <i>Aborigines Act 1905 (WA)</i> for the settler colonisers</li> <li>• the concept of intergenerational trauma as it relates to the Stolen Generations</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• the Bringing Them Home Report (1997), including               <ul style="list-style-type: none"> <li>▪ background of the report</li> <li>▪ overview of the findings, including genocide</li> <li>▪ key recommendations of the report</li> <li>▪ outcomes of the report, including the National Apology to the Stolen Generations (2008)</li> </ul> </li> <li>• the continuing effects of the forced removal of children for the members and families of the Stolen Generations, including the demographics (age, socioeconomic, health, education, location) of the Stolen Generations and their descendants in Australia</li> <li>• Closing the Gap 2019–2029, including               <ul style="list-style-type: none"> <li>▪ the involvement and benefit of Australian First Nations Peoples in the design of the Closing the Gap Refresh</li> <li>▪ the outcome and target of the four priority reform areas for joint national action.</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources skills</li> <li>• Evaluating and communicating skills</li> <li>• Reflection</li> </ul> <p><b>Task 6: Inquiry</b></p>
11–12	<p><b>Knowledge and understanding</b></p> <p><b>Depth Study Two</b></p> <p>Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the differing views, perspectives, actions and challenges to the reconciliation process in Australia and at a global level, including:</p> <ul style="list-style-type: none"> <li>• the intent and development of reconciliation in Australia</li> <li>• differing views and perspectives on reconciliation in Australia</li> <li>• the five dimensions of reconciliation in Australia – race relations, equality and equity, institutional integrity, historical acceptance, and unity</li> <li>• evaluate the contemporary state of reconciliation in Australia (e.g. State of Reconciliation in Australia annual report, the <i>Australian Reconciliation Barometer</i>)</li> </ul>
13–14	<ul style="list-style-type: none"> <li>• the challenges to reconciliation in both Australia and other countries</li> <li>• <b>one</b> example of an action taken by groups and/or organisations to progress reconciliation in Australia</li> <li>• <b>one</b> example of an action taken by groups and/or organisations to progress reconciliation in another country (e.g. Canada).</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating and communicating skills</li> </ul> <p><b>Task 7: Extended answer</b></p>
15	<p><b>Task 8: Examination</b></p>