



Curriculum
Council

ABORIGINAL and INTERCULTURAL STUDIES

IMPORTANT INFORMATION

Syllabus review

Once a course syllabus has been accredited by the Curriculum Council, the implementation of that syllabus will be monitored by the syllabus committee. This committee can advise council about any need for syllabus review. Syllabus change deemed to be minor requires schools to be notified of the change at least six months before implementation. Major syllabus change requires schools to be notified 18 months before implementation. Formal processes of syllabus review and requisite reaccreditation will apply.

Other sources of information

The Western Australian Certificate of Education (WACE) Manual contains essential information on assessment, moderation and other procedures that need to be read in conjunction with this course.

The Curriculum Council will support teachers in delivering the course by providing resources and professional development online.

The council website www.curriculum.wa.edu.au provides support materials including sample programs, assessment outlines, assessment tasks, with marking keys, sample examinations with marking keys and grade descriptors with annotated student work samples.

Training package support materials are developed by Registered Training Organisations (RTOs), government bodies and industry training advisory bodies to support the implementation of industry training packages. Approved support materials are listed at www.ntfs.gov.au

WACE providers

Throughout this course booklet the term 'school' is intended to include both schools and other WACE providers.

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Rationale

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

Aboriginal histories and culture are fundamental to the development of Australian identity and the formation of contemporary Australian society. The exploration of Aboriginal culture, past, present and future, and how Aboriginal peoples interact with other sociocultural groups, provides a logical starting point for the exploration of cultural identity. How cultural groups are constructed and maintained, and how cultures interact with one another and with their environment, are examined. Students explore and investigate the concept of culture. They critically analyse the construction of cultural identity.

Students learn about the diversity of Aboriginal societies and cross-cultural interaction between Aboriginal and non-Aboriginal Australians, past and present, using a process of social inquiry. They critically explore a wide range of political, social, historical, legal and environmental issues from an intercultural perspective. They analyse Aboriginal people's experiences in contemporary Australian society, using a range of approaches. These include comparative studies, investigating the experiences both of Indigenous communities elsewhere in the world and different cultural communities within Australia, as well as practical application through interaction with Aboriginal communities. The importance of ethical considerations in the investigation of cultural and social issues is emphasised.

Through exploring Aboriginal and other cultures, students reflect on their cultural identity and their role as active and informed citizens of a pluralist society.

The Aboriginal and Intercultural Studies course provides for both Aboriginal and non-Aboriginal students to explore 'shared histories' and involve themselves in active reconciliation. This course affirms the cultural experience and identity of Aboriginal students. All students have opportunities to learn from, and with, Aboriginal people.

As a result of this course, students develop the skills and knowledge to:

- reflect on, and articulate their cultural identity
- reflect on the different cultural identities that exist in contemporary Australia in order to build

successful relationships with people from diverse cultural backgrounds

- understand the social, political, legal and historical processes that have influenced the diversity of contemporary Australian society, with particular emphasis on the role and contribution of Aboriginal people
- understand and respect past and present experiences of Aboriginal people within Australian society
- understand the importance of respecting other cultural perspectives
- actively contribute to building a more cohesive, tolerant, inclusive and just society.

The skills and knowledge developed by the Aboriginal and Intercultural Studies course is vocationally relevant in a diverse and increasingly global workplace. Areas where these skills are particularly valued include a range of business contexts such as the tourist industry, conservation and land management, social services and health. Students are well prepared for further study in the Social Sciences and Humanities.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

Principles and protocols for curriculum planning

Selection of resources

The selection of resources and their use can be culturally sensitive and controversial. When selecting resources teachers need to:

- consult with local community members about the resources/texts that can or cannot be used and if they may be accessed by some or all students
- analyse the resources using a framework of questions such as those listed in:
 - the selection criteria for the Evaluation of Aboriginal Studies and Torres Islander Studies, found at: www.natsiew.nexus.edu.au/lens/selectioncriteria; or
 - A Resource Guide for Aboriginal Studies and Torres Strait Islander Studies (1995), Melbourne, Curriculum Corporation
- use reference resources that guide selection policies about the use of resources such as:
 - DUNKLE, Margaret (1994) Black in Focus: A Guide to Aboriginality in Literature for Young People. This resource focuses on giving advice about fictional stories. Teachers may want to use it for Unit 3AAIS within the broad area of **media representation**.

Teaching and learning of sensitive topics and controversial issues

Teachers need to plan for sensitive topics and controversial issues by establishing ground rules for themselves and the classroom processes. The practices and protocols for doing this can be found in resources such as:

- Shared Learnings: Integrating BC Aboriginal Content K-10, found at www.bced.gov.bc.ca/abed/descrip.htm pages 13 and 14.

Elders need to be recognised and provided with leadership roles. They must be valued and shown respect at all times.

Course outcomes

Aboriginal and Intercultural Studies is designed to facilitate the achievement of four outcomes. The outcomes are based on the Society and Environment learning area outcomes from the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

Outcome 1: Investigating cultural interaction

Students use their skills of inquiry to investigate interaction between cultural groups.

In achieving this outcome, students:

- plan an investigation that uses methodology appropriate to the cultural contexts being investigated;
- conduct the investigation by selecting and locating sources that provides information to enhance the purpose of the investigation;
- process and synthesise the information to develop interpretations of cultural experiences and views; and
- apply and communicate interpretations and findings in culturally appropriate ways.

Outcome 2: Cultural continuity and change

Students understand that cultural continuity and change result from a range of forces.

In achieving this outcome, students:

- understand the range of different impacts of forces for change on cultural groups;
- understand that cultures have different and changing understandings of, and relationships with, the environment; and
- understand that there are different and changing versions of history and that these inform and influence people's actions.

Outcome 3: Identity and culture

Students understand that cultures allow individuals and groups to construct multiple, diverse and unique identities, based on their shared understandings of the world.

In achieving this outcome, students:

- understand that individuals develop identities by interpreting their roles, responsibilities and experiences as members of one or more cultural groups;
- understand that members of different cultures have different world views as a result of their shared beliefs, values, practices and experiences; and
- understand that cultures are characterised by varying degrees of cohesion and diversity as they seek to maintain a sense of identity.

Outcome 4: Culture and citizenship

Students understand how they can help to build a just and sustainable society in the context of their own community and a culturally diverse world.

In achieving this outcome, students:

- understand specific social justice and equity issues in the context of Aboriginal and non-Aboriginal Australia;
- understand the skills and practices of citizenship in an intercultural context; and
- understand social justice and equity issues within their own community.

Outcome progressions

Each of the outcomes is described as a learning progression across six broad levels (see Appendix 1).

In teaching a particular course unit, teachers can use the outcome progressions along with the unit content and contexts to:

- plan appropriate lessons and activities for their students, and
- develop specific assessment tasks and marking keys.

Course content

The course content needs to be the focus of the learning program. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and Aboriginal and Intercultural Studies outcomes.

The course content is divided into three content areas:

- social inquiry
- Aboriginal perspectives
- sustainable societies.

Social inquiry

Ethical considerations

Ethical protocols are used when conducting a social inquiry to show respect, and value the basic rights of all people. Part of the protocols considers issues of cultural sensitivity such as use of eye contact and ownership of information. Ethical approaches to social inquiry are underpinned by understanding that everyone is of equal worth, regardless of differences in age, gender, cultural identity, religious affiliation, or economic status. Ethical issues explored with respect to collecting, analysing and communicating information include: consultation and negotiation; cultural protocols; acknowledgment of, and respect for, cultural values and knowledge; the ownership of information; and intellectual and cultural property rights.

Research skills

Social science methods of investigation, with particular reference to ethics and cultural sensitivity, are important when comparing one's own and other cultures. 'Cultural code switching' skills are necessary to effectively investigate issues relating to intercultural understandings and experiences, such as how and why members of cultural groups commonly move between different cultural perspectives, particularly in the context of a pluralist society.

Planning: The formulation of different types of questions or hypotheses and using these in different cultural context provides the focus for planning. Planning incorporates consideration of relevant ethical approaches to investigating the development of suitable protocols for collecting information and the different types of sources that are used to gather information. In addition, there are different ways to record data using graphical, written or electronic tools that are used to support the processing of information as it is collated.

Conducting: There are different skills for locating, selecting and evaluating the specific types of sources (e.g. primary and secondary sources, legalisation, artefacts, literary, oral traditions, key people, biographies and autobiographies, documentaries, films) that may be in oral, print, electronic or material form. Information is extracted from sources and recorded using a range of methods (e.g. tables, diagrams, film) that support the analysis of information (e.g. to identify cause-effect or patterns) so that it can be used later as evidence to support findings. Protocols are applied to the collection of information and recognition of issues of who owns, or who should have access to, the information.

Processing and translating: Information from evidence collected is processed, interpreted and conclusions drawn from evidence that has been collected. Data or information collected are analysed for patterns, impacts, consequences, trends, logic, and contradictions that are used for evidence to support a view, argument or as a

solution to a problem/issue. Information is analysed for viewpoints and opinions in terms of reliability, and cultural perspective and the identification of missing viewpoints.

Applying and communicating findings: Arguments and conclusions are presented in culturally sensitive ways using a range of forms so as not to use or present stereotypes (e.g. debates, explanations, stories, submissions, feature articles, documentaries, expositions, reports, 3D displays, charts) appropriate to the context and these may be written, oral or graphic.

Self-reflection

Developing meaningful and empathetic understanding of other cultural perspectives is a complex and long-term process. The investigation of other cultures and the formation of cultural identity lead to critical reflection on one's own culture and identity. Skills in self-reflection and the ability to articulate them are important to becoming actively engaged in citizenship and social action.

Aboriginal perspectives

Aboriginal cultural perspectives

Like all cultural groups, Aboriginal people hold distinctive world views that are shaped over time by the complex interaction of beliefs and values, rights and responsibilities, traditions and practices, and personal and group experiences. Cultural identity is formed by the need to maintain cultures in face of opposition e.g. policies of assimilation, Stolen Generation. Culture touches all aspects of people's lives and cannot be easily compartmentalised. Exploring this complexity within the context of Aboriginal cultures develops respect for, and an understanding of, alternative cultural perspectives and provides a basis for reflecting on their personal perspectives. There are similarities in Aboriginal perspectives and those of Indigenous cultures who have experienced colonisation e.g. Maori, Inuit, Ainu.

Place and belonging

Relationships with place are fundamental to understanding Aboriginal culture and tradition. These relationships are complex, with spiritual, social and economic dimensions. Understanding Aboriginal links to place is critical to analysing the history of the colonisation of Australia and the dispossession of Aboriginal people. It is also fundamental to understanding a range of contemporary social, economic and political issues, including land rights e.g. Mabo, Wik legislation. Change and diversity have been responses to interaction with other cultures e.g. Macassan traders, American and British Whalers and Sealers.

Diversity and change

An understanding of the diversity of life experiences and cultural traditions of Aboriginal communities and individuals in time and place is critical to the study of Aboriginal culture and history. Aboriginal

culture has been and continues to be dynamic and creative in its responses to change. A range of forces (social, environmental, economic, political, legal, beliefs and values) have impacted on society, causing changes that have led to resistance and resilience in cultural groups.

Aboriginal contributions to Australian society

Aboriginal people have played and continue to play a critical role in the development of the Australian nation and a distinctive Australian identity. Perspectives on the significance of the role of Aboriginal people have varied within and across time e.g. the political and social influence of Aboriginal people in the armed services in World War II. There have been different levels of significance attributed to these contributions by different groups in society which have changed over time. At the same time, the wider community has appropriated aspects of Aboriginal culture and tradition.

Sustainable societies

Empowering people

Building sustainable societies calls for both active participation in the democratic process and critical engagement with a range of contemporary social issues. Over time, people have used a range of approaches to effect change e.g. revolutionary solutions, peaceful means, legal processes and civil rights movements.

Participation and civic responsibility: Active participation in a democratic society requires an understanding of democratic processes of decision-making and the range of possible avenues for effective social and political action by citizens both individually and collectively. Government policies; political and legal structures, and access to relevant processes and power groups, impact on participation in society.

Social justice: Understanding principles of human rights and social justice form the basis for exploring ideas about social sustainability. Ensuring social sustainability calls for empowerment of individuals and groups through commitment to principles of inclusion, participation, respect for diversity and fairness, as well as understanding the reasons for inequality within contemporary societies.

Relationships with the environment over time

Beliefs, values and traditions have influenced the complex interrelations between people and their environment (country/land/water). These beliefs, values and traditions provide the basis for exploring long and short-term human impacts or consequences on the natural environment in a range of cultural contexts. This in turn forms the basis for developing and articulating values pertaining to ecological sustainability.

Cultural interaction in a pluralist society

Cultural groups are influenced not only by their beliefs, values and traditions, but also through their experiences of interaction with other cultures. Such interaction can occur at local, regional, national and global levels, and within different contexts. The consequences of cultural interaction can be beneficial or detrimental and can have short and long-term implications. Exploring the causes, consequences and character of cultural interaction in specific contexts is important to understanding how cultures relate to one another within an increasingly pluralist society at local, national and global levels.

Course units

Each unit is defined with a particular focus and a selection of learning contexts through which the specific unit content can be taught and learnt. The cognitive difficulty of the content increases with each stage and is referenced to the broad learning described in the outcome progressions. The pitch of the content for each stage is notional and there will be overlap between stages.

Stage 1 units provide bridging support and a practical and applied focus to help students develop skills required to be successful for Stage 2 units. The content is notionally pitched at levels 3 to 4.

Stage 2 units provide opportunities for applied learning but there is a focus more on academic learning. The content is notionally pitched at levels 4 to 6.

Stage 3 units provide opportunities to extend knowledge and understandings in challenging academic learning contexts. The content is notionally pitched at levels 6 to 8.

Unit 1AAIS

The focus for this unit is **leadership**. Within this broad area, students explore concepts of leadership within and between cultures. Students use methods of social research, through investigating and comparing ideas of leadership in different cultural contexts. Students reflect on the qualities required for leadership, and the role and responsibilities of leaders in building sustainable communities at all levels from local to international.

Unit 1BAIS

The focus for this unit is **invention and innovation**. Invention and innovation provide the means by which individuals and cultures respond to environmental, social and technological challenges making cultural change possible. Students investigate how different cultures incorporate change while maintaining continuity of tradition and the effects of cultural interaction. Students consider the nature of human creativity, as well as their role

as citizens in developing creative responses to challenges.

Unit 2AAIS

The focus for this unit is **cultural expression**. In this unit students explore concepts of cultural expression within and between cultures, focusing on personal and group cultural identity, and how it is expressed in different ways and through different media. Particular reference is made to how power relations influence and constrain the expression of individual and group identity. Students use their skills of investigation as they evaluate sources that compare different forms of cultural expression in their communities and those of others.

Unit 2BAIS

The focus for this unit is **cultural resilience**. Students explore the idea of cultural resilience as groups respond to cultural change due to external and internal factors commonly involved in interactions between different cultures. Students from different cultural backgrounds reflect on their cultural identity and traditions, and how they experience cultural continuity and change. They explore other world views and understanding alternative perspectives.

Unit 3AAIS

The focus for this unit is **media representation**. In this unit students explore how all forms of media have a powerful influence on contemporary society reflecting, shaping or challenging values and beliefs. Students use skills of critical analysis, particularly in evaluating sources of information for bias and identify how the media influence their personal world view. They investigate the role of emerging technologies in allowing individuals and communities to represent themselves.

Unit 3BAIS

The focus for this unit is **heritage** in the context of Aboriginal and non-Aboriginal groups. Students explore the idea of heritage at a personal, family, community and national level as they investigate cultural practices, beliefs and values e.g. material culture, institutions, land use, the natural and built environment, the arts and the media. Students apply the methods of social inquiry to heritage issues and how heritage contributes to cohesion and diversity within society. Students appreciate how other people's heritage has developed and shaped them, and consequently understand alternative perspectives.

Time and completion requirements

The notional hours for each unit are 55 class contact hours. Units can be delivered typically in a semester or in a designated time period up to a year depending on the needs of the students. Pairs of units can also be delivered concurrently over a one year period. Schools are encouraged to be flexible in their timetabling in order to meet the needs of all of their students.

A unit is completed when all assessment requirements for that unit have been met. Only completed units will be recorded on a student's statement of results.

Refer to the WACE Manual for details about unit completion and course completion.

Vocational Education Training information

Vocational Education Training (VET) is nationally recognised training that provides practical work skills and credit towards, or attainment of, a vocational education and training qualification.

When considering VET delivery in courses it is necessary to:

- refer to the WACE Manual, Section 6: Vocational Education Training, and
- contact education sector/systems representatives for information on operational issues concerning VET delivery options in schools.

Australian Quality Training Framework (AQTF)

AQTF is the quality system that underpins the national vocational education and training sector and outlines the regulatory arrangements in states and territories. It provides the basis for a nationally consistent, high-quality VET system.

The AQTF Standards for Registered Training Organisations outline a set of auditable standards that must be met and maintained for registration as a training provider in Australia.

VET delivery

VET can be delivered by schools providing they meet Australian Quality Training Framework (AQTF) requirements. Schools need to become a Registered Training Organisation (RTO) or work in partnership (auspicing arrangement) with an RTO to deliver training within the scope for which they are registered. If a school operates in partnership with an RTO, it will be the responsibility of the RTO to assure the quality of the training delivery and assessment. Qualifications identified in this course

must be on the scope of registration of the RTO delivering or auspicating training.

Units of competency from related training package qualifications have been considered during the development of this course but no units of competency have been suggested for integration.

Resources

A detailed list of textbooks, teacher references and teacher guides can be found at

www.det.wa.edu.au/education/cmisis/eval/curriculum/courses/

Assessment

Refer to the WACE Manual for policy and principles for both school-based assessment and examinations.

School-based assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment types, including examples of different ways that they can be applied and the weighting range for each assessment type.

Teachers are to use the assessment table to develop their own assessment outlines.

An assessment outline needs to be developed for each class group enrolled in each unit of the course. This outline includes a range of assessment tasks that cover all assessment types and course outcomes with specific weightings.

In developing assessment outlines and teaching programs the following guidelines should be taken into account.

- All tasks should take into account teaching, learning and assessment principles from the Curriculum Framework.
- There is flexibility within the assessment framework for teachers to design school-based assessment tasks to meet the learning needs of students.
- Student responses may be communicated in any appropriate form e.g. written, oral, graphical, art form, multimedia or various combinations of these.
- Student work submitted to demonstrate achievement of outcomes should only be accepted if the teacher can attest that, to the best of her/his knowledge, all uncited work is the student's own.
- Evidence collected for each unit may include tasks conducted under test conditions.

| Assessment table | | | |
|----------------------|---------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Weightings for types | | | Type of assessment |
| Stage 1 | Stage 2 | Stage 3 | |
| 40–60% | 30–40% | 30–40% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 20–30% | 30–40% | 30–40% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 20–30% | 30–40% | 30–40% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

Grades

Schools assign grades following the completion of the course unit. The following grades may be used:

| Grade | Interpretation |
|-------|--------------------------|
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Inadequate achievement |

Preliminary Stage units are not graded. Achievement in these units is reported as either Completed or Not Completed.

Each grade is based on the student's overall performance for the course unit as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptors.

Grade descriptors:

- describe the range of performances and achievement characteristics of grades A, B, C, D and E in a given stage of a course
- can be used at all stages of planning, assessment and implementation of courses, but are particularly important as a final point of reference in assigning grades
- are subject to continuing review by the Council.

The grade descriptors for this course can be accessed on the course page at http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/Aboriginal_Intercultural_Studies

Examination details

There are separate examinations for Stage 2 pairs of units and Stage 3 pairs of units.

In their final year, students who are studying at least one Stage 2 pair of units (e.g. 2A/2B) or one Stage 3 pair of units (e.g. 3A/3B) will sit a written and a practical (oral) examination in this course, unless they are exempt.

The Aboriginal and Intercultural Studies examination comprises a written examination worth 70% of the total examination score and a practical (oral) examination worth 30% of the total examination score.

Each examination will assess the specific content, knowledge and skills described in the syllabus for the pair of units studied.

Details of the examinations in this course are prescribed in the examination design briefs (pages 25–29).

UNIT 1AAIS

Unit description

The focus for this unit is **leadership**. Students have already formed ideas about leadership from a range of past experiences. These include direct experience, such as within the family, community, school, sporting and cultural organisations, as well as images in the media. Students understand their own attitudes to leadership and their potential to take on leadership roles within their community.

Students use methods of social research, through investigating and comparing concepts about leadership in different cultural contexts. Investigating people and organisations calls for sensitivity to the feelings and beliefs of others and the need for ethical considerations in planning and conducting investigations. Students reflect on the qualities required for leadership and the role and responsibilities of leaders in building sustainable communities at all levels from local to international.

Unit learning contexts

Within the broad area of **leadership**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- elders, role models and mentors
- grandmothers
- leadership in different contexts such as political, social, artistic, spiritual, sporting, local community
- change and continuity through time in styles of leadership (local, regional and national)
- life stories of Aboriginal and non-Aboriginal community leaders. Suitable examples include Yellagonga, Yagan, Jandamarra, David Mowaljarlai, Charles Perkins, Eddie Mabo, Faith Bandler, Odgeroo Noonuccal, sporting heroes, Nelson Mandela, Ghandi, Martin Luther King
- the role of individual leadership in cultural continuity and change e.g. Eddie Mabo
- reconciliation and cross-cultural cooperation.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- different cultures and their different perspectives on ownership of, and access to, knowledge and information
- acknowledgement and respect for different beliefs and opinions
- formal processes and protocols required in planning, conducting, processing and

communicating investigations e.g. differences in ways to seek information between cultures

- acknowledgement of intellectual property and copyright ownership
- culturally appropriate ways to communicate findings.

Research skills

- question/issue on a specific topic
- collection of data/information
- process of recognising a variety of perspectives presented in different sources/texts
- conclusions and explanations.

Self-reflection

- personal cultural perspectives, interpretations, and world views
- differences in personal perspectives, interpretations and world views
- the influence of personal experiences, and beliefs and values on cultural perspectives
- construction of identities by the process of socialisation
- range of factors (e.g. family, cultural expectations about roles and responsibilities) that influence their view.

Aboriginal perspectives

Aboriginal cultural perspectives

- overview of Aboriginal culture
- perspectives of Aboriginal people that reflect their values and beliefs e.g. ideas about time and measurement.

Place and belonging

- complexity of spiritual, social and economic aspects of Aboriginal links with the land, specific places and people
- key role of spiritual links with place in Aboriginal culture
- the Dreaming
- law and lore
- differences in authority between cultural groups
- traditional hunter-gatherer way of life
- community organisation e.g. leadership in different communities
- the role of healers.

Diversity and change

- Aboriginal diversity e.g. urban versus remote communities, way of life in different regions
- differences between traditional styles of leadership and leaders in contemporary societies
- gender roles e.g. role of grandmothers in families
- change through time in Aboriginal culture e.g. impact of interaction with different cultural groups on social cohesion, destructive impact of colonisation on links with land.

Aboriginal contributions to Australian society

- contribution of Aboriginal skills and knowledge to development of Australia and Australian identity e.g. community leadership through a range of Aboriginal organisations such as Land Councils, businesses
- contribution of political movements, such as the Pilbara strike of 1946, to the development of Australian society
- leadership in sport
- role in the defence of Australia.

Sustainable societies

Empowering people

- values and decision-making processes e.g. the importance of consensus
- different types and levels of organisation and government e.g. family, community, local, state and national government
- influence of individuals on society e.g. participation in civil rights movements, joining community organisations
- role of significant individuals working for social change e.g. Martin Luther King, Nelson Mandela, Gandhi, Eddie Mabo
- values associated with social justice and human rights
- differential access of groups and individuals to power and resources
- social inequalities e.g. access to cars, age limits for alcohol
- access to health or education
- different cultures and relationships in terms of power and authority.

Relationships with the environment over time

- decision-making with regard to land use and management
- variation between cultural groups about world views and cultural perspectives on the environment
- responsibility to land.

Cultural interaction in a pluralist society

- leadership in social institutions and organisations at different levels e.g. local, regional, national, international
- leaders in different contexts e.g. at different levels of government, across sporting codes, religious or cultural organisations.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 40–60% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 20–30% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, fieldwork, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 20–30% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

UNIT 1BAIS

Unit description

The focus for this unit is **invention and innovation**. Invention and innovation provide the means by which individuals and cultures respond to environmental, social and technological challenges and make cultural change possible. This creative ability to solve problems and develop new patterns of behaviour is a fundamental characteristic of human beings.

Within this broad area students investigate invention and innovation in different cultural contexts. They investigate changes in technology, adaptation to the environment and social structures. They explore how cultures incorporate change while maintaining continuity of tradition and the effects of cultural interaction.

Students live in a period of rapid environmental, social and technological change. In this unit they consider the nature of human creativity, as well as their own role as citizens in developing creative responses to challenges.

Unit learning contexts

Within the broad area of **invention and innovation**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- impact of technology on society e.g. effect of changes in telecommunications and computer technology on remote communities
- environmental issues e.g. introduced animals and plants and their environmental and social impact
- sustainability and Aboriginal management of resources e.g. 'firestick farming', fish trapping, sustainable harvesting compared with non-Aboriginal management
- comparative studies of innovation in different cultural contexts e.g. Indigenous responses to colonisation in different parts of the world, managing the environment from a cross-cultural perspective, aspects of technology in cross-cultural perspective
- outback ingenuity e.g. 'making do', 'bush toys', 'bush mechanics'
- intercultural perspectives on the history of the development of Australia e.g. pastoral industry, sugar, pearling, market gardening, mining.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- differences in perspectives on knowledge and information in different cultures e.g. in Aboriginal culture, some types of information may be public and accessible while other information may be secret and not available to certain groups such as women and uninitiated men
- availability of free scientific knowledge in western society
- legal protection of the application of inventions and innovations in western society
- two-way process for sharing knowledge
- acknowledgement of, and respect for, different beliefs and opinions
- formal processes and protocols used in planning, conducting, processing and communicating investigations to acknowledge and respect different cultural perspectives
- acknowledgement of intellectual property and copyright ownership
- differences between cultural groups when presenting findings in a culturally appropriate manner.

Research skills

- research process structures to respond to given questions or topics
- skills to identify and locate sources/texts
- information sources e.g. books, websites, videos
- skills to select information from a variety of perspectives
- different forms of presentations used to communicate findings.

Self-reflection

- complex and multi-faceted nature of cultural identity
- variations in individual identity according to context e.g. individuals may behave differently with peers and family
- expression of identity e.g. by joining groups, by choosing particular cultural practices
- stereotypes in information
- different value positions including own.

Aboriginal perspectives

Aboriginal cultural perspectives

- variations in perspectives about people, events, experiences, beliefs and values between Aboriginal groups.

Place and belonging

- Aboriginal spiritual links with places
- the Dreaming
- law and lore
- diverse adaptations to the environment
- Aboriginal impacts on the natural environment

- traditional land management practices
- impact of colonisation on links with land
- land and water rights
- definition of native title
- Stolen Generation.

Diversity and change

- Aboriginal adaptation to the environment over thousands of years
- changes in the natural environment
- response of Aboriginal communities to changing climates, colonisation of new environments and new technology
- changes in the social environment
- interaction with different cultural groups
- changes in social organisation
- adoption of new technology e.g. introduction of metal for traditional toolmaking
- new skills e.g. pastoral industry.

Aboriginal contributions to Australian society

- technological innovation in traditional society
- unique features of Aboriginal culture e.g. boomerangs and spear throwers
- contribution of Aboriginal skills and knowledge to Australian economic development e.g. exploration of the continent, establishment of the pastoral industry, Aboriginal arts industry
- Aboriginal land management practices e.g. burning practices adopted by land managers today.

Sustainable societies

Empowering people

- interest groups and decision-making processes
- rights and responsibilities of citizens
- exclusion or inclusion of particular groups due to stereotyping
- history of exclusion of particular groups e.g. exclusion based on gender, ethnicity, religion, disability
- respect and appreciation for other people.

Relationships with the environment over time

- the influence of beliefs, values and traditions of cultural groups on attitudes to the environment
- affect on the environment of traditional land use and management practices e.g. use of fire
- influence of cultural factors on decisions about the environment.

Cultural interaction in a pluralist society

- influences of globalisation, colonisation, imperialism on cultural interaction in specific contexts e.g. influence of colonisation on Indigenous peoples, the experience of migration
- adoption of new practices by cultures in order to maintain their identity in the face of change.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 40–60% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 20–30% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 20–30% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

UNIT 2AAIS

Unit description

The focus for this unit is **cultural expression**. Culture is expressed in a range of ways, including behaviour, attitudes and values, dress and personal adornment, religious beliefs, humour and also formal types of expressions such as the arts, literature, and cultural symbols. In this unit students explore concepts of cultural expression within and between cultures. They focus on the expression of both personal and group cultural identity in different ways and through different media. Different forms of cultural expression and how they contribute to building cultural identity, are investigated. Social contexts of cultural expression, with particular reference to how power relations influence and constrain the expression of individual and group identity, are explored.

Students investigate different sources of information. They explore and compare different forms of cultural expression in their communities and those of others.

Unit learning contexts

Within the broad area of **cultural expression**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- forms of cultural expression
- visual and performing arts
- language and literature
- the Arts industry
- cultural expression and identity
- cultural expression in the local community.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- variation between cultural groups of processes and protocols for collecting, acknowledging and communicating information
- conflicts between cultural perspectives on knowledge and information
- conflict resolution
- appropriation of particular cultural expressions by another culture and related ethical issues e.g. use of Aboriginal designs as commercial products, global influence of black 'street culture'
- protocols and conventions to communicate in culturally appropriate ways.

Research skills

- identification of issues to investigate
- skills to develop specific focus questions
- research plans including processes and types of sources of information
- location and selection of sources inclusive of different perspectives
- evaluation of recorded relevant information from a variety of perspectives and conclusions supported by evidence
- communication of findings e.g. selecting forms suitable for presenting results of a particular investigation, for particular cultural contexts, including formal techniques for acknowledging sources, intellectual property and copyright.

Self-reflection

- relationship of minorities to 'mainstream culture'
- variations in the expression of cultural identity by individuals and groups
- comparison of values and beliefs with those of others
- identification of significant influences on individual values and beliefs
- multiple identities e.g. as young people, as members of specific ethnic groups or those with religious affiliations
- different modes of behaviour in different cultural contexts e.g. with peers, with family members, at school or in a workplace.

Aboriginal perspectives

Aboriginal cultural perspectives

- Aboriginal perspectives over time based on their experiences as individuals and as members of cultural groups e.g. relations to land and arrival of settlers.

Place and belonging

- different ways Aboriginal people express links to country/land/water e.g. stories, songs, dance, art
- relationships between cultural identity and land for different cultural groups
- impact of colonisation on links with land for Aboriginal groups.

Diversity and change

- ways of expressing culture e.g. values, beliefs, and arts
- continuity and change in Aboriginal cultural expression e.g. the arts over time
- reasons for cultural change and diversity in Aboriginal society e.g. environment, contact with other cultures, changing government policy
- oral tradition.

Aboriginal contributions to Australian society

- contribution of Aboriginal culture to the Australian identity e.g. the use of Aboriginal culture by the tourist industry
- contribution of Aboriginal culture to Australian society through such avenues as the arts e.g. music, visual arts, drama.

Sustainable societies

Empowering people

- impact of the interaction of legal and economic structures in making decisions and developing policy
- distribution of formal and informal power within and between groups
- role of particular individuals or organisations in effecting change e.g. role of non-government organisations (NGOs) such as progress associations, community cultural groups,
- societal structures that advantage or disadvantage individuals or cultural groups by influencing access to power and resources e.g. exclusion of particular groups
- formal or informal exercise of social control by groups over their members e.g. religious practices, conformity to particular behaviour
- group representations of themselves compared with those in the media.

Relationships with the environment over time

- complex and dynamic relationships between natural and social systems
- environmental attitudes and values in different cultural contexts e.g. the influence of cultural attitudes to whaling
- affect of cultural perspectives on attitudes to the environment e.g. attitudes to bushfires
- beneficial or detrimental effects of traditional land use and management practices on the environment
- contemporary western attitudes to the environment and ideas of ecological sustainability.

Cultural interaction in a pluralist society

- influence of natural and social forces on cultural interaction that produce change and continuity
- similarities and differences between the response of cultures to interaction with other cultural groups
- maintenance of cultural cohesion and identity in the context of change and interaction with other groups
- influence of differential access to power and resources on the nature and consequences of cultural interaction.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–40% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 30–40% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 30–40% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

UNIT 2BAIS

Unit description

The focus for this unit is **cultural resilience**. In this, unit students explore the idea of cultural resilience. Cultural change results from a range of external and internal factors and commonly involves interaction between different cultures. Change may be welcomed and embraced, or unwelcome and resisted. Nevertheless, individuals and groups show resilience as they seek to maintain their cultural identity. In this unit students investigate interactions between cultures with very different world views, how they respond to one another and how they each maintain continuity.

Students from different cultural backgrounds reflect on their cultural identity and traditions and how they experience cultural continuity and change. They explore other world views and understand alternative perspectives on, and experiences of, particular examples of cultural interaction.

Unit learning contexts

Within the broad area of **cultural resilience**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- colonisation and imperialism
- migration and settlement
- contemporary social issues e.g. housing, health, law and justice
- racism, prejudice and stereotyping
- local communities
- the Stolen Generation
- reconciliation.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- variation of protocols for cultural perspectives with investigation types e.g. secondary sources or in local community; sources of evidence used e.g. when collecting oral history with particular cultural group(s)
- specific issues of cultural sensitivity e.g. differences between cultural groups in ways to express disagreement
- protocols for conducting interviews
- protocols for entering land and visiting culturally significant places
- consultation processes with relevant people or stakeholders
- protocols for acknowledging relationship structures e.g. kinship groups.

Research skills

- use of questions that elicit different types of information e.g. facts or observations, comparisons, perspectives, feelings or empathy
- development of a code of conduct that includes relevant cultural protocols
- selection and analysis of relevant information from texts that reflect a variety of perspectives and identification of stereotyping, bias and prejudice
- strengths and weaknesses of primary and secondary sources
- use of evidence to present conclusions
- forms of communication appropriate to purpose e.g. submissions.

Self-reflection

- influence of personal and group experiences on cultural identity e.g. experience of discrimination
- prevailing social attitudes at different times
- influence of cultural interaction on social attitudes
- external evidence for differences among personal beliefs and values and those in other groups
- behaviour of members of a pluralist society as they move between different cultural identities according to context.

Aboriginal perspectives

Aboriginal cultural perspectives

- formation of Aboriginal perspectives by the ongoing need to maintain their culture in the face of opposition
- influence of interaction with other groups on Aboriginal perspectives
- Aboriginal perspectives similar to those of other Indigenous cultures who have experienced colonisation.

Place and belonging

- maintenance of links of Aboriginal groups to land over time
- importance of kinship in maintaining links to land
- history of struggles for land/water rights
- struggles for land rights by Aboriginals and other Indigenous peoples e.g. Inuit in Canada, Maori in New Zealand.

Diversity and change

- Aboriginal interaction with, and responses to, other cultures over time
- aspects of more resilient cultures
- different roles of men and women in maintaining culture
- historical experiences in different areas
- changing government policies e.g. the impact of 1905 Aborigines Act
- struggle for Aboriginal citizenship
- innovation and survival e.g. Aboriginal people in pastoral industry.

Aboriginal contributions to Australian society

- perspectives on the role of Aboriginal people in Australian society and changes over time
- Aboriginal aspirations
- changing attitudes in the wider community
- contribution of Aboriginal culture to the formation of Australian identity
- formal and informal use by the community of Aboriginal cultural expression over time e.g. the 2000 Olympic Games Opening Ceremony.

Sustainable societies

Empowering people

- approaches that effect social change
- responses to internal dissent at national government level
- impact of political, legal and economic structures on effective political action by citizens, individually or collectively
- effect of government policies and legislation on particular cultural groups e.g. language policies
- influence of government policy and legislation on social attitudes e.g. 'White Australia' policy, immigration laws, assimilation, self-determination, equal opportunity and anti-discrimination legislation
- benefits and disadvantages of factors such as racism and stereotyping on groups and individuals.

Relationships with the environment over time

- contribution to survival and maintenance of cultural identity by links to the land
- influence of environmental cultural perspectives on decision-making e.g. land clearance by local farmers
- cultural context of decision-making processes concerning the use and management of natural resources e.g. specific environmental issues such as cattle ranching in South America
- conflict of short-term economic decisions with long-term social and environmental needs e.g. clearing forests in developing countries to generate short-term gains in living standards.

Cultural interaction in a pluralist society

- variation in contexts and the consequences of cultural interaction
- influence of globalisation, colonisation and imperialism on the nature of cultural interactions and the way it impacts differently on various groups
- influence of power relations on cultural interactions
- significance of attempts by cultures to maintain their distinctive identity
- cultural diversity in a globalised world
- beneficial or detrimental cultural interactions.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–40% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 30–40% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 30–40% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

UNIT 3AAIS

Unit description

The focus for this unit is **media representation**. In this unit students explore concepts of media representation within and between cultures. All forms of media have a powerful influence on contemporary society and are created within a particular cultural context. The representation of different cultural groups in media can be used to shape or challenge values and beliefs, as well as to reflect them. Students use skills of critical analysis, particularly in evaluating sources of information for bias and identifying how the media influence their personal world view.

Students investigate the role of emerging technologies in allowing individuals and communities to represent themselves.

Unit learning contexts

Within the broad area of **media representation**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- portrayal in the media of different cultural groups over time
- local community media
- ownership and control of media
- propaganda and censorship
- thematic studies exploring representation of particular issues in the media from a cultural perspective e.g. crime.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- formal codes of ethics, professional standards e.g. AIATSIS research guidelines
- applying codes of practice when planning and conducting investigations
- processing information and communicating findings
- evaluation of investigations with reference to formal codes e.g. how to identify and challenge unfair reporting
- acknowledgment of intellectual property and copyright using in-text citations, quotes, footnotes and formatted bibliographies that may be annotated.

Research skills

- formulation and modification of hypotheses in the light of subsequent information
- testing, analysis and evolution of the hypothesis using a range of question types
- organisation of information to identify perspectives and gaps
- interrogation of sources for consistencies, inconsistencies and/or missing information
- organisation and recording of information to identify cause–effect, make comparisons, identify patterns and trends, for different perspectives
- evaluation of information in terms of bias, prejudice, cultural perspectives and misconception
- interpretation of information from a variety of sources with reference to the characteristics and reliability of the evidence
- making informed judgements and presenting balanced arguments supported by evidence, while recognising the tentative nature of their inferences and different cultural perspectives
- selecting forms of communication that develop an argument supported by evidence.

Self-reflection

- strategies for analysing their beliefs and values e.g. comparing the influence of family, peers, wider community and significant mentors in shaping their beliefs
- evaluation of their beliefs and values in the light of new information and experiences
- manipulation of beliefs and values by different forms of media e.g. presentation of stereotypes, use of propaganda and advertising techniques
- interpretation and analysis of the reliability of their generalisations about their culture and that of others.

Aboriginal perspectives

Aboriginal cultural perspectives

- Aboriginal experiences of racism and the impact on Aboriginal world views e.g. representations in the media, experiences in the criminal justice system
- implications for wider society e.g. community relationships and attitudes, policy development, allocation of resources.

Place and belonging

- complexity of relationships between people and the land in Aboriginal culture
- expression of change and continuity through time
- Aboriginal land rights from a global perspective
- similarities and differences with Indigenous peoples worldwide
- short and long-term impact of Mabo and Wik
- the idea of *terra nullius*
- roles of the courts and the government in land rights issues.

Diversity and change

- impact of changing government policies and social attitudes on Aboriginal people e.g. policies of protection, assimilation, self-determination
- reasons for change and continuity in different aspects of culture e.g. contact with other cultures, economic, political and social factors
- changing representations and perceptions of Aboriginal people in the media and arts, and reasons for changes.

Aboriginal contributions to Australian society

- changing views of the contributions of Aboriginal people to Australian society
- different interpretations of history e.g. the 'history of wars'
- Aboriginal cultural expression in such areas as advertising and tourism
- reasons for use of Aboriginal cultural expression, and implications for the formation of Australian society and identity.

Sustainable societies

Empowering people

- participation in decision-making processes using democratic process
- influences of access to political and legal structures on the effectiveness of political action by cultural groups e.g. marginalisation of particular cultural groups, access to citizenship, social disadvantage, language, education
- empowering individuals and groups to propose solutions to complex problems
- principles of universal human rights and social justice as core values
- origins of ideas about universal human rights
- impact of applying universal human rights framework to particular situations
- decision-making processes in terms of fairness and equity e.g. decisions about the inclusion or exclusion of people or groups
- short and long-term impacts of government policies and legislation on particular cultural groups and the broader society e.g. changing Australian immigration policies
- impact of power relationships on different groups such as access of particular groups to various media and the effects it has on their representation
- control of representations in the mainstream media
- the role of advertising in shaping social attitudes.

Relationships with the environment over time

- complexity of interrelationship between people and the natural environment
- changing and diverse attitudes to the environment in Western society e.g. development of ideas of sustainability
- influence of Indigenous cultural attitudes
- consequences of social changes on the natural environment and the impact on ecological sustainability

- short and long-term impacts of particular decisions on the environment
- influence of cultural contexts on decisions about the environment
- conflicting cultural perspectives on relations with the environment e.g. various impacts of large scale mining operations on local communities and their cultural values in places like PNG and the Pilbara
- the 'triple-bottom line'.

Cultural interaction in a pluralist society

- complexity of interaction between forces for change e.g. social, political, economic, technological
- consequences of cultural interactions at local, national and global levels
- conflict between cultural groups and different resolutions
- influence of differential access to power and resources on cultural interaction
- influence of globalisation on cultural cohesion and diversity e.g. the Americanisation of youth culture and the impact on cultural identity.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 3 | Type of assessment |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–40% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 30–40% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |

| | |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–40% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |
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UNIT 3BAIS

Unit description

The focus for this unit is **heritage** in the context of Aboriginal and non-Aboriginal groups. The concept of heritage is an essential component in the formation of cultural and personal identity. In this unit students explore the idea of heritage at a personal, family, community and national level. They investigate cultural practices, beliefs and values that contribute to understanding heritage and the range of ways that it is demonstrated e.g. material culture, institutions, land use, the natural and built environment, the arts and the media.

Students apply the methods of social inquiry to heritage issues and the contribution of heritage to cohesion and diversity within society. They investigate attitudes and ideas about their heritage and that of others. Students also explore the uses of heritage in their communities and those of others.

Students explore their heritage and the origins of their cultural traditions, beliefs and values. They appreciate how other people's heritage has developed and shaped them, and consequently understand alternative perspectives.

Unit learning contexts

Within the broad area of **heritage**, teachers may choose one or more of the following contexts (this list is not exhaustive):

- local area studies, such as investigating specific places in the local area or region
- development of the local community
- changing settlement and land use in a local area or region and changing impact on the environment
- changing attitudes to heritage through time
- family and community histories
- thematic studies, such as migration, heritage tourism, the role of warfare or sport in the formation of personal, community and national identity, representations of heritage in the media.

Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

Social inquiry

Ethical considerations

- legal requirements for consultation, equity and access
- developing and evaluating their processes
- modifying processes to acknowledge and respect different beliefs and opinions

- formal processes and protocols in planning, conducting, processing and communicating investigations
- differentiation between ownership and control of information and knowledge e.g. formal regulation compared with voluntary codes or general guiding principles
- protection of knowledge in a variety of ways including legislation, such as copyright and patent law
- professional codes of practice and formal protocols such as bibliographic citations
- application of general principles/values such as respect for diversity, human rights, inclusivity.

Research skills

- formulation and modification of hypotheses, if and when needed, by a range of techniques
- devising relevant cultural protocols or types of questions that elicit different information
- location and selection of a range of sources giving consideration to bias, prejudice, cultural perspective, reliability, gaps in perspectives and inconsistencies
- interpretation of evidence and making inferences
- constructing defensible arguments or opinions supported by appropriate evidence and acknowledging and addressing alternative or conflicting interpretations
- acknowledgement of specific cultural perspectives where appropriate and demonstration of sensitivity when presenting and communicating results of investigations.

Self-reflection

- analysis of own beliefs and values
- generalisations about their culture and that of others, in the light of new information and experiences
- strategies for redefining their cultural perspective incorporating new information
- effect of influences such as peers, family, wider community attitudes and mentors on their beliefs and values.

Aboriginal perspectives

Aboriginal cultural perspectives

- relationships between personal and group experiences within the Aboriginal community, and attitudes and interaction with the wider society
- change and continuity in Aboriginal perspectives
- decision-making processes and solutions that incorporate Aboriginal perspectives e.g. health, education, housing.

Place and belonging

- struggle for land and water rights
- impact of different forces on sense of place and belonging for Aboriginal and wider communities
- recognition of native title.

Diversity and change

- continuity and change within Aboriginal culture and interaction with the wider community
- impact of forces such as changing social attitudes, government policy, particular events such as WW II.

Aboriginal contributions to Australian society

- use of Aboriginal cultural expression by the wider Australian community
- contribution of Aboriginal people to the development of the Australian nation e.g. acknowledgment of the contribution of Aboriginal people to the pastoral industry and development of the interior.

Sustainable societies

Empowering people

- complexity of relationships between political, legal and/or economic structures
- influence of structures on maintaining or altering power relations within and between cultural groups
- legitimisation of different types of power and authority
- impact of power relationships in terms of fairness and equity, marginalisation, disadvantage e.g. how health and education affect participation by particular groups
- distribution of power within and between groups
- influence of values on finding effective solutions to specific problems e.g. the role of religious beliefs and traditions in health issues, such as AIDS, family planning and population control.

Relationships with the environment over time

- consequences of the ways people interact with their environment and implications for societies
- specific issues in terms of balancing short and long-term costs and benefits, and environmental, social and economic factors.

Cultural interaction in a pluralist society

- influence of traditions and beliefs on the nature and consequences of cultural interaction
- costs and benefits of cultural interactions caused by globalisation, colonisation and imperialism
- short and long-term consequences of cultural interactions caused by globalisation, colonisation and imperialism
- informed decision-making processes inclusive of stakeholders' views to resolve complex problems and propose solutions.

Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Aboriginal and Intercultural Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 3 | Type of assessment |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 30–40% | <p>Investigation</p> <p>An inquiry process showing cultural sensitivity and awareness, using ethical procedures, methodology appropriate to the cultural context and self-reflection to develop a balanced judgement and communicate findings to suit purpose and audience. A range of sources is used to provide evidence for the development of balanced judgements about contemporary social issues based on critical analysis, and an understanding of and empathy for other cultural perspectives.</p> <p>Types of evidence may include monitoring the inquiry process using teacher observations, fieldwork, student learning journals and judgements about end products such as short or extended written reports, formal essays, multimedia presentations, oral or graphical presentations, and displays.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4. The focus will vary with the emphasis placed within each particular task.</i></p> |
| 30–40% | <p>Response (issue analysis)</p> <p>Students explore issues within their own community or at local, regional, national or global levels to develop practical solutions to specific problems. They may engage in community-based fieldwork. Engagement with specific community issues or problems provides opportunities for students to engage in personal reflection. Aboriginal perspectives, sense of place and belonging, experiences and Aboriginal contributions to society are considered in relation to how sustainable societies empower people to take action, have developed relationships with the environment and have been influenced by cultural interaction.</p> <p>Types of evidence may include teacher observations, student learning journals, written, oral or multimedia presentations, displays, portfolios, creative performances, organisation of events (such as cultural events, debates, information forums).</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, 3 and 4.</i></p> |
| 30–40% | <p>Response (document study)</p> <p>A wide range of material can be used as stimuli or prompts, including primary and secondary historical evidence (e.g. documents, film, acts of parliament), material culture, media (e.g. newspapers, magazines, TV), the arts (e.g. drama, literature, visual arts), and can focus on specific case studies or broader themes. Different cultural perspectives and how they influence both the existence and nature of sources of information, as well as how perspectives affect the interpretation by others as well as themselves, is part of the analysis.</p> <p>Types of evidence may include teacher observations, short or extended written or oral responses.</p> <p><i>Best suited to the collection of evidence on student achievement of Outcomes 1, 2, and 3.</i></p> |

**Examination details
Stage 2 and Stage 3**

Aboriginal and Intercultural Studies

Written examination design brief

Stage 2

The Aboriginal and Intercultural Studies examination comprises a written examination worth 70% of the total examination score and a practical (oral) examination worth 30% of the total examination score.

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters

Special items: printed English language dictionary and/or bilingual dictionary. No electronic dictionary or thesaurus allowed.

| Section | Supporting information |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Section One Short responses 50–60% of the written exam 8–12 questions Suggested working time: 80 minutes</p> | <p>Questions are structured as a series of closed and open items that increase in complexity and are designed to elicit a range of responses. Questions include both quantitative and qualitative analysis of the stimulus materials.</p> <p>Stimulus materials in this section could include print-based texts such as: transcripts of conversations, lectures, talks, narratives, poems, songs, journal articles and letters; as well graphic materials such as: maps, photographs, cartoons, diagrams, graphs and drawings. The materials are organised around scenarios or issues relevant to the course.</p> |
| <p>Section Two Extended responses 40–50% of the written exam Two questions Suggested working time: 70 minutes</p> | <p>Questions relate to stimulus materials or a common scenario such as a timeline depicting change. Written answers may be supplemented with dot points, diagrams, tables etc.</p> <p>Stimulus materials draw from a variety of text types and include a combination of propositions or broad statements organised around scenarios or issues relevant to the course.</p> <p>Combinations of print texts such as graphs, data, cartoons, photographs, conversations, lectures, talks, narrations, poetry, songs, journal articles or letters could be used.</p> |

Aboriginal and Intercultural Studies Practical (oral) examination design brief Stage 2

The Aboriginal and Intercultural Studies examination comprises a written examination worth 70% of the total examination score and a practical (oral) examination worth 30% of the total examination score.

Time allocated

Examination: 27 minutes

Permissible items

Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters

Special items: note paper, support material and visual cues such as photographs, objects, drawings, maps, posters, CDs, DVDs, USB storage devices where required, and hard copies of electronic presentation

Items provided by the Curriculum Council

Windows compatible laptop, data projector, speakers, screen

Additional information

The focus question is distributed to schools in Week 5 of Term 3. Schools are to distribute the question to candidates before the end of that week. Candidates choosing to present information electronically must bring two (2) hard copies of their presentation.

| Presentation | Supporting information |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part A Preparation Suggested working time: 15 minutes</p> | <p>A portfolio of course work relating to the investigation task type is to support the presentation. The preparation time could be used by the candidate to display the portfolio work and/or set up any technology required for the display.</p> |
| <p>Part B Presentation, questions and discussion 100% of the practical (oral) examination Suggested working time: 12 minutes (5–6 minutes presentation and 5–6 minutes questions and discussion)</p> | <p>The candidate presents their response to the focus question, followed by a general discussion based on the presentation.</p> <p>The portfolio and the presentation form the basis for the discussion with the examiner. Marker initiated questions are designed to stimulate discussion.</p> |

Aboriginal and Intercultural Studies

Written examination design brief

Stage 3

The Aboriginal and Intercultural Studies examination comprises a written examination worth 70% of the total examination score and a practical (oral) examination worth 30% of the total examination score.

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters

Special items: printed English language dictionary and/or bilingual dictionary. No electronic dictionary or thesaurus allowed.

| Section | Supporting information |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Section One Short responses 50–60% of the written exam 8–12 questions Suggested working time: 80 minutes</p> | <p>Questions are structured as a series of closed and open items that increase in complexity and are designed to elicit a range of responses. Questions include both quantitative and qualitative analysis of the stimulus materials.</p> <p>Stimulus materials in this section could include print-based texts such as: transcripts of conversations, lectures, talks, narratives, poems, songs, journal articles and letters; as well graphic materials such as: maps, photographs, cartoons, diagrams, graphs and drawings. The materials are organised around scenarios or issues relevant to the course.</p> |
| <p>Section Two Extended responses 40–50% of the written exam Two questions Suggested working time: 70 minutes</p> | <p>Questions relate to stimulus materials or a common scenario such as a timeline depicting change. Written answers could be supplemented with dot points, diagrams, tables etc.</p> <p>Stimulus materials draw from a variety of text types and include a combination of propositions or broad statements organised around scenarios or issues relevant to the course.</p> <p>Combinations of print texts such as graphs, data, cartoons, photographs, conversations, lectures, talks, narrations, poetry, songs, journal articles or letters could be used.</p> |

Aboriginal and Intercultural Studies Practical (oral) examination design brief Stage 3

The Aboriginal and Intercultural Studies examination comprises a written examination worth 70% of the total examination score and a practical (oral) examination worth 30% of the total examination score.

Time allocated

Examination: 27 minutes

Permissible items

Standard items: pens, pencils, eraser, correction fluid, ruler, highlighters

Special items: maps, photographs, data, graphs, songs, cartoons, CDs, DVDs, USB storage devices where required, and hard copies of electronic presentation

Items provided by the Curriculum Council

Windows compatible laptop, data projector, speakers, screen

Additional information

The focus question is distributed to schools in Week 5 of Term 3. Schools are to distribute the question to candidates before the end of that week. Candidates choosing to present information electronically must bring two (2) hard copies of their presentation.

| Presentation | Supporting information |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Part A Preparation Suggested working time: 15 minutes</p> | <p>The candidate is expected to bring five or six items, relating to their investigation task type, to support the presentation.</p> <p>The preparation time could be used by the candidate to arrange the display items and/or set up any technology required for the display.</p> |
| <p>Part B Presentation, questions and discussion 100% of the practical (oral) examination Working time: 12 minutes (5–6 minutes presentation and 5–6 minutes questions and discussion)</p> | <p>The candidate presents their response to the focus question, followed by a general discussion based on the presentation.</p> <p>The items and the presentation form the basis for the discussion with the examiner. Marker initiated questions are designed to stimulate discussion.</p> |

Appendix 1: Outcome Progressions

Outcome progressions

| Outcome 1: Investigating cultural interaction | | | | | | |
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| Students use their skills of inquiry to investigate interaction between cultural groups. | | | | | | |
| | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| | Students identify several sources of information and data gathering techniques for a given topic, recording information and making simple generalisations to draw conclusions and presenting findings in culturally sensitive ways. | Students identify appropriate sources of information and data gathering techniques for a given topic, recording information from different perspectives, connecting similar ideas to draw conclusions and presenting findings in culturally sensitive ways. | Students clarify questions to investigate cultural interaction, considering the reliability and cultural bias of sources, recording alternative perspectives, describing patterns to draw conclusions and presenting evidence to support a particular viewpoint. | Students formulate hypotheses to investigate an issue of cultural interaction, selecting sources that support an argument, examining information for reliability and bias, drawing conclusions consistent with the evidence and communicating findings in a considered way. | Students devise hypotheses to adapt research tasks according to resources and nature of evidence, analysing evidence in terms of validity, drawing conclusions and communicating findings that acknowledge limitations of research. | Students use methods of social inquiry to conduct a balanced investigation, critically evaluating sources for inconsistencies and limitations of methods, drawing conclusions and communicating findings that acknowledge the impact of cultural perspectives and the tentative nature of knowledge. |
| Students: | | | | | | |
| <ul style="list-style-type: none"> ▪ plan an investigation that uses methodology appropriate to the cultural contexts being investigated. ▪ conduct the investigation by selecting and locating sources that provides information to enhance the purpose of the investigation. ▪ process and synthesise the information to develop interpretations of cultural experiences and views. ▪ apply and communicate interpretations and findings in culturally appropriate ways. | <ul style="list-style-type: none"> ▪ devise focus questions and make simple predictions based on personal experience to plan a sequence of steps and conduct the investigation, acknowledging relevant ethical considerations. ▪ for a given topic collect information from several sources and use a variety of techniques, identifying examples of stereotyping or bias; and recognise that information is produced within a specific cultural context that may reflect a particular perspective. ▪ use information to identify patterns or trends and draw simple inferences, recognising particular cultural perspectives with reference to personal perspectives and identifying missing information or perspectives. ▪ sensitively communicate findings in a variety of formats respecting alternative viewpoints and recognise that findings may reflect personal cultural perspective. | <ul style="list-style-type: none"> ▪ identify types of observations, data and sources relevant to a given topic and relevant ethical considerations at all stages. ▪ apply social science data gathering techniques to collect and record information from a variety of sources, recognising that sources are produced within a cultural context and that the information may be unreliable or biased because it reflects a specific perspective. ▪ use information to identify cause and effect, connecting similar ideas and making simple generalisations to review plans to find missing perspectives. ▪ present findings and conclusions in culturally sensitive ways, offering explanations and acknowledging sources. | <ul style="list-style-type: none"> ▪ describe an issue relating to cultural interaction, formulate questions and plan the investigation, identifying relevant ethical considerations to plan an ethical code specific to a particular investigation. ▪ select from a range of sources and recording methods most relevant for the specific investigation, identifying particular cultural perspectives of people with alternative views and considering reliability and bias. ▪ use information to identify and describe patterns, drawing conclusions and giving reasons to present a particular viewpoint. ▪ choose methods to communicate findings, recognising the values and needs of audiences, and issues of copyright and intellectual property | <ul style="list-style-type: none"> ▪ formulate a hypothesis by examining an issue and applying conceptual understandings of cultural interaction, and plan a personal code of ethics matching sources to the appropriate protocols and processes. ▪ select the most appropriate data sources and recording techniques to support an argument that acknowledges the complexity of ethical issues in investigations. ▪ draw and explain conclusions by examining and discussing viewpoints and evidence presented by others for reliability, bias and cultural perspective. ▪ communicate findings and relevant actions showing empathy with other cultural groups. | <ul style="list-style-type: none"> ▪ devise hypotheses and research tasks modifying processes in response to availability and nature of sources, and develop a personal code of ethics that match appropriate protocols justifying processes in terms of democratic process, social justice and equity. ▪ locate, analyse and select the most appropriate sources considering strengths and weaknesses of particular types of evidence, and recognising limitations of data and reliability of conclusions. ▪ analyse and evaluate methods, inferences; opinions and evidence of own and others for bias and cultural perspective. ▪ communicate findings in culturally sensitive ways, acknowledging limitations of the research. | <ul style="list-style-type: none"> ▪ use methods of social inquiry to prepare a research proposal for a balanced investigation, and developing codes of conduct showing sensitivity to the people and communities who are the focus of the investigation. ▪ conduct balanced investigations by gathering and critically evaluating data from contrasting perspectives, for bias, reliability and cultural perspective. ▪ constantly review and reformulate the problem, changing investigative processes and incorporating refinements where there is conflicting information or gaps in evidence. ▪ form conclusions and communicate findings, acknowledging the impact of cultural perspectives and the tentative nature of knowledge. |

Outcome progressions

| Outcome 2: Cultural continuity and change | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students understand that cultural continuity and change result from a range of forces. | | | | | | |
| | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| | Students understand that people and events are linked into a narrative sequence at particular time periods, and that individuals and groups have different perspectives about people events and the environment. | Students understand that a variety of factors may influence cultural continuity and change, and that different people and groups have different perspectives about events and the environment. | Students understand that forces result in either continuity or change and that cultural identity contributes to perspectives people have about the people, the environment and events of the past. | Students understand complex interconnections between forces for change and continuity within and between past and present cultures, and between people and the environment. | Students understand that complex interactions between forces involved in cultural continuity and change need to acknowledge different cultural perspectives and relationships with the environment. | Students understand that cultural change is multidimensional and that people perceive and respond to change in terms of cultural perspectives and relationships with the environment. |
| Students: | | | | | | |
| <ul style="list-style-type: none"> understand the range of different impacts of forces for change on cultural groups. understand that cultures have different and changing understandings of, and relationships with, the environment. understand that there are different and changing versions of history and that these inform and influence people's actions. | <ul style="list-style-type: none"> understand that there are various forces that result in change for individuals and groups. understand that different cultures have different ways of life depending on the environment and how the environment is affected in different ways depending on lifestyle, and attitudes and beliefs about the environment. understand that people have different views about particular issues or events based on personal, family or group experiences and beliefs. | <ul style="list-style-type: none"> understand that a variety of factors influence individuals and groups, changing and/or reinforcing existing social structures and institutions. understand that cultures have an interdependent relationship with the environment, and how people relate to the environment is influenced by beliefs and values. understand that people develop a perspective on particular issues or events according to cultural heritage and beliefs. | <ul style="list-style-type: none"> understand that change impacts on different groups in different ways and this affects relationships. understand that relationships between cultures and environments are complex and influenced by a range of factors, and how different values and perspectives about the environment of different groups, affect practices. understand that differences in beliefs, values and cultural identities contribute to varying interpretations of the past. | <ul style="list-style-type: none"> understand that there are threads of continuity over time and that change occurs at different rates and at different periods. understand that change has occurred in understandings and relationships between cultures and the environments, and how variations in values and attitudes to the environment within and between cultures, can lead to conflict. understand that changes occur over time in the interpretations of people and events in history, and these influence actions in the present. | <ul style="list-style-type: none"> understand a range of interacting forces for change, drawing on a wide range of primary and secondary sources about contemporary issues. understand complex interactions between cultures and environments in terms of environmental management, and values and attitudes, and how diversity of views leads to land management issues. understand that individuals and groups have perspectives that are based on versions of history and these affect actions. | <ul style="list-style-type: none"> understand that the complexity of interacting forces affecting particular cultural groups is reflected in evidence from various sources. understand that complexity of interrelationships between cultures and environments has short and long-term consequences for the natural environment and social systems (equity, politics), and how interrelationships are mediated by values and belief systems. understand the complexity of how and why different individuals and groups constantly interpret and reinterpret history in different ways and that these interpretations inform and influence actions. |

Outcome progressions

| Outcome 3: Identity and culture Students understand that cultures allow individuals and groups to construct multiple, diverse and unique identities, based on their shared understandings of the world. | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| | Students understand that individuals belong to diverse groups with varying characteristics and that membership of these groups influences personal identity. | Students understand that cultures are based on shared understandings of the world that are transmitted through the social organisation, in turn influencing the cultural identities of individuals and groups. | Students understand that changes to belief systems, cultural practices and social organisation influence the shared understandings of cultural groups, and the identity of individuals, groups and societies. | Students understand that within contemporary pluralist societies, cultures have evolved over time with varying degrees of cohesion and diversity, and that individuals and groups draw on a range of influences to construct unique identities. | Students understand that the interaction over time between societies and cultures on a global scale influence individuals, groups and cultural diversity. | Students understand that interactions between cultures of contemporary pluralist societies in a globalised world presents complex challenges to cultural identity and cohesion, and the ability to resolve moral and ethical issues that impact on their identity. |
| Students: | | | | | | |
| <ul style="list-style-type: none"> understand that individuals develop identities by interpreting their roles, responsibilities and experiences as members of one or more cultural groups. understand that members of different cultures have different world views as a result of their shared beliefs, values, practices and experiences. understand that cultures are characterised by varying degrees of cohesion and diversity as they seek to maintain a sense of identity. | <ul style="list-style-type: none"> understand that contemporary Australia is a diverse mix of cultures, and belonging to groups influences individual identity. understand that cultural groups differ in material and non-material ways, and experiences between cultural groups in beliefs, practices and influence perspectives on a range of issues. understand elements from the past that represent cohesion and non-traditional elements that indicate responses to change in particular cultural contexts. | <ul style="list-style-type: none"> understand that individuals may belong to more than one of the range of cultural groups in Australia and that role, rights and responsibilities as a member of particular groups influences individual identity. understand that the different beliefs, practices and experiences of different cultural groups influence world views and that socialisation within a particular cultural perspective contributes to the formation of identity. understand that cultures have traditional elements that represent cohesion and non-traditional elements that represent responses to change. | <ul style="list-style-type: none"> understand that a wide range of cultural external and internal influences impacts on individual and cultural identity. understand that perceptions about culture are based on stereotypes and that the social organisation of cultural groups reflects beliefs and traditions, affecting the world views and interpretations of events by individuals and groups. understand that a range of factors influences cultural beliefs and traditions, reinforcing cohesion and diversity, and that cultures adapt to changes to maintain their identity. | <ul style="list-style-type: none"> understand that identity is socially constructed, affecting different groups in different ways over time and how global processes of cultural changes impact on personal identity. understand that contemporary Australian society is culturally diverse and is a product of the contribution of particular groups to continuity and change in beliefs, values, practices and experiences. understand that cultural groups interact with the wider society, adapting over time to survive, and that interactions between contemporary societies and particular cultural groups, leads to cohesion and diversity. | <ul style="list-style-type: none"> understand the impact of globalisation on personal and cultural identity and how movements in social justice over time impact on personal, group and cultural identities. understand the nature of interaction between cultural groups in terms of differences in world views and that cultural interaction is complex with positive and negative aspects. understand that contemporary cultures reflect the degree to which they have maintained cohesion and allowed diversity over time, and that global trends and issues increasingly impact on the maintenance of cohesion and diversity within cultures. | <ul style="list-style-type: none"> understand the complex nature of cultural adaptation to challenges presented to their identity by the influence of alternative beliefs and values. understand the impact of complex relationships between beliefs, values, attitudes and experiences in shaping and reshaping cultural identity. understand the complexity of impacts from global trends and pressures on culture, challenges specific cultural beliefs and values. <i>e.g. debates about moral and ethical issues; family planning, status of women</i> |

Outcome progressions

| Outcome 4: Culture and citizenship | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students understand how they can help to build a just and sustainable society in the context of their own community and a culturally diverse world. | | | | | | |
| | Level 3 | Level 4 | Level 5 | Level 6 | Level 7 | Level 8 |
| | Students understand that individuals and groups have rights and responsibilities within the community based on underlying values of fairness. | Students understand values underlying decisions made by individuals and groups about social justice and equity issues, and that these values may be influenced by different cultural perspectives. | Students understand that sound decision-making processes are underpinned by values of social justice, ethical behaviour, and democratic processes. | Students understand potential consequences of decisions on particular social justice and equity issues with respect to principles underpinning sustainable societies. | Students understand the origin of specific issues of social justice and equity, and that key principles and international organisations are involved in decision-making to maintain sustainable societies. | Students understand causes of complex issues of social justice and equity, and that key principles and citizens are involved in proposing alternative solutions for a sustainable society. |
| Students: | | | | | | |
| <ul style="list-style-type: none"> • understand specific social justice and equity issues in the context of Aboriginal and non-Aboriginal Australia. • understand the skills and practices of citizenship in an intercultural context. • understand social justice and equity issues within their own community. | <ul style="list-style-type: none"> • understand that individuals and groups feel excluded as a result of discrimination and prejudice, and that others of different cultural background deserve respect. • understand processes of representative democracy, and that individuals and groups may have differing perspectives on particular issues. • understand situations where individuals or groups have been or are excluded, and ways of addressing discrimination and prejudice in a familiar context. | <ul style="list-style-type: none"> • understand that racial and other forms of discrimination and prejudice in the school and/or local community affects individuals and groups, and that different cultural backgrounds deserve respect. • understand decision-making processes at different levels of government, and that various forms of social action can influence these processes in an Australian society with different cultural groups. • understand strategies to identify, plan and resolve conflict, and address discrimination and prejudice in a particular context. | <ul style="list-style-type: none"> • understand impacts over time on Aboriginal Australians of interaction with non-Aboriginal people and that discrimination on the basis of cultural (and other) factors disadvantages individuals and groups. • understand roles, rights and responsibilities of citizens in a democratic society, and that cultural differences are a potential source of conflict. • understand value positions that underlie decision-making processes to support social justice and equity issues. | <ul style="list-style-type: none"> • understand specific contemporary social justice and equity issues arising from cultural interaction and underpinning principles consistent with sustainable societies. • understand that different systems of governance have developed in different cultural contexts, and that international organisations are concerned with social justice and sustainability. • understand social justice and equity issues and potential outcomes of decision-making processes. | <ul style="list-style-type: none"> • understand the origin of specific social justice and equity issues in contemporary Australian society. • understand the complex dynamics of political and legal change and that international organisations have a role in articulating and maintaining principles of social justice and sustainability. • understand social justice and equity issues that demonstrate a commitment to key principles underpinning decision-making in sustainable societies. | <ul style="list-style-type: none"> • understand causes of complex social justice and equity issues in contemporary Australian society and that alternative solutions are based on principles underlying sustainable societies. • understand the potential consequences of particular courses of action that citizens can take to influence political and legal systems. • understand issues and alternative solutions that commit to key principles underpinning decision-making in sustainable societies. |