



## **SAMPLE COURSE OUTLINE**

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**ABORIGINAL AND INTERCULTURAL STUDIES**

**GENERAL YEAR 12**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## Sample course outline

### Aboriginal and Intercultural Studies – General Year 12

#### Intercultural Skills

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

##### **Research**

- construct a set of focus questions to investigate a specific topic/issue (who, what, when, where, how, why)
- plan an inquiry and/or social action with clearly defined aims, using appropriate methodologies
- collect, record and organise information and/or data from relevant culturally responsive resources

##### **Analysis and use of sources**

- identify the origin, purpose and context of primary sources and/or secondary sources
- evaluate the usefulness of different sources
- recognise different perspectives presented in a variety of different primary and/or secondary sources
- identify and use evidence from different sources to support a point of view
- propose individual and collective action in response to contemporary events, challenges, developments, issues, problems

##### **Evaluating and communicating**

- draw conclusions and develop explanations using evidence taking into account different perspectives
- communicate findings using formats appropriate to purpose, including written, oral or multimodal presentations
- use respectful and inclusive language and terminology
- justify a course of action, and predict the potential outcome of the proposed action
- identify and practise ethical scholarship when conducting research, including:
  - respect variation between cultural groups of processes and protocols for collecting, acknowledging and communicating information
  - adopt protocols and conventions to communicate in culturally appropriate ways
  - apply appropriate referencing techniques accurately and consistently

##### **Reflection**

- acknowledge differences in personal perspectives, interpretations and world views when developing a response
- reflect on own learning to review original understandings

## Semester 1 – Unit 3

Week	Key teaching points
1–4	<p><b>Overview of connection to and caring for Country</b></p> <ul style="list-style-type: none"> <li>• define the following key terms and concepts as they relate to and by privileging First Nations Peoples’ voice and perspectives: <ul style="list-style-type: none"> <li>▪ Country</li> <li>▪ Ownership and Custodianship of Country</li> <li>▪ Native Title</li> <li>▪ World view</li> <li>▪ Lore</li> <li>▪ Songlines</li> <li>▪ Significant/Sacred sites</li> <li>▪ Stewardship</li> <li>▪ Sustainability</li> </ul> </li> <li>• the doctrine of <i>Terra Nullius</i> and its consequences for the legal status and land rights of Australian First Nations Peoples</li> <li>• Australian First Nations Peoples’ cultural and spiritual connections to Country, including: <ul style="list-style-type: none"> <li>▪ maintenance of cultural identity</li> <li>▪ Lore</li> <li>▪ cultural knowledge</li> <li>▪ family</li> <li>▪ Kinship roles and obligations</li> <li>▪ caring for Country</li> </ul> </li> <li>• world views and cultural perspectives on the environment of <b>two</b> international First Nations Peoples from around the world</li> <li>• interrelationship between language, culture and Country, including: <ul style="list-style-type: none"> <li>▪ the significance of place names, including <b>two</b> specific examples</li> <li>▪ the importance of restoring and using First Nations place names</li> </ul> </li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Evaluating and communicating</li> <li>• Analysis and use of sources</li> </ul> <p><b>Task 1: Response</b></p>
5–6	<p><b>Overview of connection to and caring for Country</b></p> <ul style="list-style-type: none"> <li>• <b>two</b> examples of Australian First Nations Peoples’ seasonal calendars and the way the seasons impact on Aboriginal lifestyle and culture, e.g. travel, food supply, ceremonies, use of land and waterways</li> <li>• importance of astronomy for Australian First Nations Peoples, including navigation, animal and plant behaviours, celebrations, stories, weather, links to ancestors</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 2: Response</b></p>

Week	Key teaching points
7–8	<p><b>Depth Study 1</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate <b>two</b> First Nations Peoples’ continuous practices in caring for Country.</p> <p>For <b>one</b> Australian First Nations Peoples and <b>one</b> international First Nations Peoples, investigate:</p> <ul style="list-style-type: none"> <li>• <b>two</b> examples of sustainability practices used to care for Country, such as: <ul style="list-style-type: none"> <li>▪ management of waterways and seas, e.g. rising sea levels</li> <li>▪ fire management</li> <li>▪ control of introduced and feral species, i.e. animals/plants</li> </ul> </li> <li>• <b>two</b> examples of how First Nations Peoples caring for Country knowledge is being taught and shared</li> <li>• how First Nations Peoples’ practices of sustainability and caring for Country contribute to broader societal conservation practices</li> <li>• <b>two</b> successful partnerships between First Nations Peoples and non-First Nations Peoples in caring for Country</li> </ul> <p><b>Start Task 3: Social Action</b></p>
9–11	<p><b>Depth Study 1 (continued)</b></p> <p>For <b>one</b> Australian First Nations People and <b>one</b> international First Nations People, investigate:</p> <ul style="list-style-type: none"> <li>• <b>one</b> environmental and one cultural issue concerning the use and management of natural resources.</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 3: Social Action due</b></p>
12–15	<p><b>Depth Study 2</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate <b>two</b> 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.</p> <p>Select <b>two</b> Australian First Nations Peoples’ organisations, businesses and/or enterprises, such as:</p> <ul style="list-style-type: none"> <li>• tourism experiences</li> <li>• commercial production of foods and medicines</li> <li>• care and protection of heritage and significant sites</li> <li>• Land and Seas Council Organisations</li> <li>• ranger programs.</li> </ul> <p>For the <b>two</b> selected organisations and/or enterprises investigate (where applicable and culturally appropriate):</p> <ul style="list-style-type: none"> <li>• the background and reasons for the establishment of the organisation/enterprises</li> <li>• the benefits of the organisations, businesses and/or enterprise for Australian First Nations Peoples, including: <ul style="list-style-type: none"> <li>▪ social</li> <li>▪ economic</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"><li>▪ environmental</li><li>▪ culture and identity</li><li>▪ political</li><li>• contributions of the organisations, businesses and/or enterprise to the broader Australian society and the environment.</li></ul> <p><b>Task 4: Inquiry</b></p> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"><li>• Research</li><li>• Analysis and use of sources</li><li>• Evaluating and communicating</li><li>• Reflection skills</li></ul> <p><b>Task 5: Externally Set Task</b></p>

## Semester 2 – Unit 4

Week	Key teaching points
1–2	<p><b>Overview of Resilience and Reconciliation</b></p> <ul style="list-style-type: none"> <li>• define the following key terms and concepts as they relate to and by privileging First Nations Peoples’ voices and perspectives <ul style="list-style-type: none"> <li>▪ activism</li> <li>▪ resilience</li> <li>▪ treaty</li> <li>▪ protection</li> <li>▪ assimilation</li> <li>▪ Makarrata</li> <li>▪ self-determination</li> <li>▪ autonomy</li> <li>▪ Reconciliation</li> </ul> </li> <li>• select <b>two</b> Government policies and/or laws and explain their impact on Australian First Nations Peoples, e.g. protection, assimilation, the Commonwealth right to vote 1962, the 1967 Referendum, the Woodward Royal Commission 1973–74, the Mabo decision 1992, the <i>Native Title Act 1993</i>, the Wik decision 1996, the <i>Bringing Them Home Report 1997</i>, the Apology 2008, the <i>Aborigines Act WA 1905</i></li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul>
3–4	<p><b>Overview of Resilience and Reconciliation</b></p> <ul style="list-style-type: none"> <li>• select <b>one</b> significant example of Australian First Nations Peoples led civil activism, and examine the catalyst to the action, the key individuals and/or groups involved, the changes brought about, and any ongoing barriers or further change required, e.g. the 1963–64 NSW Freedom Rides, 1967 Referendum, activism in Redfern in the 1970s, Federal Council for the Advancement of Aborigines and Torres Strait Islanders, Aboriginal Tent Embassy, 1946 Pilbara Strike, 1966 Gurindji strike/Wave Hill Walk-Off, Timber Creek (Griffiths) compensation case, 2017 Uluru Statement from the Heart, Love and Thoms Case 2020</li> </ul>
5–6	<p><b>Overview of Resilience and Reconciliation</b></p> <ul style="list-style-type: none"> <li>• select one example of civil activism led by First Nations Peoples internationally and examine the catalyst to the actions, the key individuals and/or groups involved, the changes brought about, and any ongoing barriers or further change required, e.g. Idle No More movement in Canada, The Longest Walk of the First Nations Peoples of North America, New Zealand Waitangi day</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> </ul> <p><b>Task 6: Response</b></p>

Week	Key teaching points
7–10	<p><b>Depth Study 1</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate <b>one</b> Australian First Nations Peoples contemporary form of self-determination and autonomy.</p> <p>Select <b>one</b> contemporary example of self-determination.</p> <p>For the selected example of self-determination, investigate (where applicable and culturally appropriate):</p> <ul style="list-style-type: none"> <li>• key features of self-determination and autonomy for Australian First Nations Peoples</li> <li>• the purpose of the selected example, and the goods and/or services provided</li> <li>• the contribution of the selected example to the resiliency and continuation of Australian First Nations Peoples’ cultural identity</li> <li>• the economic, social, and/or environmental benefits of the selected example for: <ul style="list-style-type: none"> <li>▪ Australian First Nations Peoples</li> <li>▪ the local community</li> <li>▪ the wider Australian community</li> </ul> </li> <li>• the importance of social justice, self-determination and reconciliation for First Nations Peoples.</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> <li>• Reflection</li> </ul> <p><b>Task 7: Inquiry</b></p>
11–15	<p><b>Depth Study 2</b> – Through community experiences and/or secondary sources, and by privileging First Nations Peoples’ voices and perspectives, students investigate reconciliation in Australia and at a global level, to explore how individuals and communities can actively contribute to reconciliation:</p> <ul style="list-style-type: none"> <li>• what reconciliation means in Australia, including the five dimensions of reconciliation: race relations, equality and equity, institutional integrity, historical acceptance, and unity</li> <li>• the contemporary state of reconciliation in Australia (e.g. <i>State of Reconciliation in Australia</i> annual report, <i>The Australian Reconciliation Barometer</i>)</li> <li>• <b>one</b> example of a reconciliation action occurring with First Nations People in another country, e.g. United Nations Declaration on the Rights of Indigenous Peoples</li> <li>• expressions of changes in attitudes and perspectives towards reconciliation in the general community, including the factors that influence peoples’ attitudes and perspectives</li> <li>• actions that individuals, communities and organisations can take and are taking to contribute to reconciliation.</li> </ul> <p><b>Intercultural skills</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis and use of sources</li> <li>• Evaluating and communicating</li> <li>• Reflection</li> </ul> <p><b>Task 8: Social Action</b></p>