



Aboriginal Studies

Stage 6 Syllabus

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Contents

1	The Higher School Certificate Program of Study	4
2	Rationale for Aboriginal Studies in the Stage 6 Curriculum	5
3	Continuum of Learning for Aboriginal Studies Stage 6 Students	6
4	Aim	7
5	Objectives	7
6	Course Structure	8
7	Objectives and Outcomes	10
	7.1 Table of Objectives and Outcomes	10
	7.2 Key Competencies	12
8	Content: Aboriginal Studies Stage 6 Preliminary Course.....	13
	8.1 Part I – Aboriginality and the Land	14
	8.2 Part II – Heritage and Identity	16
	8.3 Part III – International Indigenous Community: Comparative Study	18
	8.4 Part IV – Research and Inquiry Methods: Local Community Case Study	20
9	Content: Aboriginal Studies HSC Course	22
	9.1 Part I – Social Justice and Human Rights Issues	23
	9.2 Part II – A. Aboriginality and the Land; B. Heritage and Identity	31
	9.3 Part III – Research and Inquiry Methods. Major Project	34
10	Course Requirements	37
11	Post-school Opportunities	40
12	Assessment and Reporting	41
13	Glossary	42

1 The Higher School Certificate Program of Study

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

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

2 Rationale for Aboriginal Studies in the Stage 6 Curriculum

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

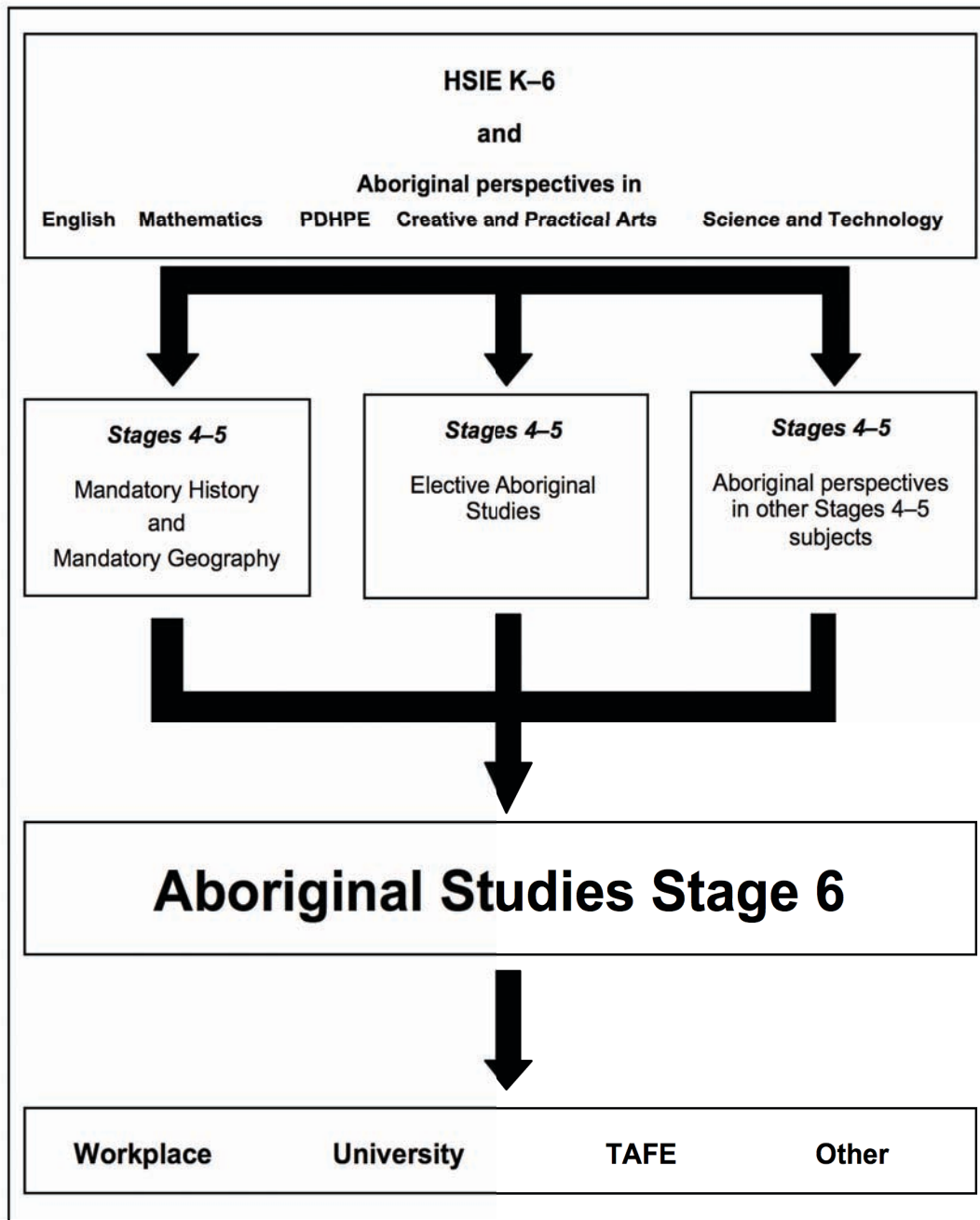
Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society.

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

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

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

3 Continuum of Learning for Aboriginal Studies Stage 6 Students



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

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

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

4 Aim

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

5 Objectives

Through Aboriginal Studies, students will develop:

knowledge and understanding about:

- social justice and human rights issues and how they impact on Aboriginal 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

and

- develop informed and responsible **values and attitudes** about:
 - social justice
 - intercultural understandings
 - empathy with Aboriginal peoples' experiences and views
 - ethical research practices.

6 Course Structure

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
- Communicating information.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

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

Objectives <i>A student develops knowledge and understanding about:</i>	Preliminary Course Outcomes <i>A student:</i>	HSC Course Outcomes <i>A student:</i>
<p>3. government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples</p>	<p>P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination</p> <p>P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</p> <p>P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions</p>	<p>H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination</p> <p>H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities</p> <p>H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples</p>
<p><i>A student develops skills to:</i></p>	<p><i>A student:</i></p>	<p><i>A student:</i></p>
<p>4. investigate issues and communicate information from a variety of perspectives</p>	<p>P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</p> <p>P4.2 undertakes community consultation and fieldwork and applies ethical research practices</p> <p>P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>	<p>H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives</p> <p>H4.2 undertakes community consultation and fieldwork and applies ethical research practices</p> <p>H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>

Values and Attitudes

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

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

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

- social justice through:
 - concern for the rights of Aboriginal and Indigenous peoples
 - respect for the rights of all people
 - commitment to redressing disadvantage, discriminatory practices, racism and injustice
- intercultural understanding through:
 - appreciation of the cultural heritage of Aboriginal peoples
 - respect for the world views, belief systems and languages of Indigenous peoples
 - valuing the cultural diversity of Australia
- empathy with Aboriginal peoples' experiences and views through:
 - commitment to examining social and cultural ideas from Aboriginal perspectives
 - acknowledging the shared history of Australia
- ethical practice through:
 - establishing collaborative research methodologies with Aboriginal peoples
 - respect for the intellectual property of others
 - commitment to acknowledging all research sources
 - sensitivity to the values and respect for the rights of individuals and groups involved in community fieldwork.

7.2 Key Competencies

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

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

8 Content: Aboriginal Studies Preliminary Course

Preliminary Course

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

While references will need to be made to contemporary issues, any in-depth study of these issues must only be undertaken in the HSC course with the exception of *Part IV – Research and Inquiry Methods*. While the *Local Community Case Study* must not overlap significantly with the HSC Major Project it may be conceptually linked to it. However, the HSC Major Project must be discrete in both focus and content.

During the Preliminary course, students and teachers must undertake consultation with the local Aboriginal community/ies or, where there is no identifiable local community, Aboriginal organisations which represent the local community.

To identify the local Aboriginal community/ies, consideration should be given to:

- the traditional people who occupy/occupied the area in the school's locality
- the Aboriginal people who are members of the local community/ies
- Aboriginal students at the school and their families
- Aboriginal organisations which are present in or which represent the school's local area.

8.1 Part I – Aboriginality and the Land

Indicative course time: 20%

The focus of *Aboriginality and the Land* is Aboriginal peoples' relationship to Country and the impact of dispossession and colonisation on this relationship, with reference to an Australian Aboriginal community.

Key experiences of an international Indigenous community in relation to *Aboriginality and the Land* may be integrated as part of the Comparative Study – or the Comparative Study may be completed as a separate topic later in the course.

Outcomes

A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity

Content

Students learn about:

Aboriginal peoples' relationship to Country

- key concepts including: Country, Dreaming, customary lore, traditional law
- relationship of Country to peoples, cultures, spirituality, health and lifestyles

Dispossession and dislocation of Aboriginal peoples from Country

- key concepts including: colonisation, invasion, resistance, settlement, genocide, shared histories, social justice, human rights, sovereignty, *terra nullius*, native title
- Aboriginal and non-Aboriginal land management practices and their impact on the environment
- impact of British colonisation on Aboriginal peoples' relationship to Country
- the impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights
- impact and consequences of dispossession and dislocation of Aboriginal peoples in terms of social justice and human rights
- Aboriginal initiatives to counteract the impact of dispossession and dislocation, which may include resistance, protest and use of political and legal systems.
- Aboriginal and non-Aboriginal interpretations and perspectives of contact history.

Students learn to:

- gather, select and organise information in relation to Aboriginal peoples' relationship to Country including the Dreaming
- make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples in terms of social justice and human rights
- construct coherent oral and/or written texts to explain the impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights
- present balanced oral and/or written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment
- make informed judgements about the effectiveness of Aboriginal peoples' initiatives to counteract the impact of dispossession from Country
- gather, select and organise information on Aboriginal and non-Aboriginal interpretations of colonisation, including concepts of 'invasion' and shared histories.

8.2 Part II – Heritage and Identity

Indicative course time: 30%

The focus of *Heritage and Identity* is on Aboriginal social systems, the diversity of Aboriginal social and cultural life, and the impact of invasion and colonisation on Aboriginal culture and social life, with reference to an Australian Aboriginal community.

Key experiences of an international Indigenous community in relation to *Heritage and Identity* may be integrated as part of the Comparative Study – or the Comparative Study may be completed as a separate topic later in the course.

Outcomes

A student:

- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

Content

Students learn about:

The Dreaming, customary lore, traditional law and cultural ownership

- diversity of Aboriginal cultures
- the relationship of the Dreaming to culture, family, heritage and identity. (This could include: language, painting, rock art, dance, drama, storytelling, music, ceremonial life and oral history)
- kinship and Aboriginal systems – social, economic and spiritual
- ownership of culture, history and knowledge

Impact of colonisation on Aboriginal cultures and families

- key concepts: culture, family, social systems, identity, community
- the effect of colonisation on Aboriginal social systems and languages
- comparison of Aboriginal and non-Aboriginal social systems
- effect of Christianity and other religions on Aboriginal social systems
- impact of enforced cultural changes on Aboriginal peoples' heritage and identity.

Impact of racism and prejudice

- key concepts: racism, prejudice, ethnocentrism, stereotyping
- the construction and origin of racism and its contribution to stereotyping and discrimination of Aboriginal peoples and their cultures
- impact of government policies such as protection, assimilation and integration, with particular reference to the separation of family and kin and culture.

Students learn to:

- gather, select and organise information on the main cultural and spiritual aspects that combine to form Aboriginal peoples' relationship to the Dreaming
- make deductions and draw conclusions about the impact of colonisation on kinship in Aboriginal social systems
- present balanced oral and/or written arguments about the effects of government policies including the separation of Aboriginal families, with particular reference to the Stolen Generations
- analyse the reliability of sources in relation to bias and stereotyping of Aboriginal peoples and cultures
- assess a range of views and interpretations about the impact of key government legislation and policies on Aboriginal heritage and/or identity.

8.3 Part III – International Indigenous Community: Comparative Study

Indicative course time: 25%

The focus of this *international Indigenous community: Comparative study* is on the similarities and differences in the experiences of Indigenous communities that have suffered the loss of sovereignty and the ongoing social, cultural, economic and political effects of colonisation.

This study compares key experiences of an international Indigenous community with the Australian Aboriginal community referred to in Parts I and II in relation to the two themes of the course: *Aboriginality and the Land* and *Heritage and Identity*.

This study may be completed as a discrete comparative study or it may be integrated into the studies undertaken in Parts I and II.

Outcomes

A student:

- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Content

Students learn about:

The following features in an Australian and an international Indigenous community (the selected communities). Students may use information from the Australian community/ies studied in Parts I and II, or they may study a new community/ies.

- key experiences of colonisation in the selected communities
- key features of the importance of Country in the selected communities
- key features of the social systems of the selected communities
- key government policies, legislation and legal decisions in relation to land and water rights and heritage and identity affecting the selected communities
- responses/initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions affecting the selected communities (eg in relation to Aboriginality and the land and or heritage and identity)
- a variety of reliable and relevant sources of information about the selected communities
- key similarities and differences in the histories and cultures of the selected communities

Students learn to:

- make deductions and draw conclusions about the impact of colonisation on the selected communities in terms of social justice and human rights
- explain the importance of Country and the interrelationship between Country and culture in the selected communities
- present informed oral and/or written accounts of the impact of invasion and colonisation on the cultural, social and economic life of the selected communities
- make deductions and draw conclusions about the impact of key government policies, legislation and legal decisions in relation to land and water rights and heritage and identity in the selected communities
- make judgements about the effectiveness of Aboriginal and other Indigenous peoples' responses/initiatives to key government policies, legislation and legal decisions affecting the selected communities
- gather, select and organise relevant information from a variety of sources in order to make informed comparisons
- makes informed comparisons about the histories and cultures of Aboriginal and other Indigenous peoples within the selected communities

8.4 Part IV – Research and Inquiry Methods: Local Community Case Study

Indicative course time: 25%

The focus of *Research and Inquiry Methods* is the development of research and communication skills within the context of the local Aboriginal community. These skills, which are developed throughout the Preliminary course, are applied in a local community case study.

Outcomes

A student:

- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices

Background

Part IV of the Preliminary course has a dual purpose: to provide students with a broad understanding of the histories and/or nature of the local Aboriginal community, and to enable students to develop research and analytical skills they will require when undertaking their Project in the HSC course.

Students will be expected to develop their understanding of the local Aboriginal community (ie community/communities in the school's local area) using a variety of research methodologies. These must be inclusive of direct contact with local Aboriginal people and/or with community organisations present in or representing the local area. Contact with Aboriginal people is essential to achieve an understanding of their histories, and to authenticate their learning. It is essential that schools and students are aware of the need to use appropriate protocols in the establishment and maintenance of respectful and mutual relationships with local Aboriginal people and Aboriginal community organisations.

Research and consultation skills will be applied in a case study focusing on an aspect of the school's local community. Research skills will also be applied in the International Indigenous Community Comparative Study and may also be integrated into other parts of the Preliminary course.

NOTE: While *The Local Community Case Study* must not overlap significantly with the HSC Major Project it may be conceptually linked to it. However, the HSC Major Project must be discrete in both focus and content.

Content

Students learn about:

Community consultation

- using appropriate community consultation protocols and fieldwork methodologies
- awareness of cultural differences and sensitivities
- applying ethical research practices including recognition of Indigenous knowledges

Planning research

- identifying an appropriate research focus related to the local community
- developing a project proposal that includes methods of investigation and potential resources
- maintaining a log to record fieldwork, correspondence and reading

Acquiring information

- collecting data from primary and secondary sources
- using quantitative and qualitative research methodologies
- applying ethical research practices including issues of copyright and ownership

Processing information

- analysing data from a variety of sources, including statistical data, to interpret meaning and make generalisations
- judging usefulness and reliability of data
- distinguishing between fact and opinion, identifying bias

Communicating information

- reflecting Aboriginal viewpoints in submitted work
- using a variety of media to express ideas
- communicating to appropriate audiences about their research

Students learn to:

- plan an investigation of an issue related to their local community
- maintain records of key aspects of their investigation of the local community case study
- acknowledge the history of the local area and be sensitive to the impact this may have had on the local Aboriginal community
- consult with members of the local Aboriginal community in culturally appropriate and ethical ways
- develop appropriate data collection methods for gathering useful information
- use information technologies appropriate to their research
- synthesise information from a variety of appropriate sources and perspectives
- acknowledge ownership and copyright in the final presentation of project work.

9 Content: Aboriginal Studies HSC Course

HSC Course

The HSC course aims to provide an in-depth knowledge of legislation, policy, legal decisions and current events from the 1960s and the ongoing impact of colonialism on Aboriginal and other Indigenous peoples. The Global Perspective should involve a survey of a range of Indigenous peoples, both Australian and international, to increase understanding of the key concepts of social justice and human rights as they apply internationally.

In the HSC Comparative Studies an Australian Indigenous community and an International Indigenous community must be studied.

Example 1:

Part IB: Comparative Study

Health

- An Aboriginal Community Case Study – eg Wiradjuri community (eg the Wellington Wiradjuri community)
- An International Indigenous Community Case Study – eg Oglala Lakota (Pine Ridge Reservation)

Example 2:

Part IB: Comparative Study

Housing

- An Aboriginal Community Case Study – eg Bundjalung community (eg Minjungbal Community)
- An International Indigenous community Case Study – Inuit (eg Iqaluit community Nunavut, Canada)

The Focus of Part II is the evaluation of contemporary issues through an Aboriginal Community Study in relation to either:

Example:

A: Aboriginality and the Land

OR

B: Heritage and Identity

- An Aboriginal community study – eg Baakindji community (eg the Wilcannia Baakindji Community).

9.1 Part I – Social Justice and Human Rights Issues

This part of the course consists of two sections.

A – The Global Perspective

Indicative course time: 20%

The focus of Section A is a global examination of social justice and human rights issues as they impact on Indigenous peoples.

B – Comparative Study

Indicative course time: 30%

A comparative case study on an Aboriginal and an 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.

Comparative Case Study:

Different communities may be studied for each topic.

Outcomes

A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H3.1 assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

A – The Global Perspective

Content

Students will examine key issues of social justice and human rights as they refer to the lived experiences of Aboriginal and other Indigenous peoples. A broad understanding of these issues is applied to the comparative study in Section B.

Students learn about:

- Aboriginal and Indigenous human rights and social justice issues from a global perspective
 - definition of key terms: citizenship rights, land rights, sovereignty, treaty rights of Indigenous peoples
 - international declarations, agreements and covenants that address Indigenous human rights and social justice
- current socioeconomic status of Aboriginal and Indigenous peoples
 - indicators of socioeconomic status
 - the socioeconomic status of Indigenous peoples
 - the extent to which Aboriginal and other Indigenous peoples have achieved social equality within the broader society
- racism and its effects on human rights and social justice
 - the manifestations of racism and its impact on the social justice and human rights of Aboriginal peoples
 - Australian and international government initiatives in addressing racism
 - Aboriginal and other Indigenous peoples' initiatives to address racism
- Aboriginal and other Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest
- government policies, legislation and inquiries on improving the social justice and human rights of Aboriginal and other Indigenous peoples.

Students learn to:

- assess the impact of international agreements, commonwealth and state government policies, legislation and inquiries on Aboriginal peoples' social justice and human rights
- use social indicators to analyse Aboriginal and other Indigenous peoples' socioeconomic status
- construct coherent texts to explain and evaluate the impact of racism on Aboriginal and other Indigenous peoples' social justice and human rights
- analyse and discuss Aboriginal and government initiatives to address social justice and human rights issues
- compare and contrast the human rights and social justice experiences of both Aboriginal and other Indigenous peoples
- evaluate the initiatives undertaken by Aboriginal and other Indigenous peoples to improve their social justice and human rights.

B – Comparative Study

Students will examine one Aboriginal and one international Indigenous community in order to develop a detailed contextual understanding of the key concepts of social justice and human rights through a study of two of the following topics. The two communities may differ for each chosen topic.

1. Health

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health
- the health status of Aboriginal and other Indigenous peoples and their communities
- government health programs and strategies to address Aboriginal and other Indigenous peoples' health needs
- Aboriginal and Indigenous peoples' initiatives in addressing factors that impact on health
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' health standards
- similarities and differences in the health issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions on the impact of colonialism on the health outcomes for Aboriginal and other Indigenous peoples
- assess the health status of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their health outcomes
- investigate and evaluate a variety of government health programs and strategies
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and health status
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' health needs and assess the implications in relation to social justice and human rights issues.
- identify similarities and differences in the health issues of Aboriginal and other Indigenous peoples and their communities.

2. Education

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education
- statistics about the participation and outcomes of Aboriginal and other Indigenous peoples in education
- government education programs and strategies to address Aboriginal and other Indigenous peoples' education issues
- Aboriginal and other Indigenous peoples' community-based initiatives in addressing education issues
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' education opportunities and outcomes
- similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions on the impact of colonialism since the late 1960s on the educational outcomes of Aboriginal and other Indigenous peoples
- assess the educational outcomes of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their educational achievements and outcomes
- investigate and evaluate a variety of government education programs and strategies
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their educational outcomes
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' educational needs and assess the implications in relation to social justice and human rights issues.
- identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community.

3. Housing

Students learn about:

- the impact of colonialism since the late 1960s on Aboriginal and other Indigenous peoples' housing
- the housing status of Aboriginal and other Indigenous peoples
- government housing programs and strategies to address Aboriginal and other Indigenous peoples' housing needs
- Aboriginal and other Indigenous peoples' initiatives to improve housing, including community-based programs
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' housing standards
- similarities and differences in housing issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions about the long-term impact of colonialism on the housing needs of Aboriginal and other Indigenous peoples
- assess the housing status of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their access to housing
- investigate and compare a variety of government housing programs and strategies
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and housing status
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' housing and assess the implications in relation to social justice and human rights issues
- identify similarities and differences in the housing needs of Aboriginal and other Indigenous peoples and their communities.

4. Employment

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns
- the employment status of Aboriginal and other Indigenous peoples and communities
- government programs and strategies to address the employment needs of Aboriginal and other Indigenous peoples
- Aboriginal and other Indigenous peoples' initiatives to improve employment
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' employment status
- similarities and differences in employment issues for Aboriginal and other Indigenous peoples and communities.

Students learn to:

- draw conclusions on the impact of colonialism since the 1960s on work patterns and employment opportunities for Aboriginal and other Indigenous peoples
- assess the employment status of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their employment outcomes
- investigate and evaluate a variety of government employment programs and strategies
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and employment status
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' employment and assess the implications in relation to social justice and human rights issues
- identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their community.

5. Criminal Justice

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' over-representation in the criminal justice system
- the status of Aboriginal and other Indigenous peoples in respect of the criminal justice system
- government programs and strategies to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- Aboriginal and other Indigenous peoples' initiatives that address their over-representation in the criminal justice system
- social and political changes necessary to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities.

Students learn to:

- draw conclusions on the impact of colonialism since the 1960s on the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system
- assess the status of Aboriginal and other Indigenous peoples within the criminal justice system through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their over-representation in the criminal justice system
- investigate and evaluate a variety of government programs and strategies developed to address the over-representation of Aboriginal and other Indigenous peoples within the criminal justice system
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status to reduce their over-representation in the criminal justice system
- construct hypotheses about the future of Aboriginal and other Indigenous peoples' involvement in the criminal justice system and assess the implications in relation to social justice and human rights issues.
- identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community.

6. Economic Independence

Students learn about:

- the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic independence
- the economic status of Aboriginal and other Indigenous peoples
- government economic programs and strategies in relation to Aboriginal and other Indigenous peoples
- Aboriginal and other Indigenous peoples' initiatives that address economic status and their impact on other connected social factors
- social and political changes necessary to improve Aboriginal and other Indigenous peoples' economic status
- similarities and differences in economic independence for Aboriginal and other Indigenous peoples and communities.

Students learn to:

- draw conclusions on the impact of colonialism since the 1960s on the economic independence of Aboriginal and other Indigenous peoples
- assess the economic status of Aboriginal and other Indigenous peoples through an analysis of statistical data
- analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their economic independence
- investigate and evaluate a variety of government programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples
- evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status in terms of economic independence
- construct hypotheses about the future of Aboriginal economic independence and assess the implications in relation to social justice and human rights issues
- identify similarities and differences in the economic independence of Aboriginal and other Indigenous peoples and their communities.

9.2 Part II – A. Aboriginality and the Land

OR

– B Heritage and Identity

Indicative Course Time: 20%

The focus of this section is the evaluation of contemporary issues through an Aboriginal community study in relation to **EITHER**:

A – Aboriginality and the Land

OR

B – Heritage and Identity.

Outcomes

A student:

- H1.1 evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.2 evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3 evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous people
- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives

Content

A – Aboriginality and the Land

The focus of this topic is the efforts made by Aboriginal peoples to reassert their sovereign title to Country and the impact that these efforts have had on Aboriginal peoples and the wider Australian community.

In this section teachers may draw upon the experiences of more than one Aboriginal community as they relate to course content.

Students learn about:

- key concepts related to land rights and native title, land and water rights and native title legislation, Country, customary lore, traditional law, spirituality, *terra nullius*, sovereignty
- the history of the land rights movement and native title, and government responses through legislation and policies
- the impact of Land and Water Rights legislation and Native Title legislation (including relevant High Court decisions) on Aboriginal communities
- Aboriginal responses to Land and Water Rights, Native Title legislation, and subsequent government policies and legislation
- the role of Country in Aboriginal peoples' culture, heritage and identity
- the importance of gaining land and water rights and native title for Aboriginal peoples, including its impact on their socioeconomic status
- non-Aboriginal responses and media and representations of land rights and native title.

Students learn to:

- analyse and discuss key contemporary issues of Aboriginal peoples' social, economic and spiritual lives related to the land and water rights movement and native title
- evaluate the significance of key historical events and issues that informed Aboriginal peoples' efforts to achieve land rights
- assess the impact of Land and Water Rights and/or Native Title legislation and associated government policies on an Aboriginal community
- present a balanced and coherent argument on the importance of land and water rights and/or native title to an Aboriginal community
- assess the importance of Country to Aboriginal peoples' culture, heritage and identity
- evaluate the importance of Country to Aboriginal peoples' socioeconomic status
- analyse the responses and representations of the various groups affected by land and water rights and native title.

B – Heritage and Identity

The focus of this topic is the efforts of Aboriginal peoples to affirm their distinct nature and the form of their heritage and identity, and the impact that these efforts have had on Aboriginal people and the wider Australian community.

In this section teachers may draw upon the experiences of more than one Aboriginal community as they relate to course content.

Students learn about:

- key concepts related to Aboriginal peoples' heritage and identity, including identity, Dreaming, spirituality, autonomy, cultural affirmation, appropriation, cultural ownership, language and cultural reclamation and maintenance
- the variety of ways that Aboriginal peoples affirm expressions of their heritage and identity
- government legislation and policies to protect and preserve Aboriginal heritage and identity
- initiatives to reclaim and maintain Aboriginal peoples' languages and cultures
- the importance of regaining access to Country to Aboriginal peoples' heritage and identity
- the importance of heritage and identity to Aboriginal peoples including its impact on their socioeconomic status
- the impact of Aboriginal and non-Aboriginal media representations of Aboriginal identity.

Students learn to:

- analyse and discuss key contemporary issues relating to Aboriginal social and cultural lives and identity
- examine the variety of ways that an Aboriginal community expresses and affirms its heritage and identity and its impact on Australian culture
- assess the impact of government legislation and policies on Aboriginal heritage and identity on an Aboriginal community
- evaluate various responses to expressions of Aboriginal heritage and identity
- present a balanced and coherent argument on the importance of regaining access to Country to Aboriginal peoples' heritage and identity
- analyse the importance of heritage and identity to Aboriginal peoples' socioeconomic status
- analyse the various media representations of Aboriginal heritage and identity.

9.3 Part III – Research and Inquiry Methods. Major Project

Indicative Course Time: 30%

Application of research and inquiry methods to an individual study.

NOTE: The HSC Major Project must be discrete in both focus and content from a student's Preliminary Local Community Case Study.

Outcomes

A student:

- H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2 undertakes community consultation and fieldwork and applies ethical research practices

Background

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

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

The Major Project must not be commenced before the start of the HSC course and should be completed by the end of the second term of the HSC course. It will consist of two sections – the log and the final presentation.

Content

Students learn about:

Community consultation

- protocols and methods for effective and genuine community consultation and fieldwork including the importance of ongoing community consultation
- recognition of cultural differences and sensitivities
- applying ethical research practices, including the recognition of Indigenous knowledges

Planning research

- outlining methods of investigation and identifying potential resources
- identifying different research methodologies including Indigenous research methodologies
- applying a project proposal that includes defining its parameters
- maintaining a log, including the recording of all fieldwork and community consultation, correspondence and reading, and matters related to research methods and ethical issues encountered through the project

Acquiring information

- collecting data from primary and secondary sources including texts, reports, bibliographies, and print and digital media
- using qualitative and quantitative methodologies such as surveys, structured interviews, observation, statistical analysis, focus groups
- applying ethical research practices including issues of copyright, Aboriginal perspectives on ethics and cultural ownership

Processing information

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

Communicating information

- reflecting Aboriginal viewpoints in submitted work
- using a variety of media to express ideas
- communicating to appropriate audiences using various methods such as letters, phone calls, emails, and accessing the internet and other appropriate technologies for information exchange.

Students learn to:

- undertake a project and investigate an independently chosen topic including defining the parameters of a project and identifying useful and reliable resources required to complete the project
- identify and develop a range of research tools and methodologies, including Indigenous research methodologies, appropriate to working with Aboriginal peoples
- analyse data to interpret meaning and differentiate between fact and opinion and distinguish between quantitative and qualitative data
- synthesise information from a variety of sources and perspectives
- maintain accurate and thorough records as part of a log
- consult with members of an Aboriginal community in a culturally appropriate and ethical manner and demonstrating an empathy with Aboriginal peoples' views and experiences
- apply ethical research practices including acknowledging moral rights, Aboriginal perspectives on ethics, and use and acknowledgement of Aboriginal knowledges
- 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
- produce an original project that communicates ideas effectively, ensuring content is accurate using the most appropriate media for presenting information
- manage time and resources effectively to ensure the project is completed.

The log

The log is an integral component of the Major Project and as such must reflect the conceptual and sequential development of the project, capturing key activities, decisions, resources and the formulation of ideas and intentions that determine the scope and form of what is reflected in the Major Project. (See *Course Requirements* pages Section 10.)

Community fieldwork

Community fieldwork should be ongoing throughout the duration of the Major Project, and must be thoroughly documented within the log. This includes a record of key issues raised specific to the project, including meetings, correspondence, emails and interviews. (See *Course Requirements*, section 10.)

10 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

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

Case Studies

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

A case study is a study of a local, other Aboriginal and/or international Indigenous community/ies, focused on a particular topic. Indicative course time and content will inform the depth of study needed to develop the core body of knowledge and understanding required to exemplify specific content.

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

The Comparative Case Study is an in-depth study of at least two communities within the parameters of the section identified. The communities are to be compared in terms of the content described. Both the Australian Aboriginal community and international Indigenous community studies may be different for each area of content studied. While schools are encouraged to work with their local Aboriginal community throughout the course, it is not a HSC requirement that the Australian Aboriginal community has to be the local Aboriginal community.

The course requires an **international Indigenous community study** in both the Preliminary and HSC courses. The course does **not** require the same international community to be studied: instead it is intended that these community studies will be chosen as they best exemplify course focus and content. The international Indigenous community must be drawn from a location where that community has suffered the loss of sovereignty and ongoing social, cultural, economic and political effects as a consequence of colonialism.

The following table represents the requirements for community studies

Preliminary Course	
Part I Aboriginality and the Land	An Aboriginal community
Part II Heritage and Identity	An Aboriginal community
Part III International Indigenous Community: Comparative Study	An international Indigenous community and an Australian community case study
Part IV Research and Inquiry Methods: Local Community Case Study	Local Aboriginal community case study

HSC Course	
Part I. Social Justice and Human Rights Issues	A comparative case study on: <ul style="list-style-type: none"> • an Aboriginal community <li style="text-align: center;">AND • an International Indigenous community
Part II. A. Aboriginality and the Land OR B. Heritage and Identity	An Aboriginal community study An Aboriginal community study

Advice on the local, Australian and international Indigenous communities is provided in the Glossary and support materials for Aboriginal Studies.

The Project

The Major Project must not commence before the start of the HSC course (ie commencement Term 4, Yr 11) and should be completed by the end of the second term of the HSC year (ie end Term 1, Yr 12).

The Log and Community Fieldwork

The log is an essential tool through which the student must be able to demonstrate the conceptual and sequential development of their project, including all fieldwork undertaken. The log should also reflect ethical research and methodological issues that were raised and/or addressed in the project. As such, it is an ongoing diary that documents all work completed as part of the project research.

The log:

- provides an initial summary and outline of the complete research process
- records values, attitudes and feelings
- reflects honestly on issues encountered during the research, and their resolution
- records conversations, contacts, readings and sources of secondary data
- clearly records Aboriginal community input into the project conceptualisation and development
- describes methods used to interpret data.

The marking of the log will encompass these elements.

Community fieldwork is an essential component of the project. It should be ongoing throughout the duration of the Major Project, and must be thoroughly documented. This includes a record of all meetings, letters, phone calls and interviews.

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

Final Presentation

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

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

Presentations can include a variety of media.

11 Post-school Opportunities

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

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

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

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

RTOs such as TAFE NSW provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

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

Recognition by TAFE NSW

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

Recognition by other Registered Training Organisations

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

12 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Aboriginal Studies syllabus is contained in *Assessment and Reporting Aboriginal Studies Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Aboriginal Studies are available on this website at www.boardofstudies.nsw.edu.au/syllabus_hsc

13 Glossary

Aboriginal or Torres Strait Islander	<p>An Aboriginal or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none">• is of Aboriginal or Torres Strait Islander descent• identifies himself or herself as an Aboriginal person or Torres Strait Islander, and• is accepted as such by the Indigenous community in which he or she lives. <p>Each requirement must be satisfied. It rejects the purely racial classification of the past and includes contemporary social and cultural factors. The term <i>Aboriginal people</i> is more appropriate than Aborigines; part Aboriginal or half-caste are offensive terms. The term Aboriginal has been preferred within this Syllabus. It is assumed for this course that it is inclusive of the Indigenous people of Australia (see <i>Indigenous peoples</i>).</p>
Aboriginality	<p>Aboriginality includes a combination of cultural heritage, spirituality and an intrinsic link with the land.</p>
assimilation	<p>A 19th-century idea that Aboriginal people should be ‘improved’ by being ‘civilised’ and Christianised. From the 1930s assimilation was government policy.</p>
colonialism	<p>Colonialism is the building and maintenance of colonies in a territory by peoples based elsewhere. As a process of control, colonial powers asserted sovereignty over their colonies by a variety of means, including invasion, declarations of sovereignty and, in some cases, through sustained mass migration. The colonial states imposed new forms of government, legal systems, social structures and economy within these new territories without regard to the wishes of the Indigenous people. Colonialism is associated with the establishment of an unequal relationship between the colonial state and the Indigenous peoples. Colonialism and imperialism are closely associated activities.</p> <p>Within contemporary post-independence states such as Australia, many Indigenous peoples have asserted that they are the ongoing victims of colonisation, which is manifested in areas such as constitutional arrangements, government policies, and systemic racism that have resulted in poor socioeconomic achievement (see also other terms such as post-colonialism and neocolonialism).</p>
colonisation	<p>A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty or right to govern according to its own laws, rather than by the laws of the colonised.</p>
community	<p>Important elements of a community are Country, family ties and shared experience. Community is about interrelatedness and belonging, and is central to Aboriginality. Aboriginal people may belong to more than one community. The use of community/communities in the syllabus indicates that any one location may in fact consist of several communities.</p>

community-based fieldwork	Field visits to Aboriginal communities or organisations to further develop understanding and knowledge of culture and history of Aboriginal peoples.
contemporary	Within the timeframe from the 1960s to the present.
Country	Aboriginal communities' cultural associations with their Country may include or relate to languages, cultural practices, knowledge, songs, stories, art, paths, landforms, flora, fauna and minerals. These cultural associations may include custodial relationships with particular landscapes such as land, sea, sky, rivers as well as the intangible places associated with the Dreaming. Custodial relationships are extremely important in determining who may have the capacity to authentically speak for their Country. (NSW DECC)
criminal justice system	The people, processes, institutions and laws associated with the defining, monitoring and enforcement of rules.
cultural genocide	An attempt to destroy all or part of the culture of a people which is the basis of group identity.
cultural heritage	The continuity, from one generation to another, of a group's culture, values and attitudes, including knowledge, language, arts, rituals, performances, sites and objects.
cultural reclamation and maintenance	The actions of Indigenous people in activating their own agency in the establishment of programs that support contemporary Aboriginal community action to support the re-establishment of a wide variety of social and cultural activities that express their unique Indigenous nature, knowledge, understanding and ethics.
culture	The accepted and traditionally patterned ways of behaving and a set of common understandings shared by the members of a group or community. Includes land, language, ways of living and working, artistic expression, relationship and identity.
customary law	Laws based on traditions and customs (see <i>traditional law</i>).
discrimination	Unfair treatment on the basis of perceived differences between people.
dislocation	The forced movement of an individual, family or community from one area to another. This often occurred after people had been dispossessed of their land (see <i>dispossession</i>).
dispossession	People being taken away or forced from their land, their economic base, their way of life and cultures. Dispossession was experienced by many Aboriginal peoples.
Dreaming	The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation which gives meaning to everything; the essence of Aboriginal beliefs about creation and spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal peoples. The Dreaming is linked to the past, the

present and the future. Where appropriate, refer to Aboriginal names for the Dreaming.

Elders	Elders are custodians of knowledge. They are chosen and accepted by their own communities and are highly respected.
ethical research	Ethical research practices are central to good research process. They have been established to ensure that research is undertaken in appropriate ways so that both the researched and users of research have faith in how the research was undertaken, and the trustworthiness of its reported outcomes. When working with Aboriginal people, these would include using appropriate protocols and being knowledgeable of the particular concerns that these communities may have when people are being researched (see <i>Indigenous research methodology</i>).
ethnocentrism	The uses of one's culture as the ideal standard against which all other cultures are judged and (usually) negatively compared.
global perspective	A national and international perspective on issues concerning human rights and social justice for all Indigenous peoples. This perspective will include responses and initiatives of international human rights organisations as well as national Indigenous Australian communities and international Indigenous communities.
human rights	Human rights are those possessed by individuals. They are universal (possessed by all human beings) and are inalienable (they cannot be overridden by the public interest).
identity	The belief in, and acceptance of, who you are as determined by your culture.
Indigenous knowledge	Indigenous knowledge is the accumulative knowledge, ways of seeing and understanding their world, and how this sits inside their notions of the universe. Indigenous knowledge is the particular way that meaning and relationships are constructed and maintained with their physical and spiritual surroundings.
Indigenous peoples	This term is used when referring collectively to the first peoples of the land in international communities. The term <i>Indigenous Australian</i> is used by the commonwealth when referring to both Aboriginal and Torres Strait Islander peoples within Australia, The term <i>Aboriginal</i> is preferred by the NSW AECG Inc. when referring to Aboriginal people within NSW. In the context of this course, <i>Aboriginal</i> is the term used.
Indigenous research methodology	Indigenous research methodology is centred on Indigenous ethics, which penetrate all stages of research from the initiation of a research project to knowledge production and dissemination of the research outcomes. Research undertaken through this research methodology are undertaken in partnership with Indigenous people on projects that represent issues or concerns that have been collaboratively decided and developed.
international Indigenous community	The international Indigenous community must be drawn from a location where that community has suffered the loss of sovereignty and the ongoing social, cultural, economic and political effects of colonisation.
invasion	The act of forcibly taking over the land.

kinship	A key aspect of Aboriginal cultures and values. It includes the importance of all relationships, and of being related to and belonging to the land.
Land	The term <i>Land</i> , like <i>Country</i> , is used by Aboriginal people to describe their ecosystems – a sum total of spiritual beliefs, including Dreaming, all living things including totems and all physical factors such as sacred sites, water, air and geographical features. Within this syllabus, <i>Country</i> has been the preferred term used to capture this concept.
land rights	The evolving struggle of Aboriginal and other Indigenous peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association. Land Rights (capitalised) refers to the legislation.
language group	Language is linked to particular geographical areas. The term <i>language group</i> is often used in preference to the term 'tribe'.
local Aboriginal community	<p>The local Aboriginal community is constituted by those people who acknowledge themselves as Aboriginal and who reside in the near locality. Aboriginal communities will have a rich and diverse history that has been seriously affected by dispossession and relations, which sees families with spiritual connection to <i>Country</i> residing beside those who have been forced to move from other locations. The notion of locality is complex and multilayered: schools should seek advice from a range of people and/or organisations representing local interests.</p> <p>For the purpose of Part IV of the Preliminary Course, the local Aboriginal community case study is to be the Aboriginal community in which the school is located.</p>
lore	The learning and transmission of cultural heritage (see <i>traditional lore</i>).
missions	Living areas established by the Aboriginal Welfare Board and ruled under the provisions of the Aboriginal Protection Act.
mob	A term that some Aboriginal people use to identify their people or communities. It is not generally acceptable for non-Aboriginal people to automatically use this term.
moral rights	Moral rights are a subset of the rights of creators of copyrighted works, including the right of attribution, the right to have a work published anonymously and the right to the integrity of the work.
native title	Form of land title which recognises Aboriginal people as rightful owners of the land. <i>Native Title</i> (capitalised) refers to the legislation, whereas <i>native title</i> (lower case) refers to the concept.
racism	Discrimination on the basis of perceived racial differences. Racism takes on many forms – attitudinal, institutional and cultural.
Reconciliation	A Commonwealth initiative to promote reconciliation between Aboriginal and Torres Strait Islander peoples and the wider community and to address Aboriginal and Torres Strait Islander disadvantage, with the target date of 2001. A capitalised

Reconciliation is used to refer specifically to the process as it applies to the Indigenous peoples and wider community in Australia.

reserves	Areas of land reserved by the Crown for Aboriginal people, established in the 19th century.
resistance	One of the responses of Aboriginal people to invasion, including physical and/or political resistance.
self-determination	Self-determination involves the effective participation of Aboriginal peoples in all decision-making that affects them.
shared history	Recognises that Australia's history began long before 1788 and that, since then, Aboriginal and non-Aboriginal Australians have had diverse historical experiences and have occupied the same Country. The term 'Australian history' is inclusive of the histories of all Australians.
social justice	A principle that favours measures aimed at addressing inequities. It includes the rights of people to economic and social independence, and empowerment to determine the direction of their own lives' futures. The processes and systems which shape the interaction between people, communities and governments determine the degree of social justice achieved.
sovereignty	The legal recognition of ownership of land and territory. Implicit in the concept is the right of self-government. Indigenous peoples have never ceded their sovereignty over Australia.
stations	Living areas established by governments for Aboriginal people on which managers and matrons controlled (and 'cared for') those Aboriginal people.
technology	That part of culture which assists people to interact with their environment. It includes knowledge, social organisation, systems, techniques, processes and products.
<i>terra nullius</i>	A concept in international law meaning 'a territory belonging to no-one' or 'over which no-one claims ownership'. The concept has been used to justify the invasion and colonisation of Australia.
Torres Strait Islanders	People from the Torres Strait Islanders are the traditional owners of the islands that lie between Cape York in northern Queensland and Papua New Guinea. Torres Strait Islanders are the Indigenous people from these islands, though there are many Islanders now living on the mainland. Torres Strait Islanders are distinct from other Aboriginal peoples and are generally referred to separately.
traditional	A term widely used to refer to pre-invasion Aboriginal life, culture and social organisation. The term <i>traditional</i> must be used with care as individuals and groups may find this term offensive.
traditional law	Aboriginal people had a complex system of 'laws' that represented accepted practices, responsibilities and interactions. As there were no formal codified laws and formal courts under traditional law, problems regarding traditional law were handled by Elders – the most knowledgeable people in the community.

traditional lore

Traditional lore is connected to the Dreaming and provides rules on how to interact with the land, kinship and community. Aboriginal children learned the lore from childhood by observing customs, ceremonies and song cycles.

tribe

An anthropological classification of Aboriginal and other Indigenous peoples who share a common purpose, language and culture. The term 'tribe' must be used with care as individuals and groups may find this term offensive (see *language groups*).