Aboriginal Studies Years 7–10 Draft Syllabus for Consultation (April 2019)

The Aboriginal Studies Years 7–10 draft syllabus, including Life Skills outcomes and content, is open for consultation from 6 May to 16 June 2019. You are invited to provide feedback by participating in a consultation meeting, completing an online survey or by providing a written submission. Details can be found on the HSIE K–10 syllabus development page on the NESA website.

Online translation

The Aboriginal Studies Years 7–10 syllabus was first published in 2003. It is now being converted to an online interactive format. This involves some amendments to content and its presentation, including learning across the curriculum areas, and a glossary.

Feedback

The online survey, conducted in late 2017, raised the following key areas for change:

- update content to take into account new research and understandings
- inclusion of more contemporary examples
- provide opportunities to incorporate an international context
- review content to ensure a strengths-based approach.

Changes evident in this draft syllabus

In addition to the online translation work, the following changes are reflected in this draft syllabus:

- the rationale and aim have been refined
- nomenclature, terminology and glossary definitions have been reviewed for currency, consistency and accuracy
- objectives and outcomes have been amended to ensure currency
- Life Skills outcomes and content have been reviewed to align with changes to the Stage 4 and 5 content
- the cross-curriculum priorities, general capabilities and other learning across the curriculum areas have been featured, and identified within the content using icons
- concepts, content and examples have been amended to reflect a strengths-based approach
- content has been reviewed to include contemporary examples, recent research and new understandings
- outcomes and content include international perspectives
- content and examples have been updated to reflect changes in technology.

For more information, please contact:

Dr Christine Evans
Chief Education Officer, Aboriginal Education
christine.evans@nesa.nsw.edu.au
(02) 9367 8198
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NESA K–10 Syllabus Development Process

The NSW Education Standards Authority (NESA) process for the development of K–10 syllabuses involves expert writers and opportunities for broad consultation with teachers, community members and stakeholder groups in order to receive the highest-quality advice from across the education community.

This project will follow the NESA syllabus development process.

Each subsection of the Aboriginal Studies Years 7–10 Draft Syllabus addresses a syllabus component and includes an explanation of the component’s purpose.

Assisting respondents

The following icons are used throughout this document to assist respondents:

<table>
<thead>
<tr>
<th>Icon and label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>for your information</td>
<td>This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.</td>
</tr>
<tr>
<td>consult</td>
<td>This icon indicates material on which responses and views are sought through consultation.</td>
</tr>
</tbody>
</table>
Introduction

for your information

This text is included in all K–10 syllabuses.

The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

Goal 1: Australian schooling promotes equity and excellence
Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the Aboriginal Studies Years 7–10 Syllabus contributes to the curriculum, and to students’ achievement of the broad learning outcomes, is outlined in the syllabus rationale.
Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with disability, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with disability

All students are entitled to participate in and progress through the curriculum. Under the Disability Standards for Education 2005, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with disability. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with disability to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with disability can access outcomes and content from Years 7–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate Stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate Stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- HSIE
- Special education
- Life Skills.

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.
Curriculum strategies for gifted and talented students may include:

- Differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- Acceleration: promoting a student to a level of study beyond their age group
- Curriculum compacting: assessing a student’s current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

**Students learning English as an additional language or dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- Overseas and Australian-born students whose first language is a language other than English, including Kriol, creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.
Background

Aboriginal Peoples and Torres Strait Islander Peoples

Australia has two Indigenous Peoples – Aboriginal Peoples and Torres Strait Islander Peoples. Aboriginal Peoples are the caretakers of the oldest continuous cultures in the world and are represented by more than 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.

An Aboriginal and/or Torres Strait Islander person is someone who:
- is of Aboriginal and/or Torres Strait Islander descent
- identifies as an Aboriginal person and/or Torres Strait Islander person, and
- is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.

This syllabus is about both Aboriginal Peoples and Torres Strait Islander Peoples. As New South Wales is situated on the lands of Aboriginal Peoples, it is more likely that the local community(ies) associated with this subject will be Aboriginal communities. Aboriginal Studies provides opportunities to explore the experiences of Aboriginal Peoples in national and international contexts, including relationships established with international Indigenous Peoples.

Within the context of this syllabus it is important for teachers and students to acknowledge Torres Strait Islander Peoples' histories and cultures. For this purpose, students will have opportunity to focus on dedicated content in particular locations in the syllabus.

Consultation and protocols

Throughout the Aboriginal Studies Years 7–10 Draft Syllabus there is a community focus that is designed to familiarise students with the nature of their local/regional Aboriginal communities and to encourage community members to become partners in the planning and delivery of the course. As a consequence, it is important that teachers and students develop knowledge and understanding about appropriate consultation protocols and other aspects of ethical research, including Indigenous cultural and intellectual property, so that they are able to work effectively with their local/regional Aboriginal communities.

In its 2008 publication Working with Aboriginal Communities, NESA described appropriate protocols to be followed when working with Aboriginal Peoples and their communities. This document was developed to support teachers in their implementation of Aboriginal histories and cultures learning across the curriculum. It was written in consultation with communities, Aboriginal education workers, consultants and teachers. Observing appropriate protocols when working with Aboriginal Peoples and their communities is critical to establishing positive and respectful relationships. Further information on Aboriginal and Torres Strait Islander principles and protocols can be found on the NESA website.
Aboriginal Studies Key

The following codes and icons are used in the *Aboriginal Studies Years 7–10 Draft Syllabus*.

**Outcome coding**

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Stage 4, Stage 5 and Life Skills are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 4</td>
<td>4</td>
</tr>
<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
<tr>
<td>Life Skills</td>
<td>LS</td>
</tr>
</tbody>
</table>

In the Aboriginal Studies syllabus, outcome codes indicate subject, Stage and outcome number. For example:

![Diagram showing outcome codes](image)

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AST5-1</td>
<td>Aboriginal Studies, Stage 5 – Outcome number 1</td>
</tr>
<tr>
<td>ASTLS-3</td>
<td>Aboriginal Studies, Life Skills – Outcome number 3</td>
</tr>
</tbody>
</table>
Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures*
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity
- Work and enterprise

*Note: The icon for Aboriginal and Torres Strait Islander histories and cultures is not used in the content of the Aboriginal Studies 7-10 Draft Syllabus because the core focus throughout the syllabus is Aboriginal and Torres Strait Islander histories and cultures.
Rationale

for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the *K–10 Curriculum Framework*
- how it prepares students for further schooling.

consult

The *Aboriginal Studies Years 7–10 Draft Syllabus* provides students with the opportunity to develop knowledge and understanding of Aboriginal Peoples, histories and cultures. This syllabus is designed to be inclusive of all students in NSW schools and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Aboriginal students are empowered through the exploration and celebration of their cultural and social heritage, and its longevity. Cultural affirmation through the study of their local/regional community and Aboriginal cultural diversity develops pride and self-confidence. Aboriginal Studies nurtures the understanding that Aboriginal Peoples represent the oldest continuous cultures on Earth.

Students develop an appreciation of Aboriginal identity and experiences, which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of Aboriginal Peoples’ identities and cultures, and of their roles locally, regionally, nationally and internationally. They also develop knowledge about historical and contemporary issues affecting Aboriginal and Torres Strait Islander communities. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities. Students recognise the fundamental importance of Country/Place and spirituality to Aboriginal Peoples and Torres Strait Islander Peoples, respectively. They develop an understanding of the importance of Aboriginal self-determination and autonomy to Aboriginal Peoples’ participation nationally and internationally.

Students develop ethical research skills and recognise the importance of applying community consultation protocols, including in relation to Indigenous cultural and intellectual property. In their research, students develop understanding and experience of a variety of appropriate information and communication technologies. In these ways students can become active and informed advocates for a just and inclusive society.
The Place of the Aboriginal Studies Years 7–10 Syllabus in the K–12 Curriculum

for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the Aboriginal Studies Year 7–10 Syllabus in the K–12 curriculum as a whole.

consult

This syllabus provides opportunities for students to engage in activities and experiences to meet the learning outcomes specified in the K–10 Curriculum Framework. These include accessing, analysing and evaluating information, understanding and appreciating social, cultural, geographical and historical contexts and participating as active and informed citizens.
Aim

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.

The aim of the Aboriginal Studies Years 7–10 Syllabus is to develop an understanding of the diversity and roles of Aboriginal Peoples, cultures, communities and identities. This enables students to be active and informed advocates for a just and inclusive society.
Objectives

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.

Knowledge and understanding

Students:
- develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- develop understanding of the importance of Aboriginal self-determination and autonomy
- develop understanding of Aboriginal Peoples’ ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples
- develop knowledge and understanding of the factors influencing non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions.

Skills

Students:
- develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

Values and attitudes

Students value and appreciate:
- the diversity of Aboriginal cultures, experiences and perspectives
- the dynamic nature of Aboriginal cultures
- the importance of social justice and equity
- ethical practices.
Outcomes

for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be demonstrated by students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.

consult

Table of objectives and outcomes – continuum of learning

Knowledge and understanding

Objective
Students:
- develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression

<table>
<thead>
<tr>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student:</strong></td>
<td><strong>A student:</strong></td>
</tr>
<tr>
<td>AST4-1 identifies the factors that contribute to an Aboriginal person’s identity</td>
<td>AST5-1 describes the factors that contribute to an Aboriginal person’s identity</td>
</tr>
<tr>
<td>AST4-2 outlines ways in which Aboriginal Peoples maintain identity</td>
<td>AST5-2 explains ways in which Aboriginal Peoples maintain identity</td>
</tr>
<tr>
<td>AST4-3 recognises the changing nature of Aboriginal cultures</td>
<td>AST5-3 describes the dynamic nature of Aboriginal cultures</td>
</tr>
<tr>
<td>AST4-4 outlines changes in Aboriginal cultural expression across time and location</td>
<td>AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</td>
</tr>
<tr>
<td>AST4-5 identifies the importance of families and communities to Aboriginal Peoples</td>
<td>AST5-5 explains the importance of families and communities to Aboriginal Peoples</td>
</tr>
</tbody>
</table>
Objective
Students:
- develop understanding of the importance of Aboriginal self-determination and autonomy

<table>
<thead>
<tr>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>AST4-6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples</td>
<td>AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples’ participation nationally and internationally</td>
</tr>
</tbody>
</table>

Objective
Students:
- develop understanding of Aboriginal Peoples’ ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples

<table>
<thead>
<tr>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>AST4-7 describes the roles and significance of Aboriginal Peoples locally, regionally, nationally and internationally</td>
<td>AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally</td>
</tr>
<tr>
<td>AST4-8 describes the range of relationships between Aboriginal Peoples and non-Aboriginal peoples</td>
<td>AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples</td>
</tr>
</tbody>
</table>

Objective
Students:
- develop knowledge and understanding of the factors influencing non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions

<table>
<thead>
<tr>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>AST4-9 recognises the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures</td>
<td>AST5-9 analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures</td>
</tr>
</tbody>
</table>
Skills

Objective
Students:

- develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities

<table>
<thead>
<tr>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>AST4-10</td>
<td>AST5-10</td>
</tr>
<tr>
<td>uses appropriate community consultation protocols and ethical research practices to gather and protect data</td>
<td>identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data</td>
</tr>
<tr>
<td>AST4-11</td>
<td>AST5-11</td>
</tr>
<tr>
<td>uses research techniques and technologies to locate, select, organise and communicate information and findings</td>
<td>selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings</td>
</tr>
</tbody>
</table>
Stage Statements

In NSW syllabuses, Stage statements summarise the knowledge, understanding, skills, values and attitudes developed by students as a result of achieving the outcomes for each Stage of learning.

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Stage 4

By the end of Stage 4, students have developed knowledge, understanding and skills through the study of Geography and History that prepare them for further study in the HSIE key learning area. They have opportunity to develop a commitment to active and informed citizenship, a just society and lifelong learning. They develop the skills to investigate environments and how people manage these environments, and interpret and analyse information from a variety of sources.

Stage 4 Geography students have the opportunity to develop knowledge about Aboriginal, Torres Strait Islander and inter-national Indigenous communities through their learning about global environments and types of human communities. They develop an understanding of the strength, resilience, richness and diversity of Aboriginal and Torres Strait Islander communities. Students explore interconnections within environments and between people, places and environments, and investigate differences in human wellbeing.

Stage 4 History students develop knowledge about Aboriginal and Torres Strait Islander Peoples’ heritages and their conservation. They have the opportunity to develop knowledge about Aboriginal Peoples, Torres Strait Islander Peoples and international Indigenous Peoples, examining colonisation and contact history, pre-invasion and post-invasion Indigenous societies.

Building on the knowledge and skills developed in mandatory Geography and History, Stage 4 Aboriginal Studies students identify the factors that contribute to identity and culture, and identify commonalities and diversity in Aboriginal identities, communities and cultural expressions. Students describe the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally, along with those of Torres Strait Islander Peoples. They develop an understanding of non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the importance of Aboriginal self-determination and autonomy. Students develop skills in research and communication, and knowledge of appropriate protocols to engage in ethical practices when working with Aboriginal communities.
Stage 5

By the end of Stage 5, having studied mandatory Geography, students connect Aboriginal and Torres Strait Islander Peoples’ use of the land, governed by a holistic, spiritually based connection to Country and Place, with the continuing influence of Aboriginal and Torres Strait Islander Peoples on Australian places, and in environmental management and regional economies. Students account for differences within and between Australian communities, explore alternative views, and assess strategies to address challenges using environmental, social and economic criteria.

Stage 5 mandatory History students recount major events in the interactions between Aboriginal Peoples and Torres Strait Islander Peoples, and Europeans, with special emphasis on Aboriginal and Torres Strait Islander Peoples’ initiatives and responses to key government policies since the earliest contact with British colonists. They identify marginalised groups who have struggled for rights and freedoms, and explain how the rights and freedoms of various groups in Australian society have changed. Students explain different interpretations of the past and recognise the evidence used to support these interpretations.

Building on the knowledge and skills developed in mandatory Geography and History, Stage 5 Aboriginal Studies students describe and explain the factors that contribute to the development of diverse Aboriginal identities, communities and cultural expressions. They explain the importance of self-determination and autonomy, and assess the roles of Aboriginal Peoples and Torres Strait Islander Peoples in a range of contexts. Students develop an understanding of the factors that influence perceptions of Aboriginal Peoples and their cultures, and the effects of these perceptions. Students develop ethical research and communication skills, using appropriate cultural protocols for consultation with Aboriginal communities, and acknowledging ownership of cultural knowledge.
For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next Stage of learning.

**Organisation of content**

The following diagram provides an illustrative representation of elements of the course and their relationship.
Course structure and requirements

Students may undertake either 100 or 200 hours of study in Aboriginal Studies in Stage 4 and/or Stage 5. Courses are structured in the following ways:

- 100 hours with the study of either Core 1 OR Core 2 and a minimum of THREE options; or Core 1 AND Core 2 and TWO options
- 200 hours with the study of Core 1 AND Core 2 and SIX options.

It is intended that both the 100-hour and 200-hour courses will commence with a core study. Each option builds on the essential learning of the core and allows teachers and students to extend core learning. Options may be studied in any order or pattern.

Across a 100-hour course or a 200-hour course students may study only ONE school-developed option.

Core study

Each core study topic should be a minimum of 30 indicative hours

1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy.

Options

15–25 indicative hours each

1. Aboriginal Enterprises and Organisations
2. Aboriginal Peoples and the Visual Arts
3. Aboriginal Peoples and the Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Peoples and Oral and Written Expression
6. Aboriginal Peoples and Film and Television
7. Aboriginal Peoples and Technologies
8. Aboriginal Peoples and Sport
9. Aboriginal Peoples’ Interaction with Legal and Political Systems
10. School-developed Option.

In both the cores, and all options, there is a case study. This case study can be the basis through which the core or option is studied. Alternatively, it can be undertaken separately at any point throughout the core or option.
Learning across the curriculum

for your information

NSW syllabuses provide a context within which to develop core knowledge and understanding and skills considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

*Note: The icon for Aboriginal and Torres Strait Islander histories and cultures is not used in the content of the Aboriginal Studies 7-10 Draft Syllabus because the core focus throughout the syllabus is Aboriginal and Torres Strait Islander histories and cultures.
Aboriginal and Torres Strait Islander histories and cultures

The syllabus provides students with opportunities to learn about the continued roles played by Aboriginal and Torres Strait Islander Peoples locally, regionally, nationally and internationally. It emphasises the interconnectedness of Aboriginal Peoples and Torres Strait Islander Peoples with Country/Place, kin, language, culture and customary law. Students have an opportunity to learn about the contemporary impacts of colonisation and the resilience and innovation of Aboriginal and Torres Strait Islander Peoples, despite dealing with experiences of racism, dispossession and misrepresentation. The diverse nature of relationships between Aboriginal and non-Aboriginal Peoples is reflected upon and analysed in this subject.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia’s engagement with Asia

Students have opportunities to explore the links that exist between Aboriginal and Torres Strait Islander Peoples and cultures, and Asian peoples and cultures from before, during and post invasion. Through the study of Aboriginal Peoples’ self-determination and ongoing local, regional, national and international roles, students consider a range of interactions with Asian peoples. The options provide opportunities to examine representations and perceptions of Aboriginal Peoples and cultures in Asia, and cultural exchange through artistic expression, tourism and enterprise.

Sustainability

In this subject, students may further develop their understanding of Aboriginal Peoples’ and Torres Strait Islander Peoples’ sustainable practices, arising from the interconnectedness of social, cultural, spiritual, economic, natural and environmental aspects of existence. In considering the importance of caring for Country to Aboriginal Peoples’ kinship, spirituality and law, students develop knowledge of the ways in which Aboriginal Peoples relate to and protect the environment using a variety of customary and contemporary methods. Students develop an understanding of the significance of Torres Strait Islander Peoples’ relationship to Place and the environmental and cultural factors that affect continuity. Students also recognise the contribution of Aboriginal scientific knowledge to current and emerging environmental management practices and sustainability.

Critical and creative thinking

In Aboriginal Studies, critical thinking skills are developed through the study of the diversity and dynamic nature of Aboriginal Peoples’ and Torres Strait Islander Peoples’ cultures, identities and experiences. Students have the opportunity to recognise the factors that influence peoples’ perspectives, and the impacts of these perceptions in a range of contexts. Students study a range of social, economic and political issues affecting Aboriginal Peoples’ and Torres Strait Islander Peoples’ communities, and the importance of self-determination and autonomy in achieving social justice. Through developing an understanding of the roles and significance of Aboriginal Peoples and Torres
Strait Islander Peoples and cultures, students have the opportunity to use critical and creative thinking to consider ways that strengths can be harnessed and promoted. The syllabus provides opportunities to use a range of research techniques, including community consultation, and to develop skills in analysing, interpreting and communicating data and findings.

Ethical understanding

Students develop their ethical understanding through Aboriginal Studies. The syllabus provides opportunities for students to recognise the importance of consultation with Aboriginal communities, and use appropriate cultural protocols. Students apply ethical research skills to gather, interpret and communicate information, including responsibilities surrounding Indigenous cultural and intellectual property and the protection of data. They consider the factors that influence people’s perceptions, and the effects of these perceptions. Students develop an understanding of the importance of self-determination, autonomy, social justice and equity.

Information and communication technology capability

Aboriginal Studies provides students with the opportunity to engage with information and communication technologies (ICT) when undertaking research to support their class work. Students develop capability in using a range of ICT applications and electronic communication methods to gather and select information. They develop their technical skills to process, analyse and present data in a variety of formats. Students are provided with opportunities to apply their ethical understanding and critical thinking into their ICT capabilities, through the recognition of cultural protocols and Indigenous cultural and intellectual property when researching and presenting findings.

Intercultural understanding

Aboriginal Studies provides students with opportunities to cultivate their intercultural understanding through consideration of the factors that contribute to the development of identity. They develop an understanding of the diversity of Aboriginal cultures, experiences and perspectives. Students investigate the dynamic nature of Aboriginal cultures, and ways in which Aboriginal identities are maintained through cultural expression. They explore a wide range of issues relating to cultural identity and expression, including the factors influencing non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. Students develop knowledge of appropriate cultural protocols, and apply their understanding when consulting with the local/regional community(ies). The learning experiences in Aboriginal Studies provide a foundation for the development of cultural safety, for an inclusive and equitable society.

Literacy

Aboriginal Studies provides learning experiences to enable students to explore and compose a wide variety of texts, using various forms of expression appropriate to purpose and audience. They are encouraged to use critical thinking and analysis to make judgements about the reliability and appropriateness of texts. Through conducting, documenting and presenting their research of local Aboriginal communities and case studies, students have opportunities to communicate their findings and ideas using a variety of subject-specific terminology. The syllabus provides students with opportunities to consider the power of language in constructing representations of Aboriginal Peoples and cultures, and in challenging perceptions. Students may also develop an understanding of the role of language in Aboriginal Peoples’ oral and written expression.
Numeracy

The development of numeracy skills is embedded in this subject, as students apply and develop their conceptual understanding in real-world contexts. During research and in a range of learning experiences, students develop their numeracy capabilities by gathering, compiling, processing, analysing and presenting data. Students are provided with meaningful opportunities to use a range of ICT applications to access data, and to generate graphic representations.

Personal and social capability

In studying the forces that shape identity, students explore their own experiences and develop the foundations upon which they can build culturally safe interactions. Aboriginal Studies provides valuable opportunities for students to engage with their local Aboriginal community(ies), and to develop their interpersonal communication skills. They undertake learning experiences that encourage them to empathise with a range of perspectives and to challenge perceptions. Students develop an understanding of the importance of self-determination and autonomy, enabling them to become informed advocates for a just and equitable society.

Civics and citizenship

Through the study of a range of social, political and legal issues affecting Aboriginal and Torres Strait Islander Peoples and their communities, students have opportunities to develop a commitment to active citizenship in order to address historical and contemporary inequities. They develop their understanding of cultural protocols and capabilities in intercultural communication for real-world application. Students investigate the importance of self-determination and autonomy, enabling them to develop their understanding of the impacts of political decision-making and the role of activism.

Difference and diversity

Difference and diversity refers to gender, culture, ethnicity, ability, religion and spirituality, and socioeconomic circumstances. In Aboriginal Studies students investigate the nature and importance of culture, identity and diversity which encourages them to value the contributions of all people to society. Students are provided with opportunities to study the diversity of Aboriginal communities, Torres Strait Islander communities, and International Indigenous communities. Students develop an understanding of the ways in which Aboriginal Peoples and Torres Strait Islander Peoples express their cultures and identities. The study of local Aboriginal communities also provides opportunities for students to consider the experiences of diverse groups and individuals within communities, such as the roles of men and women and people with connections to multiple cultures. Students challenge stereotypes and engage with opinions different to their own.

Work and enterprise

The *Aboriginal Studies Years 7–10 Syllabus* provides opportunities for students to develop knowledge of the role of Aboriginal Peoples’ and Torres Strait Islander Peoples’ work and enterprise in the Australian economy, in historical and contemporary contexts. Students develop an understanding of the importance of self-determination and economic independence for Aboriginal and Torres Strait Islander Peoples, and the role of community-controlled organisations. They examine the role of government, non-government organisations, trade unions and advocacy groups in the ongoing struggle for Aboriginal Peoples and Torres Strait Islander Peoples’ rights. Learning experiences, including community consultation, cultivate valuable workplace skills such as promoting cultural safety, valuing diversity, collaborating in teams, communicating clearly and solving problems creatively.
Content for Years 7–10

Core 1: Aboriginal Identities

Outcomes

A student:

› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› describes the dynamic nature of Aboriginal cultures AST5-3
› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› explains the importance of families and communities to Aboriginal Peoples AST5-5
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-2, ASTLS-3, ASTLS-4, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of Core 1 is the diversity of Aboriginal cultures and identities, and the factors that contribute to their maintenance and expression. Students explore the social factors and experiences that affect identity and cultural expression. Core 1 also develops knowledge and understanding about appropriate consultation protocols and Indigenous cultural and intellectual property, so that students are able to work ethically with their local Aboriginal communities. A case study on Aboriginal community identities can be the basis through which Core 1 is studied, or it can be undertaken separately at any point throughout the core.
Content

Individual identity
Students:
• investigate factors that contribute to a person’s personal, cultural and national identity, for example: ⚫ ⚫ ⚫
  – age, gender and ability
  – family and community(ies)
  – cultures, customs and languages
  – national icons
• compare and contrast their own and others’ sense of identity

Cultural expressions and interpretations
Students:
• explore the diversity of Aboriginal Peoples’ identities and cultures, and the factors that determine cultural expressions and interpretations in Aboriginal communities, for example: ⚫ ⚫
  – geographical location ⚫
  – histories ⚫ ⚫ ⚫
  – environments ⚫
  – technologies ⚫ ⚫
• identify similarities and differences in Aboriginal Peoples’ cultural expressions and interpretations ⚫ ⚫ ⚫ ⚫
• compare generational differences and propose reasons why these differences may exist ⚫ ⚫ ⚫ ⚫
• describe influences on Aboriginal cultural expression, including:
  – television and radio ⚫ ⚫ ⚫
  – online content and social media ⚫ ⚫ ⚫ ⚫
• explore the roles that Aboriginal Peoples have played internationally, for example:
  – Aboriginal Peoples’ contributions in international Indigenous forums, eg United Nations, World Indigenous Peoples Conference on Education, and relationships with international Indigenous Peoples ⚫ ⚫ ⚫ ⚫
  – the international reputation of Aboriginal artists and performing arts companies ⚫ ⚫ ⚫

Social factors and experiences
Students:
• identify the social factors and experiences that have affected Aboriginal identities in post-invasion Australian society, for example: ⚫ ⚫ ⚫ ⚫
  – disconnection of families, including separation of children and the Stolen Generations
  – influence of religious groups ⚫
  – economic factors ⚫ ⚫
  – online content and social media ⚫ ⚫
• draw conclusions about the effects of social factors and experiences on the development of Aboriginal identity in post-invasion Australian society, including: ♦️ № 🎨
  – connection with Country ♦️
  – imposed use of English and dispossession of Aboriginal languages ♦️
  – wellbeing
  – social justice and human rights
• discuss examples of portrayals of Aboriginality in the media, and evaluate the effect on Aboriginal and non-Aboriginal Peoples ♦️ №.

Adaptations in cultural expression

Students:
• describe combinations and adaptations of Aboriginal cultural expressions in post-colonial contexts, for example: №
  – the use of musical instruments in contemporary musical presentations, eg yidaki (didgeridoo, marluk, bamboo), clap sticks, languages
  – the use of graphic and visual cultural elements, eg in fashion, décor, graphic design, contemporary arts ♡ №
  – the use of dance and cultural movement, eg dance theatre, sporting contexts ♡
• discuss the validity and significance of adaptations of cultural expression № №.
• explain how adaptations in Aboriginal cultural expressions reflect the dynamic and resilient nature of cultures ♦️ №.

Cultural expression and celebrations

Students:
• investigate Aboriginal Peoples’ cultural expression and celebrations, for example: № №
  – Yabun
  – Saltwater/Freshwater
  – NAIDOC Week
• describe the importance of cultural expression and celebrations to the maintenance of cultures № №.

Spiritual identity

Students:
• identify the importance and interrelationship of Country/Place and spiritual identity to Aboriginal Peoples and Torres Strait Islander Peoples № №.
• explore a wide range of expressions of spiritual identities through cultural activities, including Dreaming stories № №
• describe a variety of ways in which Aboriginal Peoples express their connection to Country ♦️ № №.

Kinship in Aboriginal communities

Students:
• identify key features of kinship structures in Aboriginal cultures №
• describe the role and importance of kinship in Aboriginal communities today № №
• examine the factors that contribute to diversity within Aboriginal family structures today №.
Case study

The case study must have a local/regional community focus and familiarise students with the nature of their local Aboriginal community(ies). Where possible, community members should be encouraged to become involved in its planning and delivery. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

Aboriginal Community Identities Case Study

Students:

- apply ethical research skills, including protocols for consultation
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate and compare contemporary cultural celebrations, including:
  - a celebration in the local Aboriginal community
  - a celebration in another Aboriginal community
- explain the importance of the celebrations to the maintenance of the culture and identity of each community
Core 2: Aboriginal Self-Determination and Autonomy

Outcomes

A student:
- describes the factors that contribute to an Aboriginal person’s identity AST5-1
- explains ways in which Aboriginal Peoples maintain identity AST5-2
- describes the dynamic nature of Aboriginal cultures AST5-3
- explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
- explains the importance of families and communities to Aboriginal Peoples AST5-5
- explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
- assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
- critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
- analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
- identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
- uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-2, ASTLS-3, ASTLS-4, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of Core 2 is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy. Students examine how Aboriginal Peoples’ human rights and the fundamental entitlement to self-determination have been denied. Core 2 also develops knowledge and understanding of the relationship between land rights and Aboriginal communities’ autonomy. A case study on the activities of organisations, movements and individuals who have worked towards Aboriginal Peoples’ autonomy, and the broader community response can form the basis through which Core 2 is studied, or it can be undertaken separately at any point throughout the core.

Content

Key concepts

Students:
- define and discuss key terms and concepts, including terra nullius, self-determination, autonomy, human rights, social justice and equity
- describe key aspects of human rights
explain that there are many different rights that apply to all people

**Denial of human rights**

Students:

- describe and draw conclusions about the issue of denial of human rights to Aboriginal Peoples and Torres Strait Islander Peoples, including the effects of dispossession of the land, massacres and genocide, for example:
  - Declaration of Martial Law, Bathurst; and Myall Creek Massacre
  - mission and reserve experiences
  - Kinchela Aboriginal Boys Training Home, Cootamundra Aboriginal Girls Training Home
  - Royal Commission into Aboriginal Deaths in Custody, 1991
  - *Bringing them Home*: Report of the National Inquiry into the removal of Aboriginal and Torres Strait Islander children from their families, 1997
- identify ongoing reactions of Aboriginal Peoples and Torres Strait Islander Peoples to the denial of human rights, for example:
  - Day of Mourning, 1938
  - 1967 Referendum campaign
  - Mabo Case, 1992
  - Uluru Statement from the Heart, 2017

**Human rights, self-determination and autonomy**

Students:

- draw conclusions about the relationship and importance of human rights to Aboriginal Peoples’ self-determination and autonomy, for example:
  - United Nations Declaration on the Rights of Indigenous Peoples
  - Aboriginal-owned/controlled organisations and self-determination
- analyse examples of the ways in which Aboriginal Peoples exercise their autonomy, and how these influence their cultural expression, for example:
  - Aboriginal-owned/controlled enterprises
  - advisory and advocacy groups
  - community cultural activities, eg dance groups, arts centres
- identify, gather and interpret information from a variety of sources, about Aboriginal Peoples’ demands for self-determination, including:
  - impacts on Aboriginal Peoples, eg emergence of Aboriginal organisations, 1972 policy of Aboriginal self-determination
  - impacts on non-Aboriginal people and the broader Australian community, eg response to legislation, partnership agreements
  - changes over time and a range of current issues

**Land, economic independence and self-determination**

Students:

- define the terms ‘land rights’ and ‘native title’
- describe the impact of the Mabo Case
- discuss the importance of ownership and access to lands and waterways to self-determination and autonomy of Aboriginal Peoples and Torres Strait Islander Peoples
• draw conclusions about the links between land, economic independence and self-determination

Case study

Students explore the activities of organisations, movements and individuals that have worked towards Aboriginal Peoples’ autonomy, through the context of a case study that focuses on:
• an Aboriginal response to an aspect of the content of Core 2 that demonstrates self-determination
• a broader community response to the selected aspect of content.

Students may choose to create their own event, movement or response in their own school, and use this experience as the basis of the second part of the case study, which is the broader community response.

Students:
• apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
• demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
• investigate significant individuals and organisations/movements involved in moves towards self-determination, including:
  – the Aboriginal protest movement
  – Aboriginal Peoples’ autonomy
  – key Aboriginal organisations, such as land, health, disability, housing, legal, education and employment services
• investigate the responses of Aboriginal Peoples, non-Aboriginal people, and the wider Australian community, for example:
  – personal/individual responses
  – political responses
  – corporate responses
  – media responses
• communicate findings and conclusions of the case study effectively and appropriately
Option 1: Aboriginal Enterprises and Organisations

Outcomes
A student:
› explains the importance of families and communities to Aboriginal Peoples AST5-5
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-5, AST4-6, AST4-7, AST4-8, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-4, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus
This option focuses on the establishment and diversity of Aboriginal organisations and enterprises. Students explore the concepts of autonomy and governance, and the roles of a range of Aboriginal organisations and enterprises. Students examine the impacts of Aboriginal organisations and enterprises in terms of social justice and self-determination for Aboriginal Peoples and communities.

A case study on the activities of an organisation or enterprise can form the basis through which Option 1 is studied, or it can be undertaken separately at any point throughout the option.

Content

Aboriginal Peoples and autonomy and governance

Students:
‐ identify key aspects of Aboriginal autonomy and governance before invasion, including:
  – conservation/preservation of the environment 🌱
  – sharing and reciprocity 🏛️
  – industry and trade, eg resource exchange, Macassan traders 🌊
  – roles determined by knowledge and gender, eg leadership roles 🏛️
‐ evaluate the effects of colonisation on Aboriginal Peoples’ autonomy and governance, including:
  🏛️
  – lack of acknowledgement and acceptance by colonists of the autonomy of Aboriginal Peoples
  – dispossession and dislocation from Country 🌱
  – impact on the ability to perform roles critical to an autonomous Peoples
  – impact of reserves and missions, eg cultural restrictions, disempowerment of Elders, forced reliance on welfare
Diversity of Aboriginal organisations and enterprises

Students:
- identify and give reasons for the establishment of early Aboriginal community organisations
- using a variety of sources, research and describe current Aboriginal organisations, including:
  - types of organisations, e.g. community-based, cultural, education, employment, medical and legal services
  - their roles in self-determination and autonomy
- identify reasons for the establishment of Aboriginal enterprises
- describe the types and diversity of Aboriginal enterprises, for example:
  - land development
  - tourism
  - visual and performing arts

Impact of Aboriginal organisations and enterprises

Students:
- analyse data to assess the impact of Aboriginal organisations and enterprises on Aboriginal employment and moves towards economic independence
- compare and contrast Aboriginal organisations and enterprises, including not-for-profit organisations
- evaluate the advantages of Aboriginal control over Aboriginal organisations and enterprises, for example:
  - provision of culturally appropriate services
  - Aboriginal control over Aboriginal affairs, e.g. self-determination and autonomy
  - employment and training in culturally appropriate settings
  - economic benefits, e.g. benefit sharing, sustainability

Case study

Students explore the activities of an organisation or enterprise, using local examples where possible.

Students:
- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate an Aboriginal organisation or enterprise
- communicate findings and conclusions of the case study effectively and appropriately
Option 2: Aboriginal Peoples and the Visual Arts

Outcomes

A student:
› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› describes the dynamic nature of Aboriginal cultures AST5-3
› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-3, AST4-4, AST4-7, AST4-8, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-3, ASTLS-6, ASTLS-7, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the diversity of visual arts practised by Aboriginal Peoples. Students investigate the importance of visual arts to the survival of Aboriginal Peoples as unique groups within Australian society, and their importance in expressing the diversity of identities of Aboriginal Peoples. The option also explores how Aboriginal Peoples and non-Aboriginal people can have differences in their conceptual understanding of the visual arts. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of visual arts by Aboriginal Peoples are investigated. The case study can form the basis through which Option 2 is studied, or it can be undertaken separately at any point throughout the option.

Content

Aboriginal Peoples and customary visual arts practices

Students:
• describe the diversity of visual arts of Aboriginal Peoples and compare a range of styles and forms ¬¬
• assess the role of visual arts by Aboriginal Peoples ¬¬
Impact of invasion and colonisation

Students:
- explain the impact of invasion and colonisation on Aboriginal visual arts, eg disruption of arts practices inter-generationally, access to materials and sites, policies affecting Aboriginal Peoples
  
- describe some of the ways in which invasion and colonisation have affected the visual arts practices and conventions of Aboriginal Peoples, for example:
  - adaptation of materials
  - style, mode, medium
  - meaning and purpose
  - audience

Significance of contemporary visual arts practices by Aboriginal Peoples

Students:
- analyse the significance of contemporary visual arts practices by Aboriginal Peoples, including:
  - survival and continuity of cultural heritage
  - connection with Country, family and kinship systems
  - Aboriginal identities and spiritualities
  - making social and political comments
- examine the ways Aboriginal cultures, images and experiences are represented in the visual arts to Aboriginal and non-Aboriginal audiences
- assess the influence of contemporary technologies on visual arts practices by Aboriginal Peoples

Concepts and themes within visual arts

Students:
- describe and explain a range of responses by Aboriginal Peoples and non-Aboriginal people about concepts and themes in the visual arts, for example:
  - permanence and non-permanence of intergenerational transmission of knowledge
  - commodification of visual arts eg, investment
  - individual and community ownership of visual art
  - visual art for communication and instruction
- assess the changing responses to visual arts practices by Aboriginal Peoples in Australia and internationally, including:
  - inclusive curatorial practices and education programs
  - representation in international art markets and exhibitions
Accountability for Aboriginal images
Students:

- explain key concepts around public accountability for the presentation of Aboriginal images, including:
  - Indigenous cultural and intellectual property and individual intellectual property
  - ownership of copyright
  - cultural misappropriation
  - principles and protocols for community consultation regarding use of images
- explore the ways in which technological change has influenced accountability in relation to visual arts practices by Aboriginal Peoples
  - use of Aboriginal cultural graphics in online content
  - dissemination and promotion of art work internationally, eg public domain
- explain how technological change has influenced accountability in relation to visual arts practices by Aboriginal Peoples, for example:
  - designing a protocol statement
  - designing and developing an information resource, eg infographic, video, blog, vlog, podcast

Contribution of visual arts practices by Aboriginal Peoples
Students:

- evaluate the contribution of visual arts practices by Aboriginal Peoples to Australia’s identity and international image
- evaluate the ways Aboriginal art enterprises have contributed to the Australian economy

Case study
Students investigate visual arts practices by Aboriginal Peoples, using local examples where possible.

Students:

- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate visual arts practices by Aboriginal Peoples, using local examples where possible
- communicate findings and conclusions of the case study effectively and appropriately
Option 3: Aboriginal Peoples and the Performing Arts

Outcomes

A student:

› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› describes the dynamic nature of Aboriginal cultures AST5-3
› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-8, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-2, ASTLS-3, ASTLS-4, ASTLS-7, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the diversity of Aboriginal performing arts, including dance, music and drama. A key element of this option is the significance of performing arts to the survival of cultures and identities of Aboriginal Peoples within Australian society. Issues surrounding cultural appropriation, the protection of intellectual and artistic copyright, and the varying and sensitive roles of individuals, communities, and language and cultural groups in the development and expression of performing arts practices by Aboriginal Peoples are investigated. The case study can form the basis through which Option 3 is studied, or it can be undertaken separately at any point throughout the option.

Content

Performance and Aboriginal Peoples

Students:

• describe the diversity of performance by Aboriginal Peoples and compare a range of styles, for example: 🎵 🎵 🎵
  – music
  – dance
  – storytelling
  – dramatic expression

• assess the role of performance by Aboriginal Peoples 🎵 🎵 🎵
Impact of invasion and colonisation

Students:
- explain the impact of invasion and colonisation on the performing arts practices of Aboriginal Peoples
- explore historical and contemporary representations of performing arts practices by Aboriginal Peoples

Significance of performing arts practices for Aboriginal Peoples

Students:
- analyse the significance of performing arts practices for Aboriginal Peoples, including:
  - survival and continuity of culture and heritage
  - connection with Country
  - family and kinship systems
  - Aboriginal identities and spiritualities

Concepts and themes in the performing arts

Students:
- examine the role of the performing arts practices by Aboriginal Peoples in showcasing their cultures, and the effects on Aboriginal and non-Aboriginal audiences
- describe the ways contemporary technology has influenced the presentation of Aboriginal cultures in relation to performing arts practices by Aboriginal Peoples
- assess the changing responses to performing arts practices by Aboriginal Peoples in Australia and internationally, including:
  - inclusive production practices and education programs
  - representation in international festivals and programs

Accountability for the performing arts

Students:
- explain the concepts around public accountability in relation to Aboriginal and Torres Strait Islander performing arts, including:
  - Indigenous cultural and intellectual property and intellectual property rights
  - ownership of copyright in relation to the presentation of performing arts by Aboriginal Peoples
  - cultural misappropriation
  - principles and protocols for community consultation regarding performing arts by Aboriginal Peoples, eg music, cultural movement, stories, production elements such as set, costume, lighting, properties design
- explain how technological change has influenced accountability in relation to performing arts practices by Aboriginal Peoples, for example:
  - designing a protocol statement
  - designing and developing an information resource, eg infographic, video, blog, vlog, podcast

Contribution of performing arts practices by Aboriginal Peoples

Students:
- evaluate the contribution of performing arts practices by Aboriginal Peoples to Australia’s identity and its international image
• assess the impact of performing arts practices by Aboriginal Peoples on the local, regional and national economy 🌍 🌍 🌍 🌍

Case study

Students explore performing arts practices by Aboriginal Peoples, using local examples where possible.

Students:
• apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities 🌍 🌍 🌍
• demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property 🌍 🌍
• investigate performing arts practices by Aboriginal Peoples, using local examples where possible 🌍 🌍 🌍
• communicate findings and conclusions of the case study effectively and appropriately 🌍 🌍 🌍 🌍
Option 4: Aboriginal Peoples and the Media

Outcomes

A student:
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-2, AST4-6, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-2, ASTLS-6, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11

Content focus

The focus of this option is the key role that the media plays in today's society, in particular its impact on a range of non-Aboriginal peoples’ perceptions of Aboriginal Peoples, cultures and contemporary issues. The presentation of Aboriginal Peoples and cultural images from pre-invasion to today are investigated and compared. Students also explore the role Aboriginal communities and individuals play in the media as advocates for themselves and the community, and the importance of Aboriginal-controlled media outlets as vehicles for self-determination. A case study on the local Aboriginal community and the media can form the basis through which Option 4 is studied, or it can be undertaken separately at any point throughout the option.

Content

Media and society
Students:
• describe what the media is and explain how it works ☁️ 📆✨
• identify a range of media and the target audience of each, including print, broadcast and online ☁️ 📆
• discuss the roles and responsibilities of the media in influencing social attitudes, values and public policy ☁️ 📆
Representations of Aboriginal Peoples and cultures

Students:
- explain how the media can construct representations of Aboriginal Peoples, for example: 📸 📺 📄
  - men, women, children and young people
  - communities
  - using media protocols on the representation of Aboriginal Peoples
  - stereotyping, bias and assumptions
- analyse a range of media representations of Aboriginal cultural images, for example: 📸 📺 📄 📄
  - cultures and beliefs, e.g. Dreamings, sites
  - cultural expression, e.g. visual arts, performance
- compare and contrast changes over time in media representations of Aboriginal Peoples and cultural images 📸 📺 📄
- discuss the impact of print, broadcast and digital media on a range of non-Aboriginal Peoples’ perceptions of Aboriginal Peoples, cultures and contemporary issues, including experiences of racism and discrimination 📸 📺 📄 📄
- investigate examples of media which present positive images, and Aboriginal Peoples as advocates for themselves and their communities 📸 📺 📄 📄

Advertising

Students:
- explore a variety of advertisements in different forms, which depict a range of representations of Aboriginal Peoples and cultures 📸 📺 📄
- analyse Aboriginal Peoples and images in advertising, for example: 📸 📺 📄 📄
  - inclusion and exclusion
  - Indigenous cultural and intellectual property and misappropriation
  - commissioned works and benefit sharing
- explain changes in advertising practices over time 📚 📸 📄 📄

Aboriginal Peoples in the media

Students:
- describe examples of Aboriginal-controlled media 📸 📄
- assess the impact of Aboriginal Peoples’ involvement in mainstream media on Aboriginal Peoples’ and non-Aboriginal peoples’ perceptions 📸 📄 📄 📄
- analyse contemporary use of media by Aboriginal Peoples in presenting a balanced view of Aboriginal Peoples, histories and cultures, for example: 📸 📄 📄 📄 📄
  - advocating for the inclusion of Aboriginal voices
  - social media to counter misrepresentations
  - online content as a form of self-publishing
- evaluate the importance of media to self-determination and autonomy for Aboriginal Peoples 📸 📄 📄
Case study

Conduct a case study into ONE of the following:

- the interaction between the media and the local Aboriginal community including news, events, biographies and sporting achievements
- local Aboriginal and non-Aboriginal community attitudes towards the media

Students:

- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate the interaction between the media and the local Aboriginal community or local Aboriginal and non-Aboriginal community attitudes towards the media
- communicate findings and conclusions of the case study effectively and appropriately
Option 5: Aboriginal Peoples and Oral and Written Expression

Outcomes

A student:
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› explains the importance of families and communities to Aboriginal Peoples AST5-5
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-2, AST4-4, AST4-5, AST4-7, AST4-8, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-2, ASTLS-3, ASTLS-4, ASTLS-6, ASTLS-7, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the exploration of oral and written forms of communication used by Aboriginal Peoples before and after invasion. Students focus on different forms of oral and written expression to develop an understanding of the diversity of styles and viewpoints. A key element of this option is the important contribution of these works to Aboriginal and non-Aboriginal cultures, histories and identities. A case study on the local Aboriginal community’s interpretation and use of oral or written expression can form the basis through which Option 5 is studied, or it can be undertaken separately at any point throughout the option.

Content

Oral expression
Students:
• identify pre-invasion and post-invasion examples of Aboriginal Peoples’ oral expressions, for example: 🎵🗣️✨
  – storytelling
  – song
  – poetry
• assess the importance of oral expression in the maintenance of Aboriginal cultures and heritages, including:
  – teaching the young, eg customary law, ceremony, histories, protocols
  – laws and social structures, eg kinship, totemic systems
  – spiritualities and connection to Country, eg Songlines, sacred sites
  – cultural knowledges and caring for Country, eg responsibilities, land management

**Impact of invasion and colonisation**

Students:
• describe the impact of invasion and colonisation on Aboriginal oral expression, including:
  – dispossession of Country and place-based oral expressions, eg Songlines, sacred sites
  – dislocation and disconnection of families, communities and social structures
  – restrictions on language, song and ceremony
  – introduction of Christianity and western education
• discuss why oral expressions and some Aboriginal languages have survived invasion and colonisation and are an ongoing feature of Aboriginal cultures
• briefly describe the development and diversity of Aboriginal English

**Adaptation of oral expression to written forms**

Students:
• locate and gather examples of adaptations of oral expressions to written forms, including local examples where possible
• discuss revival, revitalisation, reclamation and maintenance of Aboriginal languages and their adaptation to written forms
• identify a diverse range of writing styles used by Aboriginal Peoples and analyse the writer’s purpose in choosing a particular style, including the use of Aboriginal English

**Written expression**

Students:
• explore a range of texts written by Aboriginal Peoples, for example:
  – novels and plays
  – poetry and lyrics
  – biographies and life stories
  – articles and online content
• analyse the significance of written works in the maintenance of Aboriginal cultures
• explain the role of written expression in the interactions between Aboriginal Peoples and non-Aboriginal people

**Significance of oral and written expression**

Students:
• explore examples of a range of Aboriginal Peoples’ oral and written expressions
• assess the impact of Aboriginal Peoples’ oral and written expression as vehicles to convey Aboriginal histories, cultures, experiences and perspectives
• infer reasons for the increased engagement of non-Aboriginal people in exploring Aboriginal histories and cultures through oral and written expression
Years 7–10

- assess the effects of engaging with Aboriginal Peoples’ oral and written expression on non-Aboriginal people
- assess the effect of information and communication technologies on Aboriginal Peoples and Torres Strait Islander Peoples’ oral and written expression, for example:
  - online content, eg blog posts, podcasts, online media, social media
  - as a platform for oral expression through music
- explain the positive outcomes of non-Aboriginal audiences engaging with Aboriginal Peoples’ oral and written expressions, including:
  - the contribution of Aboriginal Peoples’ oral and written expressions to representations of Australia’s identity
  - changing and more inclusive ideas about ‘Australian’ culture
  - social and economic benefits for Aboriginal Peoples

Case study

Students explore the local Aboriginal community’s interpretation and use of oral or written expression.

Students:
- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate the local Aboriginal community’s interpretation and use of oral or written expression
- communicate findings and conclusions of the case study effectively and appropriately
Option 6: Aboriginal Peoples and Film and Television

Outcomes

A student:

› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-4, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-3, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the role of film and television in Australia in the development of non-Aboriginal people’s perceptions and understanding of Aboriginal Peoples and cultures. Students develop skills to analyse a variety of contemporary films, documentaries and television shows that deal with Aboriginal issues, including those written by Aboriginal Peoples as well as non-Aboriginal people. Students are expected to explore this option with reference to their local Aboriginal community(ies). The case study on the local Aboriginal community’s experience with film and television can form the basis through which Option 6 is studied, or it can be undertaken separately at any point throughout the option.

Content

Film and television in Australia

Students:

• describe a range of examples of film and television in Australia, for example: 📽️ 📽️
  – nonfiction, eg news, current affairs, documentaries, historical reconstructions
  – drama, eg short films, feature films, television series
  – comedy
  – animation
Representation of Aboriginal Peoples, cultures and histories

Students:

- describe key themes and images about Aboriginal Peoples, cultures and histories presented in film and television and changes over time
- investigate the ways in which stereotyping has occurred in film and television in presenting key themes and images about Aboriginal Peoples, including gender stereotyping
- identify stereotypes, images and attitudes presented in a range of film and television presentations and analyse the effects on Aboriginal Peoples and non-Aboriginal people
- describe, using specific examples, the ways in which film and television has increased awareness among non-Aboriginal people of Aboriginal histories and cultures

Role of film and television

Students:

- describe the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television
- assess the impact of the role of film and television in Australia in educating people and influencing perceptions
- propose reasons for the increase in the willingness of non-Aboriginal people to explore Aboriginal histories and cultures through film and television and identify the possible outcomes
- evaluate the impact of a film or television program based on Aboriginal life experiences for educating people and influencing perceptions in the Australian context

Role of Aboriginal Peoples in film and television

Students:

- analyse the role of Aboriginal Peoples in film and television and explain changes over time, for example:
  - Aboriginal-controlled film and television
  - Aboriginal Peoples in mainstream film and television
- assess the value of film and television for Aboriginal Peoples, including:
  - the representation of cultures, histories, images and perspectives
  - self-determination and autonomy
  - relations with non-Aboriginal people
- assess the impact of information and communication technologies on Aboriginal film and television, for example:
  - availability of resources for production
  - online content and self-publishing
  - video streaming services
- explore the benefits of Aboriginal Peoples in film and television, for example:
  - Aboriginal actors in mainstream roles, eg films, television programs, commercials
  - Aboriginal programs on commercial television
  - international recognition of film and television productions by Aboriginal Peoples
Case study

Conduct a case study into ONE of the following:

- interaction of film and television with the local Aboriginal community
- local Aboriginal and non-Aboriginal community attitudes towards film and television.

Students:

- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate the interaction of film and television with the local Aboriginal community, or local Aboriginal and non-Aboriginal community attitudes towards film and television
- communicate findings and conclusions of the case study effectively and appropriately
Option 7: Aboriginal Peoples and Technologies

Outcomes

A student:
› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› describes the dynamic nature of Aboriginal cultures AST5-3
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-3, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-3, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is Aboriginal Peoples’ use of technologies. Students learn about the knowledge management systems of Aboriginal Peoples and how they underpin the continued use of technologies for cultural, social, environmental and economic practices. Students examine historical representations and perceptions, as well as contemporary viewpoints and applications. Consideration is given to the contributions and links to sustainability, tourism, trade, economy and self-determination. The case study on Aboriginal Peoples’ use of technologies can form the basis through which Option 7 is studied, or it can be undertaken separately at any point throughout the option.

Content

Aboriginal Peoples and technologies

Students:
• identify a range of on-Country technologies developed and used by Aboriginal Peoples, for example: ↓ ⬇️
  – medical knowledge
  – materials and their scientific properties, eg resins, toxins
explain the ways in which Aboriginal Peoples’ technologies are an integral part of Aboriginal social and cultural practices, for example: 
- social organisation and governance, eg Elders, kinship, totems, gender roles, food distribution
- economies and trade, eg agriculture, aquaculture, manufacturing, materials
- spiritualities, eg Dreamings, connection to Country

describe the relationship between Aboriginal Peoples’ technologies and the environment, including management practices

Impact of invasion and colonisation

Students:
- investigate colonial representations of Aboriginal Peoples’ technologies
- assess the impact of invasion on Aboriginal Peoples’ technologies and environmental management practices
- examine ways in which Aboriginal Peoples and Torres Strait Islander Peoples and non-Aboriginal people have shared and adapted each other’s technologies, for example: 
  - the use of Aboriginal survival techniques by non-Aboriginal people
  - the adaptation of materials, introduced by non-Aboriginal people, in Aboriginal Peoples’ and Torres Strait Islander Peoples’ technologies
- discuss post-invasion perceptions of Aboriginal Peoples’ technologies
- explore methods of challenging misconceptions about Aboriginal Peoples’ technologies

Contribution of Aboriginal Peoples’ technologies

Students:
- describe the links between Aboriginal Peoples’ environmental management practices and sustainability
- assess the impacts of recognition and utilisation of Aboriginal Peoples’ technologies in the environment, for example: 
  - sustainable agriculture
  - environmental management, eg bushfire mitigation
  - scientific research, eg endangered species, climate variation
- analyse the contribution of Aboriginal Peoples’ technologies to tourism, trade and economy, for example: 
  - ecotourism
  - environmentally sustainable industry
  - Aboriginal Peoples’ economic independence and self-determination
- describe the application of Aboriginal Peoples’ cultural knowledges to contemporary technological development and innovation

Case study

Students investigate ways in which Aboriginal Peoples continue to use their technologies, using local examples where possible.

Students:
- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
• demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property

• investigate ways in which Aboriginal Peoples continue to use their technologies, using local examples where possible

• communicate findings and conclusions of the case study effectively and appropriately
Option 8: Aboriginal Peoples and Sport

Outcomes

A student:
› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› explains the importance of families and communities to Aboriginal Peoples AST5-5
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples AST5-8
› analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-4, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the significant role of sport in contributing to Aboriginal identities and to the development of role models for Aboriginal young people. Students explore sport as an avenue for Aboriginal community communication and participation. They critically analyse the role of sport in breaking down barriers between Aboriginal Peoples and non-Aboriginal people. A case study on the role of sport in the local/regional community can form the basis through which Option 8 is studied, or it can be undertaken separately at any point throughout the option.

Content

Aboriginal Peoples and sports and games

Students:
• explore customary sports and games of Aboriginal Peoples and Torres Strait Islander Peoples, for example: ⚽️
  – Woggabaliri
  – Marn Grook
  – Kee’an
  – Kokan
explain the role of customary sports and games for Aboriginal Peoples, for example:
- educating children, eg collaboration, gender roles
- developing skills for everyday life
- social cohesion

Significance of sport
Students:
- investigate the role of sport in Australian communities, lifestyles and identities
- outline the history of Aboriginal participation in sport at all levels, including positive and negative experiences
- assess the role of sport in Aboriginal Peoples’ communities and lifestyles
- examine reasons for sport becoming a significant avenue for the expression of Aboriginal identity

Sport, racism and stereotyping
Students:
- identify key aspects of racism and stereotyping of Aboriginal Peoples in sport
- investigate incidents of personal and institutionalised racism in sport
- analyse gender issues associated with sport for Aboriginal Peoples, for example:
  - media coverage of Aboriginal sportspeople based on gender
  - female Aboriginal sportspeople as advocates for women and Aboriginal Peoples
- assess the effects of racism in sport on Aboriginal Peoples and communities

Contribution of Aboriginal sportspeople
Students:
- investigate how sport contributes to the challenging of racism and discrimination
- draw conclusions about the relationship between increasing Aboriginal participation and success in sport and breaking down barriers between Aboriginal Peoples and non-Aboriginal people and communities, including the local/regional community
- analyse the contribution of Aboriginal sportspeople to Australian sport, nationally and internationally
- assess the contribution of Aboriginal sportspeople as role models for Aboriginal Peoples and non-Aboriginal people

Case study
Conduct a case study into ONE of the following:
- issues and practices relating to Aboriginal participation in sport at a local and/or regional level
- a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community.

Students:
- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
• demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property

• investigate issues and practices in Aboriginal participation in sport at a local and/or regional level or a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community

• communicate findings and conclusions of the case study effectively and appropriately
Option 9: Aboriginal Peoples’ Interaction with Legal and Political Systems

Outcomes

A student:
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples in Australia AST5-8
› analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-2, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-2, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

The focus of this option is the relationship and interactions between Aboriginal Peoples and Australian legal and political systems. Students explore Aboriginal Peoples’ initiatives and advocacy to access their rights to overcome disadvantage in legal and political systems. A case study on the local/regional community’s interactions with an aspect of the legal system can form the basis through which Option 9 is studied, or it can be undertaken separately at any point throughout the option.

Content

Aboriginal Peoples’ legal and political structures

Students:
- describe the relationship of Dreaming, Country and customary law to legal and political structures for Aboriginal Peoples
- outline key legal and political structures for maintaining social cohesion and harmony by Aboriginal Peoples
- identify and describe the role of Elders in maintaining customary law
Impact of invasion and colonisation

Students:
- evaluate the impact of invasion and colonisation on Aboriginal Peoples’ legal and political systems, for example: dispossession, dislocation from Country, loss of autonomy and governance structures.
- describe the impact of colonial legal and political systems on Aboriginal Peoples and Torres Strait Islander Peoples, for example: restriction of personal freedom, lack of access to non-Aboriginal legal and political systems, shared experiences with diverse cultural groups eg Chinese peoples, Afghan cameleers.
- describe key features of contemporary Australian legal and political systems.
- compare and contrast the ways in which Aboriginal and non-Aboriginal legal and political systems operate.

Interactions with legal and political systems

Students:
- identify and describe the ways in which Aboriginal Peoples and communities interact with and respond to legal and political systems, for example: representation of viewpoints at a political level, including the impact on minority groups of the majority rule system, government commissions and inquiries and their results.
- outline key issues for Aboriginal Peoples and communities in accessing legal and political systems, including institutional racism.
- analyse data in relation to interactions between Aboriginal Peoples and legal systems.

Responses and initiatives

Students:
- identify current trends in legal and political contexts in regard to Aboriginal Peoples and Torres Strait Islander Peoples.
- analyse the key issues and responses affecting legal and political trends in regard to Aboriginal Peoples and Torres Strait Islander Peoples.
- identify Aboriginal initiatives designed to address disadvantage in legal and political systems.

Case study

Conduct a case study into ONE of the following:
- interaction of the legal system with the local Aboriginal community, for example land/water/sea rights or native title; or
- local Aboriginal responses to the criminal justice system.
Students:

- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate the interaction of the legal system with the local Aboriginal community or local Aboriginal responses to the criminal justice system
- communicate findings and conclusions of the case study effectively and appropriately
Option 10: School-developed Option

Outcomes

A student:
› describes the factors that contribute to an Aboriginal person’s identity AST5-1
› explains ways in which Aboriginal Peoples maintain identity AST5-2
› describes the dynamic nature of Aboriginal cultures AST5-3
› explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location AST5-4
› explains the importance of families and communities to Aboriginal Peoples AST5-5
› explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally AST5-6
› assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally AST5-7
› critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples in Australia AST5-8
› analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures AST5-9
› identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data AST5-10
› uses a range of research techniques and technologies to locate, select, organise and communicate information and findings AST5-11

Related Stage 4 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Related Life Skills outcomes: ASTLS-1, ASTLS-2, ASTLS-3, ASTLS-4, ASTLS-5, ASTLS-6, ASTLS-7, ASTLS-8, ASTLS-9, ASTLS-10, ASTLS-11, ASTLS-12

Content focus

For the School-developed Option, schools may address some or all of the outcomes identified, as relevant to the study developed.

This option provides students with opportunities to develop their knowledge and understanding of a particular area of learning. Students are encouraged to actively engage in the learning process by negotiating a topic of relevance and interest to them in order to achieve outcomes of the course. Students may work on this option as a whole class, a small group or as an individual. A case study on the selected topic can form the basis through which Option 10 is studied, or it can be undertaken separately at any point throughout the option.

The School-developed Option must not overlap or duplicate significantly any of the content studied in the Aboriginal Studies Stage 6 Syllabus.
Content

The content can be based upon a topic such as an issue, person(s) or event appropriate to their school or community, for example Aboriginal child care, events management, Aboriginal agriculture, aquaculture or an Aboriginal Youth project.

The following need to be considered:
- the importance of the topic to the Aboriginal community and Australian society
- responses of Aboriginal Peoples and non-Aboriginal people
- positive outcomes resulting from the topic.

Students:
- identify and explain key aspects of the topic
- plan and outline the procedures to be followed, including ethical research practices and the use of protocols for community consultation
- use a variety of sources to investigate issues relevant to the topic
- conduct research on the chosen area using a range of methods incorporating available information and communications technologies
- submit progressive reports at various stages of their investigation
- present research findings and conclusions using appropriate communication skills
- reflect on the learning process

Case study

Conduct a case study on the topic chosen, using local examples where possible.

Students:
- apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
- demonstrate understanding of ethical responsibilities surrounding Indigenous cultural and intellectual property
- investigate the selected topic, using local examples where possible
- communicate findings and conclusions of the case study effectively and appropriately
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Aboriginal Studies Years 7–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Aboriginal Studies](#)
- [Special education](#)
- [Life Skills](#)
Years 7–10 Life Skills Outcomes

Table of objectives and outcomes

Knowledge and understanding

Objective
Students:
• develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTLS-1</td>
<td>identifies factors that influence identity</td>
</tr>
<tr>
<td>ASTLS-2</td>
<td>explores the importance of identity for Aboriginal Peoples</td>
</tr>
<tr>
<td>ASTLS-3</td>
<td>explores Aboriginal culture and cultural expression</td>
</tr>
<tr>
<td>ASTLS-4</td>
<td>outlines the role of families and communities to Aboriginal Peoples</td>
</tr>
</tbody>
</table>

Objective
Students:
• develop understanding of the importance of Aboriginal self-determination and autonomy

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>A student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTLS-5</td>
<td>identifies the importance of self-determination and autonomy for Aboriginal Peoples</td>
</tr>
</tbody>
</table>
Objective

Students:
- develop understanding of Aboriginal Peoples’ ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples

Life Skills outcomes

A student:

**ASTLS-6**
describes the significance of Aboriginal Peoples locally, regionally, nationally and internationally

**ASTLS-7**
explores relationships between Aboriginal Peoples and non-Aboriginal peoples

Objective

Students:
- develop knowledge and understanding of the factors influencing non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions

Life Skills outcome

A student:

**ASTLS-8**
explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures

Skills

Objective

Students:
- develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities

Life Skills outcomes

A student:

**ASTLS-9**
uses appropriate protocols for working with Aboriginal Peoples and communities

**ASTLS-10**
recognises ethical practices for gathering and protecting data

**ASTLS-11**
uses a variety of strategies to locate and select information

**ASTLS-12**
uses a variety of strategies to organise and communicate information
Values and attitudes

Students value and appreciate:

- the diversity of Aboriginal cultures, experiences and perspectives
- the dynamic nature of Aboriginal cultures
- the importance of social justice and equity
- ethical practices.
Years 7–10 Life Skills and related syllabus outcomes

Knowledge and understanding

Objective

Students develop:

- develop knowledge and understanding of similarities and diversity in Aboriginal identifies, communities and cultural expression

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTLS-1 identifies factors that influence identity</td>
<td>AST4-1 identifies the factors that contribute to an Aboriginal person’s identity</td>
</tr>
<tr>
<td>ASTLS-2 explores the importance of identity for Aboriginal Peoples</td>
<td>AST4-2 outlines ways in which Aboriginal Peoples maintain identity</td>
</tr>
<tr>
<td>AST5-1 describes the factors that contribute to an Aboriginal person’s identity</td>
<td>AST5-2 explains ways in which Aboriginal Peoples maintain identity</td>
</tr>
<tr>
<td>Life Skills outcomes</td>
<td>Related Stage 4 and 5 outcomes</td>
</tr>
<tr>
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</tr>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>ASTLS-3</strong></td>
<td><strong>AST4-3</strong></td>
</tr>
<tr>
<td>explores Aboriginal culture and cultural expression</td>
<td>recognises the changing nature of Aboriginal cultures</td>
</tr>
<tr>
<td></td>
<td><strong>AST5-3</strong></td>
</tr>
<tr>
<td></td>
<td>describes the dynamic nature of Aboriginal cultures</td>
</tr>
<tr>
<td></td>
<td><strong>AST4-4</strong></td>
</tr>
<tr>
<td></td>
<td>outlines changes in Aboriginal cultural expression across time and location</td>
</tr>
<tr>
<td></td>
<td><strong>AST5-4</strong></td>
</tr>
<tr>
<td></td>
<td>explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</td>
</tr>
<tr>
<td><strong>ASTLS-4</strong></td>
<td><strong>AST4-5</strong></td>
</tr>
<tr>
<td>outlines the role of families and communities to Aboriginal Peoples</td>
<td>identifies the importance of families and communities to Aboriginal Peoples</td>
</tr>
<tr>
<td></td>
<td><strong>AST5-5</strong></td>
</tr>
<tr>
<td></td>
<td>explains the importance of families and communities to Aboriginal Peoples</td>
</tr>
</tbody>
</table>
### Objective

Students:
- develop understanding of the importance of Aboriginal self-determination and autonomy

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTLS-5 identifies the importance of self-determination and autonomy for Aboriginal Peoples</td>
<td>AST4-6 defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples</td>
</tr>
<tr>
<td>AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples’ participation nationally and internationally</td>
<td></td>
</tr>
</tbody>
</table>

### Objective

Students:
- develop understanding of Aboriginal Peoples’ ongoing local, regional, national and international roles, and range of relationships with non-Aboriginal peoples

<table>
<thead>
<tr>
<th>Life Skills outcomes</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTLS-6 describes the significance of Aboriginal Peoples locally, regionally, nationally and internationally</td>
<td>AST4-7 describes the roles and significance of Aboriginal Peoples locally, regionally, nationally and internationally</td>
</tr>
<tr>
<td>AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally</td>
<td></td>
</tr>
<tr>
<td>ASTLS-7 explores relationships between Aboriginal Peoples and non-Aboriginal peoples</td>
<td>AST4-8 explains the range of relationships between Aboriginal Peoples and non-Aboriginal peoples</td>
</tr>
<tr>
<td>AST5-8 critically analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples</td>
<td></td>
</tr>
</tbody>
</table>
Objective
Students:
- develop knowledge and understanding of the factors influencing non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>ASTLS-8</td>
<td>AST4-9</td>
</tr>
<tr>
<td>explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures</td>
<td>recognises the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures</td>
</tr>
<tr>
<td></td>
<td>AST5-9</td>
</tr>
<tr>
<td></td>
<td>analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures</td>
</tr>
</tbody>
</table>

Skills
Objective
Students:
- develop research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities

<table>
<thead>
<tr>
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<th>Related Stage 4 and 5 outcomes</th>
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</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>ASTLS-9</td>
<td>AST4-10</td>
</tr>
<tr>
<td>uses appropriate protocols for working with Aboriginal Peoples and communities</td>
<td>uses appropriate community consultation protocols and ethical research practices to gather and protect data</td>
</tr>
<tr>
<td>ASTLS-10</td>
<td>AST5-10</td>
</tr>
<tr>
<td>recognises ethical practices for gathering and protecting data</td>
<td>identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data</td>
</tr>
<tr>
<td>ASTLS-11</td>
<td>AST4-11</td>
</tr>
<tr>
<td>uses a variety of strategies to locate and select information</td>
<td>uses research techniques and technologies to locate, select, organise and communicate information and findings</td>
</tr>
<tr>
<td>ASTLS-12</td>
<td>AST5-11</td>
</tr>
<tr>
<td>uses a variety of strategies to organise and communicate information</td>
<td>uses a range of research techniques and technologies to locate, select, organise and communicate information and findings</td>
</tr>
</tbody>
</table>
Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Topics

The following topics provide possible frameworks for addressing the Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop topics that will meet the needs, strengths, goals, interests and prior learning of their students.

- Aboriginal Identities
- Aboriginal Self-determination and Autonomy
- Aboriginal Peoples and Arts and Technology
- Aboriginal Peoples and Media, Film, Television and Sport
- Aboriginal Organisations and Enterprises, and Interactions with Legal and Political Systems
- School-developed Option.
Aboriginal Identities

Outcomes

A student:

› identifies factors that influence identity ASTLS-1
› explores the importance of identity for Aboriginal Peoples ASTLS-2
› explores Aboriginal culture and cultural expression ASTLS-3
› outlines the role of families and communities for Aboriginal Peoples ASTLS-4
› identifies the importance of self-determination and autonomy for Aboriginal Peoples ASTLS-5
› describes the significance of Aboriginal Peoples locally, regionally, nationally and internationally ASTLS-6
› explores relationships between Aboriginal Peoples and non-Aboriginal peoples ASTLS-7
› explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures ASTLS-8
› uses appropriate protocols for working with Aboriginal Peoples and communities ASTLS-9
› recognises ethical practices for gathering and protecting data ASTLS-10
› uses a variety of strategies to locate and select information ASTLS-11
› uses a variety of strategies to organise and communicate information ASTLS-12

Related Stage 4/5 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11, AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-6, AST5-7, AST5-8, AST5-9, AST5-10, AST5-11

Content focus

In this topic, students explore factors that contribute to people’s identity including the identities of Aboriginal Peoples. They investigate the role of Country, spiritual identity and kinship to Aboriginal Peoples. Students explore the importance of cultural expression and participate in celebrations of Aboriginal Peoples and communities. Teachers may choose for students to undertake an individual, collaborative or class case study on Aboriginal community identities.

This topic aligns with course content from the following Years 7–10 core study topic:

• Aboriginal Identities

Content

Factors that contribute to identity

Students:

• recognise that each person has their own identity that makes them unique
• explore factors that contribute to identity, for example:  
  – age, gender and ability
  – family and community(ies)
  – culture, customs and languages
  – national icons
• compare their own identity to that of others
Cultural expressions and celebrations

Students:

- recognise diversity of Aboriginal Peoples’ identities and cultures
- identify forms of Aboriginal Peoples’ cultural expression, for example:
  - music
  - graphic and visual art
  - dance and performance
- explore one or more forms of Aboriginal Peoples’ cultural expression
- describe the significance of cultural expression to Aboriginal identity
- explore one celebration important to Aboriginal Peoples’ identity, for example:
  - Yabun Festival
  - Saltwater Freshwater Festival
  - NAIDOC Week
- participate in Aboriginal Peoples’ cultural celebrations, for example:
  - attending a local Aboriginal community cultural celebration
- investigate technological influences on Aboriginal cultural expression, for example:
  - television
  - radio
  - digital and social media
  - design
- outline factors that determine cultural expressions and interpretations in Aboriginal communities, for example:
  - geographical location
  - histories
  - environments
  - technologies
- explore Aboriginal cultural expression in contemporary contexts, for example:
  - the use of musical instruments in contemporary musical presentations, eg yidaki (didgeridoo, marluk, bamboo), clap sticks, languages
  - the use of graphic and visual cultural elements, eg in fashion, décor, graphic design, contemporary arts
  - the use of dance and cultural movement, eg dance theatre, sporting contexts

Social factors and experiences

Students:

- identify one or more social factors and experiences that have affected Aboriginal identities, for example:
  - separation of children from their families, including the Stolen Generations
  - dislocation from Country
  - influence of religious groups
  - economic factors
  - online content and social media
- explore how one of these factors or experiences have had an impact on Aboriginal Peoples
- investigate the importance of Aboriginal languages to Aboriginal identity

Spiritual identity and kinship

Students:

- identify the importance of Country/Place to Aboriginal Peoples and Torres Strait Islander Peoples
- investigate Aboriginal Peoples’ connection to Country
• recognise Dreaming Stories as an expression of spiritual identity ☯
• explore one or more Dreaming Story to identify elements of spiritual identity ☯
• recognise the importance of family and community(ies) to Aboriginal Peoples, for example: ☯ ☯
  – kinship and its obligations
  – the ways Aboriginal families mark births, deaths and marriages
  – differences between generations, education and child-rearing practices
  – preparing and serving food
  – extended families and the roles of different family members

Case study

Where appropriate, students can undertake a case study within their local or regional community to become familiar with the nature of their local Aboriginal community(ies). Where possible, community members should be encouraged to become involved in its planning and delivery.

Examples of topics for case studies include:
• celebrations and identity
• kinship and identity.

Students:
• consult respectfully with Aboriginal Peoples and community(ies) ☯ ☯
• locate information using appropriate sources, for example: ☯ ☯
  – digital texts ☯
  – written texts ☯
  – multimodal texts ☯
  – oral texts
  – visual texts
• select information from sources ☯
• evaluate and order information ☯
• communicate information using appropriate forms ☯.
Aboriginal Self-Determination and Autonomy

Outcomes

A student:
› identifies factors that influence identity ASTLS-1
› explores the importance of identity for Aboriginal Peoples ASTLS-2
› explores Aboriginal culture and cultural expression ASTLS-3
› outlines the role of families and communities to Aboriginal Peoples ASTLS-4
› identifies the importance of self-determination and autonomy for Aboriginal Peoples ASTLS-5
› describes the significance of Aboriginal Peoples locally, regionally and internationally ASTLS-6
› explores relationships between Aboriginal Peoples and non-Aboriginal peoples ASTLS-7
› explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures ASTLS-8
› uses appropriate protocols for working with Aboriginal Peoples and communities ASTLS-9
› recognises ethical practices for gathering and protecting data ASTLS-10
› uses a variety of strategies to locate and select information ASTLS-11
› uses a variety of strategies to organise and communicate information ASTLS-12

Related Stage 4/5 outcomes: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11, AST5-1, AST5-2, AST5-3, AST5-4, AST5-5, AST5-6, AST5-7, AST5-8, AST5-9, AST5-10, AST5-11

Content focus

In this topic, students recognise the meaning of self-determination and autonomy and explore the importance of this for Aboriginal Peoples. Students identify human rights and ways in which Aboriginal Peoples’ human rights have been denied. They recognise the connection between land and economic independence for Aboriginal Peoples. Teachers may choose for students to undertake an individual, collaborative or class case study on Aboriginal autonomy.

This topic aligns with course content from the following Years 7–10 core study topic:
• Aboriginal Self-Determination and Autonomy

Content

Self-determination and autonomy

Students:
• recognise the importance of making their own decisions and actions
• recognise what it means to be independent
• identify how people may become increasingly independent, for example:
  – dress or clothing choices
  – travel
  – decision-making
  – relationships
  – finances
  – housing or accommodation
• recognise the right to self-determination and autonomy

Aboriginal Studies Years 7–10 Draft Syllabus for Consultation 2019
• explore the importance of self-determination and autonomy to Aboriginal Peoples, for example:
  - voting rights
  - consultation
  - government policy
• investigate one or more events related to Aboriginal Peoples’ self-determination or autonomy, for example:
  - Declaration of Martial Law, Bathurst; and Myall Creek Massacre
  - Day of Mourning, 1938
  - Stolen Generations
  - Freedom Ride, 1965
  - 1967 Referendum campaign
• explore ways in which Aboriginal Peoples exercise their autonomy, for example:
  - Aboriginal-owned/controlled enterprises
  - advisory and advocacy groups
  - community cultural activities, eg dance groups, arts centres

**Human rights**

Students:
• explore the meaning of human rights, including social justice and equity
• identify significant aspects of human rights, for example:
  - access to education
  - access to health/disability services
  - freedom of expression
  - freedom of belief
• explore areas where Aboriginal Peoples have been denied human rights, for example:
  - dispossession of Country
  - the Stolen Generations
  - education
  - health
  - housing
  - legal system, eg voting

**Land, economic independence and self-determination**

Students:
• identify the importance of land for Aboriginal Peoples
• recognise that land can provide a means for economic independence
• identify how land can contribute to Aboriginal Peoples’ self-determination and autonomy
Case study

Where appropriate, students can undertake a case study to explore the activities of organisations, movements and individuals who have worked towards Aboriginal Peoples’ autonomy. The case study may include a range of responses, such as:

- personal/individual responses
- political responses
- corporate responses
- media responses
- Aboriginal Peoples’ responses
- non-Aboriginal peoples’ responses

Examples of topics for case studies include:

- the Aboriginal protest movement
- key Aboriginal organisations, eg land, health, disability, housing, legal, education, employment services
- student-created event, movement or response in their own school.

Students:

- consult respectfully with Aboriginal Peoples and communities
- locate information using appropriate sources, for example: digital texts, written texts, multimodal texts, oral texts, visual texts
- select information from sources
- evaluate and order information
- communicate information using appropriate forms
Aboriginal Peoples and Arts and Technologies

Outcomes

A student:

› identifies factors that influence identity ASTLS-1
› explores the importance of identity for Aboriginal Peoples ASTLS-2
› explores Aboriginal culture and cultural expression ASTLS-3
› outlines the role of families and communities to Aboriginal Peoples ASTLS-4
› identifies the importance of self-determination and autonomy for Aboriginal Peoples ASTLS-5
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Content focus

In this topic, students explore the factors that contribute to Aboriginal cultures and how Aboriginal Peoples use visual and performing arts, oral and written forms of communication and technologies to express their cultural identity. They engage with a range of examples of cultural expression and create a response to one or more Aboriginal visual or performing artworks, or oral or written texts. Students explore ways in which forms of cultural expression can enhance the relationship between Aboriginal Peoples and non-Aboriginal people. Teachers may choose for students to undertake an individual, collaborative or class case study on Aboriginal Peoples and arts and/or technologies.

This topic aligns with course content from the following Years 7–10 option topics:

- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and Oral and Written Expression
- Aboriginal Peoples and Technologies
Content

Aboriginal Peoples and visual arts and performance

Students:

- explore the diversity of visual and performing arts in Aboriginal cultures, including: *
  - music
  - dance
  - storytelling
  - film
  - dramatic expression
  - visual arts, including graphic arts
  - textiles and design
- outline the role of visual and performing arts for Aboriginal Peoples
- explore the ways Aboriginal Peoples’ visual and performing arts present Aboriginal cultures and experiences
- explore how invasion and colonisation have affected Aboriginal Peoples’ visual and performing arts, for example:
  - destruction and loss of access to sacred sites
  - introduction of new materials and styles
  - the use of visual and performing arts to advocate for the rights of Aboriginal Peoples, eg poster activism
- recognise the significance of Aboriginal Peoples’ visual and performing arts, including:
  - survival and continuity of cultural heritage
  - connection with Country, family and kinship systems
  - Aboriginal identities and spiritualties
  - making social and political comments
- recognise principles and protocols for community consultation regarding the use of Aboriginal images and performing arts, for example:
  - music
  - stories
  - theatre elements, eg stage design, costuming, props
- explore the contribution of Aboriginal Peoples’ visual and performing arts to Australia’s identity and its international image
- identify the impact of Aboriginal Peoples’ visual and performing arts to the local, regional and national economy
- explore one or more pieces of Aboriginal Peoples’ visual or performing arts, for example:
  - story or message of the piece
  - techniques used, eg colour, style, music, symbolism
- create visual or performing artwork about an Aboriginal person or Aboriginal culture(s)
- contribute to the production of a piece of Aboriginal visual or performing art, with local Aboriginal community guidance and endorsement
- explore how technology has affected the production of Aboriginal visual or performing arts, for example:
  - changing practices
  - use of Aboriginal cultural graphics in online content
  - accessibility of visual or performing arts
Oral and written expressions

Students:

- engage with examples of Aboriginal Peoples’ oral expressions, for example: 🗒️🎧✍️
  - storytelling
  - song
  - poetry

- outline the importance of oral expression in the maintenance of Aboriginal Peoples and cultures, for example: 📚🎧✍️
  - teaching the young, eg histories, cultures, customs
  - laws and social structures, eg kinship, totemic systems
  - spiritualities and connection to Country, eg Songlines, sacred sites
  - cultural knowledges and caring for Country, eg responsibilities, land management

- explore how invasion and colonisation have changed Aboriginal Peoples’ oral and written expressions, for example: 📚🎧✍️
  - breaking up families, communities and social structures
  - introduction of Christianity and western education

- recognise Aboriginal languages 🗒️

- explore the range of Aboriginal languages in Australia 🇦🇺

- recognise a diverse range of writing styles used by Aboriginal Peoples 🗒️

- explore how information and communication technologies have affected Aboriginal Peoples’ and Torres Strait Islander Peoples’ oral and written expression, for example: 📚autoplay, 🎧✍️
  - online content, eg blog posts, podcasts, online media, social media
  - sharing and accessing oral and written communication

- engage with one or more texts written by Aboriginal Peoples, for example: 🗒️
  - novels and plays
  - poetry and lyrics
  - biographies and life stories 🗒️
  - articles and online content 🗒️

- explore the significance of Aboriginal Peoples’ oral and written expression, for example: 📚✍️
  - recording Aboriginal histories
  - communication of personal experiences and points of view

- create an oral or written text about an Aboriginal person or Aboriginal culture(s) 🗒️

Aboriginal Peoples and technologies

Students:

- identify a range of technologies developed and used by Aboriginal Peoples, for example: 🗒️💡
  - tools
  - techniques
  - medical knowledge

- outline the ways in which Aboriginal Peoples’ technologies are used in Aboriginal social and cultural practices, for example: 🗒️💡
  - totems
  - trade
  - gender roles
  - spiritualities

- explore ways in which Aboriginal Peoples and non-Aboriginal people have shared and adapted each other’s technologies over time, for example: 🗒️💡
  - the use of Aboriginal survival techniques by non-Aboriginal people
  - the adaptation of materials, introduced by non-Aboriginal people, in Aboriginal Peoples’ technologies
• describe the relationship between Aboriginal Peoples’ technologies and the environment including Aboriginal Peoples’ environmental management practices 
• identify the use of Aboriginal Peoples’ environmental management practices as a means of sustaining and regenerating the environment 
• identify the contribution of Aboriginal Peoples’ technologies to tourism, trade and the economy 
• explore examples of contemporary technologies where Aboriginal Peoples have applied their cultural knowledges, eg language apps
Case study

Where appropriate, students can undertake a case study to explore a particular aspect of Aboriginal cultures and the importance of this aspect to Aboriginal Peoples and Australian society.

Examples of topics for case studies include:
- Aboriginal Peoples’ visual arts, using local examples where possible
- Aboriginal Peoples’ performing arts, using local examples where possible
- the local Aboriginal community’s interpretation and use of oral or written expression
- ways in which Aboriginal Peoples continue to use their technologies, using local examples where possible.

Students:
- consult respectfully with Aboriginal Peoples and communities
- locate information using appropriate sources, for example:
  - digital texts
  - written texts
  - multimodal texts
  - oral texts
  - visual texts
- select information from sources
- evaluate and order information
- communicate information using appropriate forms
Aboriginal Peoples and Media, Film, Television and Sport

Outcomes

A student:
› identifies factors that influence identity ASTLS-1
› explores the importance of identity for Aboriginal Peoples ASTLS-2
› explores Aboriginal culture and cultural expression ASTLS-3
› outlines the role of families and communities to Aboriginal Peoples ASTLS-4
› identifies the importance of self-determination and autonomy for Aboriginal Peoples ASTLS-5
› describes the significance of Aboriginal Peoples locally, regionally, nationally and internationally ASTLS-6
› explores relationships between Aboriginal Peoples and non-Aboriginal peoples ASTLS-7
› explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures ASTLS-8
› uses appropriate protocols for working with Aboriginal Peoples and communities ASTLS-9
› recognises ethical practices for gathering and protecting data ASTLS-10
› uses a variety of strategies to locate and select information ASTLS-11
› uses a variety of strategies to organise and communicate information ASTLS-12

Related Stage 4/5 outcomes: AST4-1, AST4-2, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11, AST5-1, AST5-2, AST5-4, AST5-5, AST5-6, AST5-7, AST5-8, AST5-9, AST5-10, AST5-11

Content focus

In this topic, students recognise the role of media, film, television and sport in Australia. They explore representations of Aboriginal Peoples in these areas and significant film, television programs and sporting events for Aboriginal Peoples. They explore contributions of Aboriginal Peoples to media, film, television and sport. Teachers may choose for students to undertake an individual, collaborative or class case study on Aboriginal Peoples and media, film, television and/or sport.

This topic aligns with course content from the following Years 7–10 option topics:

- Aboriginal Peoples and the Media
- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and Sport

Content

Aboriginal Peoples and media, film and television in Australia

Students:
- recognise media 📚
- outline a range of media and the target audience, for example: 📚
  - print media
  - broadcast media
  - online media
- identify examples of media influence, for example: 📚
  - social attitudes
  - values
- explore one or more representations of Aboriginal Peoples and/or cultures in the media 📚
• explore the representation of Aboriginal Peoples in advertising
• recognise a range of examples of film and television in Australia, for example:
  – news presentations
  – documentaries
  – short films
  – feature films
  – drama
  – comedy
  – animation
• identify the impact of film and television in Australia in educating people and changing attitudes
• explore the ways in which film and television have increased awareness among non-Aboriginal people of Aboriginal Peoples’ histories and cultures

Aboriginal Peoples and Sport

Students:
• participate in customary sports or games of Aboriginal Peoples and Torres Strait Islander Peoples, for example:
  – Woggabalirri
  – Marn Grook
  – Kee’an
  – Kakan
• identify the role of customary sports and games in Aboriginal cultures, for example:
  – educating children, eg collaboration, gender roles
  – developing interpersonal and intrapersonal skills
  – developing skills for everyday life
• outline the role of sport in Aboriginal Peoples’ communities and lifestyles
• explore the ways in which sport can represent Aboriginal identity
• investigate the history of Aboriginal Peoples’ participation in sport
• explore how sport can contribute to positive relationships between Aboriginal Peoples and non-Aboriginal people

Contribution of Aboriginal Peoples to media, film, television and sport in Australia

Students:
• identify examples of Aboriginal-controlled media
• explore the role of Aboriginal Peoples in film and television and explain changes over time, for example:
  – Aboriginal-controlled film and television
  – Aboriginal Peoples in mainstream film and television
  – Aboriginal Peoples using film and television to present their own images
• outline the benefits of Aboriginal Peoples in film and television, for example:
  – Aboriginal actors in mainstream roles, eg films, television programs, commercials
  – Aboriginal programs on commercial television
  – films about Aboriginal Peoples and/or cultures
• explore the contributions of one or more Aboriginal sportsperson
• identify ways in which Aboriginal Peoples’ participation in sport can benefit all Australians, for example:
  – role models for young Aboriginal Peoples and non-Aboriginal people
  – female Aboriginal sportspeople as advocates for women as well as Aboriginal Peoples
Representation of Aboriginal Peoples in media, film, television and sport

Students:
- explore the concept of stereotypes
- identify stereotypes of Aboriginal Peoples in media, film, television and/or sport
- explore stereotypes, images and attitudes about Aboriginal Peoples presented in a film or television program, for example:
  - the stereotypes being conveyed
  - how the stereotypes could be changed
  - ways in which the film or television program might be advocating for these changes
- explore aspects of racism
- recognize the effect of racism on Aboriginal Peoples
- engage with examples of media, film, television and/or sport that provide positive images of Aboriginal Peoples and/or cultures

Case study

Where appropriate, students can undertake a case study to explore the contributions or representation of Aboriginal Peoples in media, film, television or sport.

Examples of topics for case studies include:
- the interaction between the media and the local Aboriginal community, including news, events, biographies and sporting achievements
- local Aboriginal and non-Aboriginal community attitudes towards the media
- interaction of film and television with the local Aboriginal community
- local Aboriginal and non-Aboriginal community attitudes towards film and television
- issues and practices relating to Aboriginal participation in sport at a local and/or regional level
- a significant local, state or national sporting event that has become part of Aboriginal Peoples' cultural expression and celebration in the local/regional community
- the contribution of an Aboriginal person, including national and international achievements if appropriate
- the representation of Aboriginal Peoples, cultures and histories in film or television.

Students:
- consult respectfully with Aboriginal Peoples and communities
- locate information using appropriate sources, for example:
  - digital texts
  - written texts
  - multimodal texts
  - oral texts
  - visual texts
- select information from sources
- evaluate and order information
- communicate information using appropriate forms
Aboriginal Enterprises and Organisations, and Interactions with Legal and Political Systems

Outcomes

A student:
› explores the importance of identity for Aboriginal Peoples ASTLS-2
› outlines the role of families and communities to Aboriginal Peoples ASTLS-4
› identifies the importance of self-determination and autonomy for Aboriginal Peoples ASTLS-5
› describes the significance of Aboriginal Peoples locally, regionally, nationally and internationally ASTLS-6
› explores relationships between Aboriginal Peoples and non-Aboriginal peoples ASTLS-7
› explores factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures ASTLS-8
› uses appropriate protocols for working with Aboriginal Peoples and communities ASTLS-9
› recognises ethical practices for gathering and protecting data ASTLS-10
› uses a variety of strategies to locate and select information ASTLS-11
› uses a variety of strategies to organise and communicate information ASTLS-12

Related Stage 4/5 outcomes: AST4-2, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11, AST5-2, AST5-5, AST5-6, AST5-7, AST5-8, AST5-9, AST5-10, AST5-11

Content focus

In this topic, students explore organisations that support Aboriginal Peoples and communities and identify how Aboriginal enterprises can promote autonomy for Aboriginal Peoples. Students also explore customary governance structures, and recognise Aboriginal Peoples’ interactions with Australian legal and political systems. Teachers may choose for students to undertake an individual, collaborative or class case study on Aboriginal enterprises or organisations, or Aboriginal Peoples interactions with legal or political systems.

This topic aligns with course content from the following Years 7–10 option topics:
• Aboriginal Enterprises and Organisations
• Aboriginal Peoples’ Interaction with Legal and Political Systems.

Content

Aboriginal Peoples and autonomy

Students:
• recognise aspects of Aboriginal Peoples’ independence before invasion, for example:
  – conservation/preservation of the environment 🌿 🌿 🌿
  – sharing and reciprocity 🧠 🌿 🌿
  – industry and trade 🧠 🌿 🌿
  – leadership roles within their communities 🧠 🌿 🌿 🌿
• explore the impact of colonisation on Aboriginal Peoples’ and Torres Strait Islander Peoples’ independence, for example: 🧠 🌿 🌿 🌿 🌿
  – loss/dispossession of land and dislocation of people ⛔
  – lack of understanding by colonists of Aboriginal Peoples
  – loss of personal freedom
Aboriginal organisations and enterprises

Students:
- identify Aboriginal organisations in the local community, for example: cultural
  - education
  - employment
  - medical
  - legal
- investigate the role of one or more Aboriginal organisations in the local community
- identify one or more Aboriginal enterprises in the community
- describe the benefits of Aboriginal organisations and enterprises for Aboriginal Peoples, for example:
  - economic independence
  - increased autonomy
  - cultural awareness

Aboriginal Peoples and legal and political structures

Students:
- recognise customary governance structures of Aboriginal Peoples
- identify some differences between Aboriginal Peoples’ customary governance structures and the Australian political system
- identify laws and/or government policies that protect the rights of Aboriginal Peoples, for example:
  - intellectual property laws
  - cultural ownership
- identify barriers to Aboriginal Peoples and communities accessing legal and political systems, for example:
  - geographic location
  - language
  - cultural awareness
- investigate initiatives addressing Aboriginal Peoples’ disadvantage in legal and political systems
- explore the participation and representation of Aboriginal Peoples in government at the local, state and federal level
Case study

Where appropriate, students can undertake a case study to explore Aboriginal enterprises or organisations, or interaction with the legal or political system.

Examples of topics for case studies include:

- the activities of an Aboriginal organisation or enterprise, using local examples where possible
- interaction of the legal system and the local Aboriginal community, eg land/water/sea rights or native title
- local Aboriginal responses to the criminal justice system.

Students:

- consult respectfully with Aboriginal Peoples and communities
- locate information using appropriate sources, for example: digital texts, written texts, multimodal texts, oral texts, visual texts
- select information from sources
- evaluate and order information
- communicate information using appropriate forms
School-developed Option

Content focus
This option provides opportunities for students to engage in a topic, issue, person(s) or event of relevance and interest to them. Students may work on this option as a whole class, a small group or as an individual. A case study on the selected topic may be undertaken.

Examples of topic areas that may be explored:
- Aboriginal child care
- events management
- Aboriginal agriculture or aquaculture
- Aboriginal youth

Content

Plan
Students:
- identify key areas of study
- independently or collaboratively develop a plan for the investigation
- select an appropriate medium to present information, for example:
  - oral or written report
  - infographic
  - multimedia presentation

Locate and gather information
Students:
- consult respectfully with Aboriginal Peoples and communities
- locate information using appropriate sources, for example:
  - digital texts
  - written texts
  - multimodal texts
  - oral texts
  - visual texts
- select information from sources
- evaluate and order information

Communicate information
Students:
- communicate information using appropriate forms
Assessment

for your information

Standards

The NSW Education Standards Authority (NESA) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Aboriginal Studies contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA Years 7–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.
Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

**Assessment for students with disability**

Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.
Further examples of adjustments to assessment for students with disability and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Aboriginal Studies
- Special education
- Life Skills.

**Reporting**

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with disability, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with disability to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.
This section draws on the Australian curriculum: Humanities F–10 glossaries which are included below. Additional words and/or terms specific to Aboriginal Studies may also be identified for inclusion.

<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal and/or Torres Strait Islander People(s)</td>
<td>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who: • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.</td>
</tr>
<tr>
<td>autonomy</td>
<td>Acting independently, self-government.</td>
</tr>
<tr>
<td>colonisation</td>
<td>A process by which a different system of government is established by a nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty, or right to govern, according to its own laws, rather than according to the laws of the colonised.</td>
</tr>
<tr>
<td>community</td>
<td>Community is about interrelatedness and belonging, and is central to Aboriginality. An Aboriginal person may belong to more than one language group and community. Important elements of a community are Country, family ties and shared experience. The use of community(ies) in the syllabus indicates that any one location may in fact consist of several communities.</td>
</tr>
<tr>
<td>consultation</td>
<td>To seek and act upon advice from relevant Aboriginal Peoples regarding the course content and its appropriate implementation.</td>
</tr>
<tr>
<td>contemporary</td>
<td>Within the timeframe from the 1960s to the present or belonging to or occurring in the present.</td>
</tr>
<tr>
<td>copyright</td>
<td>The protection provided to the creators of original works that offers a legal framework for the control and reproduction or transmission of their creations. Copyright protects written works, computer programs and artistic works such as: architecture, broadcasts, computer programs, drawings, films, music, paintings, photographs, sound recordings and videos.</td>
</tr>
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<tr>
<td>Country</td>
<td>Used to describe a specific area of a nation or clan including physical, linguistic and spiritual features. Aboriginal communities' cultural associations with their Country may include or relate to languages, cultural practices, knowledge, songs, stories, art, paths, landforms, flora, fauna and minerals. These cultural associations may include custodial relationships with particular landscapes such as land, sea, sky, rivers as well as the intangible places associated with the Dreaming(s). Custodial relationships are extremely important in determining who may have the capacity to authentically speak for their Country.</td>
</tr>
<tr>
<td>criminal justice system</td>
<td>The people, processes, institutions and laws associated with the defining, monitoring and enforcement of rules.</td>
</tr>
<tr>
<td>cultural appropriation</td>
<td>Use of another's knowledge, ideas, property and material. Artistic appropriation draws on existing styles or elements and incorporates these into new contexts. While not necessarily unlawful, the appropriation of Aboriginal images, styles and themes is a concern of many Aboriginal artists since Dreaming figures, totems, symbols (eg waterholes, tracks) or styles (eg cross-hatching, x-ray, dotting) that are embedded with particular and sensitive cultural meaning have been taken and reused without permission, fair payment or acknowledgement. In these circumstances the Aboriginal artists (and their communities) view appropriation as property theft. It is therefore potentially offensive; at its worst, it is a practice that undermines Aboriginal cultures and trades on the cultural capital built up by others.</td>
</tr>
<tr>
<td>cultural heritage</td>
<td>The continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects.</td>
</tr>
<tr>
<td>cultural safety</td>
<td>The measure of conditions in an environment that have an impact on a person/peoples' feelings of safety and security regarding cultural identity. High levels of cultural safety promote the strengthening of culture, identity and community for a person/peoples.</td>
</tr>
<tr>
<td>culture</td>
<td>The accepted and traditionally patterned ways of behaving and a set of common understandings shared by members of a group or community. Includes land, language, ways of living and working and artistic expression, relationship and identity.</td>
</tr>
<tr>
<td>customary</td>
<td>Relating to customs or practices associated with a particular society, place or set of circumstances.</td>
</tr>
<tr>
<td>customary law</td>
<td>Aboriginal Peoples have a complex system of 'laws' that represent accepted practices, responsibilities and interactions. As there are no formal codified laws and formal courts under customary law, problems regarding the law are handled by Elders – the most knowledgeable people in the community.</td>
</tr>
<tr>
<td>data</td>
<td>A general term for a set of observations and measurements collected during any type of systematic investigation. Primary data is data collected by the user. Secondary data is data collected by others. Sources of secondary data include web-based data sets, the media, books, scientific papers, etc.</td>
</tr>
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| **disability** | An umbrella term for any or all of the following components:  
|  | • impairments: challenges in body function or structure  
|  | • activity limitations: difficulties in executing activities  
|  | • participation restrictions: challenges an individual may experience in involvement in life situations. |
| **discrimination** | The Human Rights and Equal Opportunity Commission defines discrimination as:  
|  | ‘Discrimination occurs when a person or a group of people are treated less favourably than another person or group because of race, colour, national or ethnic origin; gender or marital status; disability; religion or political beliefs; sexual preference; or some other central characteristic.  
<p>|  | ‘Discrimination occurs when a person is denied the opportunity to participate freely and fully in normal day-to-day activities. It might include harassment in the workplace or being denied a job or a promotion; being denied entry to public places and other facilities; being denied goods and services; difficulty in obtaining appropriate accommodation and housing; or not being able to join a trade union.’ |
| <strong>dislocation</strong> | People being taken away or forced from their land, their economic base, their way of life and cultures, often moved onto missions or reserves. |
| <strong>dispossession</strong> | People being denied ownership and/or access to their land. The term is used in both the legal sense, eg terra nullius, and the practical sense, eg dislocation (see terra nullius and dislocation). |
| <strong>diversity</strong> | Differences that exist within a group, eg age, sex, gender, gender expression, sexuality, culture, ethnicity, ability/disability, body shape and composition, spirituality, religion, learning differences, socioeconomic background, values and experience. |
| <strong>Dreaming(s)</strong> | The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation which gives meaning to everything; the essence of Aboriginal beliefs about creation and spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal Peoples. Certain cultural aspects are also associated with specific Dreamings. The Dreaming is linked to the past, the present and the future. Where appropriate, refer to Aboriginal language names for the Dreaming. |
| <strong>Elders</strong> | Elders are custodians of knowledge. They are chosen and accepted by their own communities and are highly respected. |
| <strong>environment</strong> | The surroundings or conditions in which a person, animal or plant lives or operates. An environment may also be natural, managed, constructed or digital. |</p>
<table>
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<tr>
<td>ethical research</td>
<td>Ethical research practices are central to the research process. They have been established to ensure that research is undertaken in appropriate ways so that both the researched and users of research have confidence in how the research was undertaken, and the trustworthiness of its reported outcomes. When working with Aboriginal Peoples, these would include using appropriate protocols and being knowledgeable of the particular concerns that these communities may have when people are being researched (see Indigenous research methodology).</td>
</tr>
<tr>
<td>health</td>
<td>A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (World Health Organization 1948).</td>
</tr>
<tr>
<td>human rights</td>
<td>Human rights are those possessed by individuals. They are universal (possessed by all human beings) and are inalienable (they cannot be overridden by the public interest).</td>
</tr>
<tr>
<td>identity</td>
<td>The belief in, and acceptance of, who you are as determined by your personal and cultural experiences and affiliations.</td>
</tr>
<tr>
<td>Indigenous</td>
<td>Internationally recognised term for the first people of a land. In New South Wales the term ‘Aboriginal person/Peoples’ is preferred.</td>
</tr>
<tr>
<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory (see intellectual property).</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>This term is used when referring collectively to the first peoples of the land in international communities. The term Indigenous Australian is used by the Commonwealth when referring to both Aboriginal Peoples and Torres Strait Islander Peoples within Australia. The term Aboriginal is preferred by the NSW AECG Inc. when referring to Aboriginal people within NSW. In the context of this course, Aboriginal is the term used.</td>
</tr>
<tr>
<td>Indigenous research methodology</td>
<td>Indigenous research methodology is centred on Indigenous ethics, which are incorporated into all stages of research from the initiation of a research project to knowledge production and dissemination of the research outcomes. Research undertaken through this research methodology is undertaken in partnership with Indigenous people on projects that represent issues or concerns that have been collaboratively decided and developed.</td>
</tr>
<tr>
<td>intellectual property</td>
<td>Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions (see Indigenous cultural and intellectual property; and copyright). Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights are the bundle of rights that the law grants to individuals for the protection of creative intellectual, scientific and industrial activity, such as inventions. Such rights are for the protection of economic interest in novel, inventive and/or creative effort</td>
</tr>
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<tr>
<td><strong>invasion</strong></td>
<td>The act of forcibly taking over the land.</td>
</tr>
<tr>
<td><strong>kinship</strong></td>
<td>A key aspect of Aboriginal cultures and values. It includes the importance of all relationships, and of being related to and belonging to Country (land).</td>
</tr>
<tr>
<td><strong>knowledges</strong></td>
<td>The collective intelligence, developed over generations, of multiple facts, information, awareness, familiarity, experiences, skills and understandings.</td>
</tr>
<tr>
<td><strong>land</strong></td>
<td>The term ‘land’ is used by Aboriginal Peoples to describe their spirituality, ecosystems, Dreaming(s), all living things, including totems, all physical factors such as sacred sites, water, air and geographical factors.</td>
</tr>
<tr>
<td><strong>land management</strong></td>
<td>A process of developing land and monitoring its use in a sustainable way, usually for purposes of producing food and providing fibre for clothing and housing. Includes providing protection for flora and fauna, and preventing and controlling weeds (see water management).</td>
</tr>
<tr>
<td><strong>land rights</strong></td>
<td>The evolving struggle of Aboriginal Peoples, Torres Strait Islander Peoples, and international Indigenous Peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association. Land Rights (capitalised) refers to the legislation.</td>
</tr>
<tr>
<td><strong>local Aboriginal community</strong></td>
<td>The local Aboriginal community is constituted by those people who acknowledge themselves as Aboriginal and who reside in the near locality. Aboriginal communities will have a rich and diverse history that has been seriously affected by dispossession and relations, which sees families with spiritual connection to Country residing beside those who have been forced to move from other locations. The notion of locality is complex and multilayered: schools should seek advice from a range of people and/or organisations representing local interests. For the purpose of this course, the local Aboriginal community case study is to be the Aboriginal community in which the school is located.</td>
</tr>
<tr>
<td><strong>Mabo case</strong></td>
<td>The Mabo case overthrew the legal fiction of <em>terra nullius</em> – that the land of Australia had belonged to no-one when the British arrived in 1788. The judgment found that a native title to land existed in 1788 and may continue to exist, provided that it has not been extinguished by subsequent acts of government and provided that Indigenous groups continue to observe their laws and customs.</td>
</tr>
<tr>
<td><strong>missions</strong></td>
<td>Living areas established initially by the churches and later by the Aboriginal Welfare Board and ruled under the provisions of the <em>Aboriginal Protection Act</em>.</td>
</tr>
<tr>
<td><strong>nation</strong></td>
<td>People having common descent, language and history. It is a preferable term to <em>tribe</em>, which implies negative stereotypes.</td>
</tr>
<tr>
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<td>Definition</td>
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</tbody>
</table>
| Native Title  | ‘Native Title’ is the name given by the High Court to Indigenous property rights recognised by the court in the Mabo judgment, 3 June 1992. The High Court’s Wik judgment, December 1996, decided an issue left unresolved by the Mabo judgment when it determined that native title could coexist with other rights on land held under a pastoral lease. Increasingly, the definition is governed by the terms of the *Native Title Act 1993 (Cwlth)*, amended in 1998. Native Title as recognised by Australian law does not cover the full scope of Aboriginal Peoples’ and Torres Strait Islander Peoples’ relationship to Country/Place under their laws and has been characterised as ‘recognition space’ between customary law and Australian law.  
*Native Title* (capitalised) refers to the legislation, whereas *native title* (lower case) refers to the concept. *(see Mabo case, Country, Place, customary law)* |
<p>| off-Country   | Taking place away from Aboriginal land or Country of origin. |
| on-Country    | Taking place on Aboriginal land or Country of origin. |
| online content| Text or media published on the internet or via the cloud, eg video, articles, audio, interactive media. |
| Peoples       | The term ‘Peoples’ acknowledges the plurality and diversity of Aboriginal cultures, Torres Strait Islander cultures, and international Indigenous cultures. |
| Place         | A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. It is a space with varying degrees of spirituality. |
| protocols     | Protocols are appropriate ways of behaving, communicating and showing respect for diversity of history and culture. They involve appreciation of the knowledge, standing and status of people within both the local Aboriginal community and the school community. Protocols inevitably vary between communities, and between people within communities. In establishing a partnership between schools and Aboriginal communities it is especially important that protocols are acknowledged and respected. |
| racism        | Discrimination on the basis of perceived racial differences. Racism takes on many forms – attitudinal, institutional and cultural. |
| reclamation   | Used to describe a language program that typically occurs in locations where historical language loss is extreme and few tangible records have survived. |
| reconciliation| A Commonwealth initiative to promote positive relationships between Aboriginal and Torres Strait Islander Peoples and the wider community, and to address the disadvantage faced by Aboriginal and Torres Strait Islander Peoples. A capitalised ‘Reconciliation’ is used to refer specifically to the process as it applies to government policy. |
| reserves      | Areas of land reserved by the Crown for Aboriginal Peoples, established in the 19th century, often administered and controlled by governments. In NSW the main regulatory bodies were the <em>Aborigines Protection Board</em> and the <em>Aborigines Welfare Board</em>. |</p>
<table>
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</thead>
<tbody>
<tr>
<td>resources</td>
<td>Materials, data, systems, components, tools and equipment used to create solutions for identified needs and opportunities, and the knowledge, understanding and skills used by people involved in the selection and use of these. Resources can also include energy, finance and time.</td>
</tr>
<tr>
<td>revitalisation</td>
<td>The range of strategies for increasing knowledge and use of a language that is no longer spoken fluently across all generations. Also referred to as language revival.</td>
</tr>
<tr>
<td>self-determination</td>
<td>Self-determination involves the effective participation of Aboriginal Peoples in all decision-making that affects them.</td>
</tr>
<tr>
<td>social justice</td>
<td>A principle that favours measures aimed at addressing inequities. It includes the rights of people to economic and social independence, and empowerment to determine the direction of their own futures. The processes and systems which shape the interaction between people, communities and governments and determine the degree of social justice achieved.</td>
</tr>
<tr>
<td>sovereignty</td>
<td>The legal recognition of ownership of land and territory. Implicit in the concept is the right of self-government. Aboriginal Peoples and Torres Strait Islander Peoples have never ceded their sovereignty.</td>
</tr>
<tr>
<td>Stolen Generations</td>
<td>Term used to describe people, especially children, who were taken from their families as a result of specific government policies in Australia.</td>
</tr>
<tr>
<td>sustainable</td>
<td>Supporting the needs of the present without compromising the ability of future generations to meet their needs.</td>
</tr>
<tr>
<td>technologies</td>
<td>Materials, data, systems, components, tools and equipment used to create solutions for identified needs and opportunities, and the knowledge, understanding and skills used by people involved in the selection and use of these.</td>
</tr>
<tr>
<td>terra nullius</td>
<td>A concept in international law meaning ‘a territory belonging to no-one’ or ‘over which no-one claims ownership’. The concept has been used to justify the invasion and colonisation of Australia.</td>
</tr>
<tr>
<td>Torres Strait Islander Peoples</td>
<td>People from the Torres Strait Islands are the traditional owners of the islands that lie between Cape York in northern Queensland and Papua New Guinea. Torres Strait Islander Peoples are the Indigenous people from these islands. Some Torres Strait Islander People live on the mainland. Torres Strait Islander Peoples' histories and cultures are distinct from Aboriginal Peoples' histories and cultures, and are generally referred to separately.</td>
</tr>
<tr>
<td>traditional</td>
<td>A term widely used to refer to pre-invasion Aboriginal life, culture and social organisation, or the continuation of aspects of Aboriginal cultures. The term traditional must be used with care, as individuals and groups may find this term offensive. The word customary is often used to convey a similar message.</td>
</tr>
</tbody>
</table>