



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

SAMPLE ASSESSMENT TASKS

ABORIGINAL AND INTERCULTURAL STUDIES

ATAR YEAR 11

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 – ATAR Year 11
Task 3 – Unit 1

Assessment type	Response
Conditions	Period allowed for completion of the task: 50 minutes in class under test conditions
Task weighting	10% of the school mark for this pair of units

Answer all questions. (39 marks)

Question 1 (13 marks)

- (a) Describe **two** of the following Australian First Nations Peoples’ caring for Country practices. Include a specific example to support your response.
- Use and management of waterways
 - Native animal endangerment and extinctions
 - Control of introduced and feral species, i.e. animals/plants
 - Regeneration of mine sites (4 marks)

One: _____

Two: _____

Source 1: 2019–2020 Bushfires re-ignite discussion on Indigenous fire management

The 2019–20 bushfire season was devastating for large parts of Australia. It was a nationally significant moment in which governments, scientists and the broader public began, on a much larger scale, to consider different approaches to fire management, including discussion of Aboriginal fire management practices to protect country and people.

Over the last two decades, Indigenous ranger groups in many parts of Australia have been combining local traditional fire knowledge and practice with scientific information and mapping techniques to deliver contemporary Indigenous fire management. There have been many examples of success reducing the frequency and extent of uncontrolled wildfire by using low-intensity, mosaic burning to safeguard animals and plants, reduce threats to people and infrastructure, protect sacred sites and reduce greenhouse gas emissions.

Indigenous ranger groups are carrying out fire management across a wide variety of savannah, desert, coastal and bush landscapes, from Cape York across the Top End to the Kimberley through to the central Australian deserts including Western Australia and in more densely settled parts of Australia. In many cases rangers are collaborating with rural fire services, national parks services and other landowners. They are best able to do this when there are well-established and sustainably Indigenous land management organisations present. Fire management is an important component of year-round management of the landscape, made more complex in contemporary Australia by a warming climate, introduced invasive weed species, feral animal impacts on vegetation and in more densely settled areas, complex patterns of settlement and human habitation.

There are many millions of hectares of land where strategic fire management is not yet sufficiently resourced and undertaken across Australia. Where Indigenous ranger groups and Indigenous land and sea management capacity is properly resourced, established and allowed time to develop, this creates stronger local and regional capacity in community-run organisations ready to partner with local, state and federal government services, neighbours, landholders and other organisations to share their knowledge and to be an integral part of carefully expanded strategic fire management across the country. In an increasingly challenging climate and fire landscape, we will need to build and secure this strength nationally even further.

Strong on Country: Sustaining Success in Indigenous Land and Sea Management in Australia
(<https://www.countryneedspeople.org.au/resources>)

- (b) Refer to **Source 1** and explain **one** environmental, **one** economic and **one** social benefit of Australian First Nations Peoples' fire management practices. Use specific examples to support your response. (9 marks)

Environmental: _____

Economic: _____

Social: _____

Question 2

(10 marks)

(a) Define the term governance as it relates to Australian First Nations Peoples.

(2 marks)

Source 2: Indigenous Governance Programs

“Aboriginal and Torres Strait Islander peoples have tried and tested their own models of governance for at least the past 60,000 years – and we know what works.”

Karen Mundine, Chief Executive Officer, Reconciliation Australia

<https://www.reconciliation.org.au/our-work/indigenous-governance/>

(b) Refer to **Source 2** and compare **two** examples of Australian First Nations Peoples’ governance in caring for Country. (8 marks)

Question 3

(8 marks)

Discuss Australian First Nations Peoples' care and protection over time of one significant site. Refer to specific dates and changes in your answer.

Marking key for sample assessment task 3 – Unit 1

Question 1

(13 marks)

(a) Describe **two** of the following Australian First Nations Peoples' caring for Country practices.

Include a specific example to support your response.

(4 marks)

Description	Marks
Caring for Country practices (2 x 2 marks)	
Describes an Australian First Nations Peoples' caring for Country practice. Refers to a specific example to support the description. Uses culturally responsive language and terminology.	2
Makes a generalised statement about an Australian First Nations Peoples' caring for Country practice, using limited or no example and/or culturally responsive language and terminology.	1
Subtotal	4

(b) Refer to **Source 1** and explain **one** environmental, **one** economic and **one** social benefit of Australian First Nations Peoples' fire management practices. Use specific examples to support your response.

(9 marks)

Description	Marks
Benefit of Australian First Nations Peoples' fire management practices (3 x 3 marks)	
Explains a benefit of Australian First Nations Peoples' fire management practices. Refers to Source 1 and uses a range of specific examples to support the explanation. Uses culturally responsive language and terminology.	3
Describes a benefit of Australian First Nations Peoples' fire management practices. Refers to Source 1 and uses some examples to support the description. Uses some culturally responsive language and terminology.	2
Makes a generalised statement about a benefit of Australian First Nations Peoples' fire management practices, or copies directly from Source 1. Uses limited or no examples and/or culturally responsive language and terminology.	1
Subtotal	9

Answer may include, but is not limited to:

One social benefit of using fire management, or cool burning, is the passing of traditional knowledge to future generations. This allows First Nations Australians to take pride in the use of their cultural knowledge, as well as their ability to work on Country and generate an income for their families. One example is cool burning carried out in the Kimberley and Western Desert areas. Aboriginal communities work with other stakeholders, such as fire agencies and Parks and Wildlife Service, to ensure traditional knowledge is maintained and jobs are available for local people.

One environmental benefit of using fire management, or cool burning, is that it ensures that the underbrush is cleared slowly, while preserving the canopy. This reduces carbon emissions and can also protect native animal habitats. One example is where the Bega Local Aboriginal Land Council carried out cultural burns in 2017. In 2018, fires happened across the Bega Valley, but stopped where cultural burning had been conducted. As a result, native animals and their habitats were protected.

One economic benefit of using fire management, or cool burning, is that it is more effective in preventing or minimising the damage of wildfires than modern backburning, which can also spiral out of control. The *Fire on the Farm: Assessing the Impacts of the 2019–2020 Bushfires on Food and Agriculture in Australia* report, by the Worldwide Fund for Nature Australia and researchers at the University of Sydney, estimates the 2019–20 bushfires cost Australian agriculture between \$4 billion and \$5 billion dollars. By minimising the extent of out-of-control wildfires, the damage to houses, businesses and agriculture will not be as costly.

Question 2**(10 marks)**

- (a) Define the term governance as it relates to Australian First Nations Peoples. (2 marks)

Description	Marks
Defines the term governance as it relates to Australian First Nations Peoples.	2
Makes a generalised statement about governance as it relates to Australian First Nations Peoples.	1
Subtotal	2
Answer may include, but is not limited to:	
Governance sets out how people choose to organise, how they share power, how they set their own priorities, how they get things done and how those decisions are held accountable. It requires that there are processes, structures, traditions and rules in place. Governance gives a nation, group, community or organisation the ways and means to achieve the things that matter to them. All societies and groups have governance. Australian First Nations Peoples have their own concepts of governance. Rebuilding your governance is self-determination in action. It is also a powerful predictor of success in economic and community development. It is also about how First Nations Peoples organise their families and communities, manage their resources, share knowledge, and get things done together, every day.	

- (b) Refer to
- Source 2**
- and discuss
- two**
- examples of Australian First Nations Peoples' governance in caring for Country. (8 marks)

Description	Marks
Example (2 x 4 marks)	
Discusses an example of Australian First Nations Peoples' governance in caring for Country. Uses culturally responsive language and relevant terminology.	4
Discusses briefly an example of Australian First Nations Peoples' governance in caring for Country. Uses culturally responsive language and terminology.	3
Describes an example of Australian First Nations Peoples' governance in caring for Country. Uses some culturally responsive language and terminology.	2
Makes a generalised statement about an example of Australian First Nations Peoples' governance in caring for Country. Uses limited culturally responsive language and terminology.	1
Subtotal	8
Answer may include, but is not limited to:	
<p>One: Dhimurru Aboriginal Corporation CSIRO – 'Indigenous land management in Australia: extent, scope, diversity, barriers and success factors' https://doi.org/10.4225/08/584ee74971137 [Go to published version PDF and download, select page 37 Box 2 Indigenous governance and the best practice journey: Dhimurru (NT) and Giringun (QLD).]</p> <p>Two: Tjaltjraak Indigenous ranger project National Indigenous Australian Agency – 'Tjaltjraak Rangers better able to preserve Country through Government funding' https://www.indigenous.gov.au/news-and-media/stories/tjaltjraak-rangers-preserve-country</p>	

Question 3**(8 marks)**

Discuss Australian First Nations Peoples' care and protection over time of one significant site. Refer to specific dates and changes in your answer.

Description	Marks
Discusses in detail Australian First Nations Peoples' care and protection over time of one significant site, using culturally responsive language and terminology. Refers to a wide range of specific dates and changes over time to develop a comprehensive, accurate and relevant discussion.	7–8
Discusses Australian First Nations Peoples' care and protection over time of one significant site, using culturally responsive language and terminology. Refers to specific dates and changes over time to develop a relevant discussion.	5–6
Describes Australian First Nations Peoples' care and protection over time of one significant site, using some culturally responsive language and terminology. Refers to some dates and changes to develop a brief description.	3–4
Makes basic generalised statements about Australian First Nations Peoples' care and protection of one significant site. Makes limited or no use of dates and/or changes, culturally responsive language or terminology.	1–2
Subtotal	8

Answer may include, but is not limited to:**Burrup Peninsula:**

- The Ngarluma people assumed responsibility for the Burrup Peninsula in the late 1860s, after the Yaburara people (responsible for most of the petroglyphs) were killed or driven off country for killing a white man
- 2003 – the Burrup and Maitland Industrial Estates Agreement (BMIEA), allowed the WA government to 'compulsorily acquire native title rights on the Burrup peninsula for the purpose of industrial development, in exchange for protection of other areas'
- 2005 – native title rights of the area handed to the Yindjibarndi and Ngarluma peoples
- MAC – Murujuga Aboriginal Corporation founded in 2006. The ranger program aims to 'preserve and protect' the local area, including the rock art, for future generations. Constantly finding new graffiti
- 2018 – Senate enquiry found the site 'should be protected' and handed down recommendations, including a rock monitoring program
- 2018 – MAC and the State Government signed an agreement to pursue World Heritage Listing for Murujuga
- 2022 – Murujuga Rock Art Monitoring Program established. Local rangers (55 in total) to manage and monitor the site, especially for damage from mining emissions. Funded by local mining companies
- February 2023 – formally nominated by the Federal Government as a UNESCO World Heritage site
- May 2023 – removal of art from proposed fertiliser factory site.

Uluru:

- Anangu people took care of Uluru in accordance with their traditional roles (up until the late 1870s)
- Uluru was used as an Aboriginal Reserve (1920–1940)
- land rights to the park were granted to the Anangu people (1985)
- a Board of mostly Anangu people was created to manage the park (1985)
- Uluru climb was closed (2019)
- today, Anangu people work together with park rangers and scientists to look after the land, plants and animals according to traditional law. Piranpa (non-Anangu) rangers receive training in traditional land management practices.

Question 4**(8 marks)**

Discuss the *Aboriginal Empowerment Strategy – Western Australia 2021–2029*, including why the strategy was needed, the purpose, goals and principles.

Description	Marks
Discusses in detail the <i>Aboriginal Empowerment Strategy – Western Australia 2021–2029</i> , including why the Strategy was needed and the purpose, goals and principles using culturally responsive language and terminology. Refers to a wide range of specific examples to develop a comprehensive, accurate and relevant discussion.	7–8
Discusses the <i>Aboriginal Empowerment Strategy – Western Australia 2021–2029</i> , including why the strategy was needed and the purpose, goals and principles, using culturally responsive language and terminology. Refers to specific examples to develop a relevant discussion.	5–6
Describes the <i>Aboriginal Empowerment Strategy – Western Australia 2021–2029</i> , including why the strategy was needed, and/or the purpose, goals and principles, using some culturally responsive language and terminology. Refers to some examples to develop a brief description.	3–4
Makes basic generalised statements about the <i>Aboriginal Empowerment Strategy – Western Australia 2021–2029</i> , including why the strategy was needed and/or the purpose, goals and principles. Makes limited or no use of examples, culturally responsive language or terminology.	1–2
Subtotal	8
Total	39
Answer may include, but is not limited to:	
<p>The Aboriginal Empowerment Strategy (the Strategy) sets out how the Western Australian Government will direct its efforts towards a future in which all Aboriginal people, families and communities are empowered to live good lives and choose their own futures from a secure foundation. Developed in partnership with the Aboriginal Advisory Council of Western Australia, the Strategy also sets out the State’s approach to meeting its commitments under the National Agreement on Closing the Gap. The Strategy outlines a high-level framework for future State Government policies, plans, initiatives and programs that contribute to better outcomes for Aboriginal people, built around genuine partnerships and engagement with Aboriginal people, strong accountability, and culturally responsive ways of working. The Strategy’s release marks the beginning of a journey towards Western Australia’s 2029 bicentenary, an opportunity for reflection on the history and experiences of Aboriginal people in this State. The main goal of the Strategy is for Aboriginal people families and communities to be empowered to live good lives and choose their own futures from a secure foundation.</p> <p>The Strategy is needed because the current system is not working as effectively for – or with – Aboriginal people as it should. Evidence for this can be found in a range of indicators showing that, on average, Aboriginal people have lower levels of health, economic security, social and emotional wellbeing, and educational attainment than other Western Australians. There are six main principles of the Strategy.</p> <ol style="list-style-type: none"> 1. Empowerment and self-determination are essential for Aboriginal people’s wellbeing. 2. Culture, country and family, including heritage, language, and kinship are central to Aboriginal people’s wellbeing. Aboriginal cultures across the State have differences as well as similarities. 3. Diversity of people and places, as the opportunities and challenges for Aboriginal people can vary between urban, regional and remote locations, and between different communities. 4. Integrated, culturally responsive and secure services. 5. Accountability and evaluation. 6. Equity and equality, including the Government must ensure equality of opportunity and equitable outcomes (substantive equality), and racism – in all its forms – is unacceptable. 	

Aboriginal Empowerment Strategy – Western Australia 2021-2029

<https://www.wa.gov.au/organisation/department-of-the-premier-and-cabinet/aboriginal-empowerment-strategy-western-australia-2021-2029>

Strategy Overview

<https://www.wa.gov.au/system/files/2021-09/Aboriginal-Empowerment-Strategy-OVERVIEW.pdf>

Sample assessment task

Aboriginal and Intercultural Studies – ATAR Year 11

Task 2 – Unit 1

Assessment type	Inquiry
Conditions	Period allowed for completion of Part A and Part 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

Australian First Nations Peoples' contributions to Australian society

- Australian First Nations Peoples' technological innovations, including agriculture, aquaculture, astronomy and science
- The contribution of Australian First Nations Peoples to Australian economic development, including
 - Aboriginal owned businesses
 - Aboriginal Community Controlled Organisations

Part A: Inquiry process **(12 marks)**

Develop a plan for conducting your inquiry with clearly defined aims, using an appropriate framework. (4 marks)

Select a range of culturally responsive sources which include First Nations Peoples' perspectives. (2 marks)

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.

Use appropriate referencing techniques to acknowledge sources. Follow the school protocols to record the source of information for your research notes. (2 marks)

Submit the inquiry notes and bibliography at the same time as your written report.

Part B: Communicating findings **(16 marks)**

- Prepare an extended report, which includes
 - detailed information that addresses the syllabus content
 - specific examples from specific locations
 - draw conclusions using evidence, including graphs and data
 - considers different perspectives
 - uses culturally responsive terminology.

Part C: In-class validation

(30 marks)

Complete in class under test conditions. You will have 50 minutes to complete the validation task, and you will not be able to refer to any notes during this time.

Part C: In-class validation

(30 marks)

1. Describe Australian First Nations Peoples’ technological innovations in aquaculture and the evidence used to support what is known about Australian First Nations Peoples’ use of aquaculture. Include specific examples in your answer. (4 marks)

2. Explain Australian First Nations Peoples’ practical and ceremonial use of their knowledge of astronomy. (6 marks)

Practical: _____

Ceremonial: _____

Source 1

Australian First Nations Peoples in recent times have been recognised as the first inventors. Their extensive range of innovations and technology shows a deep and continuous understanding and knowledge of science and Country.

3. Refer to **Source 1** and discuss Australian First Nations Peoples’ technological innovations in agriculture and science. Include specific examples in your answer. (8 marks)

4. Assess the contribution of Aboriginal owned businesses **and** Aboriginal Community Controlled Organisations to Australia’s economic development. Include specific examples in your answer. (12 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 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
Technological innovations – agriculture, aquaculture, astronomy and science	
<p>Provides detailed and accurate information about Australian First Nations Peoples’ technological innovations, including agriculture, aquaculture, astronomy and science. Selects and applies culturally responsive terminology and concepts to develop a comprehensive, accurate and relevant report.</p> <p>Draws detailed and relevant conclusions, using a wide range of supporting evidence, that take into account different perspectives.</p>	7–8
<p>Provides accurate information about Australian First Nations Peoples’ technological innovations, including agriculture, aquaculture, astronomy and science. Selects and applies culturally responsive terminology and concepts to develop a relevant report.</p> <p>Draws relevant conclusions, using a range of supporting evidence, that take into account different perspectives.</p>	5–6
<p>Provides brief information about Australian First Nations Peoples’ technological innovations, including agriculture, aquaculture, astronomy and/or science. Uses some culturally responsive terminology and concepts to develop a relevant report.</p> <p>Draws relevant conclusions using some supporting evidence that may recognise different perspectives.</p>	3–4
<p>Provides brief, generalised statements about Australian First Nations Peoples’ technological innovations, including agriculture, aquaculture, astronomy and/or science. Uses limited culturally responsive terminology to develop a brief, incomplete report.</p> <p>States personal opinions using limited or inaccurate evidence, with little or no acknowledgement of different perspectives.</p>	1–2
Subtotal	/8
Contribution to Australia’s economic development	
<p>Provides detailed and accurate information about the contribution of Aboriginal owned businesses and Aboriginal Community Controlled Organisations to Australia’s economic development. Selects and applies culturally responsive terminology and concepts to develop a comprehensive, accurate and relevant report.</p> <p>Draws detailed and relevant conclusions using a wide range of supporting evidence that takes into account different perspectives.</p>	7–8
<p>Provides accurate information about the contribution of Aboriginal owned businesses and Aboriginal Community Controlled Organisations to Australia’s economic development. Selects and applies culturally responsive terminology and concepts to develop a relevant report.</p> <p>Draws relevant conclusions using a range of supporting evidence that takes into account different perspectives.</p>	5–6
<p>Provides brief information about the contribution of Aboriginal owned businesses and/or Aboriginal Community Controlled Organisations to Australia’s economic development. Uses some culturally responsive terminology and concepts to develop a relevant report.</p> <p>Draws relevant conclusions using some supporting evidence that may recognise different perspectives.</p>	3–4

Description	Marks
Provides brief, generalised statements about the contribution of Aboriginal owned businesses and/or Aboriginal Community Controlled Organisations to Australia's economic development. Uses limited culturally responsive terminology to develop a brief, incomplete report. States personal opinions using limited or inaccurate evidence, with little or no acknowledgement of different perspectives.	1–2
Subtotal	/8
Part B Total	/16

Part C: Validation

1. Describe Australian First Nations Peoples' technological innovations in aquaculture and the evidence used to support what is known about Australian First Nations Peoples' use of aquaculture. Include specific examples in your answer. (4 marks)

Description	Marks
Technological innovation	
Describes Australian First Nations Peoples' technological innovations in aquaculture using a range of specific examples. Uses culturally responsive terminology to develop an accurate and relevant description.	2
Makes a generalised statement about Australian First Nations Peoples' technological innovations in aquaculture, with limited or no examples.	1
Subtotal	2
Evidence	
Describes the evidence used to support what is known about Australian First Nations Peoples' use of aquaculture using a range of specific examples. Uses culturally responsive terminology to develop an accurate and relevant description.	2
Makes a generalised statement about the evidence used to support what is known about Australian First Nations Peoples' use of aquaculture, with limited or no examples.	1
Subtotal	2

2. Explain Australian First Nations Peoples' practical and ceremonial use of their knowledge of astronomy. (6 marks)

Description	Marks
Practical	
Explains Australian First Nations Peoples' practical use of their knowledge of astronomy. Uses culturally responsive terminology to develop a comprehensive, accurate and relevant explanation.	3
Describes Australian First Nations Peoples' practical use of their knowledge of astronomy. Uses some culturally responsive terminology to develop a relevant description.	2
Makes a generalised statement about Australian First Nations Peoples' practical use of their knowledge of astronomy.	1
Subtotal	3
Ceremonial	
Explains Australian First Nations Peoples' ceremonial use of their knowledge of astronomy. Uses culturally responsive terminology to develop a comprehensive, accurate and relevant explanation.	3
Describes Australian First Nations Peoples' ceremonial use of their knowledge of astronomy. Uses some culturally responsive terminology to develop a relevant description.	2
Makes a generalised statement about Australian First Nations Peoples' ceremonial use of their knowledge of astronomy.	1
Subtotal	3

3. Refer to **Source 1** and discuss Australian First Nations Peoples' technological innovations in agriculture and science. Include specific examples in your answer. (8 marks)

Description	Marks
For agriculture and science (2 x 4 marks)	
Discusses Australian First Nations Peoples' technological innovations with reference to Source 1. Uses culturally responsive language and terminology to develop a comprehensive, accurate and relevant response.	4
Discusses briefly Australian First Nations Peoples' technological innovations with reference to Source 1. Uses culturally responsive language and terminology to develop a relevant response.	3
Describes briefly Australian First Nations Peoples' technological innovations and may or may not reference Source 1. Uses some culturally responsive language and terminology to develop a mostly relevant response.	2
Makes a generalised statement about Australian First Nations Peoples' technological innovations. Uses limited culturally responsive terminology to develop mostly brief or irrelevant responses.	1
Subtotal	8

4. Assess the contribution of Aboriginal owned businesses **and** Aboriginal Community Controlled Organisations to Australia's economic development. Include specific examples in your answer. (12 marks)

Description	Marks
For Aboriginal owned businesses and Aboriginal Community Controlled Organisations (2 x 6 marks)	
Assesses and draws a conclusion about the contributions of the business/organisation to Australia's economic development. Uses culturally responsive language and terminology to develop a comprehensive, accurate and relevant response.	5–6
Explains briefly and draws a simple conclusion about the contributions of the business/organisation to Australia's economic development. Uses some culturally responsive language and terminology to develop a relevant response.	3–4
Makes a generalised statement about the contributions of the business/organisation to Australia's economic development. Uses limited culturally responsive terminology to develop mostly brief or irrelevant responses.	1–2
Subtotal	12
Part C Total	30

Resources

CSIRO – Five ways Indigenous science explains the world

<https://www.csiro.au/en/news/all/articles/2016/june/five-ways-indigenous-science-is-helping-us-understand-the-world-around-us>

Indigenous knowledge: adding value to science and innovation

<https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id:%22library/prspub/5663602%22>

The Conversation – A shark in the stars: astronomy and culture in the Torres Strait

<https://theconversation.com/a-shark-in-the-stars-astronomy-and-culture-in-the-torres-strait-15850>

Fisheries Research and Development Corporation – Aquaculture’s ancient roots recognised

<https://www.frdc.com.au/fish-vol-27-3/aquacultures-ancient-roots-recognised>

The Conversation – The detective work behind the Budj Bim eel traps World Heritage bid

<https://theconversation.com/the-detective-work-behind-the-budj-bim-eel-traps-world-heritage-bid-71800>

Australian Institute of Aboriginal and Torres Strait Islander Studies – Fishing

<https://aiatsis.gov.au/explore/fishing>

ABC – Budj Bim Cultural Landscape fire reveals new sections of ancient aquatic system

<https://www.abc.net.au/news/2020-01-19/fire-reveals-further-parts-of-6600-year-old-aquatic-system/11876228>

Australian Indigenous Astronomy

<http://www.aboriginalastronomy.com.au/>

Australian Curriculum – Teacher background information – researching Aboriginal and Torres Strait Islander Peoples’ understanding of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements

<https://www.australiancurriculum.edu.au/TeacherBackgroundInfo?id=56653>

ABC – Rethinking Indigenous Australia's agricultural past

<https://www.abc.net.au/radionational/archived/bushtelegraph/rethinking-indigenous-australias-agricultural-past/5452454>

Australian Curriculum – Teacher background information – investigating how Aboriginal and Torres Strait Islander Peoples test predictions and gather data in the development of technologies and processes

<https://australiancurriculum.edu.au/TeacherBackgroundInfo?id=56663>

Sovereign Union – Australia's first people were Australia's first farmers

<http://nationalunitygovernment.org/content/australias-first-people-were-australias-first-farmers>

Reconciliation Australia – Indigenous Governance Program

<https://indigenousgovernance.org.au/resources/>

Australian Indigenous Governance Institute – Indigenous Governance Toolkit

<https://aigi.org.au/toolkit/1-2-community-governance>

Agreements Treaties and Negotiated Settlements – Indigenous Peoples and Governance

<https://www.atns.net.au/indigenous-governance>

Reserve Bank of Australia – First Nations Businesses: Progress, Challenges and Opportunities

<https://www.rba.gov.au/publications/bulletin/2022/jun/first-nations-businesses-progress-challenges-and-opportunities.html>

Melbourne Business School – New report shows Indigenous business sector is bigger than beer industry

<https://mbs.edu/news/New-report-shows-Indigenous-business-sector-is-bigger-than-beer-industry>

Government of Western Australia – Aboriginal Community Controlled Organisation (ACCO) Strategy 2022–2032

<https://www.wa.gov.au/government/publications/aboriginal-community-controlled-organisation-strategy-2022-2032>

Supply Nation

<https://supplynation.org.au/>

Aboriginal Business Directory WA

<https://abdwa.icn.org.au/>

Prevention Web – Bishop, J., Bell, T., Huang, C., Ward, M., et al. (2021). *Fire on the Farm: Assessing the Impacts of the 2019-2020 Bushfires on Food and Agricultures in Australia*.

<https://www.preventionweb.net/publication/fire-farm-assessing-impacts-2019-2020-bushfires-food-and-agricultures-australia>

Acknowledgements

Page 2, Source 1 Indigenous Governance Programs

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