



# **Aboriginal and Intercultural Studies**

## **General Course Year 12**

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

### **Externally set task 2020**

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 Externally set task (EST) for 2020 will be based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2020 under standard test conditions. The EST will take 50 minutes.

The EST will be 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 Indigenous Peoples in Australia and other countries have with the environment. Within this broad area, students investigate Aboriginal Peoples' knowledge of the past and the present. Students investigate changes in technology, adaptation to the environment and social structures. Students explore how cultures incorporate change while maintaining continuity of tradition with respect to the environment.

## Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

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

### Aboriginal perspectives

#### Cultural perspectives

- variations in perspectives about people, events, experiences, beliefs and values

#### Place and belonging

- Aboriginal Peoples' diverse adaptations to the environment
- Aboriginal Peoples' impacts on the natural environment
- 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

#### Diversity and change

- response of Aboriginal societies to:
  - 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

#### Aboriginal contributions to Australian society

- technological innovation in traditional societies, including unique features of Aboriginal cultures, such as boomerangs and spear throwers, rock art and cave painting, Aboriginal astronomy
- contribution of Aboriginal Peoples' skills and knowledge to Australian economic development, including:
  - the establishment of the Aboriginal arts industry
  - involvement in the tourism industry, such as the Western Australian Indigenous Tourism Operators Council

- Aboriginal land management practices, including:
  - traditional uses of fire adopted by some land managers today
  - the employment of Indigenous rangers in the Working on Country program

## Sustainable societies

### Empowering people

- interest groups and decision-making processes involved in land management, such as the Western Australian Indigenous Tourism Operators Council, and the Working on Country program

### Relationships with the environment over time

- 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 effect of contemporary land use and management practices on the environment, including **at least two** of the following environmental issues:
  - global warming
  - land clearing for farming, mining and urbanisation
  - use of waterways
  - native animal endangerment and extinctions
  - waste management
  - pollution
- the influence of beliefs, values and traditions of cultural groups on attitudes to and decisions about the environment, using **at least two** of the following: Aboriginal Peoples, Maori, Inuit, First Nations of Canada, the Native American Tribes of the USA, and/or the Khoikhoi peoples of South Africa
- the care and protection over time of a significant site, such as Uluru or the Burrup Peninsula

### Cultural interaction in a pluralist society

- adoption of new practices by First Nations' cultures in order to maintain their identity in the face of change, using **at least two** of the following: Aboriginal Peoples, Maori, Inuit, First Nations of Canada, the Native American Tribes of the USA, and/or the Khoikhoi peoples of South Africa

## Social inquiry skills

### Research skills

- constructing a set of focus questions to investigate a specific topic/issue (who, what, when, where, how, why)
- 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, including, written, oral or multimodal presentations

- identifying and practising ethical scholarship when conducting research, including:
  - respecting variation between cultural groups of processes and protocols for collecting, acknowledging and communicating information
  - adopting protocols and conventions to communicate in culturally appropriate ways

### **Self-reflection**

- 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