



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

ABORIGINAL AND INTERCULTURAL STUDIES

ATAR course

Year 12 syllabus

For teaching from 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.

Important information

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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Rationale

Australian First Nations Peoples' histories and cultures are fundamental to the development of Australian identity and the formation of Australian society. The recognition of Australia's First Nations Peoples as the oldest living continuous cultures in the world provides a logical starting point for this course. Students explore and investigate the concept of culture, the diversity of cultural expressions and how these cultural expressions continue, maintain, share and revitalise First Nations Peoples' cultural knowledge, and enrich the identity of all Australians.

Students learn about the diversity of First Nations Peoples. They explore a wide range of political, social, historical, legal, economic and environmental issues from an intercultural perspective. They analyse First Nations Peoples' experiences in Australian society, using a range of approaches. These include comparative studies, investigating the experiences of First Nations Peoples' communities within Australia and elsewhere in the world. The importance of ethical considerations in the investigation of cultural and social issues is emphasised.

The Aboriginal and Intercultural Studies ATAR course provides opportunities for students from all cultures to explore and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Australian First Nations students. All students have opportunities to learn from Australian First Nations Peoples and/or through sources of First Nations Peoples' voices and perspectives.

Understanding and valuing cultural diversity are key skills both for citizenship in contemporary multicultural Australia and for participation in an increasingly global community. The Aboriginal and Intercultural Studies ATAR course is intended to equip students with the knowledge, skills and values to be active citizens at the local, national and global levels. These skills are also highly valued in today's workplaces. The ability to work effectively in a culturally diverse environment is important in a wide range of vocational contexts.

Aims

The Aboriginal and Intercultural Studies ATAR course enables students to:

- develop and further build knowledge and understanding of Australian First Nations Peoples as being the oldest living continuous cultures in the world
- develop and further build an awareness of the ways First Nations Peoples' identities are expressed through unique ways of being, knowing and doing
- develop and further build knowledge and understanding that there are different and changing perspectives of history and that these inform and influence people's actions
- develop and further build knowledge and understanding that members of different cultures have different world views as a result of their beliefs, values, practices and experiences
- acknowledge and celebrate the diversity and richness of Australian First Nations Peoples' histories and cultures
- develop critical thinking skills, including ethical research skills
- develop empathy and respect for the ways people think, feel and act
- become active and informed advocates for a just and inclusive world
- engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit enables students to explore the resiliency of Australian First Nations Peoples' heritage and cultural identities. Students investigate the initiatives and programs, which use Australian First Nations Peoples' cultural practices, knowledge, beliefs and values and how they contribute to the empowerment of Australian First Nations Peoples, and the ongoing impacts of colonisation on Australian First Nations Peoples.

Unit 4

This unit enables students to explore the changing representation of First Nations Peoples in the media and how the media shapes or challenges values and beliefs, as well as to reflect them. Students investigate the policies, laws, history interpretations and actions aimed at recognising, acknowledging and empowering First Nations Peoples in Australia.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The unit content that is listed after 'e.g.' is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to just the listed examples. Unit content that is referred to in a content description after 'including' is assessable content.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Aboriginal and Intercultural Studies ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. While much of the explicit teaching of literacy

occurs in the English learning area, it is strengthened, made specific and extended in other learning areas, such as Aboriginal and Intercultural Studies, as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of the Aboriginal and Intercultural Studies ATAR course ensures that students' literacy development is strengthened so that it supports subject-based learning.

Numeracy

Numeracy is useful in the inquiry process, which requires students to recognise patterns and relationships. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example in relation to change over time.

Information and communication technology capability

Information and communication technology (ICT) capability is important in the inquiry process, particularly in relation to investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify different perspectives and sources of evidence and to communicate information. Students have opportunities to scrutinise websites and the perspectives they convey, including how and why such sites are constructed, the audiences they serve and their goals. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the inquiry process.

Critical and creative thinking

Critical and creative thinking is integral to the inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of issues. The demands of investigation include the ability to pose questions, interrogate, select and cross-reference sources, and develop interpretations based on an assessment of the evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative perspectives.

Personal and social capability

Personal and social capability skills are developed and practised in Aboriginal and Intercultural Studies by students enhancing their communication skills and participating in group-work. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in the Aboriginal and Intercultural Studies ATAR course. Through the study of individuals and groups, students develop their ability to appreciate the perspectives and experiences of others. Students develop increasing social awareness through the study of relationships between individuals and diverse social groups in the modern world.

Ethical understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the actions and possible motivations of people in the past compared with those of today. Students have opportunities both independently and

collaboratively to explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past, and of those of today.

Intercultural understanding

Intercultural understanding is a vital part of learning in the Aboriginal and Intercultural Studies ATAR course. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity in the modern world. They have opportunities to develop an understanding of the nature, causes and consequences of conflict, dispossession and interdependence. Students develop an understanding of different contemporary perspectives, the historical contexts for those perspectives, their influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Aboriginal and Intercultural Studies ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander histories and cultures priority is integral to the Aboriginal and Intercultural Studies ATAR course. The course celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

This course provides the opportunity to examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint through investigating key policies and political movements over the last two centuries. Students have the opportunity to develop an awareness of the significant roles of Aboriginal and Torres Strait Islander Peoples in Australian society.

Asia and Australia's engagement with Asia

Asia and Australia's engagement with Asia reinforces understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion, and allows consideration of a variety of perspectives.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. The Aboriginal and Intercultural Studies ATAR course examines the beliefs, values and traditions that have influenced the complex interrelations between people and their environment (Country/Land/Water). These beliefs, values and traditions provide the basis for exploring long-term and short-term human impacts or consequences on the natural environment in a range of cultural contexts. This, in turn, forms the basis for developing and articulating values pertaining to ecological sustainability.

Principles and protocols for teaching and learning

The following principles and protocols should be used in the development and delivery of this course:

Cultural safety and responsiveness

- Recognise and engage with local community members, Elders and/or First Nations Peoples educators.
- Use credible resources produced by or developed in consultation with First Nations Peoples, which provide an active First Nations Peoples' voice and a range of perspectives.
- Respect and acknowledge that ownership and teaching of First Nations Peoples' histories and cultures (for example, traditional practices, spiritual and sacred knowledge) remains with First Nations families and communities.
- Build on the knowledge, skills and prior experiences that Australian First Nations students bring with them to the classroom to ensure learning is relevant, connected and appropriate to achieve education success.
- Recognise and acknowledge that Australian First Nations Peoples form significant, diverse and resilient living communities within contemporary society.
- Create welcoming and supportive learning environments that respect the cultures, languages, experiences and world views of all students.
- Have the confidence and capability to pursue teaching and learning about, and with, Australian First Nations Peoples.

Teaching and learning program

- While the course uses the terms 'First Nations Australians' and 'Australian First Nations Peoples,' it is important to use the language and terms preferred in a particular area or location.
- In this course, the term Australian First Nations Peoples includes both Aboriginal Peoples and Torres Strait Islander Peoples. The term First Nations Peoples is inclusive of both Australian First Nations Peoples and First Nations Peoples from countries other than Australia. Where the focus is on First Nations Peoples from countries other than Australia the term international First Nations Peoples is used.
- Include, where possible, and within the bounds of the syllabus, case studies, examples and issues that align with the locality of the school delivering the course.
- Ensure that learning is built on and includes local, regional and national cultural knowledge and experience of Australian First Nations Peoples in partnership with local communities.
- Use other courses students are undertaking (for example, English as an Additional Language or Dialect, vocational education and training courses such as Coastal and Land Management, Indigenous Rangers programs etc.) for cross-curricular learning opportunities, encouraging and supporting students to connect cultural, societal and historical knowledge.

When selecting resources, teachers need to:

- consult with local community members and/or First Nations Peoples educators, if possible, about the terminology, resources and texts that can or cannot be used, and whether they may be accessed by some or all students
- use respectful and inclusive language and terminology, such as those included in *A guide to using respectful and inclusive language and terminology* <https://www.narragunnawali.org.au/about/terminology-guide>
- analyse the resources using a framework of questions, such as those listed in *the Subject Guides* <https://www.narragunnawali.org.au/about/subject-guides>.

Unit 3

Unit description

The focus for this unit is the resiliency of Australian First Nations Peoples' heritage and cultural identities. The concept of heritage is an essential component in the formation of Australian First Nations Peoples' cultural and personal identities. Students investigate initiatives and programs, which use Australian First Nations Peoples' cultural practices, knowledge, beliefs and values and how they contribute to the empowerment of Australian First Nations Peoples. Within this investigation students examine the ongoing impacts of colonisation and social disadvantage.

Unit content

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Australian First Nations Peoples' perspectives

Cultural perspectives

- 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

Place and belonging

- 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

Diversity and change

- 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:
 - the findings, significance and key recommendations of the *Bringing them Home report 1997*
 - the Government's response to the report

Sustainable societies

Australian First Nations Peoples' contributions to Australian society

- 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 Koorliny, Yokai

Empowering people

- The National Aboriginal Community Controlled Health Organisation (NACCHO), including:
 - core values
 - background
 - governance
 - **two** examples of successful NACCHO programs and/or projects

Relationships with the environment over time

- 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:
 - Karajarri Rangers based out of Bidyadanga
 - Nurrara 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

Intercultural Skills

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

Unit 4

Unit description

The focus for this unit is media representation of Australian First Nations Peoples. Students investigate the influence that forms of media have on contemporary society. They explore the changing representation of First Nations Peoples in the media and how this media representation can be used to shape or challenge values and beliefs, as well as to reflect them. Students examine the policies, laws, history interpretations and actions aimed at recognising, acknowledging and empowering First Nations Peoples in Australia. Within this broad area students focus on privileging First Nations Peoples' voices and perspectives.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

First Nations Peoples' perspectives

Cultural perspectives

- 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:
 - 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

Place and belonging

- differing historic and contemporary perspectives about the doctrine of *Terra Nullius*
- the consequences of the doctrine of *Terra Nullius* for the legal status and land rights of Australian First Nations Peoples
- the *Native Title Act 1993*, 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, Balangarra Native Title, Bardi Jawi Native Title) investigate the:
 - background

- economic and social/cultural benefit to the Traditional Owners
- media representations of the decision

Diversity and change

- **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

Sustainable societies

Australian First Nations Peoples' contributions to Australian society

- 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 *National Cultural Policy, Revive, Pillar 1*

Empowering people

- origins and principles of the *United Nations Declaration on the Rights of Indigenous Peoples*
- the Australian Government's responses over time to the *United Nations Declaration on the Rights of Indigenous Peoples*
- an example of the use of the media by First Nations Peoples in Australia related to **one** of the following:
 - the attainment of full citizenship rights, including voting rights
 - the attainment of equal access to education
 - the preservation of a First Nations Peoples' language

Relationships with the environment over time

- Conflicting perspectives and examples of media representations about **one** of the following threats to the environment:
 - mining
 - tourism in National Parks
 - pollution

Intercultural Skills

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

Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 12

Type of assessment	Weighting
<p>Inquiry Students conduct investigations using ethical procedures, appropriate methodology and sources, and show cultural sensitivity and awareness to plan, conduct and communicate findings. Students actively engage in collecting and using primary and secondary information sources, which privilege learning from First Nations Peoples, communities and/or other sources of First Nations Peoples' voices. Inquiry formats can include: research notes; graphic organisers; written report; short answers; an analysis of the sources used in the inquiry; in-class self-evaluation and reflection of learning and/or a combination of these. The inquiry must include a validation component that is administered under test conditions.</p>	20%
<p>Response Questions can require students to apply knowledge and skills to interpret, analyse, evaluate sources and /or to respond to a variety of questions based on the syllabus content. Source materials can include written texts (an extract from a government paper, a newspaper or journal article; or an extract from a narrative, a poem, a song lyric, a play script, or a letter); graphic materials (a photograph, a map, a graph, a diagram, a cartoon, or a drawing); and/or a film or a television show. Formats can include written formats, such as short responses, sectionalised extended responses, extended responses, and/or a combination of these. These tasks are administered under test conditions.</p>	40%
<p>Examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.</p>	40%

Teachers must use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Aboriginal and Intercultural Studies ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

ATAR course examination

All students enrolled in the Aboriginal and Intercultural Studies ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief below.

Refer to the *WACE Manual* for further information.

Examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: three hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: Nil

Section	Supporting information
<p>Section One Short response 60% of the total examination 10–15 questions Suggested working time: 100 minutes</p>	<p>Questions can consist of parts, typically the parts within a question are of increasing difficulty.</p> <p>Questions can require the candidate to:</p> <ul style="list-style-type: none"> define, describe, list, identify, outline, explain and/or compare interpret, analyse and/or evaluate source material and/or respond to a variety of questions based on the syllabus content. <p>Source material can include:</p> <ul style="list-style-type: none"> written texts (an extract from a government paper, a newspaper and/or journal article; and/or an extract from a narrative, a poem, a song lyric, a play script, and/or a letter) graphic materials (a photograph, a map, a graph, a diagram, a cartoon, and/or a drawing).
<p>Section Two Extended response 40% of the total examination</p> <p>Unit 3: 20% One question from a choice of two Suggested working time: 40 minutes</p> <p>Unit 4: 20% One question from a choice of two Suggested working time: 40 minutes</p>	<p>Questions can require the candidate to outline, describe, explain, discuss, assess, examine, compare, analyse and/or evaluate.</p> <p>Each question can consist of parts, typically the parts within a question are of increasing difficulty.</p> <p>The candidate is required to use extended answer formats to develop cohesive, logical and accurate responses.</p>

Appendix 1 – Grade descriptions Year 12

A	<p>Knowledge and understanding</p> <p>Provides comprehensive, accurate discussions about the role of the media in shaping and changing social attitudes.</p> <p>Analyses and discusses the ongoing consequences of colonisation on Australian First Nations Peoples, including the impact of key government policies, legislation and legal decisions on Australian First Nations People and communities.</p> <p>Evaluates the continuous importance of the interrelationship between Country, heritage, culture, economic life and social systems for Australian First Nations People and the initiatives and programs that promote the social, economic and political empowerment of Australian First Nations Peoples.</p> <p>Identifies and explains why historical interpretations, attitudes and perspectives change over time.</p>
	<p>Intercultural terminology</p> <p>Selects and applies culturally responsive terminology and concepts to develop cohesive, logical and accurate responses.</p>
	<p>Intercultural skills</p> <p>Draws detailed and relevant conclusions using a wide range of supporting evidence, which account for different perspectives, including analysing and evaluating for bias.</p> <p>Selects, analyses and evaluates a diverse wide range of culturally responsive sources and applies appropriate referencing techniques accurately and consistently when conducting inquiries.</p>
B	<p>Knowledge and understanding</p> <p>Provides accurate discussions about the role of the media in shaping and changing social attitudes.</p> <p>Discusses the ongoing consequences of colonisation on Australian First Nations Peoples, including the impact of key government policies, legislation and legal decisions on Australian First Nations People and communities.</p> <p>Explains the continuous importance of the interrelationship between Country, heritage, culture, economic life and social systems for Australian First Nations People and the initiatives and programs that promote the social, economic and political empowerment of Australian First Nations Peoples.</p> <p>Explains why historical interpretations, attitudes and perspectives change over time.</p>
	<p>Intercultural terminology</p> <p>Selects and applies culturally responsive terminology and concepts to develop relevant responses.</p>
	<p>Intercultural skills</p> <p>Draws relevant conclusions using a range of supporting evidence, which explains different perspectives and bias.</p> <p>Selects and analyses a diverse range of culturally responsive sources and applies appropriate referencing techniques accurately when conducting inquiries.</p>

C	<p>Knowledge and understanding</p> <p>Provides brief discussions about the role of the media in shaping and changing social attitudes. Describes the ongoing consequences of colonisation on Australian First Nations Peoples, including the impact of key government policies, legislation and legal decisions on Australian First Nations People and communities.</p> <p>Describes the continuous importance of the interrelationship between Country, heritage, culture, economic life and social systems for Australian First Nations People and the initiatives and programs that promote the social, economic and political empowerment of Australian First Nations Peoples.</p> <p>Describes why historical interpretations, attitudes and perspectives change over time.</p>
	<p>Intercultural terminology</p> <p>Uses some relevant culturally responsive terminology and concepts to develop mostly relevant responses.</p>
	<p>Intercultural skills</p> <p>Draws simple conclusions using some relevant supporting evidence, which may identify some different perspectives and bias.</p> <p>Selects a range of culturally responsive sources and applies some appropriate referencing techniques when conducting inquiries.</p>
D	<p>Knowledge and understanding</p> <p>Provides brief generalised descriptions about the role of the media in shaping and changing social attitudes.</p> <p>Outlines in simple terms the ongoing consequences of colonisation on Australian First Nations Peoples, including the impact of key government policies, legislation and legal decisions on Australian First Nations People and communities.</p> <p>Identifies some of the relationships between Country, heritage, culture, economic life or social systems for Australian First Nations People and/or the initiatives and programs that promote the social, economic and political empowerment of Australian First Nations Peoples.</p> <p>Provides generalised statements about why historical interpretations, attitudes and/or perspectives change over time.</p>
	<p>Intercultural terminology</p> <p>Uses some relevant culturally responsive terminology and concepts to develop mostly relevant responses.</p>
	<p>Intercultural skills</p> <p>Makes generalised statements using limited supporting evidence and makes limited mention of perspectives and bias.</p> <p>Selects limited culturally responsive sources and may acknowledge some sources using an unstructured format when conducting inquiries.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

Acknowledgements

Principles and protocols for teaching and learning

- Dot points 4 & 6: Adapted from: Department of Education Western Australia. (2015). *Aboriginal Cultural Standards Framework*. Retrieved February, 2024, from <https://www.education.wa.edu.au/dl/jjpzned>
Used under [Creative Commons Attribution 4.0 International licence](#).
- Dot point 11: Council of Australian Governments Education Council. (December, 2019). *Alice Springs (Mparntwe) Education Declaration*. Retrieved February, 2024, from <https://www.education.gov.au/download/4816/alice-springs-mparntwe-education-declaration/7180/alice-springs-mparntwe-education-declaration/pdf>
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