



## SAMPLE COURSE OUTLINE

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ABORIGINAL AND INTERCULTURAL STUDIES

GENERAL YEAR 11

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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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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.

## Sample course outline

### Aboriginal and Intercultural Studies – General Year 11

#### **Intercultural Skills**

All the skills must be taught during the units. Relevant skills should be emphasised for each depth study.

#### **Research**

- construct a set of focus questions to investigate a specific topic/issue (who, what, when, where, how, why)
- 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

## Semester 1 – Unit 1

| Week | Key teaching points   |
|------|---|
| 1–3  | <p><b>Overview of the diversity of Australia’s First Nations Peoples’ cultural identities</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>▪ Culture</li> <li>▪ Identity</li> <li>▪ Deep Time</li> <li>▪ Spirituality</li> <li>▪ Songlines</li> <li>▪ Kinship</li> <li>▪ Country</li> <li>▪ Elders</li> <li>▪ Perspectives</li> <li>▪ Colonisation</li> </ul> </li> <li>• the significance of and differences between an Acknowledgment of Country and a Welcome to Country</li> </ul> <p><b>Task 1: Response</b></p> <ul style="list-style-type: none"> <li>• <b>two</b> major types of scientific and archaeological evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world, (e.g. the concept of Deep Time, Mungo woman, Mungo man, Kakadu National Park Rock Art/artefacts, Murujuga National Park Indigenous heritage and rock art, Barrow Island artefacts, genomic testing)</li> <li>• <b>two</b> examples of Australian First Nations Peoples’ beliefs as shown in creation stories about their origins and location in Australia, (e.g. dreaming stories and Songlines, such as the Rainbow Serpent, the Seven Sisters, Malo Bamai, the Mimis, the Min Min Lights, Mulka)</li> <li>• the diversity of Australians First Nations Peoples including: <ul style="list-style-type: none"> <li>▪ languages</li> <li>▪ population distribution</li> <li>▪ graphic representations of Australian First Nations Peoples’ geographic locations, place names and landscape features, such as maps, artwork, and Songlines</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating and communicating</li> <li>• Analysis and use of sources</li> </ul> |
| 4–5  | <ul style="list-style-type: none"> <li>• Australian First Nations Peoples’ expressions of individual and group cultural identity, including: <ul style="list-style-type: none"> <li>▪ language</li> <li>▪ spiritual beliefs</li> <li>▪ kinship structures</li> <li>▪ the leadership roles of Elders in the community</li> <li>▪ connection to Country and knowledge of Country</li> </ul> </li> </ul>   |
| 6    | <ul style="list-style-type: none"> <li>• the Aboriginal Flag and the Torres Strait Islander flag, including: <ul style="list-style-type: none"> <li>▪ the background to the design of the Aboriginal flag by Harold Thomas</li> <li>▪ the background to the design of the Torres Strait Islands flag by Bernard Namok</li> <li>▪ the significance of the colour, shapes and/or symbols on the flags</li> <li>▪ examples of the flags as a symbol of identity and unity</li> <li>▪ changing recognition and use of the flags over time and the inclusion of these flags in the ‘Flags of Australia’ under the <i>Flags Act 1953</i></li> <li>▪ copyright and ownership issues relating to the Aboriginal flag</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 2: Response</b></p>   |

| Week  | Key teaching points   |
|-------|---|
| 7–10  | <p><b>Depth Study One</b> –Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the cultural identity of one Western Australian First Nations Peoples and one International First Nations Peoples, such as the Maori, the Dayak people of Borneo, the Inuit, the First Nations Peoples of North America, the Karen people of Burma, the Tibetan people, and/or the Khoikhoi peoples of South Africa.</p> <p>For the <b>two</b> selected First Nations Peoples, students will study where applicable:</p> <ul style="list-style-type: none"> <li>• the range of languages and geographical locations</li> <li>• examples of factors that contribute to the cultural identity of the selected First Nations Peoples, including: <ul style="list-style-type: none"> <li>▪ spirituality, Dreaming stories</li> <li>▪ knowledge of Country</li> <li>▪ kinship and family structures</li> </ul> </li> <li>• perspectives and experiences of ‘colonisation’</li> <li>• places of significance and importance, including why they are significant</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 3: Inquiry</b></p>  |
| 11–12 | <ul style="list-style-type: none"> <li>• <b>one</b> significant First Nations individual, group or organisation and their contribution to <b>two</b> of the following: <ul style="list-style-type: none"> <li>▪ the continuation of their culture</li> <li>▪ promoting First Nations Peoples’ issues in the wider community</li> <li>▪ being a role model to the younger generation</li> </ul> </li> </ul>  |
| 13–16 | <p><b>Depth study two</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the effects of <b>one</b> event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples.</p> <p>Examples of events/experiences include (this list is not exhaustive or prescriptive):</p> <ul style="list-style-type: none"> <li>• constitutional recognition</li> <li>• Australia Day, 26 January</li> <li>• the Uluru Statement from the Heart</li> <li>• Pilbara Aboriginal Strike</li> <li>• Makarrata</li> <li>• Black Lives Matter movement</li> <li>• Stolen Generation.</li> </ul> <p>For the selected event, experience, issue, or proposal, investigate:</p> <ul style="list-style-type: none"> <li>• the background, including significant individuals and organisations</li> <li>• the perspectives of Australian First Nations Peoples and non-Australian First Nations Peoples</li> <li>• the way in which information and telecommunications, such as film, television and/or social media has influenced people’s perceptions</li> <li>• the effects on the identities and cultures of Australian First Nations Peoples</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> <li>• Reflection skills</li> </ul> <p><b>Task 4: Social Action</b></p> |

## Semester 2 – Unit 2

| Week | Key teaching points  |
|------|--|
| 1–3  | <p><b>Overview of the diversity of Australian First Nations Peoples’ cultural expressions and protocols</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 perspective <ul style="list-style-type: none"> <li>▪ Cultural Expression</li> <li>▪ Cultural Values</li> <li>▪ Perspectives</li> <li>▪ Colonisation</li> <li>▪ Dispossession</li> <li>▪ Resistance</li> <li>▪ Protocols</li> <li>▪ Resilience</li> </ul> </li> <li>• examples of Australian First Nations Peoples’ cultural expressions over time and location, including: <ul style="list-style-type: none"> <li>▪ oral and performance traditions, e.g. yarnning, stories, songs, musical instruments, dance, film, live theatre)</li> <li>▪ written literature, e.g. plays, film scripts, documentaries, children’s books</li> <li>▪ visual art, e.g. materials, symbols, paintings, fibre craft, rock art, fashion, textiles</li> </ul> </li> <li>• the ways cultural expressions contribute to maintaining and retaining the identity and cultural values of the Australian First Nations Peoples, including <ul style="list-style-type: none"> <li>▪ sharing and maintaining cultural knowledge, e.g. customary law, histories, language, ceremonies, creation stories</li> <li>▪ maintenance of family and kinship systems</li> <li>▪ connection to Country, e.g. trade routes, survival, sustainability, Songlines, sacred sites, caring for Country</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</li> <li>• Evaluating and communicating</li> <li>• Reflection</li> </ul> <p><b>Task 5: Response</b></p> |
| 4    | <ul style="list-style-type: none"> <li>• the impact of invasion and colonisation on Australian First Nations Peoples’ cultural expressions, including dispossession of Country, and Government Assimilation policies, contributing to the interruption of culture, language and social organisation over several generations</li> </ul>  |
| 5–6  | <ul style="list-style-type: none"> <li>• Indigenous Cultural and Intellectual Property and the Protocols for using First Nations Peoples’ Intellectual and Cultural Property <a href="https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts/">https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts/</a></li> <li>• Cultural rights of Australian First Nations Peoples’, including: <ul style="list-style-type: none"> <li>▪ Section 28 of the <i>Human Rights Act 2019</i></li> <li>▪ Article 31 of the United Nations Declaration on the Rights of Indigenous Peoples</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 6: Response</b></p>  |

| Week  | Key teaching points   |
|-------|---|
| 7–10  | <p><b>Depth Study One</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate <b>one</b> form of cultural expression and its significance for <b>one</b> Australian First Nations People.</p> <p>From the list below, select <b>one</b> of the forms of cultural expression:</p> <ul style="list-style-type: none"> <li>• visual arts – through painting, drawing, printmaking, sculpture, photography, crafts and design, such as ceramics, textiles and homewares</li> <li>• music – in songs and performances. This includes activities, such as composing, recording, publishing music, performing and touring</li> <li>• theatre – this includes plays, scripted works, music theatre, puppetry</li> <li>• dance – such as ballet, contemporary dance, traditional dance, intercultural dance</li> <li>• literature – written works, such as fiction and non-fiction works, poetry, biographies, and playwriting</li> <li>• events-based projects – including art and cultural festivals</li> </ul> <p>For the selected form of cultural expression, investigate (where applicable and culturally appropriate):</p> <ul style="list-style-type: none"> <li>• <b>two</b> examples of Australian First Nations Peoples’ perspectives, stories and/or information represented through the form of cultural expression</li> <li>• how the form of cultural expression/practice has changed and evolved over time, e.g. types of materials, symbols used</li> <li>• the role of information and telecommunications technologies in showcasing and celebrating the selected form of cultural expressions locally, nationally and globally</li> <li>• the importance and contribution of the form of cultural expression to Australian culture and identity</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> <li>• Reflection</li> </ul> <p><b>Task 7: Social Action</b></p> |
| 11–14 | <p><b>Depth Study Two</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate the contribution of cultural expressions to the empowerment and resiliency of First Nations Peoples’ cultures and identities both in Australia and internationally.</p> <p>Students investigate (where applicable and culturally appropriate):</p> <ul style="list-style-type: none"> <li>• the importance of revitalising First Nation Peoples’ languages</li> <li>• the connection between cultural expressions and the health and wellbeing of First Nations Peoples</li> <li>• the economic benefits of cultural expressions for First Nations Peoples</li> <li>• the use of cultural expressions to advocate for the rights of First Nations Peoples and make social and political statements</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> <li>• Reflection</li> </ul> <p><b>Task 8: Inquiry</b></p>  |

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| Week  | Key teaching points  |
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| 15–16 | <ul style="list-style-type: none"><li>• <b>two</b> examples of programs or initiatives, which provide opportunities for individual and community cultural practice and expression, including the benefit of these to First Nations Peoples</li><li>• the impact of cultural expressions in educating people and changing perceptions about First Nations Peoples' histories and cultures</li></ul> |