

TWEED RIVER HIGH SCHOOL

ABORIGINAL STUDIES STAGE 6

HSC COURSE PROGRAM 2011

Content:

1. Social Justice and Human Rights Issues
2. Health
3. Economic Independence
4. Aboriginality and the Land
5. Research and Inquiry methods

Developed by Jan Ryan

Aboriginal Studies Stage 6 HSC Course

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| Part 1: Social Justice and Human Rights Issues - Introduction | | Time: 10 Weeks |
|---|--|---|
| Part 2: Research and Inquiry Methods – Major Projects is into this section of the program | | |
| Key Concepts: Social justice, human rights, health, education, housing, employment, criminal justice, economic independence, socioeconomic, racism, discrimination, citizenship, reconciliation and sovereignty. | | |
| Outcomes – Knowledge & Understanding | Assessment | Outcomes – Skills |
| H1.1 Explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples. | Written task: H1.2 / H3.2 / H4.1 Major Project: H4.1 / H4.2 / H4.3 / H4.4 | H4.1 Investigates, analyses and synthesises information from Aboriginal and other perspectives |
| H1.2 Analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal peoples. | | H4.2 Undertake community consultation and fieldwork |
| H1.3 Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping. | | H4.3 Communicate information effectively from Aboriginal and fieldwork |
| H2.1 Analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples. | | H4.4 Applies ethical research practices |
| H2.3 Discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life. | | H4.5 Compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples |
| H3.1 Assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination. | | |
| H3.2 Evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities. | | |
| H3.3 Compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and Indigenous peoples. | | |

Aboriginal Studies Stage 6 HSC Course

| Students learn about: | Assessment | Outcomes – Skills |
|---|---|---|
| <ul style="list-style-type: none"> • Current socioeconomic status of Aboriginal and Indigenous peoples <ul style="list-style-type: none"> - Various indicators of socioeconomic status • Social justice and racism issues including; <ul style="list-style-type: none"> - Various types of racism - Mechanisms of racism - Government responses locally, nationally and internationally in addressing racism and discrimination - Aboriginal initiatives to address racism and discrimination • National and international Indigenous human rights from a global perspective including: <ul style="list-style-type: none"> - Citizenship rights of other Indigenous peoples - Reconciliation - Role of United Nations - Work Indigenous People's Conference - Sovereignty • Aboriginal and Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest. • The impact of government policies, legislation, inquiries, Royal commissions and judicial processes since the 1960s. • The extent to which Aboriginal and Indigenous peoples have achieved recognition and equality in society. | Examination H1.3 / H2.3 / H3.3 H1.1 / H3.1 / H4.5 | <ul style="list-style-type: none"> • H4.1 Investigates, analyses and synthesises information from Aboriginal and other perspectives • H4.2 Undertake community consultation and fieldwork • H4.3 Communicate information effectively from Aboriginal and fieldwork • H4.4 Applies ethical research practices • H4.5 Compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples. |
| | Strategies | Students learn to: |
| | Global Perspectives: <ul style="list-style-type: none"> • Group research of content and present findings to class for analysis and discussion | <ul style="list-style-type: none"> • Use social indicators to analyse and discuss current Aboriginal and Indigenous socioeconomic status • Identity and explain similarities and differences in social justice and human rights issues in Australia and overseas • Construct coherent written tests to explain and evaluate human rights and responsibilities in regards to contemporary Aboriginal communities and the broader Australian community • Analyse and discuss future direction to address social justice and human rights issues • Present a balanced argument on social justice and human rights issues • Conduct a comparative study of the local Aboriginal community(ies) and a national Indigenous community and an international Indigenous community. |
| | Resources www.boardofstudies.nsw.edu.au/syllabus_hsc/aboriginal-studies.html DVD – Bring them Home HSONLINE – CSU DVD – A Secret Country DVD – Freedom Rides DVD – Our Generation DVD – Savagery and the North American Indian DVD DVD – Cop it Sweet www.abs.gov.au | |

Aboriginal Studies Stage 6 HSC Course (continued)

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| | | | |
|---|-------------------|---|--|
| Part 1: Comparative Study - Social Justice and Human Rights - Health | | Time: 10 Weeks | |
| Students learn about: | Strategies | Students Learn to: | |
| <ul style="list-style-type: none"> • Ways in which Aboriginal peoples use their specialised knowledge of the natural environment to maintain health • The impact of invasion and colonisation and subsequent events on Aboriginal health • Health statistics for Aboriginal peoples and the health standards in their communities • Mainstream government health programs and strategies to address Aboriginal health issues, including culturally appropriate programs and strategies • Aboriginal initiatives in addressing lifestyle factors that impact on health including Aboriginal community health programs • The importance of regaining land, and cultural and spiritual maintenance, in improving Aboriginal health status • Social and political changes necessary to improve Aboriginal peoples' health standards • Similarities and differences in health issues for Aboriginal and other Indigenous peoples and communities | Interpret data | <ul style="list-style-type: none"> • Identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal health • Use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators regarding health • Make deductions and draw conclusions using social indicators to analyse current Aboriginal Indigenous socioeconomic status and its impact on health • Synthesise information to evaluate the Indigenous people's responses and initiatives to improve their current socioeconomic and health status • Construct hypotheses about the future of aboriginal health and assess the implications in relation to social justice and human rights issues | |
| | Resources | | |

Aboriginal Studies Stage 6 HSC Course

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| Part 1: Comparative Study | | Time: 10 Weeks | | |
|--|---|--|--------------------------|--|
| <ul style="list-style-type: none"> - Social Justice and Human Rights - Economic independence | | | | |
| Outcomes – Knowledge & Understanding | | Assessment | Outcomes – Skills | |
| H1.1 | Explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples. | Examinations H1.3 / H2.3 / H3.3 / H1.1 / H3.1 / H4.5 | H4.1 | Investigates, analyses and synthesises information from Aboriginal and other perspectives |
| H1.2 | Analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of aboriginal peoples. | | H4.2 | Undertake community consultation and fieldwork |
| H1.3 | Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping. | | H4.3 | Communicate information effectively from Aboriginal and fieldwork |
| H2.1 | Analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples. | | H4.4 | Applies ethical research practices |
| H2.3 | Discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life | | H4.5 | Compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples |
| H3.1 | Assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination | | | |
| H3.2 | Evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities | | | |
| H3.3 | Compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and Indigenous peoples | | | |

Aboriginal Studies Stage 6 HSC Course (continued)

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| | | |
|--|---|--|
| Part 1: Comparative Study - Social Justice and Human Rights - Economic independence | | Time: 10 Weeks |
| Students learn about: <ul style="list-style-type: none"> • Ways in which Aboriginal peoples incorporate economic systems into the environment • The impact of colonisation and subsequent events on Aboriginal peoples' economic • Statistics indicating Aboriginal peoples' participation in the economy, including income statistics • Mainstream government economic programs and strategies to in relation to Aboriginal peoples, including culturally appropriate programs and strategies • Ways in which Aboriginal peoples and communities have attempted to reassert their economic independence • The importance of regaining land, and cultural maintenance, in achieving economic independence • Aboriginal initiatives that address economic status and their impact on other lifestyle factors • Social and political changes necessary to improve Aboriginal peoples' economic status • Similarities and differences in economic independence issues for Aboriginal and other Indigenous peoples and communities | Strategies | Students learn to: <ul style="list-style-type: none"> • Identify pre-contact Aboriginal systems and draw conclusions on the impact of colonisation on Aboriginal economic independence • Use basic statistics such as tables, graphs and charts to assist in the analysis of social indicators that relate to economic independence • Make deductions and draw conclusions using social indicators to analyse current Aboriginal Indigenous socioeconomic status in terms of economic independence • Synthesise information to evaluate the connection between land, culture and economic independence • Compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socio-economic status in terms of economic independence <p>Construct hypotheses about the future of Aboriginal economic independence and assess the implications in relation to social justice and human rights issues.</p> |
| | Resources | |
| | VHS – Rainbow Serpent Series – Trade Routes VHS – Owen Carriage. Koori Mail VHS – Economics Independence and Welfare #83 VHS – Aboriginal Business Enterprises #92 VHS – Plains Indians DVD – Cherbourg from Ration Shed VHS – Pine Ridge – Dateline report | |

Aboriginal Studies Stage 6 HSC Course (continued)

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| Part 2: A. Aboriginality and the Land | | Time: 10 Weeks | | |
|--|---|---|--------------------------|---|
| Key Concepts: Land and water rights, legislation, customary law, spirituality, native title, terra nullius, sovereignty | | | | |
| Outcomes – Knowledge & Understanding | | Strategies | Outcomes - Skills | |
| H1.1 | Explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples. | Extended response H2.1 / H2.2 / H3.3 Trial HSC H1.1 / H3.1 / H4.5 | H4.1 | Investigates, analyses and synthesises information from Aboriginal and other perspectives |
| H1.3 | Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping | | H4.2 | Undertake community consultation and fieldwork |
| H2.1 | Analyse the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples. | | H4.3 | Communicate information effectively from Aboriginal and fieldwork |
| H2.2 | Examines contemporary expressions of Aboriginal culture, heritage and identity | | H4.4 | Applies ethical research practices |
| H2.3 | Discusses and analyses consequences of colonisation on contemporary Aboriginal culture, political, social and economic life | | | |
| H3.1 | Assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination | | | |
| H3.2 | Evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of aboriginal peoples and communities | | | |
| H3.3 | Compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and Indigenous peoples | | | |

Aboriginal Studies Stage 6 HSC Course (continued)

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| | | |
|--|--|---|
| Part 2: A. Aboriginality and the Land | | Time: 10 Weeks |
| Key Concepts: Land and water rights, legislation, customary law, spirituality, native title, terra nullius, sovereignty | | |
| Students learn about: | Strategies | Students learn to: |
| <p>The Land and Water Rights movement and the recognition of native title</p> <ul style="list-style-type: none"> • Key concepts: Land and Water Rights, legislation, customary law, spirituality, native title, terra nullius, sovereignty • History of the Land Rights movement and the recognition of native title • Federal and state Land and Water Rights and Native Title Legislation • The impact of key High Court decisions and legislation on land, water and property rights. The Native Title legislation may or may not have direct application to each local Aboriginal community • Aboriginal responses to land and water rights, native title and High Court decisions <p>Government policies and legislation</p> <ul style="list-style-type: none"> • Key concepts: legal system, political system, autonomy • Impact of government policy, legislation and actions on land and water rights, native title and cultural heritage • Impact of land and water rights, native title and High Court decisions on Australian legal and political systems <p>Non-Aboriginal responses</p> <ul style="list-style-type: none"> • Non-Aboriginal responses to land and water rights and native title • Impact of land and water rights, native title and High Court decisions on major industries including tourism, agriculture and mining and their responses. | Resources | <ul style="list-style-type: none"> • Analyse and discuss key contemporary issues relating to Aboriginal social, political, spiritual and cultural lives in terms of rights to land and water • Assess the impact of government policies, legislation and judicial processes in terms of land and water rights and native title • Evaluate various responses to government policies, legislation and judicial processes in terms of land and water rights and native title • Present a balanced and coherent argument on the importance of the return of land, to Aboriginal peoples' socio-political status • Compare media representations of the various interest groups affected by land and water rights and native title • Synthesise information to construct hypotheses on further implications of government decisions on land and water rights and native title • Understand the differing degrees of applicability of the Native Title Act as it exists in the local community(ies) case study. This will include reasons for its existence/non-existence. |
| | <p>VHS – Tent Embassy</p> <p>VHS – NSW Aboriginal Land Council</p> <p>VHS - #23</p> <p>VHS – Aboriginal Landrights #35</p> <p>VHS – MABO Country #85</p> <p>VHS – After MABO</p> <p>DVD – Our Generation</p> <p>VHS – From Wave Hill to Wik and beyond</p> | |

Aboriginal Studies Stage 6 HSC Course (continued)

Comparative Study: Minjungbal Aboriginal Community / Cherbourg Aboriginal Community / Pine Ridge Reservation – Lakota

| Part 3: Research and Inquiry Methods – Major Project | | Time: 10 Weeks | |
|---|--|--|--|
| Outcomes – Knowledge & Understanding | | Assessment | |
| H4.1 Investigates, analyses and synthesises information from Aboriginal and other perspectives H4.2 Undertake community consultation and fieldwork H4.3 Communicates information effectively from Aboriginal perspectives, using a variety of media H4.4 Applies ethical research practices | | Major Project: H4.1 / H4.2 / H4.3 / H4.4 | |
| Students learn about: | | Strategies | |
| Acquiring information <ul style="list-style-type: none"> • Outlining methods of investigation and identifying potential resources • Applying a project proposal • Collecting data from primary sources • Participating in community consultation protocols, and fieldwork methodologies • Quantitative methodologies such as use of surveys, structured interviews, observation, statistical analysis, focus groups • Maintaining a logbook, including the recording of all fieldwork, correspondence and reading • Secondary research including reading texts, reports, bibliographies, accessing opinion polls, government statistics, print media, CD-ROM, Internet and other appropriate technologies Processing Information <ul style="list-style-type: none"> • Analysing statistical data to interpret meaning and make generalisations • Converting raw data to a useful format • Allaying information from a variety of sources • Judging usefulness and reliability of data • Identifying propaganda and bias | | Allocate dates for completion of each part of project | |
| | | Resources | |
| Students learn to: | | <ul style="list-style-type: none"> • Undertake a project and investigate an independently chosen topic • Define the parameters of a project including resources required to complete the project • Examine data to interpret meaning and differentiate between fact and opinion • Distinguish between quantitative and qualitative data • Synthesise information from a variety of sources and perspectives • Demonstrate empathy with Aboriginal peoples' views and experiences • Acknowledge the history of the local area and be sensitive to the impact this may have had on the local Aboriginal community • Identify useful and reliable sources of information • Maintain accurate and thorough records as part of a logbook • Manage time effectively to ensure the project is completed with a deadline • Locate and identify appropriate resources • Construct a survey which will enable the collecting of useful information in a culturally sensitive way • Consider the most appropriate media for presenting information • Consult with members of the local Aboriginal community in a culturally appropriate and ethical way | |

| Students learn about: | Strategies | Students learn to - continued |
|--|------------|---|
| <p>Communicating information</p> <ul style="list-style-type: none"> • Reflecting Aboriginal viewpoints in submitted work • Using a variety of media to express ideas • Speaking to groups and individuals about their research • Communicating using letters, phone calls, sending e-mail, and accessing the Internet and other appropriate technologies for information exchange <p>Participating in community consultation</p> <ul style="list-style-type: none"> • Protocols and methods for effective and genuine community consultation • The importance of ongoing community consultation • Cultural differences and sensitivities • Issues of copyright, ownership and the ethics of research | | <ul style="list-style-type: none"> • Recognise cultural differences which may exist and accept that some community members may not be willing to share particular information with non-Aboriginal people • Respond to and incorporate feedback from community members throughout the process of consultation • Acknowledge ownership and copyright in the final presentation of project work • Apply ethical research and presentation of material • Ensure the project content is accurate • Communicate ideas effectively |

Tweed River High School Social Science Faculty HSC Assessment Program 2011

Subject: Aboriginal Studies

Course: 2 Unit

Components of Assessment:

- Project
- Knowledge and understanding
- Recall and interpret course content
- Skills – inquiring, process and research

| Task No | What will be assessed | How it will be assessed | When assessed | Weight of task | Outcome |
|---------|--|-------------------------|---------------|----------------|------------------------------|
| 1 | <ul style="list-style-type: none"> • Knowledge and understanding of Social Justice and Human Rights. • Socioeconomic indicators. • Aboriginal responses and initiatives. | Written Tasks | Term 4 | 10 | H1.2 H3.2 H4.1 |
| 2 | <ul style="list-style-type: none"> • Knowledge and understanding of key issues of the theme Social Justice and Human Rights | Half Yearly Examination | Term 1 | 15 | H1.3 H2.3 H3.3 |
| 3 | <ul style="list-style-type: none"> • Research skills • Acquiring information • Processing information • Communicating information • Participating in community consultation | The Major Project | Term 1 | 40 | H4.1 H4.2 H4.3 H4.4 |
| 4 | <ul style="list-style-type: none"> • Knowledge and understanding of key issues of the theme • Aboriginality of The Land | Extended Responses | Term 2 | 15 | H2.1 H2.2 H3.3 |
| 5 | <ul style="list-style-type: none"> • Knowledge and Skills | Trial HSC Examination | Term 3 | 20 | H1.1 H3.1 H4.5 |
| Total | | | | 100 | |

Note: The project is divided into:

| | |
|-----------------------------------|----------|
| Stage 1 (Project proposal) T4 | 5 Marks |
| Stage 2 (Evidence of research) T1 | 5 Marks |
| Stage 3 (Oral Report) T1 | 5 Marks |
| Stage 4 (Finished Product) end T1 | 25 Marks |

Aboriginal Studies Stage 6 – HSC

| Social Justice & Human Rights Issues – Introduction | | | | | | | | | | Health | | | | | | | | | |
|---|------|------|------|------|------|------|--|-------|--------|--------------------|------|------|------|------|------|------|--|-------|--------|
| Outcomes Completed | | | | | Date | | | | | Outcomes Completed | | | | | Date | | | | |
| H1.1 | H1.2 | H1.3 | H2.1 | H4.1 | H4.2 | H4.3 | | Start | Finish | H1.1 | H1.2 | H1.3 | H2.1 | H4.1 | H4.2 | H4.3 | | Start | Finish |
| H2.3 | H3.1 | H3.2 | H3.3 | H4.4 | H4.5 | | | | | H2.3 | H3.1 | H3.2 | H3.3 | H4.4 | H4.5 | | | | |

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|----------------------|----------------------|
| Evaluation/Variation | Evaluation/Variation |
| Resources/Technology | Resources Technology |

Teacher:

Date:

Head Teacher:

Date:

Registration

Evaluation

Aboriginal Studies Stage 6 – HSC

| Economic Independence | | | | | | | | | | Aboriginality and The Land | | | | | | | | |
|-----------------------|------|------|------|------|------|------|--|-------|--------|----------------------------|------|------|------|------|------|--|-------|--------|
| Outcomes Completed | | | Date | | | | | | | Outcomes Completed | | | Date | | | | | |
| H1.1 | H1.2 | H1.3 | H2.1 | H2.2 | H2.3 | H3.1 | | Start | Finish | H1.1 | H1.3 | H2.1 | H2.2 | H2.3 | H3.1 | | Start | Finish |
| H3.3 | H4.1 | H1.2 | H4.3 | H4.4 | H4.5 | | | | | H2.3 | H3.1 | H3.2 | H3.3 | H4.4 | H4.5 | | | |

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|----------------------|----------------------|
| Evaluation/Variation | Evaluation/Variation |
| Resources/Technology | Resources Technology |

Teacher: Date:

Head Teacher: Date:

Registration

Aboriginal Studies Stage 6 – HSC

Evaluation

Research and Inquiry Methods

Major Project

Outcomes Completed

Date

| | | | | | |
|------|------|--|--|-------|--------|
| H4.1 | H4.2 | | | Start | Finish |
| H4.3 | H4.3 | | | | |

Evaluation/Variation

Resources/Technology

Teacher:

Date:

Head Teacher:

Date: