



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

SAMPLE ASSESSMENT TASKS

ABORIGINAL AND INTERCULTURAL STUDIES

GENERAL YEAR 12

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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Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 1 – Unit 3

Assessment type: Response

Conditions

Period allowed for completion of the task: one week in class

Task weighting: 10% of the school mark for this pair of units

Syllabus content assessed in this task

- interrelationship between language, culture and Country, including:
 - the significance of place names, including **two** specific examples
 - the importance of restoring and using First Nations place names

Part A

(24 marks)

Prepare a proposal for either changing the name or using dual names for a selected geographical feature.

In your proposal include the following:

1. Explain the significance and meaning of the Aboriginal name. (6 marks)
2. Provide a map outlining the area where the proposed name is to be applied. (2 marks)
3. Design a sign using the new name/s following the Landgate guidelines. (2 marks)
4. Explain who should be consulted about the proposed name change and why consultation is important. (6 marks)
5. Discuss why restoring and using Aboriginal and dual names for places is important. Use examples to support your discussion. (8 marks)

Part B

(6 marks)

Create an A3-sized visual representation showing the interrelationship between language, culture and Country.

In your visual representation, use a combination of words, symbols and/or images in both English and Aboriginal Language.

Examples of visual representations: Danjoo Koorliny <https://kelvybird.com/danjookoorliny/>

In developing your proposal and visual representation, practise ethical scholarship, 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
- applying appropriate referencing techniques accurately and consistently.

Use appropriate referencing techniques to acknowledge sources. The source of information for your proposal and visual representation must be recorded following the school protocols.

Resources

- Landgate – Aboriginal place naming
<https://www0.landgate.wa.gov.au/maps-and-imagery/wa-geographic-names/aboriginal-and-dual-naming>
A guideline to Aboriginal naming and dual naming of geographic features and places in Western Australia. Click on 'View the guidelines' (PDF)
- Department of Local Government, Sport and Cultural Industries – Gnarla Boodja Mili Mili (Our Country on Paper)
<https://www.dlgsc.wa.gov.au/department/publications/publication/gnarla-boodja-mili-mili-our-country-on-paper>
An online interactive map acknowledging the names of Noongar places throughout the Perth CBD area, also known as Boorloo or Burrell in the Noongar language
- *The West Australian* – Ken Wyatt welcomes Fremantle's consideration of Aboriginal names for major landmarks
<https://thewest.com.au/news/fremantle/ken-wyatt-welcomes-fremantles-consideration-of-aboriginal-place-names-for-major-landmarks-ng-b881205953z>
- Analysis & Policy Observatory – Understanding place names In Southwest Australia: Katitjin Ngulluckiny Boodera by Len Collard, Dora Marinova, Brian Goodchild
<https://apo.org.au/node/60041>
- Boodjar – Nyungar Placenames in the South-West of Western Australia
<https://www.boodjar.sis.uwa.edu.au/information-and-resources>
- Noongar of Beeliar – Swan River
<https://www.youtube.com/watch?v=ONwcf6ORgZU>
- Western Australian Museum – Fanny Balbuk
<https://museum.wa.gov.au/explore/wetlands/aboriginal-context/fanny-balbuk>
- Academia – Kuraree the heart of Perth – 150 years of the Perth Town Hall
https://www.academia.edu/44173553/Kuraree_the_heart_of_Perth_150_years_of_the_Perth_Town_Hall
- City of Albany – Document Centre
<https://www.albany.wa.gov.au/documents/publications>
Scroll down or search for 'Restoring Menang Noongar Place Names Project Report' (PDF)

Marking key for sample assessment task 1 – Unit 3

Part A

1. Explain the significance and meaning of the Aboriginal name. (6 marks)

Description	Marks
Explains the significance and meaning of the Aboriginal name Refers to specific examples to support the explanation Uses culturally responsive language and terminology	5–6
Describes the significance and meaning of the Aboriginal name Refers to some examples to support the description Uses some culturally responsive language and terminology	3–4
Makes a generalised statement about the significance and/or meaning of the Aboriginal name, using limited examples and/or culturally responsive language and terminology	1–2
Subtotal	/6
<p>Answer may include, but is not limited to:</p> <p>Kuraree is the Aboriginal name for the area where the Perth Town Hall is located. The town hall site sits on a ridge of land called Kuraree, inhabited more than 50,000 years ago by the Traditional Owners of the Perth CBD area, the Whadjuk Noongar people. Kuraree was an important meeting place for Noongar people. The site is recognised as being a favourite camp for prominent Whadjuk Noongar Miago and his family. Kuraree was important to the Noongar people as it was used as a meeting place for families, where they would meet to sing, dance, and share cultural knowledge. In Noongar, Kuraree means a ‘place of spiders long ago’.</p> <p>Kuraree is the place where Captain James Stirling cut down a tree on the 12 August 1829 to symbolise the founding of the colony and at the same time the dispossession of the Noongar people from their Country. Kuraree also has a deep connection to Fanny Balbuk, a well-known Noongar woman (born in 1840), as her grandmother was buried in the grounds of Government House.</p>	

2. Provide a map outlining the area where the proposed name is to be applied. (2 marks)

Description	Marks
Provides a relevant, well-labelled map outlining the area where the proposed name is to be applied.	2
Provides a relevant map outlining some of the area where the proposed name is to be applied.	1
Subtotal	/2

3. Design a sign using the new name/s following the Landgate guidelines. (2 marks)

Description	Marks
Designs a sign which meets the following requirements: <ul style="list-style-type: none"> both the Aboriginal and non-Aboriginal parts of the dual name are in the same font, size, style and colour pronunciations of the assigned Aboriginal names are included on the sign. 	2
Designs a sign which meets some of the following requirements: <ul style="list-style-type: none"> both the Aboriginal and non-Aboriginal parts of the dual name are in the same font, size, style and colour pronunciations of the assigned Aboriginal names are included on the sign. 	1
Subtotal	/2

4. Explain who should be consulted about the proposed name change and why consultation is important. (6 marks)

Description	Marks
Explains who should be consulted about the proposed name change and why consultation is important Refers to specific examples to support the explanation Uses culturally responsive language and terminology	5–6
Describes who should be consulted about the proposed name change and why consultation is important Refers to some examples to support the description Uses some culturally responsive language and terminology	3–4
Makes a generalised statement about who should be consulted about the proposed name change and/or why consultation is important, using limited examples and/or culturally responsive language and terminology	1–2
Subtotal	/6
<p>Answer may include, but is not limited to: Consultation with the relevant Traditional Owner group/s is of utmost importance in the process of an Aboriginal naming proposal. Early engagement is encouraged to build good communication through respect and trust. Local government must consult with the relevant Traditional Owner group/s on all dealings concerning Aboriginal place names. If the geographical feature or place covers the land area of more than one local government or Traditional Owner group (e.g. a river), consultation is to be sought from each relevant group and local government. Once a name/s has been selected and evidence of consent has been provided by the relevant Traditional Owner group/s, local governments are strongly advised to seek comment from affected residents (ratepayers and businesses surrounding the area directly affected by the proposal). These comments can be used as supporting information for Landgate’s consideration.</p>	

5. Discuss why restoring and using Aboriginal and dual names for places is important. Use examples to support your discussion. (8 marks)

Description	Marks
Discusses why restoring and using Aboriginal and dual names for places is important, using a range of specific examples to support the discussion Uses culturally responsive language and terminology to develop an accurate and relevant discussion	7–8
Explains briefly why restoring and using Aboriginal and dual names for places is important, using relevant examples to support the explanation Uses culturally responsive language and terminology to develop a relevant explanation	5–6
Describes why restoring and using Aboriginal and dual names for places is important, using some examples to support the description Uses some culturally responsive language and terminology to develop description	3–4
Makes basic generalised statements about why restoring and using Aboriginal and dual names for places is important, with limited examples Makes limited use of culturally responsive language and terminology	1–2
Subtotal	/8
<p>Answer may include, but is not limited to: Geographical features and places in Western Australia were named by Aboriginal peoples long before the arrival of non-Aboriginal people. The names are not arbitrary: they are intrinsically attached to an Aboriginal group’s understanding of its history, culture, rights, and responsibilities to the lands. As part of preserving the history of Western Australia, it is important that we, as a community, acknowledge and embrace the</p>	

history and continued endurance of Western Australian Aboriginal languages and cultures. By acknowledging this continued existence and the survival and adaptation of Western Australian Aboriginal peoples, we recognise Aboriginal history and ongoing connection to the land. Recognising Aboriginal names of geographical features and places will help with the wider preservation of Aboriginal heritage and is an important way to progress reconciliation between Aboriginal and non-Aboriginal people in Western Australia.

Part B

Create an A3-sized visual representation showing the interrelationship between language, culture and Country.

Description	Marks
Visual Representation	
Uses a combination of words, symbols and/or images in both English and Aboriginal Language that clearly shows the interrelationship between language, culture and Country	3–4
Uses a combination of words, symbols and/or images in both English and Aboriginal Language that shows some of the interrelationship between language, culture and/or Country	1–2
Subtotal	/4
Bibliography	
Follows correct format according to school protocols	2
Lists sources used	1
Subtotal	/2
Part B Total	/6

Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 4 – Unit 3

Assessment type: Inquiry

Conditions

Period allowed for completion of the task

- Part A and B: three weeks of directed classwork and homework
- Part C: 50 minutes in class under test conditions with no notes

Task weighting: 10% of the school mark for this pair of units

Syllabus content assessed in this task

Select **two** Australian First Nations Peoples' organisations, businesses and/or enterprises, which are based on Australian First Nations Peoples' skills and knowledge of sustainability, environmental protection, conservation, or care of Country such as:

- tourism experiences
- commercial production of foods and medicines
- care and protection of heritage and significant sites
- Land and Seas Council Organisations
- ranger programs.

For the **two** selected organisations and/or enterprises investigate (where applicable and culturally appropriate):

- the background and reasons for the establishment of the organisation/enterprises
- the benefits of the organisations, businesses and/or enterprise for Australian First Nations Peoples, including:
 - social
 - economic
 - environmental
 - culture and identity
 - political
- contributions of the organisations, businesses and/or enterprise to the broader Australian society and the environment.

Part A: Inquiry process

(12 marks)

1. Develop a plan for conducting your inquiry with clearly defined aims, using an appropriate framework. If working in pairs, your plan must clearly show what each person is responsible for completing. (4 marks)
2. Select a range of culturally responsive sources which include First Nations Peoples perspectives. (2 marks)
3. Organise information and/or data into an appropriate note-making framework. (4 marks)
The inquiry notes must:

- be clear and ordered (headings can be used)
 - cover all aspects of the inquiry.
4. Use appropriate referencing techniques to acknowledge sources. The source of information for your research notes must be recorded following the school protocols. (2 marks)

The inquiry notes and the bibliography are to be submitted at the same time as your written report.

Part B: Communicating findings (44 marks)

Prepare a report (minimum 800 words) which draws conclusions using evidence and considers different perspectives.

In your report you need to:

- include an introduction that describes the background and reasons for the establishment of the organisations, businesses and/or enterprises (8 marks)
- provide an explanation of the benefits of the organisations, businesses and/or enterprises for Australian First Nations Peoples, including: (20 marks)
 - social
 - economic
 - environmental
 - culture and identity
 - political
- include a conclusion discussing the contributions of the organisations, businesses and/or enterprises to the broader Australian society and/or the environment (8 marks)
- include four to six photographs which support the information for each of the selected organisations. Each photo should have a caption outlining what the photo is showing
- use appropriate ethical protocols when including other people's photographs
- provide acknowledgments for each photograph and include the location (name of country, place and date) for each photograph
- include detailed information relating to the syllabus content. (8 marks)

Part C: In-class reflection (22 marks)

Complete a reflection in class under test conditions. You will have 50 minutes to complete the reflection. You will not be able to refer to any notes during this time.

Part C: In-class reflection

(22 marks)

The two organisations you investigated: _____

1. Outline the background and reasons for the establishment of the two organisations you investigated. (8 marks)

Name of Organisation 1:

Name of Organisation 2:

2. Explain one of the main benefits for Australian First Nations Peoples of each of the two organisations. (6 marks)

Organisation 1 benefit:

Organisation 2 benefit :

3. Evaluate the contributions of **one** of the organisations to the broader Australian society and/or the environment. (8 marks)

Marking key for sample assessment task 4 – Unit 3

Part A: Inquiry process

Description	Marks
Inquiry plan	
Presents a clear, well-organised plan for conducting the inquiry, which includes defined aims and appropriate methodology	4
Presents a simple organised plan for conducting the inquiry, which includes some defined aims and methodology	3
Presents a generalised brief plan for conducting the inquiry, with limited defined aims and/or methodology	2
Presents some generalised brief statements about the inquiry process	1
Subtotal	/4
Selection of sources	
Selects a diverse range of culturally responsive sources, which include First Nations Peoples' perspectives	2
Selects some culturally responsive sources, which include First Nations Peoples' perspectives	1
Subtotal	/2
Note making	
Records notes in a well-organised manner, using an appropriate note-making framework	2
Records notes with limited organisation, using a simple format	1
Subtotal	/2
Selects and records relevant information that addresses all aspects of the inquiry	2
Selects and records some relevant information that addresses some aspects of the inquiry	1
Subtotal	/2
Bibliography	
Follows correct format according to school protocols	2
Lists sources used	1
Subtotal	/2
Part A Total	/12

Part B: Communicating findings

Description	Marks
Background and reasons for each organisation/enterprise (2 x 4 marks)	
Describes the background and the reasons for the establishment of the organisation, business and/or enterprise	3–4
Makes a generalised statement about the background and/or reasons for the establishment of the organisation, business and/or enterprise	1–2
Subtotal	/8
Social benefits (2 x 2 marks for each organisation/enterprise)	
Describes the social benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	2
Makes generalised statements about the social benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	1
Subtotal	/4
Economic benefits (2 x 2 marks for each organisation/enterprise)	
Describes the economic benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	2
Makes generalised statements about the economic benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	1
Subtotal	/4
Environmental benefits (2 x 2 marks for each organisation/enterprise)	
Describes the environmental benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	2
Makes generalised statements about the environmental benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	1
Subtotal	/4
Cultural and identity benefits (2 x 2 marks for each organisation/enterprise)	
Describes the cultural and identity benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	2
Makes generalised statements about the cultural and identity benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	1
Subtotal	/4
Political benefits (2 x 2 marks for each organisation/enterprise)	
Describes the political benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	2
Makes generalised statements about the political benefits of the organisation, business and/or enterprise for Australian First Nations Peoples	1
Subtotal	/4

Description	Marks
Contributions (2 x 4 marks for each organisation/enterprise)	
Discusses the contributions of the organisation, business and/or enterprise to the broader Australian society and/or the environment, using a range of relevant examples Uses culturally responsive language and terminology to develop an accurate and relevant discussion	4
Explains briefly the contributions of the organisation, business and/or enterprise to the broader Australian society and/or the environment using relevant examples Uses culturally responsive language and terminology to develop a relevant explanation	3
Describes the contributions of the organisation, business and/or enterprise to the broader Australian society and/or the environment using some relevant examples Uses some culturally responsive language and terminology to develop a description	2
Makes generalised statements about the contributions of the organisation, business and/or enterprise to the broader Australian society and/or the environment with limited or no examples Makes limited use of culturally responsive language and terminology	1
Subtotal	/8
Photographs (2 x 4 marks for each organisation/enterprise)	
Includes four to six relevant photographs which clearly show aspects of the organisation/enterprise and relates to the content in the report Provides a relevant caption outlining what the photo is showing	3–4
Includes some relevant photographs with limited connection to the organisation/enterprise and/or the content of the report Provides brief generalised statements about some of the photographs	1–2
Subtotal	/8
Part B Total	/44

Part C: Reflection

Description	Marks
Outline the background and reasons for the establishment of the two organisations you investigated (2 x 4 marks)	
Outlines the background and reasons for the establishment of the organisation	4
Briefly outlines the background and reasons for the establishment of the organisation	3
Identifies some of the background or the reasons for the establishment of the organisation	2
Makes a generalised statement about the background or a reason for the establishment of the organisation	1
Subtotal	/8
Explain one of the main benefits of each of the two organisations for Australian First Nations Peoples (2 x 3 marks)	
Explains one of the main benefits of the organisation for Australian First Nations Peoples	3
Describes one of the main benefits of the organisation for Australian First Nations Peoples	2
Makes a generalised statement about a benefit of the organisation for Australian First Nations Peoples	1
Subtotal	/6
Evaluate the contributions of one of the organisations	
Evaluates and draws a conclusion about the contributions of the organisation to the broader Australian society and/or the environment Uses culturally responsive language and terminology	7–8
Explains briefly and draws a simple conclusion about the contributions of the organisation to the broader Australian society and/or the environment Uses some culturally responsive language and terminology	5–6
Describes briefly the contributions of the organisation to the broader Australian society and/or the environment Uses some culturally responsive terminology	3–4
Makes a generalised statement about a contribution of the organisation to the broader Australian society and/or the environment Uses limited culturally responsive terminology	1-2
Subtotal	/8
Part C Total	/22

Sample assessment task

Aboriginal and Intercultural Studies – General Year 12

Task 8 – Unit 4

Assessment type: Social action

Conditions

Period allowed for completion of the task: five weeks followed by 50 minutes in class under test conditions

Task weighting: 15% of the school mark for this pair of units

Syllabus content assessed in this task

- actions that individuals, communities and organisations can take and are taking to contribute to reconciliation
-

Social action task

Either individually or in groups, plan and conduct a social action task, with the purpose to educate and inform others about how individuals and communities can actively contribute to reconciliation.

Part A: Gather information and learn about the actions that individuals, communities and organisations are taking to contribute to reconciliation and identify a specific action on which to focus (9 marks)

- Research and take notes about the relevant syllabus content, including exploring the varying perspectives on reconciliation.
- Create a graphic organiser to reflect on why reconciliation is important, what change you want to see and what can you do to help make that happen.

Part B: Action and plan (10 marks)

- Choose an action. Examples include:
 - sharing your information and ideas with others through live or online multimodal presentations
 - presenting at local organisations to educate the community
 - developing video clips
 - developing and sharing educational resources
 - writing a children’s book and reading it to a local primary school
 - delivering a TED Talk-style lecture
 - writing and performing lyrics for a song
 - creating large visual display boards in the community
 - creating and distributing pamphlets
 - organising a letter-writing campaign or petition to local and/or national government ministers
 - conducting culturally sensitive public interviews with local community members
 - performing role-plays
 - organising and inviting an audience to attend a panel discussion

- developing a museum display for the local community library.
- Create a plan.
 - Write a clear aim for what you would like to achieve and what action would best achieve the aim. Design an action plan that educates, unites people to your cause, and/or advocates for a policy change to address the issue.
 - Plan how you will connect with and engage your local community to get any required permissions and/or to get the perspectives of those with lived experiences.
 - Construct a planning schedule, including resources needed, time allocation, people to contact, permissions required etc.
 - If working in a group, develop and negotiate a plan allocating tasks to specific members.
 - Assess the likely success of your plan; consider whether the goals and tasks of the plan are clear. Is your plan likely to achieve its goals? What might be some unintended consequences of your plan? Is your proposed action plan respectful to all community members? Is the plan achievable given the time and available resources? Is the plan comprehensive and detailed about all the important parts of the task?
 - Plan how you are going to assess the success of your social action, e.g. survey the community.

Part C: Taking action**(10 marks)**

Implement your social action and evaluate the outcomes.

Part D: Reflecting on the social action task**(18 marks)**

To be conducted in class under test conditions.

Marking key for sample assessment task 8 – Unit 4

Part A: Gather information

Description	Marks
Selection of sources	
Uses a diverse range of culturally responsive sources	2
Uses limited culturally responsive sources	1
Subtotal	/2
Organisation of notes	
Records notes in a well-organised manner, using an appropriate note making framework	2
Records notes with limited organisation, using a simple format	1
Subtotal	/2
Quality of notes	
Makes relevant notes that address the syllabus content and are inclusive of differing perspectives	3
Makes notes that address some of the syllabus content and make some references to differing perspectives	2
Makes basic notes that address limited aspects of the syllabus content, with limited or no reference to differing perspectives	1
Subtotal	/3
Bibliography	
Follows correct format according to school protocols	2
Lists sources used	1
Subtotal	/2
Part A Total	/9

Part B: Action and plan

Description	Marks
Aims	
Writes a clear and relevant aim for what the social action is to achieve	2
Writes a brief generalised statement for what the social action is to achieve	1
Subtotal	/2
Action plan	
Develops a comprehensive plan of social action that is effective, respectful and realistic Uses an appropriate detailed graphic organiser to record the action plan	7–8
Develops a brief plan of social action that is effective, respectful and realistic Uses an appropriate graphic organiser to record the action plan	5–6
Develops a brief generalised plan of social action that is mostly effective, respectful and realistic Uses a graphic organiser to record the action plan to a limited extent	3–4
Provides generalised statements in an unstructured format about the plan for the social action, with limited evidence of the plan being effective, respectful and/or realistic Uses simple, mostly unstructured formats to present the action plan	1–2
Subtotal	/8
Part B Total	/10

Part C: Taking action

Description	Marks
Implementation of the plan	
Implements the social action in a culturally appropriate and meaningful way	3–4
Implements some of the social action in a culturally appropriate and meaningful way	1–2
Subtotal	/4
Evaluation of the plan	
Evaluates the outcomes of the social action using collected feedback from the audience	5–6
Explains the outcomes of the social action using some collected feedback from the audience	3–4
Provides brief generalised statements about the outcomes of the social action based on personal opinions	1–2
Subtotal	/6
Part C Total	/10

Part D: Reflecting on the social action task

Students are to complete the following questions in class under test conditions in 40 minutes.

Students are not permitted to refer to any notes and the questions are not to be provided to students in advance.

1. Explain how your social action benefitted the community. (3 marks)

2. Explain how taking part in the social action benefitted you. (3 marks)

3. Evaluate **two** actions that individuals, communities and organisations can take and are taking to contribute to reconciliation. Refer to specific examples from your social action task to support your answer. (12 marks)

Part D: Reflecting on the social action task

Description	Marks
Reflection on community benefit	
Explains the benefit of social action for the community, using culturally responsive language and terminology	3
Describes the benefit of social action for the community, using some culturally responsive language and terminology	2
Makes a generalised statement about the benefit of social action for the community, using limited culturally responsive language and terminology	1
Subtotal	/3
Reflection on personal benefit	
Explains the benefit of social action for themselves, using culturally responsive language and terminology	3
Describes the benefit of social action for themselves, using some culturally responsive language and terminology	2
Makes a generalised statement about the benefit of social action for themselves, using limited culturally responsive language and terminology	1
Subtotal	/3
Evaluation of action (2 x 6 marks)	
Evaluates an action that individuals, communities and organisations can take and are taking to contribute to reconciliation, using relevant culturally responsive terminology and concepts Draws relevant conclusions, using a range of supporting evidence, which takes into account different perspectives Refers to specific examples from the social action task to support the evaluation	5–6
Explains briefly an action that individuals, communities and organisations can take and are taking to contribute to reconciliation, using some relevant culturally responsive terminology and concepts Draws relevant simple conclusions, using some supporting evidence, which recognises different perspectives Refers to some relevant examples from the social action task to support the explanation	3–4
Makes generalised statements based on personal opinions about the effects of a selected event, experience, issue, or proposal on the identities and cultures of Australian First Nations Peoples Uses limited or inaccurate evidence and/or examples from the social action task	1–2
Subtotal	/12
Part D Total	/18

Acknowledgements

Western Australian Land Information Authority. (2020). *Aboriginal Naming. A Guideline to Aboriginal Naming and Dual Naming of Geographic Features and Places in Western Australia*. Retrieved July, 2023, from <https://www.landgate.wa.gov.au/siteassets/documents/location-data-and-services/place-names-and-addressing/guideline-to-aboriginal-naming-and-dual-naming.pdf>

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Resource

Bird, C. (2020). *Kuraree the Heart of Perth - 150 Years of the Perth Town Hall*. Retrieved June, 2023, from https://www.academia.edu/44173553/Kuraree_the_heart_of_Perth_150_years_of_the_Perth_Town_Hall