



## SAMPLE COURSE OUTLINE

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### ABORIGINAL AND INTERCULTURAL STUDIES GENERAL YEAR 11

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## Sample course outline

### Aboriginal and Intercultural Studies – General Year 11

#### Semester 1 – Unit 1

Week	Key teaching points
1–3	<p><b>Aboriginal perspectives</b></p> <p><b>Cultural perspectives</b></p> <ul style="list-style-type: none"> <li>• an overview of Aboriginal cultures</li> <li>• exploration/brainstorm of people with leadership roles in the family, community, school, sporting, cultural and political organisations</li> </ul> <p><b>Diversity and change</b></p> <ul style="list-style-type: none"> <li>• an overview of the diversity of Aboriginal cultures and languages across Australia, including: <ul style="list-style-type: none"> <li>▪ differences in urban compared with remote communities</li> <li>▪ different leadership requirements across communities</li> </ul> </li> </ul> <p><b>Place and belonging</b></p> <ul style="list-style-type: none"> <li>• connections with Country, including: <ul style="list-style-type: none"> <li>▪ recognition of Native Title</li> <li>▪ the key role of spirituality in the connection to Country</li> </ul> </li> </ul> <p><b>Research skills</b></p> <p>Students practise:</p> <ul style="list-style-type: none"> <li>• note-taking</li> <li>• note-making</li> </ul>
4–7	<p><b>Task 1: Week 4:</b> Test on ‘Cultural perspectives, Diversity and change, and Place and belonging’</p> <p><b>Social inquiry skills:</b></p> <p>Students construct a retrieval chart for ‘leaders’</p> <p><b>Diversity and change and Aboriginal contributions to Australian society</b></p> <ul style="list-style-type: none"> <li>• the lives and contributions to Australian society of the following leaders of the past: <ul style="list-style-type: none"> <li>▪ Pearl Mary (Gambanyi) Gibbs</li> <li>▪ Vincent Lingiari (see syllabus for alternatives)</li> </ul> </li> <li>• the lives and contributions to Australian society of the following contemporary leaders: <ul style="list-style-type: none"> <li>▪ a NAIDOC award nominee</li> <li>▪ a leader in the field of education (see syllabus for alternatives)</li> </ul> </li> <li>• the leadership roles of Aboriginal Elders in the community</li> <li>• the leadership role of different family members, particularly the unique role of Grandparents in the passing on of knowledge</li> <li>• the lives and contributions to Australian society of the following leading figures in the arts: <ul style="list-style-type: none"> <li>▪ Odgeroo Noonuccal</li> <li>▪ Archie Roach (see syllabus for alternatives)</li> </ul> </li> <li>• the lives and contributions to Australian society of the following leading figures in sport: <ul style="list-style-type: none"> <li>▪ Cathy Freeman</li> <li>▪ David Wirrapanda (see syllabus for alternatives)</li> </ul> </li> </ul> <p><b>Research skills</b></p> <p>Students take notes from listening to an invited speaker, digital or filmed interview</p> <p><b>Social inquiry skills</b></p> <p>Students practise:</p> <ul style="list-style-type: none"> <li>• constructing a set of focus questions</li> <li>• collecting, recording and organising data/information</li> <li>• recognising different perspectives presented in a variety of different sources/texts</li> <li>• drawing conclusions and developing explanations based on research findings</li> <li>• communicating findings</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>identifying and practising ethical scholarship when conducting research</li> </ul> <p><b>Task 2A: Week 5:</b> Begin Social inquiry on 'leadership'</p> <p><b>Task 2B: Week 7:</b> Class presentation of inquiry findings</p>
8–9	<p><b>Aboriginal contributions to Australian society</b></p> <ul style="list-style-type: none"> <li>the contribution of Aboriginal Peoples to the development and enhancement of Australian identity and society, for example: <ul style="list-style-type: none"> <li>war service</li> <li>exploration</li> <li>involvement in the cattle industry</li> </ul> </li> <li>Explore a variety of sources, such as narratives, documentaries, interviews</li> </ul> <p><b>Source analysis skills</b></p> <p>Students practise source analysis skills</p>
10–13	<p><b>Task 3: Week 10:</b> Source analysis using teacher-selected sources on 'Aboriginal contributions to Australian society' (Aboriginal war service in World War II)</p> <p><b>Sustainable societies</b></p> <p><b>Empowering people</b></p> <ul style="list-style-type: none"> <li>the lives and contributions of the following champions of the struggle for civil rights in Australia: <ul style="list-style-type: none"> <li>Eddie Koiki Mabo</li> <li>Shirley Colleen (Mum Shirl) Smith (see syllabus for alternatives)</li> </ul> </li> <li>the lives and contributions of the following champions of social change in other countries: <ul style="list-style-type: none"> <li>Martin Luther King</li> <li>Aung San Suu Kyi (see syllabus for alternatives)</li> </ul> </li> <li>the concept that different access to power and resources leads to social inequalities of access to healthcare or education, using examples from Australia, South Africa and/or the USA (see syllabus for alternatives)</li> <li>viewing of a range of sources/texts; for example, documentaries, journal articles, <i>My Place</i> by Sally Morgan and/or <i>Long Walk to Freedom</i> by Nelson Mandela</li> </ul> <p><b>Research skills</b></p> <p>Teacher models writing an extended response and students practise writing a response</p>
14–16	<p><b>Task 4: Week 14:</b> Extended response (issue analysis) using content from 'Empowering people'</p> <p><b>Relationships with the environment over time</b></p> <ul style="list-style-type: none"> <li>world views and cultural perspectives on the environment, including the views of: <ul style="list-style-type: none"> <li>Aboriginal Peoples</li> <li>the Maori</li> <li>the Native American Tribes of the USA</li> </ul> </li> <li>champions of sustainability, environmental protection and/or conservation: <ul style="list-style-type: none"> <li>the Indigenous Rangers</li> <li>First Nations peoples' use of traditional land management strategies</li> </ul> </li> </ul>

## Semester 2 – Unit 2

Week	Key teaching points
1–6	<p><b>Aboriginal perspectives</b></p> <p><b>Place and belonging, and Diversity and change</b></p> <ul style="list-style-type: none"> <li>different ways Aboriginal Peoples express links to Country through cultural expression, including stories of the Dreamings, songs, dance, and/or art</li> <li>continuity and change in Aboriginal cultural expression, including oral tradition from stories of the Dreamings to the songs of Christine Anu, Kev Carmody, Archie Roach, Yothu Yindi and/or Geoffrey Gurrumul Yunupingu (see syllabus for alternatives)</li> </ul> <p><b>Sustainable societies</b></p> <p><b>Aboriginal contributions to Australian society, and Empowering people</b></p> <ul style="list-style-type: none"> <li>contribution of Aboriginal culture to Australian identity, including: <ul style="list-style-type: none"> <li>the use of Aboriginal culture by the tourism industry: <ul style="list-style-type: none"> <li>contemporary artwork</li> <li>access to sites such as Uluru or Kakadu</li> </ul> </li> <li>examples from the film and music industry</li> </ul> </li> <li>role of the arts in empowering First Nations peoples through an improvement of economic, social and/or political status; for example the role of film and television projects</li> </ul> <p><b>Source analysis skills</b></p> <p>Students practise source analysis skills</p> <p><b>Task 5: Week 4:</b> Source analysis based on teacher-selected song lyrics</p>
7–10	<p><b>Place and belonging</b></p> <ul style="list-style-type: none"> <li>the relationships between cultural identity and spirituality for Aboriginal Peoples</li> <li>the relationships between cultural identity and spirituality for First Nations peoples in other countries, for example: <ul style="list-style-type: none"> <li>of Canada the Sami of the Arctic Circle</li> <li>the Maori</li> <li>the Inuit</li> <li>the First Nations</li> </ul> </li> </ul> <p><b>Social inquiry skills</b></p> <p>Students practise:</p> <ul style="list-style-type: none"> <li>constructing a set of focus questions</li> <li>collecting, recording and organising data/information</li> <li>recognising different perspectives presented in a variety of different sources/texts</li> <li>drawing conclusions and developing explanations based on research findings</li> <li>communicating findings</li> <li>identifying and practising ethical scholarship when conducting research</li> </ul> <p><b>Task 6A: Week 8:</b> Begin Social inquiry on ‘cultural identity and spirituality for Aboriginal Peoples or First Nations peoples’</p>
11–13	<p><b>Task 6B: Week 11:</b> Class presentation of inquiry findings</p> <p><b>Place and belonging, and Aboriginal contributions to Australian society</b></p> <ul style="list-style-type: none"> <li>exploration of traditional symbolism in contemporary art forms, including visual arts, dance, drama, literature, music, for example, the representations of men hunting, women’s meetings and presence of animals</li> <li>the contributions to Australian society of <b>two</b> leading figures in the arts: <ul style="list-style-type: none"> <li>David Gulpilil</li> <li>Leah Purcell (see syllabus for alternatives)</li> </ul> </li> <li>students practise extended writing skills</li> </ul> <p><b>Task 7: Week 13:</b> Extended response (issue analysis) based on a leading figure in the arts, such as Albert Namatjira</p>

Week	Key teaching points
14–16	<p><b>Sustainable societies</b></p> <p><b>Cultural interaction in a pluralist society, and Diversity and change</b></p> <ul style="list-style-type: none"> <li>• examples of cultural change and diversity in Aboriginal societies that have resulted from contact with other cultures, including religion, food, music and film</li> <li>• the concept that Aboriginal English is an indicator of cultural interaction</li> <li>• creative partnerships between Aboriginal and non-Aboriginal artists, for example: <ul style="list-style-type: none"> <li>▪ Kev Carmody and Paul Kelly</li> <li>▪ the Warumpi Band</li> <li>▪ Yothu Yindi</li> </ul> </li> <li>• the changing nature of culture as seen through cultural expression, including adoption of black ‘street’ culture, and adoption of country and western music by First Nations peoples</li> <li>• the use of cultural expression to maintain the cultural values of First Nations peoples, including: <ul style="list-style-type: none"> <li>▪ Aboriginal Peoples</li> <li>▪ the Maori</li> <li>▪ the Inuit</li> <li>▪ the First Nations of Canada</li> </ul> </li> </ul> <p><b>Task 8: Week 16:</b> Test on content from ‘Cultural interaction in a pluralist society, and Diversity and change’</p>