



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

ABORIGINAL AND INTERCULTURAL STUDIES

GENERAL COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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Rationale

Aboriginal histories and cultures are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal cultures, past and present and how Aboriginal Peoples interact with other sociocultural groups provides a logical starting point for the exploration of cultural identity. In this course, students explore and investigate the concept of culture, and how cultures interact with one another and with their environment.

Students learn about the diversity of Aboriginal societies and cross-cultural interaction between Aboriginal and non-Aboriginal Australians, past and present, using a process of social inquiry. They explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective. They analyse Aboriginal Peoples' experiences in contemporary Australian society, using a range of approaches. These include comparative studies, investigating the experiences of both First Nations' communities elsewhere in the world and different cultural communities within Australia. The importance of ethical considerations in the investigation of cultural and social issues is emphasised.

The Aboriginal and Intercultural Studies General course provides for both Aboriginal and non-Aboriginal students to explore 'shared histories' and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Aboriginal students. All students have opportunities to learn from, and with, Aboriginal People.

Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal and Intercultural Studies General course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts.

Course outcomes

The Aboriginal and Intercultural Studies General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Investigating cultural interaction

Students use their skills of inquiry to investigate aspects of culture.

In achieving this outcome, students:

- plan an investigation that uses methodology appropriate to the cultural contexts being investigated
- conduct the investigation by selecting and locating sources that provide evidence
- process and synthesise the information to develop interpretations of cultural experiences and views
- apply and communicate interpretations and findings in culturally appropriate ways.

Outcome 2 – Cultural continuity and change

Students understand that cultural continuity and change result from a range of forces.

In achieving this outcome, students:

- understand the range of different impacts of forces for change on cultural groups
- understand that cultures have different and changing understandings of, and relationships with, the environment
- understand that there are different and changing versions of history and that these inform and influence people's actions.

Outcome 3 – Identity and culture

Students understand that cultures allow individuals and groups to construct multiple, diverse and unique identities, based on their shared understandings of the world.

In achieving this outcome, students:

- understand that individuals develop identities by interpreting their roles, responsibilities and experiences as members of one or more cultural groups
- understand that members of different cultures have different world views as a result of their beliefs, values, practices and experiences
- understand that cultures are characterised by varying degrees of cohesion and diversity as they seek to maintain a sense of identity.

Outcome 4 – Culture and citizenship

Students understand how they can help to build a just and sustainable society in the context of their own community and a culturally diverse world.

In achieving this outcome, students:

- understand specific social justice and equity issues in the context of Aboriginal and non-Aboriginal Australia
- understand social justice and equity issues within their own community
- understand the skills and practices of citizenship in an intercultural context.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit enables students to explore leadership in different cultures, including leadership within the family and community. Students explore the lives and contributions of both Aboriginal leaders and leaders in other countries.

Unit 2

This unit enables students to explore the ways culture is expressed through the arts and how this cultural expression has changed over time. Students explore the contribution of Aboriginal cultures to Australian identity, and the contribution of leading Aboriginal figures in the arts.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Progression from the Year 7–10 curriculum

This syllabus continues to develop student learning in Aboriginal and Torres Strait Islander histories and cultures which occurs in the Year 7 to 10 History and Geography curricula. Aboriginal and Torres Strait Islander histories and cultures is also a cross-curriculum priority across all year levels.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Aboriginal and Intercultural Studies General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other areas, such as in the Aboriginal and Intercultural Studies General course, where students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of the Aboriginal and Intercultural Studies General course ensures that students' literacy development is strengthened so that it supports subject-based learning.

Numeracy

Numeracy is useful in the inquiry process, which requires students to recognise patterns and relationships. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Information and communication technology capability

Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify different perspectives and sources of evidence and to communicate information. Students have opportunities to scrutinise websites and the perspectives they convey, including how and why such sites are constructed, the audiences they serve and their goals. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the inquiry process.

Critical and creative thinking

Critical and creative thinking is integral to the inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of issues. The demands of investigation include the ability to pose questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative perspectives.

Personal and social capability

Personal and social capability skills are developed and practised in the Aboriginal and Intercultural Studies General course by students enhancing their communication skills and participating in group work. Students have opportunities to work both collaboratively in teams, and also independently, as part of their learning and research in the Aboriginal and Intercultural Studies General course. Through the study of individuals and groups, students develop their ability to appreciate the perspectives and experiences of others. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

Ethical understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past, and of those of today.

Intercultural understanding

Intercultural understanding is a vital part of learning in the Aboriginal and Intercultural Studies General course. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity in the modern world. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Aboriginal and Intercultural Studies General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander histories and cultures priority is integral to the Aboriginal and Intercultural Studies General course. The course celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

This course provides the opportunity to examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint through investigating key policies and political movements over the last two centuries. Students have the opportunity to develop an awareness of the significant roles of Aboriginal and Torres Strait Islander Peoples in Australian society.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia reinforces understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion, and allows consideration of a variety of perspectives.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. The Aboriginal and Intercultural Studies General course examines the beliefs, values and traditions that have influenced the complex interrelations between people and their environment (Country/Land/Water). These beliefs, values and traditions provide the basis for exploring long-term and short-term human impacts or consequences on the natural environment in a range of cultural contexts. This in turn forms the basis for developing and articulating values pertaining to ecological sustainability.

Principles and protocols for curriculum planning

Selection of resources

The selection of resources and their use can be culturally sensitive and controversial. When selecting resources, teachers need to:

- consult with local community members about the resources/texts that can or cannot be used and if they may be accessed by some or all students
- analyse the resources using a framework of questions such as those listed in:
 - *A Resource Guide for Aboriginal Studies and Torres Strait Islander Studies* (1995), Melbourne, Education Services Australia
- use reference resources that guide selection policies about the use of resources such as:
 - Government of South Australia Department for Education and Child Development – *Evaluating resources with an Aboriginal focus* at www.lmrc.sa.edu.au/default.asp?id+43748&navgrp=634
 - Dunkle, Margaret (1994) *Black in Focus: A Guide to Aboriginality in Literature for Young People*. This resource focuses on giving advice about fictional stories.

Teaching and learning of sensitive topics and controversial issues

Teachers need to plan for sensitive topics and controversial issues by establishing ground rules for themselves and the classroom processes. The practices and protocols for doing this can be found in resources such as:

- National Trust of Australia (WA): Education and Learning *Teaching Aboriginal History – Values and Sensitivities* (an example for teaching in the Pilbara) at www.valuingheritage.com.au/Year_7_Burruup_Peninsula.html
- *British Columbia Planning Guide and Framework – Development of Aboriginal Learning Resources* at www.bced.gov.bc.ca/abed/

Elders, where possible, need to be recognised and consulted. They must be valued and shown respect at all times.

Unit 1

Unit description

The focus for this unit is leadership in different cultures. This includes leadership roles within the family and the community. The students explore the lives and contribution of Aboriginal leaders of the past and contemporary leaders, including champions of the struggle for civil rights in Australia. They also explore the contribution in the arts and sport of leading Aboriginal figures. When exploring social change, the empowerment of people, and issues of sustainability and environmental protection, examples are drawn from other countries.

Unit content

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

Aboriginal perspectives

Cultural perspectives

- an overview of Aboriginal cultures
- an overview of people with leadership roles in the family, community, school, sporting, cultural and political organisations

Place and belonging

- connections with Country, including:
 - recognition of Native Title
 - the key role of spirituality in the connection to Country

Diversity and change

- the diversity of Aboriginal cultures and languages across Australia, including:
 - differences in urban compared with remote communities
 - different leadership requirements across communities
- the lives and contributions to Australian society of **at least two** leaders of the past, for example, Yagan, Yellagonga, Jandamarra, William Cooper, Pearl Mary (Gambanyi) Gibbs, Vincent Lingiari, Faith Bandler (the examples provided are not exhaustive or prescriptive)
- the lives and contributions to Australian society of **at least two** contemporary leaders, for example, National Aborigines and Islanders Day Observance Committee (NAIDOC) award nominees, leaders in the fields of business, education, health or reconciliation
- the leadership roles of Aboriginal Elders in the community
- the leadership role of different family members, particularly the unique role of Grandparents in the passing on of knowledge

Aboriginal contributions to Australian society

- the contribution of Aboriginal Peoples to the development and enhancement of Australian identity and society, including:
 - exploration
 - involvement in the cattle industry
- the lives and contributions to Australian society of **at least two** leading figures in the arts, for example, Jack Davis, Ella Havelka, Ruby Hunter, Jimmy Little, Sally Morgan, Odgeroo Noonuccal, Stephen Page, Kathleen Petyarre, Archie Roach, Clifford Possum Tjapaltjarri, Rosalyn Watson (the examples provided are not exhaustive or prescriptive)
- the lives and contributions to Australian society of **at least two** leading figures in sport, for example, Rohanee Cox, Evonne Goolagong Cawley, Graham 'Polly' Farmer, Cathy Freeman, Patrick Johnson, Nova Peris-Kneebone, Sir Douglas Nicholls, David Wirrapanda (the examples provided are not exhaustive or prescriptive)

Sustainable societies

Empowering people

- the lives and contributions of **at least two** champions of the struggle for civil rights in Australia, for example, Vincent Lingiari, Shirley Colleen Smith (Mum Shirl), Charles 'Chicka' Dixon, Eddie Koiki Mabo, Charles Perkins, Essie Coffey, Roberta 'Bobbi' Sykes, Denis Walker, Marcia Langton, Sam Watson, Aiden Ridgeway (the examples provided are not exhaustive or prescriptive)
- the lives and contributions of **at least two** champions of social change in other countries, for example, Emmeline Pankhurst, Mahatma Gandhi, Eleanor Roosevelt, Nelson Mandela, Martin Luther King, Muhammed Yunus, Aung San Suu Kyi, Graca Machel, Jose Ramos-Horta, Malala Yousafzai (the examples provided are not exhaustive or prescriptive)
- the concept that different access to power and resources leads to social inequalities of access to healthcare or education, using examples from a range of countries, including, Australia, China, Canada, New Zealand, South Africa, Vietnam, and/or the USA

Relationships with the environment over time

- world views and cultural perspectives on the environment, for example, the views of Aboriginal Peoples, the Maori, the Inuit, the First Nations of Canada, the Native American Tribes of the USA, and/or the Khoikhoi peoples of South Africa
- champions of sustainability, environmental protection and/or conservation, for example, the Indigenous Rangers, and First Nations peoples' use of traditional land management strategies

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 differences in personal perspectives, interpretations and world views when developing a social inquiry
- acknowledging a range of factors that influence one's views, and the conclusions drawn in an inquiry (for example family, cultural expectations about roles and responsibilities)

Unit 2

Unit description

In this unit, students explore the ways culture is expressed through the arts and how this cultural expression has changed over time. The contribution of Aboriginal cultures to Australian identity through the visual arts, dance, drama, literature and/or music is explored. The role of the arts in the empowerment of First Nations peoples and the maintenance of cultural values and attitudes draws on examples from Australia and other countries.

Unit content

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

Aboriginal perspectives

Place and belonging

- different ways Aboriginal Peoples express links to Country through cultural expression, including stories of the Dreamings, poetry, songs, dance, and/or art
- the relationships between cultural identity and spirituality for Aboriginal Peoples
- the relationships between cultural identity and spirituality for First Nations peoples in other countries, such as the Sami of the Arctic Circle, the Maori, the Inuit, the First Nations of Canada, the Native American Tribes of the USA, and/or the Khoikhoi peoples of South Africa

Diversity and change

- continuity and change in Aboriginal cultural expression, including oral tradition from stories of the Dreamings to the songs of Christine Anu, Kev Carmody, the Donovans, the Mills Sisters, Archie Roach, Yothu Yindi, Geoffrey Gurrumul Yunupingu (the examples provided are not exhaustive or prescriptive)
- examples of cultural change and diversity in Aboriginal societies that have resulted from contact with other cultures, for example, religion, food, music, film, literature, and/or poetry

Aboriginal contributions to Australian society

- contribution of Aboriginal culture to Australian identity, including the use of Aboriginal culture by the tourism industry (for example, rock art and cave painting, contemporary artwork, and/or access to sites such as Uluru, Kakadu, and the Ardi region/Dampier Peninsula)
- the contributions to Australian society of **at least two** leading figures in the arts (the examples provided are not exhaustive or prescriptive):
 - visual arts (for example, Bronwyn Bancroft, Hermannsburg School, Emily Kame Kngwarreye, Danie Mellor, Albert Namatjira, Linda Syddick Napaltjarri, Papunya Tula Artists, Shane Pickett, Jimmy Pike, Kathleen Petyarre, Rover Thomas, Michael Nelson Tjakamarra, Clifford Possum Tjapaltjarri)
 - dance (for example, Bangarra Dance Theatre, Ella Havelka, Gubbi Gubbi Dance Troop, Ochre Contemporary Dance Company, Wadumbah Indigenous Dance Group, Rosalyn Watson, James T. Webb)
 - drama (for example, Luke Carroll, Ernie Dingo, Steve Dodd, Richard Frankland, David Gulpilil, Deborah Mailman, Aaron Pedersen, Rachel Perkins, Leah Purcell, Justine Saunders)

- literature (for example, Jack Davis, Lionel Fogarty, Kevin Gilbert, Jane Harrison, Anita Heiss, Oodgeroo Noonuccal, Doris Pilkington Garimara, Stephen Kinnane, Sally Morgan, Kim Scott)
- music (for example, Harold Blair, Ernie Bridge, Troy Cassar-Daley, Deborah Cheetham, Jimmy Chi, Henry 'Seaman' Dan, Ruby Hunter, Jimmy Little, Jessica Mauboy, Dan Sultan)

Sustainable societies

Empowering people

- role of the arts in empowering First Nations peoples through an improvement of economic, social, and/or political status, for example the role of Aboriginal arts organisations and/or film and television projects

Cultural interaction in a pluralist society

- the concept that Aboriginal English is an indicator of cultural interaction
- creative partnerships between Aboriginal and non-Aboriginal artists such as Kev Carmody and Paul Kelly, the Warumpi Band, Yothu Yindi
- the changing nature of culture as seen through cultural expression, including the use of acrylic paints for artwork, adoption of black 'street' culture, and adoption of country and western music by First Nations peoples
- the use of cultural expression to maintain the cultural values of First Nations peoples, using **at least two** of the following: Aboriginal Peoples, the Maori, the Inuit, the 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 differences in personal perspectives, interpretations and world views when developing a social inquiry
- acknowledging a range of factors that influence one's views, and the conclusions drawn in an inquiry (for example family, cultural expectations about roles and responsibilities)

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Aboriginal and Intercultural Studies General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

Type of assessment	Weighting
<p>Social inquiry</p> <p>Students use ethical procedures, appropriate methodology and sources, and show cultural sensitivity and awareness to plan, conduct and communicate a social inquiry.</p> <p>Typically the inquiry proposition is devised by the teacher.</p> <p>Typically the final presentation is an oral format which can include: a debate; a hypothetical; a speech and/or a multimodal presentation.</p> <p>The presentation can be individual or group.</p> <p>Typically one social inquiry task is completed for each unit.</p>	25%
<p>Source analysis</p> <p>A number of sources are interpreted, analysed, and evaluated.</p> <p>Questions typically require the use of evidence from the sources when commenting on: message; origin, purpose and context; reliability and contestability of the evidence; perspective; and relevance.</p> <p>The teacher can select the sources and provide the questions, or a student (or group of students) can select a range of sources and respond to questions provided by the teacher.</p> <p>Source materials can include: written texts (an extract from a government paper, a newspaper or journal article; or an extract from a narrative, a poem, a song lyric, a play script, or a letter); graphic materials (a photograph, a map, a graph, a diagram, a cartoon, or a drawing); and/or a film or a television show.</p> <p>At least two source analysis tasks should be administered under test conditions.</p>	30%
<p>Extended response (Issue analysis)</p> <p>The format can be: a written response to a scaffolded or sectionalised essay question which can contain timelines and diagrams; an oral presentation such as a debate, hypothetical, re-enactment; and/or a multimodal presentation such as a museum display or a PowerPoint.</p> <p>Typically students are required to respond to one or more closed or open questions, or a proposition; or an interpretation and/or evaluation of perspectives.</p> <p>At least two extended response tasks should be administered under test conditions.</p>	25%
<p>Test</p> <p>Typically a combination of closed and open questions.</p> <p>The task can be conducted during the unit or at the end of each semester and/or unit.</p>	20%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. For example, student performance for a social inquiry could be validated by a student/teacher interview; a declaration that all reference materials is cited according to the school protocols, a learning journal and/or a research organiser.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Aboriginal and Intercultural Studies General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

A	Explains interconnections between cultures in Australia and their effect on people and the environment. Explains in detail how different perspectives and values about the environment affect practices in Australia.
	Explains contemporary social justice and equity issues that affect Aboriginal peoples and explains how leaders emerge as a result of the struggle for social justice and equity.
	Comments on the diversity of Aboriginal peoples' cultural identity and the links to country through cultural expression.
	Selects information from a range of sources that allow some examination of viewpoints and supports an argument in a social inquiry. Presents findings in culturally sensitive ways, providing clear explanations and acknowledging sources.
B	Explains that different perspectives and values about the environment affect practices in Australia.
	Outlines contemporary social justice and equity issues that affect Aboriginal peoples and describes how leaders emerge as a result of the struggle for social justice and equity.
	Describes aspects of the diversity of Aboriginal peoples' cultural identity and identifies links to country through cultural expression.
	Selects information from some sources that allow an exploration of viewpoints and support a simple argument in a social inquiry. Presents findings demonstrating some cultural sensitivity, providing simple explanations and acknowledging sources.
C	Describes how different perspectives and values about the environment affect practices in Australia.
	Lists contemporary social justice and equity issues that affect Aboriginal peoples and identifies the characteristics of leaders.
	Identifies Aboriginal peoples' cultural diversity and some links to country through cultural expression.
	Identifies and uses information from a few sources that are relevant to a social inquiry. Presents findings attempting to demonstrate some cultural sensitivity, providing descriptions and some acknowledgment of sources.
D	Identifies that cultural groups in Australia differ in their use of the environment.
	Lists a few contemporary social justice and equity issues that affect Aboriginal peoples, and identifies some characteristics of leaders.
	Identifies a few examples of Aboriginal peoples' cultural expression.
	Collects some information from limited sources for a social inquiry. Presents findings as a series of statements with little or no acknowledgement of sources.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.