



Stage 6 Aboriginal Studies

Support Document

HSC Course

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This document is the second part of the Board of Studies support material for the Stage 6 Aboriginal Studies syllabus. The first part deals with the Preliminary course and was published on the Board of Studies website in February 2000. The material in this document deals with the HSC course.

1. The Structure of the HSC course

The HSC course is divided into 3 parts:

- Part I: Social Justice and Human Rights Issues
Part II: A: Aboriginality and the Land
OR
B: Heritage and Identity
Part III: Research and Inquiry Methods (Major Project)

Part I, *Social Justice and Human Rights Issues*, is the core of the HSC course and constitutes 50% of indicative course time. This section is compulsory for all students. In Part II students must undertake a study of either A, *Aboriginality and the Land*, or B, *Heritage and Identity*. This Part constitutes 20% of indicative course time. Part III, *Research and Inquiry Methods*, requires students to undertake an independent Major Project. This part constitutes 30% of indicative course time.

2. Content

2.1 How has the content of the HSC course changed?

Each part of the syllabus is introduced by a focus statement that provides a summary of the purpose of each study within that part of the syllabus. This is followed by the course outcomes and explicit statements about what students will learn in order to achieve the outcomes. Both of these provide the means by which the topic is unpacked using appropriate content. These statements are provided under the headings of what students *learn to* as well as what students *learn about*.

The *learn to* statements help unpack the outcomes while the *learn about* statements describe the scope and depth of the content. Common frameworks have been developed for all topics within Part I *Social Justice and Human Rights Issues* as well as the Part II topics *Aboriginality and the Land* and *Heritage and Identity* to ensure coherence and comparability.

While many areas of content from the previous syllabus are included in the new Stage 6 syllabus, the course has been restructured. Changes in content specific to each part of the syllabus are:

Key changes from the 1994 syllabus	
Part I Social Justice and Human Rights Issues	Covers many of the issues raised in <i>The Context</i> , but has a much stronger focus on contemporary matters such as the current socio-economic status of Aboriginal people and issues of racism. Part I is now the section of the course where students are required to complete a national and international comparative study.
Part I Elective Topics	Much of the content from the <i>Aspects</i> has been incorporated into the six elective topics.
Part II A Aboriginality and the Land	The content from the Central Theme <i>Aboriginality and the Land</i> is examined from a contemporary perspective in this section.
Part II B Heritage and Identity	This topic draws on content from the Aspect <i>Cultural Expression</i> and the Contributing theme <i>Heritage and Identity</i> .
Part III Research and Inquiry Methods (The Major Project)	The Syllabus clearly indicates the skills students are to learn in order to complete their major project. The weighting of the project has increased from 25% to 40% of internal assessment.

There will inevitably be some overlap in content between the coverage of the 1960s in the Preliminary course and the HSC course. For example, teachers may wish to include in detail the 1965 Freedom Ride through NSW towns or the 1966 Gurindji walk off at Wave Hill Station in the Preliminary Course Part III, *Colonialism, Racism and Prejudice*. Teachers may then revisit these particular events in the HSC course within Part II B *Heritage and Identity* under *Contemporary Aspects of Aboriginal Heritage and Identity*. Greater emphasis should, however, be given to the 1960s in the HSC course.

2.2 Community Studies

The local Aboriginal community/ies is the focus of all topics in the HSC course (the term 'community/ies' has been used to acknowledge that there is often more than one Aboriginal community within the local school 'community'.) To identify the local Aboriginal community/ies, consideration should be given to:

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

2.2.1 Comparative Case Studies

Part I of the HSC Course *Social Justice and Human Rights Issues* requires a comparative community case study of the local Aboriginal community/ies AND a National Indigenous Australian Community AND an International Indigenous Community for the two chosen topics in Part I. It is important to note that this syllabus makes it possible to study a variety of national and international communities using a case study approach to address the option chosen. Page 23 of the syllabus provides examples of how community studies may be structured.

Teachers should consider the opinions of their local Aboriginal community/ies, the interests of their students and access to resources when deciding which National and International Indigenous Communities to study.

2.2.2 National Indigenous Community Case Study

The wall map *Aboriginal Australia* by D R Horton, which is part of the *Encyclopedia of Aboriginal Australia* published by the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) in Canberra, is a useful resource in helping to choose a National Indigenous Community.

2.2.3 Choosing an International Indigenous Community

The structure of the core *Social Justice and Human Rights Issues* allows teachers to give examples from more than one International Indigenous Community, as outlined on Page 23 of the syllabus. Teachers may therefore consider which International Indigenous Community best exemplifies the elective topics they have chosen to study in the core section.

As with Aboriginal communities, International Indigenous Communities are very diverse, even within the same nation. Wherever possible it is essential that teachers attempt to make contact with the community and be informed by them of appropriate terminology, for example, whether a community in New Zealand prefers to be known by its tribal name, or the more general name of Maori. Some names have been imposed upon Indigenous peoples by invaders and colonists and can be inappropriate or unacceptable.

It is also vital that a specific community is studied, for example, the Oglala at Pine Ridge Reservation: a general study of the Sioux nation is not acceptable. Similarly, the Ngai Tahu on the South Island of New Zealand may be studied: a general study of Maori peoples is not acceptable.

3. Assessment

Information on internal and external assessment is found on pages 40 – 46 of the syllabus. The main points to note are:

- Teachers need to ensure that a balance between the number and types of assessment is maintained. The prescribed weightings for each component and advice on achieving a balance in an assessment program are found on page 43.
- Advice on achieving a balance of assessment instruments is located on page 43 of the syllabus.
- The weighting of the Major Project has increased from 25% to 40%.

4. Programming the syllabus

Teachers should refer to the model outlined in the Aboriginal Studies Preliminary Course support document as an illustration of one approach to programming using syllabus outcomes.

As emphasised in the Preliminary support document the outcomes are designed to:

- provide clear expectations of student achievement
- identify progress throughout the course
- assist development of teaching and learning programs
- provide a focus for assessment
- allow clear reporting of achievement.

It is most important throughout this process that **the outcomes of the course are being comprehensively and appropriately addressed**. The following pages provide an example of an approach which teachers might find useful when developing teaching and learning programs that address all syllabus outcomes.

The program overview on page 8 is presented as a matrix, which reflects the total planning for the course. It allows teachers to plan:

- what outcomes will be addressed in each section of the course as well as what outcomes will be worked towards or reinforced
- the units of work to be taught and the time allocated to each
- the relationship of the assessment program to the teaching and learning program.

When developing the sample program overview the following steps were used:

Step 1 Determining syllabus requirements, selection of topics and time allocation

The syllabus has defined Part I *Social Justice and Human Rights Issues* as the core of the HSC course. The syllabus requires that all students examine social justice and human rights issues from a global perspective, and then undertake a comparative study of two topics to be chosen from six outlined in the syllabus. Students must use the parameters of each of these topics to undertake a comparative case study. Students must study their local

Aboriginal community/ies, a National Indigenous Community, and an International Indigenous Community.

In Part II of the course students must study **either** *A Aboriginality and the Land*, **or** *B Heritage and Identity*. This section requires a study of the local Aboriginal community/ies only.

Part III requires students to undertake a major project. This is a piece of original research that must include consultation with Aboriginal people. Students must submit a log of work with their final project.

In selecting topics for the HSC study teachers need to:

- choose two topics to complete as their comparative study in Part I
- choose one topic from Part II
- complete all of Part III.

Step 2 Identifying targeted outcomes for each topic

When programming teaching and learning experiences to ensure that all outcomes are being addressed, teachers should be clear about where and when each of the outcomes is being explicitly taught throughout the course. The program overview on page 7-8 demonstrates this process by using selected topic areas to target particular outcomes. This, however, does not suggest that other outcomes are not being addressed throughout the topic. However, it is the targeted outcomes that provide the focus for the teaching and learning activities. In order to indicate this, targeted outcomes are indicated on the matrix with a **T** while others, those being worked towards or reinforced, are indicated by a tick (✓).

This approach allows teachers to make a clear link between the syllabus outcomes, content and the assessment program. However, it should be noted that the choices of outcomes to be targeted within each topic are provided as examples only. Teachers should devise a pattern to meet the needs of their own students and teaching programs.

Step 3 Linking the targeted outcomes and the assessment program

A model assessment program is provided on page 9. This assessment program has been developed using the following criteria:

- it meets the prescribed requirements of the syllabus
- the program provides a range of tasks, taking into account the assessment advice as outlined on page 43 of the syllabus
- it identifies the outcomes to be assessed through each task.

4.1 HSC Sample Program Overview

In this sample *Criminal Justice and Economic Independence*, in Part I and *Aboriginality and the Land* in Part II have been selected as the elective topics for study.

Topics	Social Justice and Human Rights Issues – Global Perspective	Criminal Justice Comparative Study	Economic Independence Comparative Study	Aboriginality and the Land	Research and Inquiry Methods Major Project
Time: weeks (approx.)	6 weeks	7 weeks	7 weeks	7 weeks	12 weeks
HSC course outcomes					
A student:					
H1.1 explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples	T	✓	✓	T	✓
H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal peoples	T	T	T	✓	✓
H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping	T	T	✓	✓	✓
H2.1 analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples	T	T	T	T	✓
H2.2 examines contemporary expressions of Aboriginal culture, heritage and identity	✓	✓	✓	✓	✓
H2.3 discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life	T	T	T	T	✓
H3.1 assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination	T	T	✓	T	✓
H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities	T	T	T	T	✓
H3.3 compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and/or Indigenous peoples	T	T	T	T	✓
H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives	T	T	T	T	T
H4.2 undertakes community consultation and fieldwork	✓	✓	T	T	T
H4.3 communicates information effectively from Aboriginal perspectives, using a variety of media	T	✓	T	T	T
H4.4 applies ethical research practices	✓	✓	✓	✓	T
H4.5 compares and evaluates the histories and cultures of Indigenous Australians with international Indigenous peoples	T	T	T	✓	T

4.1.1 Sample HSC Assessment Program

	Task 1	Task 2	Task 3	Task 4	Task 5
Task type and Weighting	Research	Examination	Oral Presentation 5 Written Report 10	Project Log 15 Final Project 25	Trial HSC Exam
Approximate Date of Task	Year 11 Term 4	Year 12 Term 1/2	Year 12 Term 2/3	Year 12 Term 2	Year 12 Term 3
Outcomes	H1.2 H2.3 H3.2	H1.1 H1.2 H2.1 H2.3 H3.1	H1.1 H2.1 H3.2	H4.1 H4.2 H4.3 H4.4 H4.5	H1.2 H2.1 H2.2 H2.3 H3.2 H3.3 H4.4
Topic Focus	Aboriginal initiatives to address racism Social Justice and Racism Issues	Social Justice and Human Rights Issues a) Criminal Justice b) Economic Independence	Government policies and legislation	Major Project	Part I Social Justice and Human Rights Issues a) Criminal Justice b) Economic Independence Part II Aboriginality and the Land Part III Research and Inquiry Methods
Syllabus Component and Weighting in Task	Part I Social Justice and Human Rights Issues	Part I Social Justice and Human Rights Issues	Part II Aboriginality and the Land	Part III Research and Inquiry Methods	Part I – 10 Part II – 10 Part III – 10
Weighting	10	10	10	40	30

4.1.2 Sample unit of work and assessment task

The following steps provide an approach to the next stage of programming the HSC Aboriginal Studies syllabus. This entails the detailed planning of the teaching, learning and assessment activities for each unit of work. The samples provided in this document are for Part I *Social Justice and Human Rights Issues*. The steps involved in planning this unit of work include the following:

- Step 1* Identify from the program overview the outcomes to be targeted for the units of work and the assessment task.
- Step 2* Determine the content to be taught within the unit of work. The content is to be found in the syllabus through the *learn to* and *learn about* statements. These statements are found on page 25 of the syllabus for *Social Justice and Human Rights Issues*, on page 30 for *Criminal Justice* and page 31 for *Economic Independence*. The *learn to* statements are linked to the targeted outcomes and the *learn about* statements.
- Step 3* Design and select teaching and learning strategies and activities as well as identify key resource areas and how they will be used in order to allow students to engage with the content and provide opportunities for each student to achieve the targeted outcomes.
- Step 4* Design an assessment task (as outlined in the assessment program) in order to facilitate the measurement of student performance in relation to the targeted outcomes. This sample assessment task has been designed to indicate:
- the outcomes to be assessed
 - the course components and weightings attached to them
 - the two areas of assessment and the weightings for each
 - the task and criteria used to assess it.

The sample assessment programs and task provided in this document have been developed using advice provided in the Board of Studies publication *The New Higher School Certificate Assessment Support Document*. This document was sent to schools in Term 3 1999 and assists teachers to incorporate the key features of standards referenced assessment into their assessment planning. Teachers are strongly advised to consult this document when developing assessment programs and designing individual tasks.

The task provided has been developed from the sample HSC unit *Social Justice and Human Rights Issues* and has been designed using the steps outlined on pages 14 – 15 of the assessment support document. The task provides:

- a clear indication of outcomes to be assessed
- clear instructions to students
- advice to the students about the criteria to be used for assessing their performance.

4.1.3 Advice on sample unit

For the model used in the support material the following topics were chosen.

Part I *Social Justice and Human Rights Issues* – A Global Perspective: 6 weeks

Topic 5 - *Criminal Justice*: 7 weeks

Topic 6 - *Economic Independence*: 7 weeks

For the comparative case studies the following communities have been selected as examples.

Unit	Local Aboriginal Community/ies	National Indigenous Community	International Indigenous Community
Criminal Justice	Murawari, Ngemba, and Baarkanjti (Brewarrina)	Wongi (Kalgoorlie, WA)	Oglala (Pine Ridge, South Dakota USA)
Economic Independence	Minjungbal (Tweed Heads)	Jawoyn (Katherine, NT)	Ngai Tahu (New Zealand)

The sample units for Part I *Social Justice and Human Rights Issues* have been divided into two sections – Learn About, and Teaching Strategies and Learning Activities. The *learn about* statements are directly from the syllabus. Beside each *learn about* are a series of teaching and learning activities designed to meet the outcomes and the *learn to* statements in the syllabus. The targeted outcomes and *learn to* statements are indicated in bold at the end of each section. For example, **LT2** is Learn to 2 as listed in the syllabus, and **H1.2** is a HSC outcome that will be addressed by the activity. The matrix on pages 7 - 8 shows the targeted outcomes for this unit of work.

The options used for the sample programs are Topic 5 *Criminal Justice* and Topic 6 *Economic Independence*. Each topic has an overview, then an example of comparative community case studies. The case studies have been divided into content areas that combine several of the *learn about* sections of the syllabus.

The *Overview* provides a study of the issues in the option topic, and gives students a broad range of examples nationally and internationally. This section supplies all of the *learn to* and *learn about* statements, and meets the targeted outcomes for that section.

The Community Case Studies provide students with an in-depth knowledge of how the issues raised in the topic overview affect their local Aboriginal community/ies, a national Aboriginal community and an international Indigenous community.

4.2 Sample Unit of Work (6 weeks)
Social Justice and Human Rights Issues – A Global Perspective

Targeted Outcomes A student:	Students learn to: (LT)
<p>H1.1 explains different viewpoints of invasion and colonisation and evaluates the impact of these viewpoints on Aboriginal peoples</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal peoples</p> <p>H1.3 assesses the representation of Aboriginal peoples and cultures for bias and stereotyping</p> <p>H2.1 analyses the importance of land as an aspect of contemporary issues impacting on Aboriginal peoples</p> <p>H2.3 discusses and analyses consequences of colonisation on contemporary Aboriginal cultural, political, social and economic life</p> <p>H3.1 assesses the effectiveness of government policies, legislation and judicial processes in addressing racism and discrimination</p> <p>H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal peoples and communities</p> <p>H3.3 compares and evaluates current initiatives that reassert the social, economic and political independence of Aboriginal and Indigenous peoples</p> <p>H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives</p> <p>H4.2 undertakes community consultation and fieldwork</p> <p>H4.3 communicates effectively from Aboriginal perspectives, using a variety of media</p> <p>H4.4 applies ethical research practices</p> <p>H4.5 compares and evaluates the histories and cultures of Indigenous Australian peoples with international Indigenous peoples.</p>	<p>LT 1 use social indicators to analyse and discuss current Aboriginal and Indigenous socioeconomic status</p> <p>LT 2 identify and explain similarities and differences in social justice and human rights issues in Australia and overseas</p> <p>LT 3 construct coherent written texts to explain and evaluate human rights and responsibilities with regard to contemporary Aboriginal communities and the broader Australian community</p> <p>LT 4 analyse and discuss future directions in social justice and human rights issues</p> <p>LT 5 present a balanced argument on social justice and human rights issues</p> <p>LT 6 conduct a comparative study of the local Aboriginal community/ies, a National Indigenous Community and an International Indigenous Community</p>

3. Social Justice and Human Rights – A Global Perspective

Students learn about	Teaching Strategies and Learning Activities
<ul style="list-style-type: none"> • Current socio-economic status of Aboriginal and Indigenous peoples • Various indicators of socioeconomic status 	<ul style="list-style-type: none"> • Statistical analysis of socio-economic indicators for Aboriginal people <ul style="list-style-type: none"> - Health (infant mortality, lifestyle diseases, life expectancy) - Education (retention and completion rates, university admission rates) - Employment (employment by profession, unemployment rates by age) - Income (average incomes for men and women, income by age) - Housing (house ownership, numbers of people renting) - Criminal justice (incarceration rates, deaths in custody, juvenile detention rates) • Use statistical information to undertake a variety of activities including graphing, comparing and hypothesising. Compare with general statistics for Australia. <p>See: Federal Race Commissioner 1997, <i>Face the Facts</i> Human Rights and Equal Opportunity Commission (http://www.hreoc.gov.au) Australian Bureau of Statistics (http://www.abs.gov.au)</p> <ul style="list-style-type: none"> • Writing task: evaluate the socio-economic status of Aboriginal people in terms of social justice and human rights. • Choose three of the indicators listed above and find statistics for two different Indigenous peoples from around the world. Compare their statistics with those found for Australia. <p>(LT2 LT3) (H1.2 H2.3 H4.1)</p>
<ul style="list-style-type: none"> • The extent to which Aboriginal and Indigenous peoples have achieved recognition and equality in society 	<ul style="list-style-type: none"> • Consider the 1967 Referendum in Australia. What forces led to the posing of the questions in the referendum and what were the results for Aboriginal people? <p>Video: <i>Federation</i> – watch the section of Part II outlining why Aboriginal people were not given citizenship in 1901.</p> <ul style="list-style-type: none"> • Compare citizenship rights and when they were granted for Aboriginal people with those of Indigenous people internationally. • Discuss 1901 development of the constitution and those who were denied citizenship rights. • Have citizenship rights improved the recognition and equality accorded to Indigenous peoples? <p>National Archives, 1967 Referendum http://www.naa.gov.au/research/factshet/FS150.html</p> <ul style="list-style-type: none"> • Structured essay on social recognition and equality for Indigenous peoples. <p>(LT2 LT3 LT6) (H2.3 H3.1 H3.3)</p>
<ul style="list-style-type: none"> • Social justice and racism issues including: <ul style="list-style-type: none"> - various types of racism - mechanisms of racism - government responses locally, nationally and internationally in addressing racism and discrimination - Aboriginal initiatives to address racism and discrimination 	<ul style="list-style-type: none"> • Discuss some of the myths about Aboriginal people that have currency as a result of the above statistics. <p>See: ATSIC, <i>As A Matter of Fact</i>.</p> <ul style="list-style-type: none"> • Preparation of rebuttal information for a variety of presentations, eg letters to the editor. • Discuss the above statistics and the conclusions reached by students leading to a definition of social justice. <p>See: Council for Aboriginal Reconciliation, <i>Going Forward: Social Justice for the First Australians</i>.</p> <ul style="list-style-type: none"> • Brainstorm types of racism, eg individual, institutional, overt, covert. Organise and categorise into working definitions. <p>See: McConnochie, Hollinsworth and Pettman, <i>Race and Racism in Australia</i></p> <ul style="list-style-type: none"> • Discuss students' experiences of racism – both observed and experienced. Categorise them into the types of racism defined earlier. • Invite a guest speaker who has experienced and overcome racism.

Students learn about	Teaching Strategies and Learning Activities
	<ul style="list-style-type: none"> Construct a table of comparisons examining positive and negative representations of Aboriginal issues in the media. Discuss this in terms of mechanisms of racism. <p>See: Swain D, <i>200 in the Shade, An historical selection of cartoons about Aborigines</i>; McMahon, B & Quinn, R, <i>Stories and Stereotypes – A course in mass media</i></p> <ul style="list-style-type: none"> View video <i>Cop It Sweet</i>. Discuss examples of individual and institutionalised racism in the program. List government initiatives developed to address racism and discrimination and assess their effectiveness. List the major Aboriginal initiatives developed to address racism and discrimination. Compare strategies developed in Australia to those developed internationally. Does the variety of strategies tell us anything about patterns and types of racism? <p>(LT1 LT2 LT3 LT4 LT5) (H1.3 H2.3 H3.1 H3.3)</p>
<ul style="list-style-type: none"> National and international Indigenous human rights issues from a global perspective including: <ul style="list-style-type: none"> - citizenship rights of other Indigenous peoples - Reconciliation - role of the United Nations - World Indigenous People's Conference - sovereignty 	<ul style="list-style-type: none"> Construct world maps showing colonial conquests by European powers. Brainstorm definitions of sovereignty. Debate/discuss the concept of Indigenous sovereignty. <p>See: Reynolds H, <i>Aboriginal Sovereignty</i>; Articles by Gilbert, K ('Sovereign Aborigine', 'Sovereignty Definitions', A Sovereign Treaty for the World to Recognise our Sovereignty') in Moores, I, <i>Voices of Aboriginal Australia Past, Present and Future</i>.</p> <ul style="list-style-type: none"> Read and discuss 'The Importance of History' in <i>Making a Difference</i>. Construct a mind map to demonstrate the connection between conquest, dispossession, assimilation and disadvantage. <p>See: Video <i>Always Was, Always Will Be</i>.</p> <ul style="list-style-type: none"> Examine a variety of source materials reflecting European attitudes/values regarding Indigenous peoples. <p>See: Burger J, <i>Gaia Atlas of First Peoples</i>.</p> <ul style="list-style-type: none"> Structured essay response covering issues of Indigenous sovereignty, European imperialism and its value system, and its impact on Indigenous peoples. Research broadly the colonial experience of two other Indigenous peoples. Brainstorm class definition of human rights. Compare definitions with simplified version of the Universal Declaration of Human Rights. <p>See: Barker B, <i>Getting Government to Listen</i>.</p> <ul style="list-style-type: none"> Note-making/summary activities on aspects of the organisation and powers of the United Nations. Research to find examples of ways in which Aboriginal people have used the UN to further their cause. Find examples of the legal and political status of Indigenous people on two other continents. Perhaps work in pairs. Research information about the World Indigenous Peoples' Conference – origins, purpose and influence (http://wipchawaii.org/sitemap.htm) Discuss the significance of this initiative. Students to list and define organisations/legislation to combat racism. Mix and match exercise. <p>See: Anti-discrimination Board and Council for Aboriginal Reconciliation.</p> <ul style="list-style-type: none"> View the video <i>Prejudice</i> and discuss the processes of Reconciliation in the program. Research an example of an Aboriginal organisation which has been formed to combat racism. See: Council for Aboriginal Reconciliation site (http://www.austlii.edu.au/car/).

Students learn about	Teaching Strategies and Learning Activities
	<ul style="list-style-type: none"> • Why do we need reconciliation? Discuss/debate issues around Sorry Days and the responsibility of current generations for the events of the past. See: http://www.abc.net.au/message/links.htm • Definition of Reconciliation from discussion. See: Nallawa, <i>Achieving Reconciliation in NSW Schools</i>, Macquarie University, 2000 • View video <i>Walking Together</i>, Council for Aboriginal Reconciliation. Students to make notes on the broad aims of the Council. • Identify obstacles to Reconciliation. • Discussion of the likelihood of Reconciliation being achieved. Students to express conclusions in an extended piece of writing. <p>(LT3 LT4 LT5) (H1.1 H1.2 H3.2 H4.1 H4.3 H4.4)</p>
<ul style="list-style-type: none"> • Aboriginal and Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest 	<ul style="list-style-type: none"> • Class task: divide into groups and research the history of Aboriginal protests and initiatives. Choose key areas for students to examine, such as land rights, deaths in custody and health. Events can then be placed on a timeline to be displayed in the room. • Key events such as the Pilbiri Strike (1950s), Gurindji walk off at Wave Hill (1966) and the Aboriginal Tent Embassy (1972), the establishment of services such as the Aboriginal Legal Service at Redfern, organisations such as the Deaths in Custody Watch Committee and movements such as the Land Rights Movement should be studied in detail. • Once a timeline has been established discuss with students the impact of Aboriginal initiatives and their achievements. • Listen to the song 'From Little Things Big Things Grow' by Paul Kelly and Archie Roach (available on <i>Songs from the South</i>, Paul Kelly, Mushroom Records). Examine the lyrics and the photographs of the 1975 meeting between Vincent Lingiari and Gough Whitlam. Write a structured essay about the importance of this event to the Aboriginal land rights movement. • Watch the video <i>Freedom Ride</i> (available from ABC shops). Discuss this in terms of protest against human rights abuses and racism internationally in the 1960s. • Choose some key protests undertaken by international Indigenous groups. Some examples are: the creation of the American Indian Movement (AIM), the Native American occupation of Alcatraz (1969 – 1971), the Siege at Wounded Knee (1973), the establishment of Nunavut in 1999 and the Ngai Tahu land claim in New Zealand. Compare these protests to the timeline of Aboriginal protests and initiatives. Were the same kinds of issues being protested and, if they were, are there similarities in the time period? <p>(LT2 LT3 LT5) (H2.1 H3.3 H4.1 H4.5)</p>

Students learn about	Teaching Strategies and Learning Activities
<ul style="list-style-type: none"> The impact of government policies, legislation, inquiries, Royal Commissions and judicial processes since the 1960s 	<ul style="list-style-type: none"> Identify significant government policies and legislation, eg assimilation, self-determination, various Acts of Parliament Discuss the findings of the Royal Commission into Aboriginal Deaths in Custody. Read some of the examples provided to the RCIADIC and discuss the impact that government policies have had on the lives of the victims and their families. Discuss the findings of the Inquiry into the Separation of Aboriginal Children and their Families. What have been the ongoing effects of this policy, and the inquiry? Can a link be established between stolen children, incarceration rates and deaths in custody? Research child removal policies affecting Native American peoples. Has there been any investigation into the long term consequences of this action on Native American communities? Invite a guest speaker from Link Up to discuss their experiences. Produce an extended piece of writing documenting the impact that the judicial process has had on Aboriginal people seeking justice on issues such as land rights, native title and child removal. <p>(LT2 LT3 LT5 LT6) (H2.3 H3.1 H3.2 H4.1 H4.5)</p>

4.3 Option Topics

4.3.1 Topic 5 – Criminal Justice – Overview

Students learn about:	Teaching Strategies and Learning Activities
<p>Ways in which Aboriginal peoples maintain law and order</p>	<ul style="list-style-type: none"> View video <i>Alinta the Flame</i> (Episode 1, <i>Women of the Sun</i> series). Group work identifying examples of customary law portrayed. List ways in which Aboriginal relationships with the land reacted with European law and order, eg punishment for crimes related to wrongful use of land and the role of Elders in law. Research aspects of customary law in your local area. This will involve visiting your local Aboriginal Land Council and inviting guest speakers, particularly Elders, to speak to the class. Brainstorming activity in small groups about the possible consequences of interruptions to customary law. What would happen to relationships and organisation in Aboriginal societies? Research 'payback' as a method of customary law still being used by some Aboriginal people today. Find examples of the acknowledgment of the use of 'payback' in Aboriginal communities in the Northern Territory. Comparison of 'payback' to modern legal systems. How did 'payback' work? Who was responsible for punishment, what form did punishment take? Within what limits did the punishment exist, and who set these limits? Is this similar to law-making and the judicial system? <p>(LT1 LT4) (H1.2 H4.1)</p>
<p>The impact of colonisation and subsequent events on Aboriginal legal systems</p>	<ul style="list-style-type: none"> View video <i>Maydina the Shadow</i> (Episode 2, <i>Women of the Sun</i> series). Document the ways in which Aboriginal people attempted to punish colonisers who committed crimes against them and their land. Also examine documents outlining the way law was enforced on Aboriginal people, and the way many colonisers took the law into their own hands and escaped punishment. Discuss how dispossession and dislocation affected Aboriginal peoples' ability to enforce customary law. In groups construct consequence webs, starting with the loss of land, the loss of food and shelter, loss of language and culture and how this led to infringement of colonial laws and ended customary law. <p>(LT1 LT4) (H1.2 H2.3)</p>

Students learn about:	Teaching Strategies and Learning Activities
<p>The criminal justice system, focusing on the power relations between Aboriginal people, police and the judicial system</p>	<ul style="list-style-type: none"> • Examine statistics on the socio-economic status of Aboriginal people. How does the socio-economic status of Aboriginal people, firstly, make them more likely to become involved in the criminal justice system and, secondly, affect their access to legal representation and justice? • What factors have led to Aboriginal people being constantly ‘under the gaze’ of the police? How has this affected the lives of Aboriginal people? Link to statistics on petty crime such as public drunkenness, offensive language in public, etc. • Discuss Aboriginal/police relations in terms of power. How does the imbalance of power affect Aboriginal people in terms of criminal justice? • View video <i>Who Killed Malcolm Smith?</i> Students complete a worksheet about the relationship between Malcolm Smith, the police and the judicial system. • View video <i>Cop It Sweet</i> and discuss the nature of Aboriginal/police relations in Redfern. Assess the implications for Aboriginal people generally. • Hypothesise on future relationships between the police and Aboriginal people and how this will affect social justice and human rights. <p>(LT2 LT3 LT6) (H1.3 H2.3)</p>
<p>Statistics about Aboriginal people in, and affected by, the criminal justice system, particularly arrest, incarceration and sentencing rates</p>	<ul style="list-style-type: none"> • Using raw statistics graph arrest, incarceration and sentencing rates for Aboriginal people against the figures for the Australian population. What conclusions can be drawn about Aboriginal involvement in the criminal justice system? • Construct a point graph to show Aboriginal and non-Aboriginal deaths in custody 1990 – 1995. (Statistics available from <i>Aboriginal and Torres Strait Islander Social Justice Commissioner, Fifth Report 1997</i>, p.191) • Draw conclusions about comparative deaths in custody rates and over-representation of Aboriginal people in custody. • Research the introduction of mandatory sentencing in the Northern Territory and Western Australia. What impact has this had on incarceration rates for Aboriginal people? • Examine the crimes covered by mandatory sentencing laws in NT and WA. Given the petty and poverty-driven nature of many of the crimes, how does the socio-economic status of Aboriginal people impact on their likelihood of arrest and incarceration? • What are the implications of mandatory sentencing for Aboriginal communities? <p>(LT2 LT3) (H4.1 H3.2)</p>
<p>Mainstream programs and strategies to address Aboriginal criminal justice issues, including culturally appropriate programs and strategies</p>	<ul style="list-style-type: none"> • Research information about the Royal Commission into Aboriginal Deaths in Custody with emphasis on the recommendations that were handed down. • Synthesise and analyse information comparing the recommendations with the statistical evidence they have examined and the example of police culture in <i>Cop It Sweet</i>. How effective is the government response? • Research programs that have been developed in response to the recommendations of the RCIADIC. • Invite a speaker from the Deaths in Custody Watch Committee to discuss programs designed to address Aboriginal criminal justice issues. • Case Study: Girrawaa Creative Work Centre, Bathurst Correctional Centre. Assess the effectiveness of this program as a culturally appropriate strategy to address Aboriginal criminal justice issues. <p>(LT3 LT4) (H3.1 H3.2)</p>

<p>The role of lifestyle factors in Aboriginal peoples' involvement in the criminal justice system</p>	<ul style="list-style-type: none"> • Students are to research the socio-economic problems impacting on Aboriginal communities and how this affects their relationship with the criminal justice system. • What impact have the loss of land and culture had on Aboriginal communities. How does this impact on levels of crime and incarceration? • Teacher and students use this research to create a mind map demonstrating the poverty cycle. <p>(LT3 LT4) (H1.2 H2.1 H2.3)</p>
<p>The importance of regaining land and cultural maintenance in addressing the impact of the criminal justice system on Aboriginal peoples</p>	<ul style="list-style-type: none"> • Guest speaker from the Land Council to communicate the links between dispossession, culture, identity and the disempowerment of Aboriginal people. Speaker could be from the Local or Regional Aboriginal Land Council. • Examine the idea of regaining land as a resource to offset social disadvantage. • Make contact with the Department of Corrective Services for information regarding cultural programs for Aboriginal people in correctional facilities. • Research an Aboriginal community that has made a successful land claim. What impact has this had on Aboriginal arrest and incarceration rates in that area? <p>(LT4) (H1.2 H2.1 H2.3)</p>
<p>Social and political changes necessary to address the over-representation of Aboriginal peoples in the criminal justice system</p>	<ul style="list-style-type: none"> • Mind-map activity hypothesising social and political changes that need to take place to address Aboriginal over-representation in the criminal justice system. List who should have responsibility for implementing these changes. • Writing task on the future implications for social justice and human rights if changes do or do not occur. • Invite an Aboriginal worker from the Department of Corrective Services to speak to the class about the social and political changes necessary to address over-representation of Aboriginal people in the criminal justice system. • Hold a class debate about mandatory sentencing laws and their impact on the number of Aboriginal people in the criminal justice system. <p>(LT4 LT5) (H3.2 H3.3)</p>
<p>Social and political changes within law enforcement and judicial agencies to improve attitudes toward Aboriginal peoples</p>	<ul style="list-style-type: none"> • Guest speaker from the NSW Police Service to talk about adjustments in training of police and attempts to address the recommendations of the RCIADIC. Contact the NSW Police Service, preferably an Aboriginal Liaison Officer. • Examine the NSW Police Service Policy on Aboriginal/police Relations. • List other measures that could be taken to improve Aboriginal/police relations and Aboriginal access to justice. • Develop a mind-map showing the impact that social and political change in law enforcement could have on access to social justice and human rights for Aboriginal people. <p>(LT6) (H1.3 H3.1)</p>
<p>Similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and communities</p>	<ul style="list-style-type: none"> • Examine statistics for Indigenous peoples internationally for incarceration, arrest, crimes, etc. Compare these to statistics for the general population and then to Aboriginal statistics. Make notes on the similarities and differences. • Research how criminal justice issues are being addressed by Indigenous peoples overseas. Are schemes to reduce incarceration rates of Indigenous peoples linked to schemes to improve their socio-economic status? <p>(LT2 LT5 LT6) (H1.2 H4.5)</p>

4.3.2 Topic 6 : Criminal Justice – Comparative Case Studies

Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Brewarrina, NSW	Wongi, Western Australia	Oglala, United States
<p>Background Brewarrina was, prior to invasion, a meeting place for neighbouring Aboriginal nations (Wongaibou, Muruwari, Valari, Wailwan and Baranbinya).</p>	<p>Background The Wongi live in the area around Kalgoorlie in Western Australia</p>	<p>Background The Oglala are part of the Sioux Nation and mainly live on Pine Ridge Reservation in South Dakota. Population of the reservation is 17 775.</p>
<p>1. Revisit customary law</p>		
<p>The focal point was the Ngunnhu fishtraps (Baime's resting place). The Wongaibou were nominal owners of the fish traps. Customary law, as implemented by the Elders, both men and women in their specific roles, guides ceremonies and feasts. Customary law was also important in the presentation of the Ngunnhu as a sacred site as well as a food source.</p> <ul style="list-style-type: none"> Write a descriptive passage of pre-invasion Aboriginal life in the Brewarrina area. 	<ul style="list-style-type: none"> Mapping activity: locate the land of the Wongi on a map of Western Australia. <p>Review the basis of customary law, penalties for law breaking and the role of Elders.</p> <ul style="list-style-type: none"> Class discussion with mind-map summary. 	<ul style="list-style-type: none"> Mapping activity – locate the land of the Oglala on a map of the USA. <p>Review divisions of the Great Sioux Nations, Sioux attitudes to land, the use of traditional law, and the seven rites of Lakota religion brought by the White Buffalo Calf Woman.</p> <ul style="list-style-type: none"> Class discussion and summarising of notes.
<p>2. Review the impact of colonisation</p>		
<p>The fisheries were all but destroyed by boats on the river system and by settlers moving stones to create a path across the Dargin River.</p> <p>Aboriginal nations in the larger area of northwestern NSW were rounded up and moved into missions in Brewarrina.</p> <p>The frontier mentality and disease all but destroyed Aboriginal customary law, including patterns of life based on seasonal supplies and ceremonial sites.</p> <ul style="list-style-type: none"> Construct a consequence web (for both Aboriginal and non-Aboriginal people), starting with the destruction of the fish traps. 	<p>Review the general history of colonisation in Western Australia, the suppression of customary law and early encounters with British law.</p> <ul style="list-style-type: none"> In small groups develop an annotated timeline of colonisation in Western Australia. Have each group find examples of Aboriginal people coming into contact with colonial law. Mind map activity – how Aboriginal customary law was affected by dispossession and colonisation. 	<p>Revisit the impact of colonisation on the Oglala Sioux with an emphasis on the suppression of customary law.</p> <ul style="list-style-type: none"> Treaties of 1824, 1851, and 1868. Impact of the Battle of Little Bighorn 1877 Sell or Starve Bill 1890 Ghost Dances, Sitting Bull and Wounded Knee Massacre <ul style="list-style-type: none"> Students to list main terms and losses of the treaties. View the video <i>Battle of Little Bighorn</i> Read extracts from <i>Bury My Heart at Wounded Knee</i> and <i>In the Spirit of Crazy Horse</i>. Note making from video and readings.

Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Brewarrina, NSW	Wongi, Western Australia	Oglala, United States
3. Statistical analysis of Aboriginal people and the criminal justice system and Aboriginal/police relations		
<p>As outsiders in Brewarrina, with missions being 'out of town', Aboriginal people were over-policed resulting in curfews, restrictions on movements and, higher rates of arrest and incarceration. The discrimination against Aboriginal people in this and other areas in northwest NSW was so extreme that a report was compiled in 1986. The summary states that basically 'all policing efforts were directed at maintaining (non-Aboriginal) public order and were directed against Aboriginal people'</p> <p>A well known Aboriginal Deaths in Custody case occurred on August 6 1987 (Lloyd Boney) and a riot in the town occurred at the wake.</p> <ul style="list-style-type: none"> • Watch the video <i>Aboriginal Life Stories from Brewarrina</i>. What do you learn about Aboriginal/police relations? • Research the Lloyd Boney case and the riot. Analyse the outcomes for the court cases following the riots and draw conclusions about the level of dissent between Aboriginal people and the criminal justice system. • Using the Cuneen Report analyse and graph statistics on various aspects of policing in Brewarrina. Compare these to Australia wide statistics. Write a brief comparative report. 	<p>Look at the relationship between the Wongi, the police and the criminal justice system.</p> <ul style="list-style-type: none"> • Examine statistics relating to criminal justice in Western Australia, available at Justice Online (www.justice.wa.gov.au) • Using statistics students are to create and interpret graphs, tables, pie charts etc and draw their own conclusions about the relationship between the police and the Wongi. • Use the Internet to collect articles on mandatory sentencing in Western Australia. Discuss the reaction of the Wongi people to these laws. • See The Kalgoorlie Miner (local newspaper (http://westregional.wanews.com.au/html/kalgoorlie_miner.html)) • Extended writing task on the effect socio-economic status has had on arrest and incarceration rates for the Wongi people. 	<p>Look at the relationship between the Oglala Sioux, the police and the criminal justice system using statistical analysis.</p> <p>While definite figures on the Oglala Sioux are difficult to find, general figures can be examined from 'American Indians and Crime' (www.ojp.usdoj.gov/bjs/pub/press/aic.pr)</p> <ul style="list-style-type: none"> • Students are to consider the sampling and difficulty with statistics. • Students need to discuss the causes of crime (drawing cause and effect webs) and compare the US figures with their Australian data. <p>Case Studies: a) Leonard Peltier b) Tony Rios</p> <p>Students are to read the life stories of both men, and answer questions about their interaction with the criminal justice system. Examine the relationship between the Oglala and the police.</p> <p>How are lifestyle factors of Native Americans contributing to contact with the criminal justice system? How important are maintaining culture and regaining land to addressing these issues?</p>
4. Programs and strategies to address criminal justice issues		
<p>The Royal Commission into Aboriginal Deaths in Custody made recommendations to address criminal justice issues. One of the recommendations from the commission is giving drunk Aboriginal people the opportunity to sober up in a safe place instead of in a gaol cell. In Brewarrina the local community hall is used for this.</p>	<p>Students should be familiar with the recommendations of the Royal Commission into Aboriginal Deaths in Custody.</p> <ul style="list-style-type: none"> • Research one of the recommendations and monitor its effectiveness in addressing criminal justice issues. Findings are to be presented orally. 	<ul style="list-style-type: none"> • Students are to brainstorm possible strategies and research existing strategies using the internet. <p>Case Study: Unity Youth Councils (United Tribal Indian Youth) as an example of positive action.</p>

Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Brewarrina, NSW	Wongi, Western Australia	Oglala, United States
<ul style="list-style-type: none"> • Discuss this recommendation and what you think it is intended to achieve. Do some research to find out the success of this measure in Brewarrina. • Research the implementation of other recommendations or initiatives outside the Commission's recommendations that are having an impact on Aboriginal/Police relations. 	<p>Examine lifestyle factors and how they contribute to the likelihood of involvement in the criminal justice system.</p>	
5. Contribution of lifestyle factors to involvement in the criminal justice system		
<p>Aboriginal people in Brewarrina are severely disadvantaged in all areas of lifestyle; there is also the added pressure of high unemployment common to isolated country towns.</p> <p>The impact of this on the local criminal justice system is that Aboriginal people, particularly young men, are more likely to commit petty crimes from stealing money to domestic violence.</p> <ul style="list-style-type: none"> • Research the living standard statistics for the Brewarrina area, particularly in employment and income. • Construct a consequence web starting with low income and leading towards a possible death in custody. 	<p>Review by discussion the importance of maintaining culture and regaining land in addressing the impact of the criminal justice system on the Wongi people.</p> <ul style="list-style-type: none"> • Students are to research land claims made in the Kalgoorlie region. • Discuss the types of crime that Aboriginal people in WA are arrested for. Are they crimes promoted by poverty and disadvantage? 	<p>Review material on employment of Oglala Sioux.</p> <ul style="list-style-type: none"> • Students read and produce main findings of report in visual and graphic form. • Case study of Pine Ridge Reservation. Use the internet to find statistics about the socio-economic status of people living on the Reservation. • Examine crime statistics for the Reservation (common offences, sentencing and incarceration rates).
6. Importance of maintaining culture and regaining land		
<p>The local Aboriginal communities in Brewarrina were successful in having the fishtraps and surrounding land returned to them. They have built a state of the art museum, reviving culture and telling the history of the area. This has been a springboard for the introduction of many innovative cultural and educational programs, including the revival of languages. It also provides employment and links to the tourism industry.</p> <ul style="list-style-type: none"> • Contact Brewarrina Aboriginal Cultural Museum for an information pamphlet about the museum and the fish traps. Read and discuss the importance of regaining land and cultural maintenance to addressing 	<ul style="list-style-type: none"> • Using the Recommendations of the Royal Commission into Aboriginal Deaths in Custody, students are to list the recommendations relevant to changes in procedures and training. • Using documents from groups such as <i>Western Australian Deaths in Custody Watch Committee</i> students are to assess the degree to which those recommendations have been carried out. 	<ul style="list-style-type: none"> • Students are to speculate and draw up a list of reasons why regaining land may decrease involvement in the criminal justice system. • Students list the changes they feel should take place in the criminal justice system to make it more applicable to Native Americans. The US Department of Justice site has material on changes in reporting (www.ojp.usdoj.gov)

Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Brewarrina, NSW	Wongi, Western Australia	Oglala, United States
criminal justice issues. Invite a guest speaker to the school or visit the museum.		

4.3.3 Topic 6 : Economic Independence - Overview

Students learn about:	Teaching Strategies and Learning Activities
Ways in which Aboriginal peoples incorporate economic systems into the environment	<ul style="list-style-type: none"> Research the resources, technology and roles of men and women in economic organisation, (eg, firestick farming, fish traps, trade, food distribution, conservation/maintenance). Using a map of Australia, record information on trade items and trade routes used by Aboriginal people. Research an example of how Aboriginal people are using land to achieve economic independence by using techniques to preserve the environment. <p>(LT1) (H2.1)</p>
The impact of colonisation and subsequent events on Aboriginal peoples' economic systems	<ul style="list-style-type: none"> Devise a cause and effect table linking the process of colonisation to the loss of self sufficiency. What is the continuing legacy for Aboriginal people today? Read extracts from <i>Bludgers in Grass Castles</i> (Taylor 1997) focusing on the importance of Aboriginal people to the cattle and pastoral industry. Analyse the treatment of Aboriginal people in this industry. <p>(LT1) (H2.3 H4.3)</p>
Statistics indicating Aboriginal peoples' participation in the economy, including income statistics	<ul style="list-style-type: none"> Analyse statistics on current Aboriginal participation in the economy and present the information in a variety of formats including tables and graphs. Select some key indicators of economic independence and compare these to earlier statistics (eg, from 1971 on). Draw conclusions about the pattern of economic disadvantage over the last 25 years. ATSI or Australian Bureau of Statistics Year Books are good sources. <p>(LT2 LT3) (H2.3 H4.1)</p>
Mainstream government economic programs and strategies in relation to Aboriginal peoples, including culturally appropriate programs and strategies	<ul style="list-style-type: none"> Discuss and define the key terms – government programs, Indigenous enterprises, culturally appropriate programs. Examine key features of government economic programs. Are they effective in assisting Aboriginal people achieve economic independence? List examples of current government programs. <p>(LT3) (H3.1 H3.2)</p>
Ways in which Aboriginal peoples and communities have attempted to reassert their economic independence	<ul style="list-style-type: none"> List Aboriginal economic initiatives from a local to a national level, eg, Aboriginal Land Councils, <i>Koori Mail</i>, Aboriginal Housing Corporation, co-operatives, farming enterprises, tourism enterprises, etc. List economic initiatives of Indigenous peoples internationally. Are they similar to initiatives in Australia? <p>(LT5) (H3.3 H4.5)</p>
The importance of regaining land, and cultural maintenance, in achieving economic independence	<ul style="list-style-type: none"> Find examples of the way regained land is being used by Aboriginal people (eg Wreck Bay NSW), and how this has enabled cultural maintenance and improved access to economic independence. <p>(LT4) (H2.1)</p>
Aboriginal initiatives that address economic status and their impact on other lifestyle factors	<ul style="list-style-type: none"> Visit local Aboriginal Medical Centre or have a guest speaker from the medical centre discuss the relationship between health and economic status. Case study of an Aboriginal business initiative. Construct a scenario for the long range effect this business could have on economic independence, social justice and human rights issues. <p>(LT6) (H3.3 H4.2)</p>

Students learn about:	Teaching Strategies and Learning Activities
Social and political changes necessary to improve Aboriginal peoples' economic status	<ul style="list-style-type: none"> • Analysis of government policies in relation to Aboriginal people. • Future thinking/planning activity: devising government strategies to improve Aboriginal peoples' economic status. • Mind map activity of the effect this could have on social justice and human rights issues. <p>(LT6) (H3.2)</p>
Similarities and differences in issues of economic independence for Aboriginal and other Indigenous peoples and communities.	<ul style="list-style-type: none"> • Examine statistics on Indigenous employment and business ownership. • Find examples of Indigenous peoples who have established their own banking organisations. Has this improved access to business, home and personal loans for Indigenous peoples? What has been the impact on Indigenous communities? <p>(LT2 LT5) (H3.2 H4.1 H4.5)</p>

4.3.4 Economic Independence - Comparative Case Studies

Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Minjungbul, NSW	Jawoyn, Northern Territory	Ngai Tahu, New Zealand

1. Background and economic base

<p>Minjungbul people of the Tweed River area on the far north coast of New South Wales have an economic system based around the native coastal bushland and the waterways, including mangroves. Like other Aboriginal groups, the Minjungbul people are seasonal hunters and gatherers and move around specific areas according to this and their Dreaming trails.</p> <ul style="list-style-type: none"> • Students are to research the geography and environment of the area and draw conclusions on the unique economic systems utilised by the Minjungbul people. Contact the Minjungbul Aboriginal Cultural Centre for more details. The centre includes hands-on nature walks etc. Organise a visit to the centre or a guest speaker from the centre. 	<p>The Jawoyn people are the traditional owners of the southern part of Kakadu National Park and the Katherine region. They are part of the Northern Aboriginal Land Council along with many other Aboriginal communities who belong to the park.</p> <p>Kakadu National Park is situated in the wet-dry tropics of northern Australia. Economic systems of the various groups in this park are based around the unique and diverse ecology.</p> <ul style="list-style-type: none"> • Students are to research the geography and environment of the area, hypothesise about the way in which the Jawoyn people use the land, and then compare this to factual accounts. • Discuss the existence of Aboriginal economic independence before invasion. 	<p>Maintaining their complex relationship with land including a respect for sacred sites, eg Mount Cook (Aoraki) and the formation of food gathering (Mahinga Kai Whanai) groups within the iwi, the Ngai Tahu moved around according to seasons and food supply. They harvested the environment and conserved it according to the paths and rules set by the Tipuna (ancestors). Lakes, lagoons and coastal areas featured strongly and food harvested from these areas became central to their diet. The Ngai Tahu had specific customs (Tikaga) relating to the use and management of natural resources, and see their role as Kaitiaki (custodians) of the environment.</p> <ul style="list-style-type: none"> • Develop a map of the South Island and identify key sites. • Research the geography and environment of the South Island. • With the help of the Ngai Tahu web site (www.ngaitahu.iwi.nz) describe the Mahinga Kai Whauai of the Ngai Tahu. • Create a list of food sources with both the English and Maori names.
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Local Aboriginal Community/ies	National Indigenous Australian Community/ies	International Indigenous Community/ies
Minjungbul, NSW	Jawoyn, Northern Territory	Ngai Tahu, New Zealand
2. Impact of colonisation and statistical analysis		
<p>The history of colonisation in general terms is the same for the Minjungbul as other eastern coast Aboriginal nations. Living in an area highly sought after for farming, fishing, tourism and urban living, the Minjungbul suffered huge losses of land and consequent dispossession. Particular to this area is the impact of Kanaka slaves on local Aboriginal communities along this coastline and north into Queensland.</p> <ul style="list-style-type: none"> • Research specific details about the impact of colonisation on the Minjungbul people. Create a timeline of increasing dependence on the government. • Discuss the Aboriginal contribution to the pastoral/fishing industry on the North Coast of NSW. <p>As a result of dispossession, view the inequalities in economic participation in this general area by:</p> <ul style="list-style-type: none"> • collecting general Aboriginal statistics and • collecting specific Aboriginal and non-Aboriginal statistics for the region. • Both of these sets of statistics can be obtained from the Australian Bureau of Statistics website. (http://www.abs.gov.au) • Compare these on an Australian and a regional level. Offer some hypothesis on their similarity and/or difference to the statistics that will be researched for the other two comparative community studies. 	<p>The history of dispossession and colonisation differs from the Minjungbul because of the remoteness of the area and the use of the location by the Jawoyn. Dispossession occurred much later and coincides with the boom in the pastoral, tourism and mining industries in Northern Australia.</p> <ul style="list-style-type: none"> • Research the history of colonisation in the Kakadu area and draw up a cause and effect table. • Compare this with the Minjungbul experience and compile reasons for similarities and differences. <p>Revisit the hypothesis formed on the statistics when studying the Minjungbul people.</p> <ul style="list-style-type: none"> • Obtain statistics for the Kakadu region and compare these to the hypotheses. Draw up a comparative table and graph the results. 	<p>The history of colonisation of the Ngai Tahu centres on the continual breaches of the Treaty of Waitangi, resulting in almost total dispossession of land. This left Ngai Tahu economically dependent in all areas of their life, including health, education, employment etc.</p> <ul style="list-style-type: none"> • Look at the history of land purchases on the Ngai Tahu website. From this information, graph the loss of land over time. • Research the current social indicators on Maori participation in the economy, health, housing, employment, home ownership, life expectancy, education etc. Information is available from the New Zealand government statistic site (http://www.stats.govt.nz/) • Compare these to Aboriginal statistics and graph the results using a spreadsheet. • Draw conclusions and write descriptions of the status of Indigenous peoples in colonised countries. • Discuss the connection between these statistics and economic independence.
3. Reasserting economic advancement		
<p>Features of Aboriginal Enterprises</p> <ul style="list-style-type: none"> • Research the Minjungbul Aboriginal Museum. Outline its key features as an enterprise and construct a consequence web of the success of the enterprise for cultural maintenance and revival. • Discuss the importance of the return of land and the development of an economic 	<p>As a direct result of the Northern Territory <i>Land Rights Act 1976</i> Kakadu National Park was returned to its Aboriginal owners including the Jawoyn. The return of land has contributed to cultural and economic gains for the Jawoyn.</p>	<p>The Ngai Tahu people have been made a formal offer by the New Zealand government to redress breaches of the Treaty of Waitangi since 1840. Briefly, the settlement includes:</p> <ul style="list-style-type: none"> - an official apology - return of Aoraki (Mount Cook) – a significant site - economic redress including

<p>base for the Minjungbul.</p> <ul style="list-style-type: none"> • Invite a guest speaker to link the issues of land, economic independence, Aboriginal enterprises and cultural expression. • Focusing on skills required for Research and Inquiry Methods, students research in pairs another Aboriginal enterprise in the area or an initiative that contributes to Aboriginal economic independence. • Discuss these characteristics and identify some problems that may arise. 	<p>Use the web sites (www.cad.gu.edu.au and www.waite.adelaide.edu.au) in small groups to locate, summarise and present to the class one of the following areas of information:</p> <ul style="list-style-type: none"> - history of the National Park - method of park management - advantages and disadvantages for the Jawoyn - Northern Aboriginal Land Council and its role - uranium mining - impact of tourism <p>Students can also use search engines to find more information.</p> <p>Under the Zapopan Agreement the Jawoyn traded the Native Title rights for a Northern Territory Land Rights deal. A deal was struck between the Jawoyn, the government and the mining company Zapopan so that the Jawoyn could assert their economic aspirations.</p> <ul style="list-style-type: none"> • Research the Zapopan Agreement, drawing up a table of advantages and disadvantages for each group. <p>In October, 1998 the Jawoyn surrendered Native Title and Land Rights for a kidney machine. (See articles 'Land Rights Traded for Kidney Machine' <i>The Australian</i> 20/10/98 and 'Moral Issues in Health Trade Off', <i>Business Review Weekly</i>. (www.brw.com.au))</p> <ul style="list-style-type: none"> • Consider the viewpoints presented and participate in a debate on the key issues including the impact on economic independence. • Students could write a letter to the editor expressing their views. 	<p>cash assets and business opportunities</p> <ul style="list-style-type: none"> - cultural redress including the return of sites of significance and access to traditional food and natural resources - giving dual Maori/English place names to sites of significance - non-tribal redress to original beneficiaries of old claims made under the <i>South Island Landless Natures Act 1906</i> that were never honoured by the government. <ul style="list-style-type: none"> • Research more detail about the settlement on the Ngai Tahu webs site (www.ngaitahu.iwi.nz) • Direct students to <i>The Hinge of History, The History of Te Kareme and The Crowns Settlement Officer</i>. • Discuss the impact this will have on Ngai Tahu peoples' economic independence in the future. What are some of the obvious benefits? • Compare the above with improvements in Aboriginal economic independence, eg Land Rights legislation, Native Title and other initiatives. Use specific examples.
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General Internet Resources

ABC (Indigenous Programs Unit). Provides updates on coming programs.
<http://www.abc.net.au/message/>

Australian Bureau of Statistics

www.abs.gov.au

Use link to Education Services, then access Website Indigenous Statistics.
Education link

Council for Aboriginal Reconciliation, Reconciliation and Social Justice Library. Excellent links to social justice issues.
<http://www.austlii.edu.au/au/special/rsjproject/rsjlibrary/>

Aboriginal Tent Embassy Site. Great information on many issues, and updates on events at the embassy.
<http://www.aboriginaltentembassy.com.au/main.html>

4.5 Sample HSC Aboriginal Studies Assessment Task

Course components and weightings selected		
Component	Weighting	Task
<i>Social Justice and Human Rights Issues</i>	10%	Written report
Outcomes to be assessed		
<p>A student:</p> <p>H1.2 analyses and discusses the social justice and human rights issues that are contemporary consequences of the colonisation of Aboriginal peoples</p> <p>H3.2 evaluates the impact of key government policies, legislation and judicial processes on the socioeconomic status of Aboriginal and Indigenous peoples</p> <p>H4.1 investigates, analyses and synthesises information from Aboriginal and other perspectives</p>		
Research essay – 1000 words		
<p>‘Reconciliation is a program that all white Australians are morally bound to follow. Apologies and breast-beating may be emotionally satisfying, but leave nothing materially addressed. Concrete amends must be made.’</p> <p>Martin Taylor, <i>Bludgers in Grass Castles</i>, 1997.</p> <p>Discuss the key inequities in Australian society that must be addressed if reconciliation is to occur. What ‘concrete amends’ must be made?</p> <p>In this task you should:</p> <ol style="list-style-type: none"> identify the key inequities in Australian society impacting on Aboriginal communities provide details about the nature of these inequalities suggest possible strategies to address these inequalities use quantitative as well as qualitative social indicators to support your answer. 		

Sample HSC Aboriginal Studies Assessment Task

<p>Marking Scheme Developed Guidelines</p> <ul style="list-style-type: none"> Analyses and discusses the key inequities from an Aboriginal perspective. Provides detailed and relevant research on key inequities and strong links between social justice and reconciliation. Devises detailed, innovative strategies to address the inequities. Provides an extensive report with clearly detailed graphical or statistical support. 	<p>Mark</p> <p>8-10</p>	<p>The marking scheme uses words from the outcomes, for example 'analyses and discusses issues' (H1.2)</p>
<ul style="list-style-type: none"> Describes the key inequities. Provides some detail and evidence of relevant research of key inequities and some links to reconciliation. Provides some strategies that relate to inequities. Provides a sound report with appropriate graphical or statistical support. 	<p>Mark</p> <p>4-7</p>	<p>Draft Performance Bands</p> <ul style="list-style-type: none"> The draft performance bands will be most useful in providing an overall description of performance in the whole course over a range of tasks. For individual items or tasks, words could be drawn from some of the different bands, where helpful, to distinguish between student responses, for example, 'investigates', 'analyses' and 'synthesises'.
<ul style="list-style-type: none"> Lists some of the key inequities. Provides little detail and little evidence of research of key inequities. Vague link to reconciliation. Provides few or irrelevant strategies, that may not be feasible. Strategies are not well linked to the inequities. Provides a basic written report with little or no graphical or statistical support. 	<p>Mark</p> <p>1-3</p>	

Students know what is expected when the questions:

- provide clear descriptions of the task.
- develop their understanding of the outcomes.
- explain the marking scheme.

Feedback to students

As well as giving students their marks, meaningful feedback on performance in the task can be provided by using, where appropriate, the wording from the outcomes, the draft performance bands and the marking scheme to explain what they were able to do and how they could improve their performance.

5 The Major Project

The Major Project is a component of the HSC course and is worth 40% of the school-based HSC assessment.

5.1 Project Topics

Students should determine project topics after they have consulted with their teacher, the Aboriginal Education Assistant and members of the Aboriginal community as appropriate.

The project topic can be based within the local Aboriginal community/ies or it may focus on an area of interest beyond the local community/ies. Projects can have a contemporary or historical, a personal or objective focus on individuals, communities, families or organisations. Below are some suggestions for project topics; this list is not prescriptive.

- Oral histories (eg war service in WWI, WWII, Korea, Vietnam)
- Oral histories (eg local identities involved in sport or community organisations)
- Local sites of significance
- Local history
- Bush medicines of the local area
- Bush foods of the local area
- ATSIC and its operations
- Local language and culture
- Family trees/histories
- Landscaping projects
- Local stories – perhaps presented as an illustrated book for use in local schools (or a ‘big book’ for primary schools)
- Presenting a self-guiding tour for the school’s collection of artefacts, with lesson plans, activity sheets, etc, for use by primary students
- Aboriginal artists: biographies of local or prominent personalities
- Aboriginal writers: biographies of local or prominent personalities
- Stolen Generations: Aboriginal children in institutions
- History of local organisations: eg health service, preschools, legal service, Lands Council, welfare organisations
- The AECG and its operations
- The Aboriginal Education Council
- The Aboriginal Progress Association
- The Aborigines Protection Board
- Racism in Australia: history, current manifestations, discrimination, legislation, comparisons with other groups
- Mandatory sentencing
- Mission/reserve life in the local area
- Impact of Christianity
- Aboriginal Education in the local area
- Aboriginal people and sport
- Contemporary music
- Local Aboriginal enterprise
- The Dreaming
- Dreaming stories in the local area
- Human Rights issues in Australia
- Land Rights and Native Title

It is important for students to identify and concentrate on a focus for their project topic. For example, the topic 'Aboriginal Art' is immense and it would be best to focus on particular styles of Aboriginal art, a particular artist or region or possibly the contribution of Aboriginal art to society.

Students choose the medium of presentation for their project from a variety of methods that may include:

- Performances in dance, music, song or drama
- Writing of a play or poetry
- Visual arts
- A teaching/learning kit
- A photographic essay
- A video presentation
- A multimedia presentation
- Written reports
- Construction of a web-site
- Any other medium negotiated with the teacher.

5.2 Protocols to be considered

In addition to advice outlined in this section teachers will need to refer to advice given in the Preliminary Support Materials outlining protocols for community consultation.

- Before students undertake their Major Project it will be important for teachers to reiterate the sensitivities surrounding particular experiences and events for Aboriginal peoples and to discuss with students appropriate ways to respond in an interview situation.
- It would be advisable for the student to:
 - give an opportunity to the person being interviewed to express how they are feeling
 - acknowledge these feelings and to ask the person being interviewed if they want to continue
 - be guided by this choice.
- Student feelings need to be taken into account, eg emotionally they may have difficulty coping with what is being told to them in an interview, and may need follow-up support. A student may need to adjust or change the focus of their project in light of this.

Issues of copyright

Within the final presentation of their project, students must acknowledge the source of all quotations, photographs, illustrations, text, and newspaper articles.

A sample participation agreement between student and community members is included on page 46. The aim of this agreement is to acknowledge the rights of the participant and the responsibilities of the student.

5.3 Project Proposal

A way of ensuring that all students have given serious thought to their project topic is to ask them to complete a Project Proposal. This requires students to outline the focus of their project, its scope, the community consultation that will take place, and how they will overcome difficulties in finding information.

The Project Proposal will allow teachers to ensure that students are setting realistic goals, and have considered community consultation as an integral part of their work.

By asking students to identify any significant economic costs teachers can guide students in their budgeting needs. It is worthwhile for students to consider paying individuals who contribute a significant amount to their Project, for example if their life story or family history is the focus of the Project. Payment is best negotiated and might take different forms dependent upon individuals. For example, participants may prefer a gift, a morning tea, or written acknowledgment.

An example of a Project Proposal outline is included on page 43.

Aboriginal Studies Project Proposal

Name: _____

Date: _____

Project Title:

1. What is the main focus of your project?

2. List 5 sources of information that will assist you in your research.

i.

ii.

iii.

iv.

v.

3. Who do you plan to include in your community consultation? Include the names of people and/or organisations.

4. What is going to be the most difficult part of your Project? How do you plan to address these difficulties?

5. How do you plan to present your final Project?

6. What do you hope to learn from undertaking your Project?

7. List any significant economic costs (eg transport and travel, photographs).

5.4 The Project Log

The Log is a compulsory element of the Project. It must be completed by all students, and is weighted at 15 of the 40 available marks for this section of the course assessment.

The purpose of the Log is to allow students to demonstrate the process of their Project. This will allow students who have problems receiving responses or finding appropriate information to still receive marks for their efforts. It also shows the knowledge and skills learned in the Research and Inquiry Methods section of the course have been put to practical use.

The log must be an accurate and ongoing record of all work done on the Project. It will include copies of all correspondence, records of phone calls, interviews, research, and the time and date they took place. The log is also a place for students to reflect upon their research, and consider adjustments to how their Project will finally be presented.

Students could submit their log in stages for the process of ongoing assessment and as a basis for discussing the progress of the project.

For example stages could be:

- 1) Project proposal
- 2) Early term one: correspondence and research update
- 3) End term one (approximately one month prior to Major Project completion): progress report

The log is also a record to show that genuine community consultation has taken place.

The log does not need to consist only of text. Students producing artwork, music or other creative works can include sketches, song lyrics or other thoughts as part of their log.

The log should be not only an account of community fieldwork, but also the student's reflection on the process of their learning and what they have gained from completing the Project.

Below is an example of how students may organise their log.

5.4.1 Sample Project Log

Below is an example of some log entries written by a student doing their project on Aboriginal Health Issues in Western Sydney. This form is designed to help you keep a record of your research. It can be used to help you formulate the final log you will submit with your Project. It also gives you the opportunity to write about what didn't work and any changes made in the emphasis or focus of your project.

Date and Activity	People Involved	Progress	Reflection
<p>30 November 2000</p> <p>Phone Call to Darug Medical Centre</p>	<p>Myself and Anthie O'Reilly, Director of Darug Medical Centre</p>	<p>Anthie spoke to me about the facilities the medical centre has, and invited me to visit her. I have made an appointment for 3pm next Tuesday. I'll need to make a list of questions and send them to Anthie before the visit.</p>	<p>It was great to finally get some solid information. I will have to remember to take some money in case they have some information I can photocopy. Anthie has also given me the phone number of Connie Wellington who might be willing to talk to me. She had otitis media when she was a girl.</p>
<p>2 December 2000</p> <p>Phone call to Connie Wellington to arrange a time for our first meeting</p>	<p>Connie Wellington and myself.</p>	<p>I explained to Connie who I was and that Anthie had given me her phone number. I told her about my project on Aboriginal health issues, and she said I could come to her house tomorrow afternoon to talk to her about my project.</p>	<p>This is my first interview, so I'm a bit nervous, but Connie sounded really nice on the phone. I will take my project proposal to show her, and also a copy of the Participation Agreement to leave with her to read later.</p>
<p>3 December 2000</p> <p>First meeting with Connie Wellington</p>	<p>Myself and Connie Wellington</p>	<p>I explained to Connie what my project was all about, and that I would like to talk to her sometime about otitis media. She asked me about what we do in Aboriginal Studies, and we talked about that for quite a while. I asked Connie if she would mind me taping our discussion next time so I had a record in case I forgot something. I told her this would only be used by me for this project.</p>	<p>I explained the Participation Agreement to Connie and left it with her to read through. She has agreed to talk to me again next Thursday. Connie said its ok for me to tape the interview, so I'll need to remember the tape recorder. I also need to make up a few questions. I don't want the interview to just be questions and answers. It will be good just to listen to Connie's life story and find out how otitis media had affected her life.</p>

**5.4.2 Participation Agreement between students and community members
(Completed copy to be attached to student's final project)**

Participation Agreement

I, _____
(Community participant's name)
of
Address _____
Phone _____
(Participant's contact details if agreed)

Student's name _____ of _____
School _____

Interview date/s _____

Interview time/s _____

Interview place _____

I have agreed to make this interview for the purpose of research for the Stage 6 Aboriginal Studies course. I understand that any further use of this material will need my consent.

I understand that *I am (or my community/ country is) the custodian and still own the Intellectual property/copyright in this interview, but that I am giving permission for _____ (student's name) to use this information for the Stage 6 Aboriginal Studies course and that it is not to be reproduced by anyone else.

I *do/do not want to be able to check the material before it is published or presented for display.

I *do/do not want my name acknowledged in the final presentation.

I *do/do not want a copy of the finished Project.

Participant's Signature _____

Student's Signature _____

Aboriginal Studies Teacher's Name _____

Signature _____

Principal's Name _____

Signature _____

* Circle preferred options

5.5 Criteria for assessing the Major Project

Assessment criteria are to be applied to the project to ensure that all students address the topic and are treated equitably.

The following criteria will be used to assess the Major Project:

- **Evidence of an Aboriginal perspective**

Does the Project take into account Aboriginal people's views?
Is community consultation evident in the Project?

- **Clarity**

Is the topic clearly explained?
Is the purpose of the Project clear?

- **Originality**

Is there evidence of original work in:

- design
- presentation
- research?

- **Content**

Is the content accurate?
Is the content relevant to the topic?
Have accurate and appropriate conclusions been reached?

- **Process**

Is there evidence in the log book of a systematic approach to the investigation?
Is the log book a thorough representation of the process?
Is genuine community consultation evident in the log book?

- **Communication skills**

Has the student effectively communicated his or her ideas in the final presentation?
Does the Project have a clear structure that effectively communicates the key concepts covered?

- **Ethical implications**

Have all sources been acknowledged accurately?
Would the research breach confidentiality?
Would the research pose a threat to others in the school, Aboriginal communities or the wider community?
Would research place the student at risk?

5.5.1 Marking of the Major Project

Marking scheme

Project log	15 marks 5 marks of this total could be assigned to an oral component in which students could choose to prepare a talk for a minimum of 5 minutes; they will outline what they researched and learnt from undertaking the project and the process followed in researching and contacting people. Year 11 students, community members and staff could be invited to the presentation.
Project product	25 marks
Total Major Project Mark	40 marks

Marking process

It is strongly recommended that community members participate in the marking of the Major Project. This would allow community members to actively contribute to the subject from the planning through to the assessment phase. It also provides an opportunity for schools to acknowledge the contributions made by and the partnership developed with members of their local Aboriginal community/ies.

All panel members will need to be 'inserviced' on the Major Project including its purpose and criteria for assessment.

The marking panel (possibly 3-4) for the major project product could include the teacher and where possible:

2 people chosen from

- Aboriginal Education Assistant (AEA) in your school or adjoining school
- Community Elder/s and/or members involved in consultation for the subject
- School ASSPA Committee members
- AECG member nominated by your local or regional committee.

The panel might include where appropriate 1 person chosen from

- Aboriginal Community Liaison Officer (ACLO) or Consultant in Aboriginal Education
- School Principal
- Other teachers of Aboriginal Studies in adjoining schools.

Considerations:

- Community/committee members invited on to the panel should not have a relative in the Year 12 class being marked.
- A mark is allocated out of 25 by each panel member. All marks are then added together and an average mark is allocated.