



SAMPLE COURSE OUTLINE

ABORIGINAL AND INTERCULTURAL STUDIES

ATAR YEAR 12 FOR 2025

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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Disclaimer

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Aboriginal and Intercultural Studies – ATAR Year 12 for 2025

Intercultural Skills

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

Research

- develop and modify a range of focus questions to investigate a specific topic/issue
- plan an inquiry with clearly defined aims, using appropriate methodologies
- collect, record and compare information and/or data from relevant culturally responsive resources

Analysis and use of sources

- identify the origin, purpose and context of a variety of sources
- evaluate the reliability, bias and the usefulness of different sources
- analyse and account for differences in perspectives and interpretations of the past, presented in a variety of sources
- identify and analyse relationships, and use evidence from different sources to support a point of view

Evaluating and communicating

- evaluate information and/or data to draw evidence-based conclusions and explanations taking into account ambiguities and different perspectives
- communicating findings using formats appropriate to purpose and audience
- use respectful and inclusive language and terminology
- identify and practise ethical scholarship when conducting research, including:
 - respecting variation between cultural groups of processes and protocols for collecting, acknowledging and communicating information
 - adopting protocols and conventions to communicate in culturally appropriate ways
 - applying 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 and on why all findings are tentative

Semester 1 – Unit 3

| Week | Key teaching points |
|------|---|
| 1–4 | <p>Australian First Nations Peoples’ perspectives</p> <p>Cultural perspectives</p> <ul style="list-style-type: none"> • the concept of cultural heritage and cultural identity as it relates to First Nations Peoples • the importance of protecting First Nations Peoples’ cultural heritage • two examples of Australian First Nations Peoples’ cultural practices, beliefs and values, represented by contemporary storytelling, in two of the following: film, music, dance, television programs, literature • the importance of cultural expressions (for example, art, film, music, dance, television programs, literature) to the continuation of First Nations Peoples’ cultural identities • Evaluating and communicating skills • Analysis and use of sources skills |
| 5–7 | <p>Place and belonging</p> <ul style="list-style-type: none"> • the significance of and differences between an Acknowledgment of Country and a Welcome to Country, including the role of the Elders • two major types of scientific and archaeological evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world; for example, 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 • two examples of Australian First Nations Peoples’ beliefs as shown in creation stories about their origins and location in Australia; for example, dreaming stories and Songlines, such as the Rainbow Serpent, the Seven Sisters, Malo Bamai, the Mimis, the Min Min Lights, Mulka • Analysis and use of sources skills <p>Task 1: Response</p> |
| 8–10 | <p>Diversity and change</p> <ul style="list-style-type: none"> • the concept of intergenerational trauma as it relates to Australian First Nations Peoples • the ongoing impact of the forced removal of Australian First Nations children from their families in Western Australia as a result of government policies, including: <ul style="list-style-type: none"> ▪ the findings, significance and key recommendations of the <i>Bringing them Home report 1997</i> ▪ the Government’s response to the report • Research skills • Analysis and use of sources skills • Evaluating and communicating skills • Reflection skills <p>Task 2: Inquiry</p> |
| 11 | <p>Sustainable societies</p> <p>Australian First Nations Peoples’ contributions to Australian society</p> <ul style="list-style-type: none"> • the priorities and planned outcomes for two initiatives of Australian First Nations Peoples; for example, education foundations, health programs, housing programs, the Wiyi Yani U Thangani First Nations Women’s initiative, Danjoo Koorkliny, Yokai |

| Week | Key teaching points |
|-------|---|
| 12 | <p>Empowering people</p> <ul style="list-style-type: none"> • The National Aboriginal Community Controlled Health Organisation (NACCHO), including: <ul style="list-style-type: none"> ▪ core values ▪ background ▪ governance ▪ two examples of successful NACCHO programs and/or projects |
| 13–14 | <p>Relationships with the environment over time</p> <ul style="list-style-type: none"> • the importance of the revitalisation of First Nations Peoples’ languages, including the significance of using First Nations Peoples’ names for locations and places on Country • evaluate the social, cultural, economic and environmental benefits of the Aboriginal Ranger program in Western Australia, including one specific case study; for example: <ul style="list-style-type: none"> ▪ Karajarri Rangers based out of Bidyadanga ▪ Ngurrara Rangers based out of Fitzroy Crossing ▪ Nyul Nyul Rangers based out of Beagle Bay ▪ Bardi Jawi Oorany Rangers based at Ardyaloon (One Arm Point) on the Dampier Peninsula ▪ Esperance Tjaltjraak Ranger Program • Evaluating and communicating skills • Analysis and use of sources skills <p>Task 3: Response</p> |
| 15 | <p>Task 4: Examination</p> |

Semester 2 – Unit 4

| Week | Key teaching points |
|------|--|
| 1–2 | <p>First Nations Peoples’ perspectives</p> <p>Cultural perspectives</p> <ul style="list-style-type: none"> • the role of media in shaping social attitudes and social change • types of representations of Australian First Nations Peoples in the media, including stereotyping, racism and bias • Australian First Nations Peoples’ experiences with the criminal justice system, including: <ul style="list-style-type: none"> ▪ incarceration rates for adults and juveniles ▪ deaths in custody ▪ causes of the overrepresentation of First Nations Peoples in the Justice system ▪ media representations and the effects on community relationships and attitudes |
| 3–5 | <p>Place and belonging</p> <ul style="list-style-type: none"> • differing historic and contemporary perspectives about the doctrine of <i>Terra Nullius</i> • the consequences of the doctrine of <i>Terra Nullius</i> for the legal status and land rights of Australian First Nations Peoples • the <i>Native Title Act 1993</i>, including what Native Title may include and the two different forms of Native Title: non-exclusive possession and exclusive possession. • For one Native Title agreement in Western Australia (for example, Yamatji Nation Indigenous Land Use Agreement, Southwest Native title settlement, The Tjiwarl Palykuwa Agreement, Balanggarra Native Title, Bardi Jawi Native Title) investigate the: <ul style="list-style-type: none"> ▪ background ▪ economic and social/cultural benefit to the Traditional Owners ▪ media representations of the decision • Research skills • Analysis and use of sources skills • Evaluating and communicating skills • Reflection skills <p>Task 5: Inquiry</p> |
| 6 | <p>Diversity and change</p> <ul style="list-style-type: none"> • one form of media that is owned and/or controlled by Australian First Nations Peoples and how it is fostering self-determination and empowerment for Australian First Nations Peoples • two examples of how the involvement of First Nations Peoples, such as Stan Grant, Rob Collins, Rachel Perkins and Narelda Jacobs, in mainstream media is educating and changing peoples’ perspectives |
| 7 | <p>Sustainable societies</p> <p>Australian First Nations Peoples’ contributions to Australian society</p> <ul style="list-style-type: none"> • how Australian First Nations Peoples’ cultural expressions are contributing to Australia’s cultural identity and international image • the planned economic and social benefits of the Australian Government’s <i>National Cultural Policy, Revive, Pillar 1</i> |

| Week | Key teaching points |
|-------|---|
| 8–9 | <p>Empowering people</p> <ul style="list-style-type: none"> • origins and principles of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> • the Australian Government’s responses over time to the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> • an example of the use of the media by First Nations Peoples in Australia related to one of the following: <ul style="list-style-type: none"> ▪ the attainment of full citizenship rights, including voting rights ▪ the attainment of equal access to education ▪ the preservation of a First Nations Peoples’ language • Analysis and use of sources skills • Evaluating and communicating skills <p>Task 6: Response</p> |
| 10–13 | <p>Relationships with the environment over time</p> <ul style="list-style-type: none"> • Conflicting perspectives and examples of media representations about one of the following threats to the environment: <ul style="list-style-type: none"> ▪ mining ▪ tourism in National Parks ▪ pollution • Analysis and use of sources skills • Evaluating and communicating skills <p>Task 7: Response</p> |
| 14–15 | <p>Revision</p> <p>Task 8: Examination</p> |