Stage 6 Aboriginal Studies

Contact: rae.carlson@sydney.edu.au
Acknowledgment of Country

"Before we begin the proceedings, I would like to acknowledge and pay respect to the traditional owners of the land on which we meet - (the Gadigal people of the Eora Nation). It is upon their ancestral lands that the University of Sydney is built. As we share our own knowledge, teaching, learning, and research practices within this University may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country"
3 Continuum of Learning for Aboriginal Studies Stage 6 Students

HSIE K–6
and
Aboriginal perspectives in
English  Mathematics  PDHPE  Creative and Practical Arts  Science and Technology

Stages 4–5
Mandatory History and
Mandatory Geography

Stages 4–5
Elective Aboriginal Studies

Stages 4–5
Aboriginal perspectives in other Stages 4–5 subjects

Aboriginal Studies Stage 6

Workplace  University  TAFE  Other
HSC Aboriginal Studies

- **2017, 612 candidates** (75% female, 25% male) sat the HSC examination
- **2016: 551 candidates, 2015 430 candidates**
- **Rationale:**
  - to think critically about the historical and contemporary experiences of Aboriginal peoples.
  - acknowledges the contribution of Aboriginal cultures and communities to Australian society.
  - provides a body of knowledge that is both accurate and unbiased and develops skills in detecting and analysing bias in representations of Aboriginal peoples.

Stage 6 Aboriginal Studies

- **For ALL students:**
  - Aboriginal students are provided with an opportunity for cultural affirmation and positive educational experiences.
  - non-Aboriginal students are able to ‘learn together’ with Aboriginal peoples and communities.
  - All students are encouraged to take an active role in the process of reconciliation.
  - Preparation for the future: further education, training and employment through development of analytical and independent research skills and the ability to develop coherent arguments.

knowledge and understanding about:
- social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples
- the diversity of contemporary Aboriginal cultural, political, social and economic life
- government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples

**skills to:** investigate issues and communicate information from a variety of perspectives

develop informed and responsible **values and attitudes** about:
- social justice
- Intercultural understandings
- Empathy with Aboriginal peoples’ experiences and views
- ethical research practices
Preliminary Course
Pre-contact to 1960s (120 indicative hours)

Part I – Aboriginality and the Land
(20% of indicative course time)
• Aboriginal peoples’ relationship to Country
• Dispossession and dislocation of Aboriginal peoples from Country
• Impact of British colonisation on Country.

Part II – Heritage and Identity
(30% of indicative course time)
• The Dreaming and cultural ownership
• Diversity of Aboriginal cultural and social life
• Impact of colonisation on Aboriginal cultures and families
• Impact of racism and stereotyping.

Part III – International Indigenous Community: Comparative Study
(25% of indicative course time)
• Location, environment and features of an International Indigenous Community
• Comparison of the key experiences of the International Indigenous and an Australian Aboriginal Community in relation to:
  – Aboriginality and the Land
  – Heritage and Identity

Part IV – Research and Inquiry Methods: Local Community Case Study
An aspect of the local community from pre-contact to the present (see section 8.4)

(25% of indicative course time)
Methods and skills relating to:
• Community consultation
• Planning research
• Acquiring information
• Processing information
• Communicating information.
HSC Course
1960s onwards (120 indicative hours)

Part I – Social Justice and Human Rights Issues
A – Global Perspective
(20% of indicative course time)
Global understanding of human rights and social justice

AND

B – Comparative Study
(30% of indicative course time)
A comparative case study on an Aboriginal and international Indigenous community, in relation to TWO of the following topics:
1. Health
2. Education
3. Housing
4. Employment
5. Criminal Justice
6. Economic Independence.

Different communities may be studied for each topic (see section 9.1).

Part II
(20% of indicative course time)
A case study of an Aboriginal community for each topic

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

OR

B. Heritage and Identity
• Contemporary aspects of Aboriginal heritage and identity
• Government policies and legislation
• Non-Aboriginal responses.

Part III – Research and Inquiry Methods – Major Project
(30% of indicative course time)
A student’s Major Research project on an aspect of the HSC course (see section 9.3)

Methods and skills relating to:
• Community consultation
• Planning research
• Acquiring information
• Processing information

Teaching Diversity

We are the same on the inside!

KidsActivitiesBlog.com
Levels of Planning:

Scope and Sequence

- Preliminary course
- HSC Course

Units of Work/Program

- e.g. Aboriginality and the Land
- e.g. Social Justice and Human Rights-Global Perspective

Individual Lesson Plans

- e.g. the effect of colonisation on Aboriginal social systems and languages
- e.g. international declarations, agreements and covenants that address Indigenous human rights and social justice
**Sample Scope and Sequence: Year 11 Aboriginal Studies**

**Term 1:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<tr>
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**Term 2:**

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<td><strong>Heritage and Identity</strong></td>
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<td><strong>Research and Inquiry Methods: Local Community case Study</strong></td>
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<td><strong>Exams</strong></td>
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</table>
Sample Scope and Sequence: HSC (Year 12) Aboriginal Studies

**Term 4:**

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<thead>
<tr>
<th>Week 1</th>
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<th>Week 4</th>
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<th>Week 7</th>
<th>Week 8</th>
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<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Projects:</strong> Community Consultation and Planning research</td>
<td></td>
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<td><strong>Social Justice and Human Rights Issues:</strong> Global Perspective</td>
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<td><strong>Project Proposals Due</strong></td>
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</tbody>
</table>

**Term 1:**

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<th>Week 1</th>
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<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td><strong>Major Projects:</strong> Acquiring and processing Information</td>
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<td>Comparative Study 1</td>
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<td></td>
<td></td>
<td>Major Projects: Processing &amp; communicating information Major Project due Week 10</td>
</tr>
</tbody>
</table>

**Term 2:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<th>Week 7</th>
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<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td>Comparative Study 1</td>
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<td>Comparative Study 2</td>
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<td>Aboriginality &amp; the Land OR Heritage and Identity</td>
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</tbody>
</table>

**Term 3:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Aboriginality and the Land OR Heritage and Identity</strong></td>
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<td><strong>Trial HSC</strong></td>
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<td>Post-Trial Revision and Consolidation</td>
</tr>
</tbody>
</table>
Assessment and Reporting in Aboriginal Studies Stage 6

This document contains the NSW Education Standards Authority requirements for assessing and reporting achievement in the Year 11 and Year 12 courses for the Higher School Certificate, and provides details of the HSC examination in this course. From time to time, changes are made to HSC assessment and examination requirements. Such changes will be made available through updates to these materials. Please note that the version on the NSW Education Standards Authority website is always the current version.
# Year 11 Aboriginal Studies School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives</td>
<td>15</td>
</tr>
<tr>
<td>Research and inquiry methods, including aspects of the local community case study</td>
<td>20</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>25</td>
</tr>
</tbody>
</table>

The Year 11 formal school-based assessment program is to reflect the following requirements:
- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.
The components and weightings for Year 12 are mandatory.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding of course content</td>
<td>40</td>
</tr>
<tr>
<td>Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives</td>
<td>25</td>
</tr>
<tr>
<td>Research and inquiry methods, including aspects of the Major Project</td>
<td>20</td>
</tr>
<tr>
<td>Communication of information, ideas and issues in appropriate forms</td>
<td>15</td>
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<td>100</td>
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</tbody>
</table>

The Year 12 formal school-based assessment program is to reflect the following requirements:

- a maximum of four assessment tasks
- the minimum weighting for an individual task is 10%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination with a maximum weighting of 30%
- one task must be the Major Project with a weighting of 40% – inclusive of the allocation of 15% for the log.
Sample HSC Assessment Schedule:

<table>
<thead>
<tr>
<th>Task Number</th>
<th>Due Date</th>
<th>Task Description</th>
<th>Syllabus Component</th>
<th>Outcomes</th>
<th>Task Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 4, Week 9</td>
<td>Social Justice and Human Rights Global perspective: Oral Presentation</td>
<td>K&amp;U: 5%</td>
<td>H1.2, H3.1, H3.2, H3.3,</td>
<td>15%</td>
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<td></td>
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<td>IASE: 5%</td>
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<td>C: 5%</td>
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<tr>
<td>2</td>
<td>Term 1, Week 10</td>
<td>Major Project: Proposal (due Week 10, Term 4) part of Log 15%, Final Product 25%</td>
<td>K&amp;U: 15%</td>
<td>H4.1, H4.2,</td>
<td>40%</td>
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<td>IASE: 10%</td>
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<td>RIMS 15%</td>
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<tr>
<td>3</td>
<td>Term 2, Week 7</td>
<td>In class essay on Comparative Studies</td>
<td>K&amp;U: 5%</td>
<td>H1.2, H3.1, H3.2, H3.3, H4.3</td>
<td>15%</td>
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<td></td>
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<td></td>
<td>IASE: 5%</td>
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<td>C: 5%</td>
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<tr>
<td>4</td>
<td>Term 3, Weeks 4/5</td>
<td>Trial HSC</td>
<td>K&amp;U: 15%</td>
<td>H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3</td>
<td>30%</td>
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<td>IASE: 5%</td>
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<td>RIMS 5%</td>
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<td>C: 5%</td>
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</tbody>
</table>
• The examination will consist of a written paper worth 100 marks. Time allowed: 3 hours plus 5 minutes reading time.
• The paper will consist of three sections. All questions may refer to stimulus material.
• **Section I – Social Justice and Human Rights Issues (55 marks)**
  • This section will consist of three parts.
• **Part A: Global Perspective (25 marks)**
  • There will be objective response and short-answer questions, including from 5 to 10 objective response questions.
• **Part B: Comparative Study (15 marks)** There will be six questions in parts, one for each topic offered in the Comparative Study. Each question will consist of two or three parts. Candidates will be required to answer the questions on one of the topics they have studied. The expected length of the response is around four examination writing booklet pages (approximately 600 words) in total.
Part C: Global Perspective and Comparative Study (15 marks)

There will be one extended response question to the value of 15 marks. The question requires an integration of the knowledge and understanding of both the Global Perspective and the Comparative Study. Candidates will be required to answer the question with reference to the **Global Perspective and the two topics** investigated in the Comparative Study. The expected length of the response is around four examination writing booklet pages (approximately 600 words).

Section II – Research and Inquiry methods (15 marks)

There will be one question in parts to the value of 15 marks. The question will consist of two or three parts, with the last part worth at least 8 marks. The expected length of response is around four examination writing booklet pages (approximately 600 words) in total.
Section III – Options (30 marks)
For each of the options Aboriginality and the Land and Heritage and Identity there will be:
• a stimulus-based extended response question with an expected length of response of around three pages of an examination writing booklet (approximately 400 words), worth 10 marks.
• an extended response question with an expected length of response of around six examination writing booklet pages (approximately 800 words), worth 20 marks. Candidates will be required to answer the questions from the option they have studied.
FIGHTING OVER RACE IS LIKE FIGHTING OVER YOUR FAVORITE COLOR OF M&M'S.

THEY'RE ALL MADE OUT OF THE SAME THING AND THINKING THEY'RE NOT MAKES YOU LOOK REALLY STUPID.
Connecting With Your Local Community

- https://www.aecg.nsw.edu.au

NSW Aboriginal Land Council
The Welcome to Country iPhone app delivers a simple Welcome to Country video introduction to Australian indigenous culture, including basic cultural protocols that are tribal boundary geo-specific. Download it from the App Store. It’s free!

Important Advice:
Aboriginal and Torres Strait Islander viewers are advised that this app may contain images and voices of people who have died.
http://www.abc.net.au/indigenous/map/
8way resources, materials

Eight Ways of Learning from the Cultural Interface

"...the approaches consistent with Aboriginal ways of doing things are found in varying proportions in all cultures." (Harris, 1984)

Your first and best resource is always the local Aboriginal community. So what are you doing in here? Get out there and yarn with people...

Next best resource is your students. Talk to them. Don't get trapped by notions that "they've lost their culture," and don't get stuck in some fantasy of what they should be as Aboriginal people. Use this as an excuse to give up. Talk to them and find out who they really are.

- What are their families' attitudes towards money, success, power, knowledge, technology?
- How is labour divided along gender lines at home?
- What are standard pet-care practices in the neighbourhood?
- What is their attitude towards law enforcement?
- What is their perception of government?
- Which media and texts are giving them their information about the outside world?
- How is status determined in their social circle and what is their position in that pecking order?
- What decision-making processes do they employ from day to day?
- What kinds of instructions are they used to following, if any?
- Who and what are they responsible for at home?

These kinds of questions will reveal the genuine lived reality and authentic living cultures of your students, the key factors that will impact on how they can best come to the knowledge you are trying to share with them.
ABC Resources .... in one spot

Choose Your Own Statistics
HISTORY, GEOGRAPHY, M.
Years 8, 5, 6, 7

Crowding the dance floor
THE ARTS
Years 8, 5, 6, 7

Communicating through dance
THE ARTS
Years 5, 6, 7, 8

string theory
THE ARTS
Years 7, 8

National Sorry Day
HISTORY
Years 10

Reviving Australian Aboriginal
ENGLISH
Year 8

Ngabaya: Spirit People
THE ARTS
Years 10, 9

Manankurra Kujika: the song of the Tiger
THE ARTS
Years 10, 9

http://splash.abc.net.au/home#!/resources/Aboriginal%20and%20Torres%20Strait%20Islanders
Bayala Nura: Yarning Country

Photographer: Ray Weiland
Rights: © Australian Museum

http://australianmuseum.net.au/image/bayala-nura-yarning-country

Encounters
Revealing stories of Aboriginal and Torres Strait Islander objects from the British Museum.

Price: £27.95


Koori Art Expressions 2015 Exhibition


Aboriginal culture

Learn about contemporary Aboriginal culture in Australia without agenda.

Look beyond stereotypes and coloured opinions to discover Aboriginal life as it is today. Read unbiased articles that help you prepare lessons or assignments.

http://www.creativespirits.info/
Indigenous Weather Knowledge:


Calendars

http://www.atnf.csiro.au/research/AboriginalAstronomy/Examples/calendar.htm
Desert Pea Media

http://www.desertpeamedia.com/latest-videos/
Resources:
Read the Koori Mail or the National Indigenous Times, watch NITV or Living Black on SBS, laugh with Black Comedy on ABC


http://koorimail.com

Subscribe Today!
Be a “tourist” in your own country/city/suburb... learn about its history and diverse peoples and cultures.

This can also be achieved by participating in your local community and engaging with Aboriginal people and organisations.
Attend events and performances, poetry readings, art exhibitions relating to Aboriginal peoples and cultures.
Dude, racism is stupid.
I am black, white, and Asian.
But everyone loves me.
References:
