



ABORIGINAL AND INTERCULTURAL STUDIES

ATAR course

Year 11 syllabus for teaching from 2026

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

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Rationale

The Aboriginal and Intercultural Studies ATAR course examines the histories, cultures and contributions of Australian First Nations Peoples, recognising them as the world's oldest living continuous cultures. Students learn about the continuity and resilience of First Nations Peoples' cultural heritage and explore the impact of invasion and colonisation on First Nations Peoples locally, nationally and globally. The course emphasises cultural safety and responsiveness, ensuring that learning is respectful, inclusive and informed by First Nations communities.

Students explore the diversity of First Nations Peoples' histories and cultural expressions in Australia and globally. They examine how First Nations communities maintain, revitalise and celebrate culture despite ongoing challenges. Students analyse political, social, legal, economic and environmental issues, including comparative studies of the experiences of First Nations Peoples in Australia and internationally. They explore how identity is shaped by unique ways of being, knowing and doing, and how cultural expressions are used to communicate, challenge and preserve cultural knowledge and values.

The course equips students with critical thinking, ethical research and intercultural communication skills. They learn to analyse sources for reliability, bias and different perspectives, developing an understanding of First Nations histories and cultural expressions. Students recognise and respect the cultural protocols, including intellectual and cultural property rights, that protect First Nation Peoples' cultural expressions.

Students apply their knowledge, skills and understanding from the course in real-world contexts by showing respect for cultural diversity and engaging in meaningful discussions about the effects of colonisation and the protection of First Nations cultural knowledge. They develop skills to critically assess information, challenge stereotypes and communicate with cultural sensitivity in everyday interactions. Students can contribute to social awareness and positive change in their communities and use their learning to promote inclusivity, respect and a deeper appreciation of First Nations histories and perspectives in daily life.

The course prepares students for further education and careers in a wide range of fields where cultural competence, ethical awareness and intercultural understanding are essential. Potential pathways include education, social work and community services, health and wellbeing, environmental and land management, law and justice, tourism and cultural interpretation, media and communications, arts and cultural industries, policy and government, and research. Students gain transferable skills in critical thinking, ethical research, respectful communication and cultural responsiveness, supporting active citizenship and lifelong learning.

Aims

The Aboriginal and Intercultural Studies ATAR course aims to develop and further build students':

- knowledge and understanding of Australian First Nations Peoples as being the oldest living continuous cultures in the world
- awareness of the ways First Nations Peoples' identities are expressed through unique ways of being, knowing and doing
- understanding that there are different and changing perspectives of history and that these inform and influence people's actions
- understanding that members of different cultures have different worldviews as a result of their beliefs, values, practices and experiences
- appreciation of the diversity and richness of Australian First Nations Peoples' histories and cultures
- critical thinking skills, including ethical research skills
- empathy and respect for the ways people think, feel and act
- growth as active and informed advocates for anti-racism and a just and inclusive world
- engagement in reconciliation, respect and recognition of the world's oldest living continuous 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit enables students to explore the diversity of the histories and cultures of First Nations Peoples both in Australia and globally. Students examine the continuity and resiliency of First Nations Peoples' cultural heritage and explore the experiences and impact of invasion and colonisation on First Nations Peoples locally, nationally, and globally.

Unit 2

This unit enables students to explore the distinctiveness and diversity of Australian First Nations Peoples' cultural expressions. Students examine how First Nations Peoples create cultural expressions which challenge and communicate ideas and perspectives. Students explore the cultural protocols which exist to protect First Nation Peoples' cultural expressions.

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 content in each unit is divided into an overview and two depth studies. The content descriptions associated with the overview are designed to be taught at a broad level and in a short timeframe.

The content descriptions associated with the depth study are designed to be taught in a more focused and detailed way and, therefore, take more time to teach.

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.

Progression from the Years 7–10 curriculum

This syllabus continues to develop student learning in Australian First Nations Peoples’ histories and cultures that occurs in the Years 7–10 Humanities and Social Sciences curriculum. Students will continue to build on and develop the Humanities and Social Sciences skills. The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority continues across all year levels.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Aboriginal and Intercultural Studies ATAR course.

Critical and creative thinking

Critical and creative thinking underpin the inquiry process in the course, as students refine focus questions and analyse sources by assessing their origin, purpose, reliability and bias. By examining diverse perspectives on historical and contemporary issues, they develop a deeper understanding of complex topics, identify relationships between sources and use evidence to support arguments effectively. Students analyse, evaluate and compare perspectives in written, visual and multimedia materials, and communicate findings using respectful and inclusive language.

Intercultural understanding

Intercultural understanding is central to the Aboriginal and Intercultural Studies ATAR course. Students explore diverse cultural beliefs, values and perspectives, developing insight into identity, heritage and the evolving role of First Nations knowledge and traditions in contemporary society. They investigate how cultural expressions such as art, performance, language and storytelling are used to celebrate, challenge and communicate identity and values. Through inquiry, students explore the distinctiveness of Australian First Nations Peoples as the world’s oldest living continuous cultures. By engaging with diverse perspectives and intercultural experiences, students build empathy, adaptability, and the ability to communicate and respond respectfully in a multicultural society.

Literacy

Literacy development is integrated in the course through research, source analysis and communication tasks. Students conduct investigations incorporating primary and secondary sources, particularly privileging the voices of First Nations Peoples. This includes working with oral histories, narratives, government documents, articles, poetry, song lyrics and visual media. By analysing these sources with cultural awareness and sensitivity, students refine their ability to critically assess perspectives, draw evidence-based conclusions and articulate informed responses. They also complete short answer tasks where they engage with written, graphic and multimedia syllabus content and source material, identifying, defining, describing, explaining, comparing, analysing and discussing key ideas.

Personal and social capability

The course develops students' personal and social capability by enhancing their communication skills as they participate in group work and engage in both independent and collaborative research. Through the examination of relationships between individuals and social groups, students cultivate an appreciation for diverse perspectives and experiences and build social awareness and empathy, gaining insight into historical and contemporary issues. They communicate findings using appropriate formats, cultivating their use of respectful and inclusive language. Ethical scholarship is emphasised, requiring students to acknowledge cultural variations in research protocols and adopt culturally appropriate communication practices. By engaging with these processes, students develop a deeper awareness of community issues, enhance their capacity for empathy and refine their ability to communicate in a culturally sensitive and ethical manner.

Ethical understanding

Students develop ethical understanding in the course by exploring diverse perspectives and the motivations behind historical and contemporary actions. They critically engage with films and documentaries on First Nations rights, analysing human rights and social justice issues. They examine values, rights, responsibilities and ethical norms in order to understand how these shape behaviours and perspectives. They develop ethical scholarship practices through respect for cultural research protocols, acknowledgment of diverse perspectives and critical reflection. Students evaluate and communicate findings using respectful and inclusive language, recognising that new perspectives continue to shape understanding. Through this process, they refine their ability to navigate ethical dilemmas and make informed, culturally sensitive decisions.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Aboriginal and Intercultural Studies ATAR Year 11 syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Numeracy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Aboriginal and Intercultural Studies ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Aboriginal and Intercultural Studies (AEAIS)	ATAR	✓		✓	✓	✓		✓
Year 12	Aboriginal and Intercultural Studies (ATAIS)	ATAR	✓		✓	✓	✓		✓

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues that students face in a globalised world. Teachers may find opportunities to incorporate them 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 (e.g. 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 Australia's 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.

Historic terminology

- Acknowledge that the syllabus and support materials include reference to some historical documents, policies and texts, which may include language that is now considered outdated or inappropriate. These terms reflect the norms and attitudes of the time in which they were written and do not represent the values we uphold today – values that emphasise respect, inclusion and understanding. For example, terms like 'Aborigines' or 'half-caste' are considered extremely offensive when referring to Australian First Nations Peoples.
- In the classroom, teachers should approach these materials with care and context, the aim being to help students critically engage with history, understand how language evolves and recognise the importance of creating inclusive communities. When encountering such terms, teachers should encourage open discussion, guided by empathy and a commitment to learning from the past.
- Using respectful and inclusive language and terminology is an essential part of reconciliation and strengthening relationships between First Nations Peoples and the wider community. Refer to <https://www.narragunnawali.org.au/about/terminology-guide> for guidance on respectful terminology.

Teaching and learning program

- The teaching and learning program of the course, where appropriate, should be contextualised for the community in which the course is being delivered.
- 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. The term Indigenous is used only when in direct relation to a policy or in reference to a specific text which uses the term Indigenous in the title of the policy and/or document.
- 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 (e.g. EALD, VET 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 *Subject Guides*
<https://www.narragunnawali.org.au/about/subject-guides>.

Unit 1

Unit description

The focus for this unit is to develop knowledge and understanding of Australian First Nations Peoples as being the oldest living continuous cultures in the world. The unit begins with an overview exploring the global diversity of First Nations Peoples. With this focus, students examine factors that contribute to a group, or individual, identity and develop an awareness of the ways First Nations Peoples' identities are expressed through unique ways of being, knowing and doing. Students investigate the ways First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Unit content

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

Overview of the diversity of First Nations Peoples

- define the following key terms and concepts as they relate to, and by privileging, First Nations Peoples' voices and perspectives
 - culture
 - identity
 - heritage
 - colonisation
- who are First Nations (Indigenous) Peoples and groups according to the United Nations
- demographics of First Nations Peoples globally, including portion of the population, number of distinct groups and languages
- cultural rights of First Nations Peoples, included in
 - Section 28 of the *Human Rights Act 2019*
 - Articles 2, 8, 11, 12 and 13 of the *United Nations Declaration on the Rights of Indigenous Peoples*
- the diversity of Australian First Nations Peoples including
 - number of distinct groups and languages
 - population distribution
- evidence of Australian First Nations Peoples being the oldest, continuous living cultures in the world, including scientific and archaeological evidence
- evidence of changing societal attitudes to valuing First Nations Peoples' unique ways of knowing, being and doing (e.g. language revitalisation, use of First Nations Peoples' knowledge and practices)

Depth Study One

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate the cultural diversity and identities of **one** Western Australian First Nations People and **one** Torres Strait Islander First Nations People.

For the **two** selected Australian First Nations Peoples, students investigate:

- location
- cultural identity, including
 - language
 - spiritual beliefs
 - Dreaming stories, songlines and ancestors
 - kinship and family structures
 - leadership and decision-making processes, including the role of the Elders
 - connection to and care of Country
 - places of significance and why they are significant
- perspectives and experiences of 'invasion and colonisation', for three of the following
 - frontier wars
 - massacres
 - methods of dispossession and removal from Country
 - interruption to language and culture
 - relationship between First Nations Peoples and colonisers
- the evidence of the continuous practice and revitalisation of the selected First Nations Peoples' cultural identity.

Depth Study Two

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate the importance and protection of Australian First Nations Peoples' cultural heritage, including:

- Australian First Nations Peoples' tangible and intangible cultural heritage
- the importance of protecting Australian First Nations Peoples' cultural heritage
- **one** example of the destruction of Australian First Nations Peoples' cultural heritage, including
 - why and how it happened
 - actions taken by the government following the destruction
 - local, national and/or global reaction to the destruction
- the *Aboriginal Heritage Act 1972* (WA), including
 - the purpose of the Act
 - the background and perspectives on the *Aboriginal Cultural Heritage Act 2021* (WA) and why it was repealed
 - key changes and amendments to the 1972 Act
- the contribution of Australian First Nations Peoples tourism in promoting and showcasing their cultural heritage, including **two** specific examples of Aboriginal-owned cultural tourism experiences

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
- identify and practise ethical scholarship when conducting research, including respecting variation between cultural groups of processes and protocols for collecting information

Analysis and use of sources

- identify the origin, purpose and context of a variety of sources
- evaluate the reliability, bias and 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
- communicate findings using formats appropriate to purpose and audience
- use respectful and inclusive language and terminology
- identify and practise ethical scholarship when communicating research, including
 - respecting variation between cultural groups of processes and protocols for 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 2

Unit description

The focus of this unit is for students to learn about the distinctiveness and diversity of Australian First Nations Peoples' cultural expressions. Students learn how First Nations Peoples, both within Australia and internationally, create cultural expressions that celebrate, challenge and communicate ideas and perspectives. Students explore the use of First Nations Peoples' cultural expressions to continue, maintain, share and revitalise their cultural knowledge and values and, in doing so, develop respect and understanding of the cultural protocols, including intellectual and cultural property rights, which exist to protect and revitalise First Nation Peoples' cultures in Australia and globally.

Unit content

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

Overview of the diversity of First Nations Peoples' cultural expressions and protocols

- define the following key terms and concepts as they relate to, and by privileging, First Nations Peoples' voices and perspectives
 - cultural expressions
 - empowerment
 - resiliency
 - self-determination
- the impact of invasion and colonisation on First Nations Peoples' cultural expressions in both Australia and **one** other country
- the contribution of contemporary cultural expressions to the empowerment and resiliency of First Nations Peoples in both Australia and one other country, including
 - sharing and maintaining cultural knowledge
 - health and wellbeing
 - economic opportunities
 - as an advocate for the rights of First Nations Peoples
- Indigenous Cultural and Intellectual Property and the *Protocols for using First Nations Cultural and Intellectual Property in the Arts* (<https://australiacouncil.gov.au/investment-and-development/protocols-and-resources/protocols-for-using-first-nations-cultural-and-intellectual-property-in-the-arts/>) including
 - what are the protocols
 - what is Indigenous Cultural and Intellectual Property
 - Indigenous peoples' rights to Cultural and Intellectual Property
 - **one** example of the protocols for using First Nations Peoples' Cultural and Intellectual Property in practice in Australia
- international protection of Indigenous Cultural and Intellectual Property, including Article 31 of the *United Nations Declaration on the Rights of Indigenous Peoples*

Depth Study One

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate **one** form of cultural expression and its significance for Australian First Nations Peoples.

From the list below, select **one** of the forms of cultural expression:

- visual arts – encompassing drawing, painting, computer art, photography, sculpture, ceramics, homewares, fabrics, textiles and printmaking
- theatre – involving musical theatre, plays, storytelling and puppet shows
- events – featuring cultural community festivals and workshops, art exhibitions and installations
- dance – including classical and contemporary ballet, traditional dance and contemporary dance forms
- music – covering activities such as composing, recording, publishing, performing, and touring, including songs and live performances
- written works comprising fiction and non-fiction works, poetry, biographies and/or playwriting.

For the selected form of cultural expression, investigate:

- Australian First Nations Peoples' perspectives, cultures or histories represented through the form of cultural expression
- the role of information and telecommunications technologies in showcasing and celebrating the form of cultural expression locally, nationally and/or globally
- the changing engagement in the form of cultural expression by Australian society over time
- the contribution of the form of cultural expression to the continuation and sharing of Australian First Nations Peoples' cultural knowledge and practices.

Depth Study Two

Through community experiences and/or secondary sources, and by privileging First Nations Peoples' voices and perspectives, students investigate the importance of Australian First Nations Peoples cultural expressions in showcasing the world's oldest living cultures and as a way of educating and changing people's perceptions.

Students investigate:

- a film or documentary which advocates for the rights of First Nations Peoples, including the human rights, social justice issues and/or different perspective included (e.g. *In My Blood It Runs*)
- the importance of the Aboriginal flag and the Torres Strait Islander flag as expressions of cultural identity to Australian First Nations Peoples, including
 - why are there two different flags
 - the significance of the colour, shapes and/or symbols on the flags
 - different perspectives relating to the use of the flags
- **one** example of an Australian First Nations Peoples-led program or initiative which provides opportunities for individual and/or community cultural expressions to be shared, including the background and benefit of the program or initiative
- the role of the WA Museum Boola Bardip and **one** other cultural centre in showcasing, educating and changing peoples' perceptions about Australian First Nations Peoples' histories and cultures.

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
- identify and practise ethical scholarship when conducting research, including respecting variation between cultural groups of processes and protocols for collecting information

Analysis and use of sources

- identify the origin, purpose and context of a variety of sources
- evaluate the reliability, bias and 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
- communicate findings using formats appropriate to purpose and audience
- use respectful and inclusive language and terminology

- identify and practise ethical scholarship when communicating research, including
 - respecting variation between cultural groups of processes and protocols for 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 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 the 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 must 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 five 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 11

Type of assessment	Weighting
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/or 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 reports, 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, which is administered under test conditions.	20%
Short answer Students can be required to respond to a series of open questions that require them to refer to source material and/or 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), a film, a television show and/or a combination of materials. Formats can include short answer responses, which typically require students to identify, define, describe, outline, explain, compare, analyse and/or discuss. Short answer tasks are administered under test conditions. For a full list of verbs, see the Glossary of key words used in the formulation of questions on the course page.	20%
Extended answer Students can be required to respond to one or more questions that require a discussion, analysis, explanation and/or evaluation of the knowledge and understandings from the depth studies. Formats can include a sectionalised or a non-sectionalised answer. Typically, questions require the students to explain, discuss, compare, analyse, evaluate and/or consider different perspectives. Extended answer tasks are administered under test conditions. For a full list of verbs, see the Glossary of key words used in the formulation of questions on the course page.	20%
Examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.	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 11 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).

Appendix 1 – Grade descriptions Year 11

A	Knowledge and understanding Presents detailed discussions and explanations of evidence, ideas and concepts about the distinctiveness and diversity of First Nations Peoples' identities, cultures, experiences, heritage, perspectives and cultural expressions.
	Intercultural terminology Selects and applies culturally responsive terminology and concepts to develop comprehensive, accurate and relevant responses.
	Intercultural skills Draws detailed and relevant conclusions using a wide range of supporting evidence that takes into account different perspectives and interpretations of the past. Analyses relationships and uses evidence from different sources to support a point of view. Selects a diverse wide range of culturally responsive sources and applies appropriate referencing techniques accurately and consistently when conducting inquiries.
B	Knowledge and understanding Presents discussions and explanations of evidence, ideas and concepts about the distinctiveness and diversity of First Nations Peoples' identities, cultures, heritage, experiences, perspectives and cultural expressions.
	Intercultural terminology Selects and applies culturally responsive terminology and concepts to develop accurate and relevant responses.
	Intercultural skills Draws relevant conclusions using a range of supporting evidence that takes into account different perspectives. Selects a range of culturally responsive sources and applies appropriate referencing techniques accurately when conducting inquiries.
C	Knowledge and understandings Presents brief discussions and descriptions of evidence, ideas and concepts about the distinctiveness and diversity of First Nations Peoples' identities, cultures, heritages, experiences, perspectives and cultural expressions.
	Intercultural terminology Uses culturally responsive terminology and concepts to develop mostly relevant responses.
	Intercultural skills Draws relevant conclusions using some evidence that recognises different perspectives. Selects culturally responsive sources and applies appropriate referencing techniques when conducting inquiries.

D	Knowledge and understandings Presents broad generalised statements about the distinctiveness and diversity of First Nations Peoples' identities, cultures, experiences, heritage, perspectives and cultural expressions.
	Intercultural terminology Uses limited culturally responsive terminology to develop mostly brief or irrelevant responses.
	Intercultural skills States personal opinions using limited or inaccurate evidence, with little or no acknowledgement of different perspectives. Uses limited culturally responsive sources and applies limited and/or inaccurate referencing techniques when conducting inquiries.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.

Acknowledgements

Principles and protocols for teaching and learning

- Dot point 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>
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- Dot point 12: 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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