

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Aboriginal Studies**

**Stage 6**

**Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
    - capacity to manage their own learning
    - desire to continue learning in formal or informal settings after school
    - capacity to work together with others
    - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Rationale for Aboriginal Studies in the Stage 6 Curriculum**

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study students will develop a keen understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens.

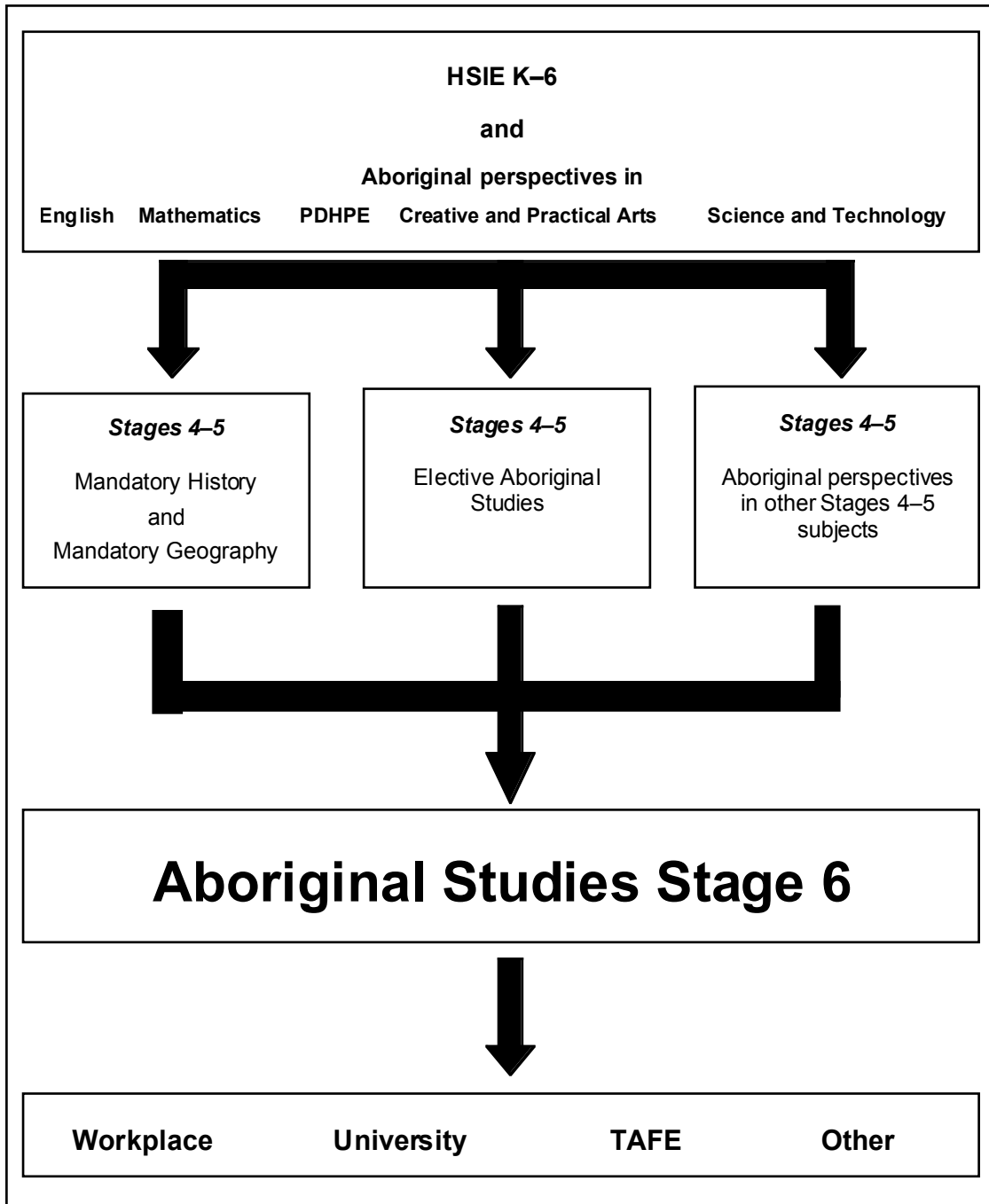
Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples.

Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences while non-Aboriginal students are able to 'learn together' with Aboriginal peoples and communities. All students are encouraged to take an active role in the process of Reconciliation.

For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Students will develop analytical skills, the ability to pursue independent research and the ability to develop coherent arguments.

### 3 Continuum of Learning for Aboriginal Studies Stage 6 Students



Mandatory History in Stage 4 includes the unit of study, *Indigenous Peoples, Colonisation and Contact History*, through which students explore the nature and impact of colonisation and contact between Indigenous and non-Indigenous people in Australia and in one other location. In Stage 5 students study the shared history of Australia in the twentieth century, including a major focus on the changing nature of Aboriginal and non-Aboriginal relations.

Mandatory Geography in Stage 5 includes the study of Aboriginality and the Australian identity, concepts and experiences of citizenship for Australian Aboriginal communities and strategies for reconciliation between Aboriginal and non-Aboriginal Australians.

The *Aboriginal Studies Stage 6 Syllabus* builds on this knowledge and understanding.

## 4 Aim

Aboriginal Studies develops students' knowledge and understanding about the historical and contemporary experiences of Aboriginal peoples and the concept of 'shared histories' with a view to enabling students to be active and informed citizens in promoting a just society for all Australians.

## 5 Objectives

Through Aboriginal Studies, students will develop:

**knowledge and understanding** about:

- social justice and human rights issues and how they impact on Aboriginal peoples
- the diversity of contemporary Aboriginal cultural, political, social and economic life
- government policies, legislation and judicial processes and their impact on Aboriginal peoples

**skills** to:

- investigate issues and communicate information from a variety of perspectives

and

informed and responsible **values and attitudes** about:

- social justice
- intercultural understandings
- empathy with Aboriginal peoples' experiences and views
- ethical practices.



## 6 Course Structure

### **Preliminary Course**

Pre-contact to 1960s  
(120 indicative hours)

#### **Part I — Aboriginality and the Land** (30% of Indicative Course Time)

- Aboriginal peoples' relationship to land and water
- Dispossession and dislocation of Aboriginal peoples from land
- Impact of British colonisation on land and water

Comparative Case Study:

The Local Aboriginal Community/ies (must be the same community/ies for all Parts) AND  
A National Indigenous Australian Community

#### **Part II — Heritage and Identity** (25% of Indicative Course Time)

- The Dreaming and cultural ownership
- Impact of colonisation on Aboriginal cultures and families
- Diversity of Aboriginal cultural and social life

Case Study

The Local Aboriginal Community/ies (must be the same community/ies for all Parts)

#### **Part III — Colonialism, Racism and Prejudice** (25% of Indicative Course Time)

- Aboriginal political and legal systems
- Aboriginal and non-Aboriginal responses to British colonisation
- Impact and consequences of dispossession and dislocation of Aboriginal peoples

Case Study:

The Local Aboriginal Community/ies (must be the same community/ies for all Parts)

#### **Part IV — Research and Inquiry Methods** (20% of Indicative Course Time)

Methods and skills relating to:

- Acquiring information
- Processing information
- Communicating information
- Participating in community consultation

**HSC Course**  
1960s onwards  
(120 indicative hours)

**Part I — Social Justice and Human Rights Issues**  
(50% of Indicative Course Time)

- A Global Perspective

TWO of the following topics must be studied for each of the three communities:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence

Comparative Case Study:

Local Aboriginal Community/ies (must be the same community/ies for all Parts) AND  
A National Indigenous Australian Community (may be different communities for each topic) AND

An International Indigenous Community (may be different communities for each topic)  
Refer to page 23

**Part II**  
(20% of Indicative Course Time)

**A. Aboriginality and the Land**

- The Land Rights movement and the recognition of native title
- Government policies and legislation
- Non-Aboriginal responses

Case Study:

The Local Aboriginal Community/ies (must be the same community/ies for all Parts)

**OR**

**B. Heritage and Identity**

- Contemporary aspects of Aboriginal heritage and identity
- Government policies and legislation
- Non-Aboriginal responses

Case Study:

The Local Aboriginal Community/ies (must be the same community/ies for all Parts)

**Part III — Research and Inquiry Methods — Major Project**  
(30% of Indicative Course Time)

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

<b>Objectives</b>  <i>A student develops knowledge and understanding about:</i>	<b>Preliminary Course Outcomes</b>  <i>A student:</i>	<b>HSC Course Outcomes</b>  <i>A student:</i>
<p>1. social justice and human rights issues and how they impact on Aboriginal peoples</p>	<p>P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</p> <p>P1.2 explains the concepts of social justice and human rights in terms of the consequences of invasion and colonisation for Aboriginal peoples</p> <p>P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</p>	<p>H1.1 explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal and other Indigenous peoples</p> <p>H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping</p>
<p>2. the diversity of contemporary Aboriginal cultural, political, social and economic life</p>	<p>P2.1 demonstrates an understanding of what the Dreaming means to Aboriginal peoples</p> <p>P2.2 explains the importance of land and the interrelationship between land and culture for Aboriginal peoples</p> <p>P2.3 describes Aboriginal social systems and explains the impact of invasion and colonisation on Aboriginal cultural, social and economic life</p>	<p>H2.1 analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples</p> <p>H2.2 examines contemporary expressions of Aboriginal culture, heritage and identity</p> <p>H2.3 discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life</p>

<b>Objectives</b>  <i>A student develops knowledge and understanding about:</i>	<b>Preliminary Course Outcomes</b>  <i>A student:</i>	<b>HSC Course Outcomes</b>  <i>A student:</i>
<p>3. government policies, legislation and judicial processes and their impact on Aboriginal peoples</p>	<p>P3.1 describes government policies, legislation and judicial processes in relation to racism and discrimination</p> <p>P3.2 explains the impact of key government policies, legislation and judicial processes in relation to land and water rights</p> <p>P3.3 explains the impact of key government policies, legislation and judicial processes in relation to heritage and identity</p>	<p>H3.1 assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination</p> <p>H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities</p> <p>H3.3 compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and/or Indigenous peoples</p>
<p><i>A student develops skills to:</i></p>	<p><i>A student:</i></p>	<p><i>A student:</i></p>
<p>4. investigate issues and communicate information from a variety of perspectives</p>	<p>P4.1 investigates and organises relevant information from a variety of sources including the use of information technologies</p> <p>P4.2 undertakes community consultation and fieldwork</p> <p>P4.3 presents information clearly from Aboriginal perspectives using a variety of media</p> <p>P4.4 demonstrates an understanding of ethical research practices</p> <p>P4.5 compares the histories and cultures of Indigenous Australian peoples</p>	<p>H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives</p> <p>H4.2 undertakes community consultation and fieldwork</p> <p>H4.3 communicates information effectively from Aboriginal perspectives, using a variety of media</p> <p>H4.4 applies ethical research practices</p> <p>H4.5 compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples</p>

## Values and Attitudes

Aboriginal Studies provides a vehicle for students to develop interest in, and informed attitudes towards, Aboriginal and Indigenous peoples at local, national and global levels from the past, present and in the future.

The values and attitudes described below should inform teaching and learning throughout the Preliminary and HSC courses.

Through Aboriginal Studies, students develop interest in, and form responsible attitudes to:

social justice through:

- concern for the rights of Aboriginal and Indigenous peoples
- respect for the rights of all people
- commitment to redressing disadvantage, discriminatory practices, racism and injustice;

intercultural understandings through:

- appreciation of the cultural heritage of Aboriginal peoples
- respect for the world views, belief systems and languages of Indigenous peoples
- valuing the cultural diversity of Australia;

empathy with Aboriginal peoples' experiences and views through:

- commitment to examining social and cultural ideas from Aboriginal perspectives
- acknowledging the shared history of Australia;

ethical practice through:

- respect for the intellectual property of others
- commitment to acknowledging all research sources
- sensitivity to the values and respect for the rights (including privacy) of individuals and groups involved in community fieldwork.

## 7.2 Key Competencies

Aboriginal Studies provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work, and everyday life.

Key competencies are embedded in the *Aboriginal Studies Stage 6 Syllabus* to enhance student learning. The key competencies of **collecting, analysing and organising information** and **communicating ideas and information** reflect core processes of research and inquiry methods and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students work as individuals and as members of groups to conduct community case studies, and through this, the key competencies **planning and organising activities** and **working with others in teams** are developed. When students analyse statistical data, they are developing the key competency **using mathematical ideas and techniques**. Finally, investigations of historical problems and the exploration of present and future social and political issues contribute towards the students' development of the key competency **solving problems**.

## **8 Content: Aboriginal Studies Preliminary Course**

### **Preliminary Course**

The Preliminary course aims to establish an historical body of knowledge from pre-contact times to the 1960s as a background for the HSC course.

While references will need to be made to contemporary issues (post-1960s), any in-depth study of these issues must only be undertaken in the HSC course.

During the Preliminary course students and teachers will undertake consultation with the local Aboriginal community/ies. To identify the local Aboriginal community/ies, consideration should be given to:

- the original people who occupy/occupied the area
- the Aboriginal people who are members of the local community/ies
- Aboriginal students at the school and their families
- the Aboriginal organisations which are present in your local area.

## 8.1 Part I — Aboriginality and the Land

### INDICATIVE COURSE TIME

30%

The focus of Aboriginality and the Land is Aboriginal peoples' relationship to land and water and the impact of dispossession and dislocation on Aboriginal peoples and their land.

This will be studied through a Comparative Case Study on:  
The Local Aboriginal Community/ies (must be the same community/ies for all Parts) AND  
A National Indigenous Australian Community

### OUTCOMES

#### ***A student:***

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the concepts of social justice and human rights in terms of the consequences of invasion and colonisation for Aboriginal peoples
- P2.1 demonstrates an understanding of what the Dreaming means to Aboriginal peoples
- P2.2 explains the importance of land and the interrelationship between land and culture for Aboriginal peoples
- P3.2 explains the effect of key government policies, legislation and judicial processes in relation to land and water rights
- P4.1 investigates and organises relevant information from a variety of sources including the use of information technologies
- P4.2 undertakes community consultation and fieldwork
- P4.3 presents information clearly from Aboriginal perspectives using a variety of media
- P4.4 demonstrates an understanding of ethical research practices
- P4.5 compares the histories and cultures of Indigenous Aboriginal peoples.

## CONTENT

### ***Students learn about:***

Aboriginal peoples' relationship to land and water

- importance of land and water
- relationship of environment to population, cultures, religious beliefs and spirituality, health and lifestyles
- impact of land management

Dispossession and dislocation of Aboriginal peoples from land

- definitions of sovereignty, customary law, *terra nullius*, invasion, colonisation, settlement, native title
- effects of British colonisation on technological and economic practices
- effects of dispossession and dislocation on cultural heritage including sites of significance
- effects of dispossession and dislocation on cultural and spiritual maintenance

Impact of British colonisation on land and water

- Aboriginal and non-Aboriginal land management practices and their impact on the environment
- concepts of human rights and social justice in terms of the consequences of colonisation for Aboriginal peoples
- the impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights
- land and water rights.

### ***Students learn to:***

- gather, select and organise information in relation to Aboriginal peoples' relationship to land and water
- make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples
- construct coherent oral and written texts to explain the impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights
- present balanced oral and written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment
- argue points of view or interpretations of human rights and social justice issues relating to the impact of dispossession and dislocation on Aboriginal peoples
- conduct a case study comparing the local Aboriginal community/ies with a national Australian Indigenous community using the focus of Aboriginality and the Land.



## 8.2 Part II — Heritage and Identity

### INDICATIVE COURSE TIME

25%

The focus of Heritage and Identity is on Aboriginal social systems, the impact of invasion and colonisation on Aboriginal culture and family, and the diversity of Aboriginal cultural and social life.

This requires a study of the local Aboriginal community/ies (must be the same community/ies for all Parts).

### OUTCOMES

#### ***A student:***

- P2.1 demonstrates an understanding of what the Dreaming means to Aboriginal peoples
- P2.2 explains the importance of land and the interrelationship between land and culture for Aboriginal peoples
- P2.3 describes Aboriginal social systems and explains the impact of invasion and colonisation on Aboriginal cultural, social and economic life
- P3.3 explains the impact of key government policies, legislation and judicial processes in relation to heritage and identity
- P4.1 investigates and organises relevant information from a variety of sources including the use of information technologies
- P4.2 undertakes community consultation and fieldwork
- P4.3 presents information clearly from Aboriginal perspectives using a variety of media
- P4.4 demonstrates an understanding of ethical research practices.

## CONTENT

### ***Students learn about:***

The Dreaming and cultural ownership

- the relationship of the Dreaming to culture, family and identities including: oral communication, oral histories, language, painting, dance, drama, storytelling, music and ceremonial life
- kinship and Aboriginal systems — social, political, economic and spiritual
- ownership of culture, history and knowledge

Impact of colonisation on Aboriginal cultures and families

- definitions of culture, family, social systems, identity, community
- the breakdown of Aboriginal social systems due to colonisation
- attempted destruction of languages
- comparison of Aboriginal and non-Aboriginal social systems

Diversity of Aboriginal cultural and social life

- effect of Christianity and other religions
- government policies and family separation
- impact of enforced cultural changes on Aboriginal peoples' heritage and identity.

### **Students learn to:**

- gather, select and organise information on the main cultural and spiritual aspects that combine to form Aboriginal peoples' relationship to the Dreaming
- make deductions and draw conclusions about the importance of kinship in Aboriginal social systems
- construct coherent oral and written texts to explain the impact of colonisation on Aboriginal cultures and families
- present balanced oral and written arguments about the effects of government policies on the separation of Aboriginal families, with special reference to the Stolen Generations
- argue points of view or interpretations of cultural ownership issues relating to Aboriginal peoples' heritage and identity
- assess a range of views and interpretations with regard to the impact of key government legislation and policies on Aboriginal identity
- conduct a case study of the local Aboriginal community/ies using the focus of Heritage and Identity.

## 8.3 Part III — Colonialism, Racism and Prejudice

### INDICATIVE COURSE TIME

25%

The focus of Colonialism, Racism and Prejudice is an examination of Aboriginal political and legal systems and the impact and consequences of the dispossession and dislocation of Aboriginal peoples.

This requires a study of the local Aboriginal community/ies (must be the same community/ies for all Parts).

### OUTCOMES

#### ***A student:***

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the concepts of social justice and human rights in terms of the consequences of invasion and colonisation for Aboriginal peoples
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.3 describes Aboriginal social systems and explains the impact of invasion and colonisation on Aboriginal cultural, social and economic life
- P3.1 describes government policies, legislation and judicial processes in relation to racism and discrimination
- P4.1 investigates and organises relevant information from a variety of sources including the use of information technologies
- P4.2 undertakes community consultation and fieldwork
- P4.3 presents information clearly from Aboriginal perspectives using a variety of media
- P4.4 demonstrates an understanding of ethical research practices.

## CONTENT

### ***Students learn about:***

Aboriginal political and legal systems

- pre-contact customary law
- pre-contact political systems

Aboriginal and non-Aboriginal responses to British colonisation

- definitions of key terms: racism, prejudice, ethnocentrism, stereotyping, invasion, colonialism, types of genocide, institutionalisation, resistance, protest, shared histories
- examining the construction and origins of racism, colonialism and prejudice
- examining the nature of occupation and terms such as invasion, colonisation, settlement, dispossession, dislocation and genocide
- the policies related to protection, assimilation, integration
- Aboriginal and non-Aboriginal interpretations of contact history

Impact and consequences of dispossession and dislocation of Aboriginal peoples

- government strategies, policies and legislation relating to Aboriginal peoples, and judicial processes in addressing racism and discrimination
- Aboriginal initiatives to counteract the impact of dispossession and dislocation, including organised resistance and protest by Aboriginal peoples
- responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.

### ***Students learn to:***

- gather, select and organise information on Aboriginal peoples' legal and political systems before the impact of British colonisation
- make deductions and draw conclusions about Aboriginal and non-Aboriginal interpretations of contact history including the concept of 'shared history'
- construct coherent oral and written texts to explain Aboriginal peoples' resistance and protest
- present balanced oral and written arguments about the impact and consequences of dispossession and dislocation on Aboriginal peoples
- argue points of view or interpretations of the concept of invasion in relation to colonisation and Aboriginal peoples
- weigh up the relative reliability of sources in relation to bias and stereotyping of Aboriginal peoples and cultures
- assess a range of views and interpretations with regard to the effectiveness of government policies, legislation and judicial processes in addressing racism
- conduct a case study of the local Aboriginal community/ies using the focus of Colonialism, Racism and Prejudice.

## 8.4 Part IV — Research and Inquiry Methods

INDICATIVE COURSE TIME

20%

The focus of Research and Inquiry Methods is the development of investigation and communication skills.

### OUTCOMES

#### *A student:*

- P4.1 investigates and organises relevant information from a variety of sources including the use of information technologies
- P4.2 undertakes community consultation and community fieldwork
- P4.3 presents information clearly from Aboriginal perspectives using a variety of media
- P4.4 demonstrates an understanding of ethical research practices.

### Background

This unit in the Preliminary course is designed to allow students to develop skills and knowledge they will require when undertaking their Project in the HSC course. It is intended that the teaching of these skills will be integrated throughout Parts I–III in the Preliminary course, possibly through a class mini-project.

Aboriginal community members should be involved in all facets of the course, including planning, programming, resourcing, evaluating and presentation. Part of this process will require community members to be involved at the school level. To assist this, it will be necessary to explain the structure of the syllabus, assessment procedures (including what will be asked of community members in various stages of the Major Project), school policies and any relevant departmental/system policies. Such support and explanation will ensure a clear understanding of the role of community members in the course, and their partnership with the school, teachers and students. It is vital that their knowledge, history and culture be respected, and that cultural differences be acknowledged and appreciated. The process will also be an ongoing one, as community members should be informed regularly of progress in research work, and involved in the marking of the Project.

**The key to all consultation is establishing respectful and mutual relationships.**

## CONTENT

### Students learn about:

#### Acquiring information

- outlining methods of investigation and identifying potential resources
- developing a project proposal, including defining project parameters
- collecting data from primary sources
- community consultation protocols and fieldwork methodologies
- quantitative methodologies such as use of surveys, structured interviews, observation, statistical analysis, focus groups
- maintaining a logbook, including the recording of all fieldwork, correspondence and reading
- secondary research including reading texts, reports, bibliographies, accessing opinion polls, government statistics, print media, CD-ROM, Internet and other appropriate technologies
- issues of copyright, ownership, and ethical research practices

#### Processing information

- analysing statistical data to interpret meaning and make generalisations
- converting raw data to a useful format
- analysing information from a variety of sources
- judging usefulness and reliability of data
- identifying propaganda and bias

#### Communicating information

- reflecting Aboriginal viewpoints in submitted work
- using a variety of media to express ideas
- speaking to groups and individuals about their research
- communicating using letters, phone calls, sending e-mail, and accessing the Internet
- and other appropriate technologies for information exchange

#### Participating in community consultation

- planning an investigation of an issue related to their local community
- examining data to interpret meaning and differentiate between fact and opinion
- protocols and methods for effective and genuine community consultation
- the importance of ongoing community consultation
- cultural differences and sensitivities
- issues of copyright, ownership and ethical practices.

### Students learn to:

- plan an investigation of an issue related to their local community
- examine data to interpret meaning and differentiate between fact and opinion
- synthesise information from a variety of appropriate sources and perspectives
- acknowledge the history of the local area and be sensitive to the impact this may have had on the local Aboriginal community/ies
- maintain accurate and thorough records of all aspects of the project
- construct a survey which will enable the collection of useful information
- consider the most appropriate media for presenting information
- consult with members of the local Aboriginal community/ies in a culturally appropriate and ethical way
- respond to and incorporate feedback from community members
- use information technologies appropriate to their research
- acknowledge ownership and copyright in the final presentation of project work.

## 9 Content: Aboriginal Studies HSC Course

### HSC Course

The HSC course aims to provide an in-depth knowledge of legislation, policy, judicial processes and current events from the 1960s.

During the HSC course, students and teachers will undertake consultation with the local Aboriginal community. To identify the local Aboriginal community/ies, consideration should be given to:

- the original people who occupy/occupied the area
- the Aboriginal people who are members of the local community/ies
- Aboriginal students at the school and their families
- the Aboriginal organisations which are present in your local area.

In the HSC course a variety of national Australian Indigenous communities and international Indigenous communities may be studied.

#### *Example 1*

Part I: Social Justice and Human Rights Issues

Health

- The Local Aboriginal Community/ies Case Study – a local Wiradjuri community (eg the Wellington Wiradjuri community/ies)
- A National Australian Indigenous Community Case Study – Meriam Mir
- An International Indigenous Community Case Study – Oglala

#### *Example 2:*

Part I : Social Justice and Human Rights Issues

Housing

- The Local Aboriginal Community/ies Case Study – a local Wiradjuri community (eg the Wellington Wiradjuri community/ies)
- A National Australian Indigenous Community Case Study – Yorta-Yorta
- An International Indigenous Community Case Study – Inuit

#### *Example 3:*

Part II B: Heritage and Identity

The Local Aboriginal Community/ies Case Study – a local Wiradjuri community (eg the Wellington Wiradjuri community/ies).

## Part I — Social Justice and Human Rights Issues

### INDICATIVE COURSE TIME

50%

The focus of this Part is the examination of the social justice and human rights issues from a global perspective, including a comparative investigation of two of the following topics:

1. health
2. education
3. housing
4. employment
5. criminal justice
6. economic independence.

This will be studied through a Comparative Case Study on:  
The Local Aboriginal Community/ies (must be the same community/ies for all Parts) AND  
A National Indigenous Australian Community (may be different communities for each topic) AND  
An International Indigenous Community (may be different communities for each topic).

### OUTCOMES

#### ***A student:***

- H1.1 explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples
- H2.3 discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination
- H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities
- H3.3 compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and Indigenous peoples
- H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives
- H4.2 undertakes community consultation and fieldwork
- H4.3 communicates information effectively from Aboriginal perspectives, using a variety of media
- H4.4 applies ethical research practices
- H4.5 compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples.



## CONTENT

### ***Students learn about:***

- current socioeconomic status of Aboriginal and Indigenous peoples
  - various indicators of socioeconomic status
- social justice and racism issues including:
  - various types of racism
  - mechanisms of racism
  - government responses locally, nationally and internationally in addressing racism and discrimination
  - Aboriginal initiatives to address racism and discrimination
- national and international Indigenous human rights issues from a global perspective including:
  - citizenship rights of other Indigenous peoples
  - Reconciliation
  - role of United Nations
  - World Indigenous People's Conference
  - sovereignty
- Aboriginal and Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest
- the impact of government policies, legislation, inquiries, Royal Commissions and judicial processes since the 1960s
- the extent to which Aboriginal and Indigenous peoples have achieved recognition and equality in society.

### ***Students learn to:***

- use social indicators to analyse and discuss current Aboriginal and Indigenous socioeconomic status
- identify and explain similarities and differences in social justice and human rights issues in Australia and overseas
- construct coherent written texts to explain and evaluate human rights and responsibilities in regards to contemporary Aboriginal communities and the broader Australian community
- analyse and discuss future directions to address social justice and human rights issues
- present a balanced argument on social justice and human rights issues
- conduct a comparative study of the local Aboriginal community/ies and a national Indigenous community and an international indigenous community.

**A Comparative Study using TWO of the following topics.**

**1. Health**

***Students learn about:***

- ways in which Aboriginal peoples use their specialised knowledge of the natural environment to maintain health
- the impact of invasion and colonisation and subsequent events on Aboriginal health
- health statistics for Aboriginal people and the health standards in their communities
- mainstream government health programs and strategies to address Aboriginal health issues, including culturally appropriate programs and strategies
- Aboriginal initiatives in addressing lifestyle factors that impact on health including Aboriginal community health programs
- the importance of regaining land, and cultural and spiritual maintenance, in improving Aboriginal health status
- social and political changes necessary to improve Aboriginal peoples' health standards
- similarities and differences in health issues for Aboriginal and other Indigenous peoples and communities.

***Students learn to:***

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal health
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators regarding health
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous socioeconomic status and its impact on health
- synthesise information to evaluate the connection between land, culture and health status
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and health status
- construct hypotheses about the future of Aboriginal health and assess the implications in relation to social justice and human rights issues.

## 2. Education

### ***Students learn about:***

- ways in which Aboriginal peoples transfer and maintain their cultural and social life through education
- the impact of colonisation and subsequent events on Aboriginal education
- statistics about the participation and outcomes of Aboriginal people in education
- mainstream government education programs and strategies to address Aboriginal education issues, including culturally appropriate programs and strategies
- Aboriginal community-based initiatives in addressing education issues including Aboriginal Education Consultative Groups at all levels
- the importance of regaining land, and cultural maintenance, in improving education for Aboriginal peoples
- social and political changes necessary to improve Aboriginal peoples' education opportunities and outcomes
- similarities and differences in education issues for Aboriginal and other Indigenous peoples and communities.

### ***Students learn to:***

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal education
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators regarding education
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous socioeconomic status and its impact on education
- synthesise information to evaluate the connection between land, culture and education status
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and health status
- construct hypotheses about the future of Aboriginal education and assess the implications in relation to social justice and human rights issues.

### 3. Housing

#### ***Students learn about:***

- the impact of colonisation and subsequent events on Aboriginal housing and the environment
- statistics about Aboriginal peoples' and communities' housing standards
- mainstream government housing programs and strategies to address Aboriginal housing issues, including culturally appropriate programs and strategies
- impact of housing on Aboriginal lifestyle factors
- the importance of regaining land in addressing the housing situation for Aboriginal peoples
- Aboriginal initiatives to improve housing, including community-based programs
- social and political changes necessary to improve Aboriginal peoples' housing standards
- similarities and differences in housing issues for Aboriginal and other Indigenous peoples and communities.

#### ***Students learn to:***

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal housing and quality of life
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators on housing
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous socioeconomic status in housing
- synthesise information to evaluate the connection between land, culture and housing status
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status and housing
- construct hypotheses about the future of Aboriginal housing and assess the implications in relation to social justice and human rights issues.

#### **4. Employment**

##### ***Students learn about:***

- the impact of colonisation and subsequent events on Aboriginal peoples' work patterns
- statistics about Aboriginal peoples' and communities' employment issues
- mainstream government employment programs and strategies to address Aboriginal employment issues, including culturally appropriate programs and strategies
- impact of employment on Aboriginal lifestyle factors
- the importance of regaining land, and cultural maintenance, in improving the employment status of Aboriginal peoples
- Aboriginal initiatives to improve employment, including community-based programs
- social and political changes necessary to improve Aboriginal peoples' employment status
- similarities and differences in employment issues for Aboriginal and other Indigenous peoples and communities.

##### ***Students learn to:***

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal work patterns and employment
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators on employment
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous peoples' socioeconomic status in regard to employment
- synthesise information to evaluate the connection between land, culture and employment status
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and employment status
- construct hypotheses about the future of Aboriginal employment and assess the implications in relation to social justice and human rights issues.

## 5. Criminal Justice

### ***Students learn about:***

- ways in which Aboriginal peoples maintain law and order
- the impact of colonisation and subsequent events on Aboriginal legal systems
- the criminal justice system, focusing on the power relations between Aboriginal people, police and the judicial system
- statistics about Aboriginal people in, and affected by, the criminal justice system, particularly arrest, incarceration and sentencing rates
- mainstream programs and strategies to address Aboriginal criminal justice issues, including culturally appropriate programs and strategies
- the role of lifestyle factors in Aboriginal peoples' involvement in the criminal justice system
- the importance of regaining land, and cultural maintenance, in addressing the impact of the criminal justice system on Aboriginal peoples
- social and political changes necessary to address the over-representation of Aboriginal peoples in the criminal justice system
- social and political changes within law enforcement and judicial agencies to improve attitudes toward Aboriginal peoples
- similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and communities.

### ***Students learn to:***

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal political and legal systems
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators in relation to the criminal justice system
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous socioeconomic status in relation to the criminal justice system
- synthesise information to evaluate the connection between land, culture and legal status
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status in terms of involvement in the criminal justice system
- construct hypotheses about the future of Aboriginal peoples' involvement in the criminal justice system and assess the implications in relation to social justice and human rights issues.

## 6. Economic Independence

### *Students learn about:*

- ways in which Aboriginal peoples incorporate economic systems into the environment
- the impact of colonisation and subsequent events on Aboriginal peoples' economic systems
- statistics indicating Aboriginal peoples' participation in the economy, including income statistics
- mainstream government economic programs and strategies in relation to Aboriginal peoples, including culturally appropriate programs and strategies
- ways in which Aboriginal peoples and communities have attempted to reassert their economic independence
- the importance of regaining land, and cultural maintenance, in achieving economic independence
- Aboriginal initiatives that address economic status and their impact on other lifestyle factors
- social and political changes necessary to improve Aboriginal peoples' economic status
- similarities and differences in economic independence issues for Aboriginal and other Indigenous peoples and communities.

### *Students learn to:*

- identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal economic independence
- use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators that relate to economic independence
- make deductions and draw conclusions using social indicators to analyse current Aboriginal and Indigenous socioeconomic status in terms of economic independence
- synthesise information to evaluate the connection between land, culture and economic independence
- compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status in terms of economic independence
- construct hypotheses about the future of Aboriginal economic independence and assess the implications in relation to social justice and human rights issues.

## 9.2 Part II     **A. Aboriginality and the Land** **B. Heritage and Identity**

**INDICATIVE COURSE TIME**

20%

The focus of this section is the evaluation of contemporary issues in relation to **EITHER** Aboriginality and the Land **OR** Heritage and Identity.

This requires a study of the local Aboriginal community/ies (must be the same community/ies for all Parts).

### **OUTCOMES**

#### ***A student:***

- H1.1 explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples
- H2.2 examines contemporary expressions of Aboriginal culture, heritage and identity
- H2.3 discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life
- H3.1 assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination
- H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities
- H3.3 compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and/or Indigenous peoples
- H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives
- H4.2 undertakes community consultation and fieldwork
- H4.3 communicates information effectively from Aboriginal perspectives, using a variety of media
- H4.4 applies ethical research practices.



## CONTENT

### A. ABORIGINALITY AND THE LAND

#### ***Students learn about:***

##### *The Land and Water Rights movement and the recognition of native title*

- key concepts: Land and Water Rights, legislation, customary law, spirituality, native title, *terra nullius*, sovereignty
- history of the Land Rights movement and the recognition of native title
- federal and state Land and Water Rights and Native Title legislation
- the impact of key High Court decisions and legislation on land, water and property rights. The Native Title legislation may or may not have direct application to each local Aboriginal community.
- Aboriginal responses to land and water rights, native title and High Court decisions

##### *Government policies and legislation*

- key concepts: legal system, political system, autonomy
- impact of government policy, legislation and actions on land and water rights, native title and cultural heritage
- impact of land and water rights, native title and High Court decisions on Australian legal and political systems

##### *Non-Aboriginal responses*

- non-Aboriginal responses to land and water rights and native title
- impact of land and water rights, native title and High Court decisions on major industries including tourism, agriculture and mining and their responses.

#### ***Students learn to:***

- analyse and discuss key contemporary issues relating to Aboriginal social, political, spiritual and cultural lives in terms of rights to land and water
- assess the impact of government policies, legislation and judicial processes in terms of land and water rights and native title
- evaluate various responses to government policies, legislation and judicial processes in terms of land and water rights and native title
- present a balanced and coherent argument on the importance of the return of land, to Aboriginal peoples' sociopolitical status
- compare media representations of the various interest groups affected by land and water rights and native title
- synthesise information to construct hypotheses on future implications of government decisions on land and water rights and native title
- understand the differing degrees of applicability of the Native Title Act as it exists in the local community/ies case study. This will include reasons for its existence/non-existence.

## **B. HERITAGE AND IDENTITY**

### ***Students learn about:***

#### *Contemporary aspects of Aboriginal heritage and identity*

- key concepts: identity, Aboriginality, spirituality, cultural heritage, appropriation
- kinship and Aboriginal social systems
- Aboriginal and non-Aboriginal literature including oral histories and storytelling
- visual arts, performing arts and sport as expressions of heritage and identity
- intellectual property and copyright issues
- impact of Aboriginal media on public perceptions of Aboriginality
- resistance, political struggle and activism/protest
- language and cultural maintenance and renewal, including oral traditions
- repatriation of cultural objects

#### *Government legislation and policies*

- key concepts: citizenship, self-determination, autonomy, repatriation
- Aboriginal citizenship rights
- impact of various government legislation and policies on Aboriginal culture, heritage and identity

#### *Non-Aboriginal responses*

- non-Aboriginal responses to public expressions of Aboriginality
- media representations and Aboriginality
- examination of the ways stereotypes reinforce discrimination.

### ***Students learn to:***

- analyse and discuss key contemporary issues relating to Aboriginal social and cultural lives and identity
- assess the impact of government policies, legislation and judicial processes on Aboriginal social and cultural lives and identity
- evaluate various responses to contemporary expressions of Aboriginal identity
- present a balanced and coherent argument on the importance of cultural identity to Aboriginal peoples' sociopolitical status
- compare media representations of Aboriginal culture and identity
- evaluate the contribution of Aboriginal culture to Australian identity and its impact on the future
- apply their learning about heritage and identity with reference to their local Aboriginal community/ies case study
- synthesise information on the Dreaming and cultural ownership with reference to kinship and family.

## 9.3 PART III Research and Inquiry Methods — Major Project

**INDICATIVE COURSE TIME** 30%

Application of research and inquiry methods.

### OUTCOMES

#### ***A student:***

- H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives
- H4.2 undertakes community consultation and fieldwork
- H4.3 communicates information effectively from Aboriginal perspectives, using a variety of media
- H4.4 applies ethical research practices.

### Background

The Major Project is to be a topic of the student's own choice, negotiated with their teacher and Aboriginal community members, and should be related to the course. It will allow students to apply their knowledge and skills in acquiring, processing, communicating information, and participating in community consultation, as learned in the Preliminary course.

While the Major Project will be an original piece of work, published materials should be used to provide students with background information and raw data. A project proposal should be submitted before the teacher gives the student approval to begin their project. This will ensure that students have chosen an appropriate and manageable topic that can be explored within the bounds of consultation with Aboriginal people.

The Major Project should not commence before the start of the HSC course and should be completed by the end of the second term of the HSC year. It will consist of two sections — the log book (including evidence of community fieldwork), and the final presentation. See Course Requirements pages 37–8.

### CONTENT

#### ***Students learn about:***

##### *Acquiring information*

- outlining methods of investigation and identifying potential resources
- applying a project proposal
- collecting data from primary sources
- participating in community consultation protocols, and fieldwork methodologies
- quantitative methodologies such as use of surveys, structured interviews, observation, statistical analysis, focus groups
- maintaining a logbook, including the recording of all fieldwork, correspondence and reading
- secondary research including reading texts, reports, bibliographies, accessing opinion polls, government statistics, print media, CD-ROM, Internet and other appropriate technologies

*Processing information*

- analysing statistical data to interpret meaning and make generalisations
- converting raw data to a useful format
- analysing information from a variety of sources
- judging usefulness and reliability of data
- identifying propaganda and bias

*Communicating information*

- reflecting Aboriginal viewpoints in submitted work
- using a variety of media to express ideas
- speaking to groups and individuals about their research
- communicating using letters, phone calls, sending e-mail, and accessing the Internet and other appropriate technologies for information exchange

*Participating in community consultation*

- protocols and methods for effective and genuine community consultation
- the importance of ongoing community consultation
- cultural differences and sensitivities
- issues of copyright, ownership and the ethics of research.

***Students learn to:***

- undertake a project and investigate an independently chosen topic
- define the parameters of a project including resources required to complete the project
- examine data to interpret meaning and differentiate between fact and opinion
- distinguish between quantitative and qualitative data
- synthesise information from a variety of sources and perspectives
- demonstrate empathy with Aboriginal peoples' views and experiences
- acknowledge the history of the local area and be sensitive to the impact this may have had on the local Aboriginal community
- identify useful and reliable sources of information
- maintain accurate and thorough records as part of a logbook
- manage time effectively to ensure the project is completed within a deadline
- locate and identify appropriate resources
- construct a survey which will enable the collecting of useful information in a culturally sensitive way
- consider the most appropriate media for presenting information
- consult with members of the local Aboriginal community in a culturally appropriate and ethical way
- recognise cultural differences which may exist and accept that some community members may not be willing to share particular information with non-Aboriginal people
- respond to and incorporate feedback from community members throughout the process of consultation
- acknowledge ownership and copyright in the final presentation of project work
- apply ethical research practices
- demonstrate originality in their research and presentation of material
- ensure that project content is accurate
- communicate ideas effectively.

## 10 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

### Case Studies

It is a requirement of both courses that students must undertake mandatory community case studies.

A case study is an in-depth study of a specific community, focused on a particular topic. It requires the student to develop a core of knowledge that can be used to exemplify relevant content.

**The Local Community/ies Case Study** is an in-depth study of the local community/ies within the parameters of the section identified.

**The Comparative Case Study** is an in-depth study of at least two communities within the parameters of the section identified. The communities are to be compared in terms of the content described. The National Australian Indigenous Community Case Studies and the International Indigenous Community Case Studies may be different for each area of content studied.

The following table represents the requirements for Case Studies.

<b>Preliminary Course</b>	
Part I Aboriginality and the Land	A Comparative Case Study on: The Local Aboriginal Community/ies AND A National Indigenous Australian Community
Part II Heritage and Identity	The Local Aboriginal Community/ies Case Study
Part III Colonialism, Racism and Prejudice	The Local Aboriginal Community/ies Case Study
<b>HSC Course</b>	
Part I Social Justice and Human Rights Issues	A Comparative Case Study on: The Local Aboriginal Community/ies AND A National Indigenous Australian Community AND An International Indigenous Community
Part II A. Aboriginality and the Land OR B. Heritage and Identity	The Local Aboriginal Community/ies Case Study  The Local Aboriginal Community/ies Case Study

Advice on National Australian Indigenous and International Indigenous communities is provided in the support material for Aboriginal Studies.

### **The Project**

The Major Project should not commence before the start of the HSC course and should be completed by the end of the second term of the HSC year.

### **The Log and Community Fieldwork**

The log will be an ongoing diary documenting all work completed as part of the project research. It will show a sequential development of the project, and include all community fieldwork undertaken. Community fieldwork should be ongoing throughout the duration of the Major Project, and must be thoroughly documented. This includes a record of all meetings, letters, phone calls and interviews.

The project log must be allocated 15 of the 40 marks for the project.

### **Final Presentation**

The medium of presentation is left to the individual student. It can include:

- written reports
- performances of dance, music, song or drama
- writing of a play or poetry
- visual arts
- teaching/learning kit
- photographic essay
- video presentation
- and any other medium negotiated with the teacher.

Presentations can include a variety of media.

## 11 Post-school Opportunities

The study of Aboriginal Studies Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Aboriginal Studies Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Aboriginal Studies in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Aboriginal Studies Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

### **Recognition by other Registered Training Organisations**

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Aboriginal Studies Stage 6 so that the degree of recognition available can be determined.

## 12 Assessment and Reporting

### 12.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

NSW Higher School Certificate results will be based on:

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

#### Standards Referencing and the HSC Examination

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students — the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding — the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.



## 12.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 43. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## 12.3 External Examination

In Aboriginal Studies Stage 6 the external examination will be a written paper for external marking. The specifications for the examination in Aboriginal Studies Stage 6 are on page 44.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## 12.4 Board Requirements for the Internal Assessment Mark In Board Developed Courses

For each course the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 43.

Schools are required to develop an internal assessment program which:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 12.5 Assessment Components, Weightings and Tasks

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are set-out below.

Component	Weighting
Aboriginality and the Land	30
Heritage and Identity	25
Colonialism, Racism, Prejudice	25
Research and Inquiry Methods	20
<b>Marks</b>	<b>100</b>

There should be a balance between the assessment of:

- knowledge and understanding outcomes, and course content, and
- skills outcomes and course content.

## HSC Course

The internal assessment mark for Aboriginal Studies Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

Component	Weighting	Tasks
Social Justice and Human Rights Issues	40	Tasks should include some of the following: <ul style="list-style-type: none"> <li>• oral presentations (including one-on-one, cassette recordings)</li> <li>• stimulus-based questions</li> <li>• community-based fieldwork</li> <li>• dramatic presentations</li> <li>• case study reports</li> <li>• class tests — multiple-choice, cloze passage, true/false, matching, essays, written short answers</li> <li>• cooperative learning tasks</li> <li>• one word response</li> <li>• legal or political debates</li> <li>• written reports</li> <li>• comprehension and problem-solving exercises</li> </ul>
Aboriginality and the Land OR Heritage and Identity	20	<ul style="list-style-type: none"> <li>• audio-visual presentation</li> <li>• web page design</li> <li>• computer simulation</li> </ul>
Research and Inquiry Methods – Major Project	40	<ul style="list-style-type: none"> <li>• case study reports</li> <li>• community-based fieldwork</li> <li>• oral presentations (including one-on-one, cassette recording)</li> <li>• participant observation</li> <li>• mock trials, debates, interviews, surveys, seminars, written reports</li> </ul>
<b>Marks</b>	<b>100</b>	

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content, and
- skills outcomes and content.

One task may be used to assess several components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.

## 12.6 HSC External Examination Specifications

### Examination Paper

Time allowed: 3 hours

The written paper is divided into 3 sections:

### Section I Social Justice and Human Rights Issues

(60 marks)

- Part A: A Global Perspective Question 1(a)–(d) (20 marks)  
There will be FOUR short answer stimulus-based questions.  
All questions must be answered in the spaces provided on the examination paper.
- Part B: A Comparative Investigation Questions 2–7 (40 marks)  
There will be SIX structured response questions corresponding to each of the electives relating to the comparative investigations.  
Students will select the TWO questions corresponding to the electives undertaken in the course.  
All questions are worth 20 marks each.  
Students will complete each question in a separate examination booklet.

### Section II

(30 marks)

#### EITHER

- A. Aboriginality and the Land Question 8  
There are 2 compulsory questions on 'Aboriginality and the Land':  
(a) a stimulus-based question worth 10 marks  
(b) an unstructured extended response worth 20 marks.  
Students will complete both questions in the same examination booklet.

#### OR

- B. Heritage and Identity Question 9  
There are 2 compulsory questions on 'Heritage and Identity':  
(a) a stimulus-based question worth 10 marks  
(b) an unstructured extended response worth 20 marks.  
Students will complete both questions in the same examination booklet.

### Section III Research and Inquiry Methods – Major Project

(10 Marks)

Question 10

- There will be ONE question focused on the components and/or content of the project.
- The question is compulsory and could contain internal choice.
- A variety of response methods would be appropriate (eg tables, diagrams, mind maps).
- Students will complete the question in a separate examination booklet.

## 12.7 Summary of Internal and External Assessment

Internal Assessment	Weighting	External Assessment	Weighting
<p><b>Section I</b> Social Justice and Human Rights Issues</p> <p><b>Section II</b> Aboriginality and the Land <b>OR</b> Heritage and Identity</p> <p><b>Section III</b> Research and Inquiry Methods – Major Project</p>	<p>40</p> <p>20</p> <p>40</p>	<p>A written examination consisting of:</p> <p><b>Section I</b> Social Justice and Human Rights Issues</p> <p style="padding-left: 40px;">Part A Stimulus-based short answers (20)</p> <p style="padding-left: 40px;">Part B Stimulus-based extended responses (40)</p> <p><b>Section II</b> ONE stimulus-based response (10)</p> <p>ONE unstructured extended response (20)</p> <p><b>Section III</b> Project — <i>ONE extended response</i></p>	<p>60</p> <p>30</p> <p>10</p>
<b>Marks</b>	<b>100</b>	<b>Marks</b>	<b>100</b>

## **12.8 Reporting Student Performance Against Standards**

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC examination mark and the internal assessment mark. It will also show, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

## 13 Glossary

<b>Aboriginal or Torres Strait Islander</b>	<p>An Aboriginal or Torres Strait Islander person is someone who :</p> <ul style="list-style-type: none"><li>- is of Aboriginal or Torres Strait Islander descent,</li><li>- identifies himself or herself as an Aboriginal person or Torres Strait Islander, and</li><li>- is accepted as such by the Indigenous community in which he or she lives.</li></ul> <p>Each requirement must be satisfied. It rejects the purely racial classification of the past and includes contemporary social and cultural factors. The term Aboriginal people is more appropriate than Aborigines; part Aboriginal or half-caste are offensive terms.</p>
<b>Aboriginality</b>	<p>Aboriginality includes a combination of cultural heritage, spirituality and an intrinsic link with the land.</p>
<b>assimilation</b>	<p>A 19<sup>th</sup> century idea that Aboriginal people should be 'improved' by being 'civilised' and Christianised. From the 1930s assimilation was government policy.</p>
<b>colonisation</b>	<p>A process by which a different system of government is established by one 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 by the laws of the colonised.</p>
<b>community</b>	<p>Important elements of a community are country, family ties and shared experience. Community is about interrelatedness and belonging, and is central to Aboriginality. Aboriginal people may belong to more than one community. The use of community/communities in the syllabus indicates that any one community may in fact consist of several communities.</p>
<b>community-based fieldwork</b>	<p>Field visits to Aboriginal communities or organisations to further develop understanding and knowledge of culture and history of Aboriginal peoples.</p>
<b>contemporary</b>	<p>Within the timeframe from the 1960s to the present.</p>
<b>country/nation</b>	<p>Country and nation are terms meaning the area of land, river and sea that is the traditional land of each Aboriginal language group or community.</p>
<b>criminal justice system</b>	<p>The people, processes, institutions and laws associated with the defining, monitoring and enforcement of rules.</p>
<b>cultural genocide</b>	<p>An attempt to destroy all or part of the culture of a people which is the basis of group identity.</p>
<b>cultural heritage</b>	<p>The continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects.</p>

<b>culture</b>	The accepted and traditionally patterned ways of behaving and a set of common understandings shared by the members of a group or community. Includes land, language, ways of living and working, artistic expression, relationship and identity.
<b>customary law</b>	Laws based on traditions and customs.
<b>discrimination</b>	Unfair treatment on the basis of perceived differences between people.
<b>dislocation</b>	The forced movement of an individual, family or community from one area to another. This often occurred after people have been dispossessed of their land. See dispossession.
<b>dispossession</b>	People being taken away or forced from their land, their economic base, their way of life and cultures. Dispossession was experienced by many Aboriginal peoples.
<b>Dreaming</b>	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. The Dreaming is linked to the past, the present and the future. Where appropriate refer to Aboriginal names for the Dreaming.
<b>Elders</b>	Elders are custodians of knowledge. They are chosen and accepted by their own communities and are highly respected.
<b>ethnocentrism</b>	The uses of one's culture as the ideal standard against which all other cultures are judged and (usually) negatively compared.
<b>global perspective</b>	A national and international perspective on issues concerning human rights and social justice of all Indigenous peoples. This perspective will include responses and initiatives of international human rights organisations as well as national Indigenous Australian communities and international Indigenous communities.
<b>human rights</b>	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).
<b>Indigenous peoples</b>	This term is used when referring collectively to the first peoples of the land in international communities. The term Indigenous Australian will be used when speaking about both Aboriginal and Torres Strait Islands peoples within Australia. The word Aboriginal is preferred by the NSW AECG Inc. when referring to Aboriginal people within NSW.
<b>invasion</b>	The act of forcibly taking over the land.
<b>kinship</b>	A key aspect of Aboriginal cultures and values. It includes the importance of all relationships, and of being related to and belonging to the land.



<b>land</b>	The term 'Land' is used by Aboriginal people to describe their ecosystems — a sum total of spiritual beliefs, including Dreamings, all living things including totems, all physical factors — such as sacred sites, water, air and geographical features.
<b>land rights</b>	The evolving struggle of Aboriginal and other 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.
<b>language group</b>	Language is linked to particular geographical areas. The term 'language group' is often used in preference to the term 'tribe'.
<b>lore</b>	The learning and transmission of cultural heritage.
<b>missions</b>	Living areas established by the Aboriginal Welfare Board and ruled under the provisions of the Aboriginal Protection Act.
<b>mob</b>	A term that some Aboriginal people use to identify their people or communities. It is not generally acceptable for non-Aboriginal people to automatically use this term.
<b>native title</b>	Form of land title which recognises Aboriginal people as rightful owners of the land. Native Title (capitalised) refers to the legislation, whereas native title (lower case) refers to the concept.
<b>racism</b>	Discrimination on the basis of perceived racial differences. Racism takes on many forms — attitudinal, institutional and cultural.
<b>Reconciliation</b>	A Commonwealth initiative to promote reconciliation between Aboriginal and Torres Strait Islander people and the wider community and to address Aboriginal and Torres Strait Islander disadvantage, with the target date of 2001. A capitalised 'Reconciliation' is used to refer specifically to the process as it applies to the Indigenous peoples and wider community in Australia.
<b>reserves</b>	Areas of land reserved by the Crown for Aboriginal people, established in the 19 <sup>th</sup> century.
<b>resistance</b>	One of the responses of Aboriginal people to invasion, including physical and/or political resistance.
<b>self-determination</b>	Self-determination involves the effective participation of Aboriginal peoples in all decision-making that affects them.
<b>shared history</b>	Recognises that Australia's history began long before 1788 and that, since then, Aboriginal and non-Aboriginal Australians have had diverse historical experiences and have occupied the same country. The term 'Australian history' is inclusive of the histories of all Australians.
<b>social justice</b>	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 lives futures. The processes and systems which shape the interaction between people, communities and governments determine the degree of social justice achieved.

<b>sovereignty</b>	The legal recognition of ownership of land and territory. Implicit in the concept is the right of self-government. Indigenous peoples have never ceded their sovereignty over Australia.
<b>stations</b>	Living areas established by governments for Aboriginal people on which managers and matrons controlled (and 'cared for') those Aboriginal people.
<b>technology</b>	That part of culture which assists people to interact with their environment. It includes knowledge, social organisation, systems, techniques, processes and products.
<b><i>terra nullius</i></b>	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.
<b>Torres Strait Islanders</b>	See definition of Aboriginal. They are the indigenous group of the Torres Strait Islands north of Queensland.
<b>traditional</b>	A term widely used to refer to pre-invasion Aboriginal life, culture and social organisation. The term 'traditional' must be used with care as individuals and groups may find this term offensive.
<b>tribe</b>	An anthropological classification of Aboriginal and other Indigenous peoples who share a common purpose, language and culture. The term 'tribe' must be used with care as individuals and groups may find this term offensive. See definition of language groups.