



# Indigenous Culture and Languages

A/T/M

Front Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

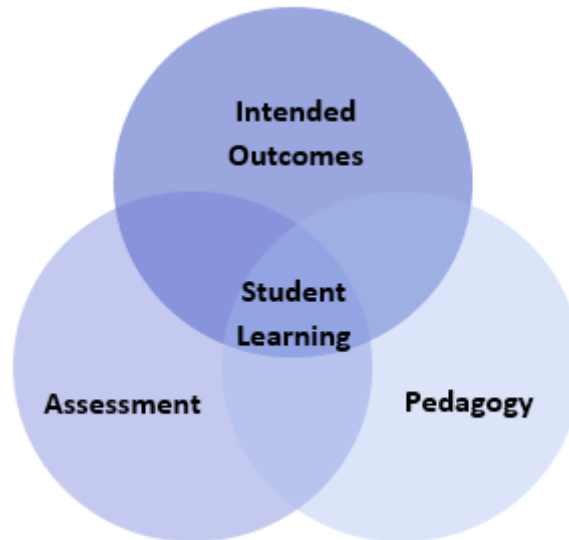
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



## Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.  
*(Prior knowledge)*
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
*(Explicit expectations and feedback)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These ‘capabilities’ comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities.

These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

This course provides a learning platform for developing skills in literacy through reading written text, listening to indigenous voice, media, film, radio, and multi-media. Students extract key ideas, make their own texts and representations, and justify their ideas. Students explore indigenous language explicitly, making connections to English structural forms.

Through analysis of sources and identifying concepts such as context, purpose, intent, relevance, inference, bias, and reliability, they engage in literacy.

Through engagement with local community and each other, students learn respectful ways of communicating.

### Numeracy

In Indigenous Culture and Languages, students extend numeracy skills through activities such as examining time-lines, interpreting, and representing data, and reading maps and graphic representations.

## **Information and Communication Technology (ICT) Capability**

In this subject, students extend and apply their ICT capability by, for example:

- researching and accessing information using a variety of technologies
- learning from Aboriginal voices through digital, audio visual, and multimedia sources
- students may collect, represent, and analyse data electronically, collaborating in a digital environment; for example, using social media. They will present information and findings using multimodal formats.

## **Critical and Creative Thinking**

Indigenous Culture and Languages makes high demands on students to critically appraise and synthesise information from a variety of sources. It challenges thinking and requires students to justify attitudes and viewpoints. Examining concepts through different lenses and contexts requires critical and creative thinking. An interdisciplinary approach to understanding political, health, economic, social, and historical influences requires rigour in thinking.

## **Personal and Social Capability**

Students demonstrate and develop collaborative skills and inter-personal capabilities in interacting both with indigenous community members and with peers, developing and extending respect for a variety of experiences and viewpoints. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity and in influencing society to make the future more just and inclusive. They self-reflect on their own learning.

## **Ethical Understanding**

Students appreciate the diversity of viewpoints and interpretations, and make judgements and decisions based on their own values and attitudes. They debate the conflicting ideas from various historical and contemporary perspectives and explore ethical considerations.

## **Intercultural Understanding**

In this subject, students extend and apply their intercultural understanding capability by, for example, developing and extending understanding of the diversity of Aboriginal peoples' identities and experiences, and exploring Aboriginal peoples' ongoing resistance and survival to understand the impact on diversity, identities, and achievements.

Students learn about and appreciate the diversity and importance of Aboriginal cultural expressions, including language, literature, painting, music, performance, and oral traditions.

They respect and understand cultural protocols including intellectual and cultural property rights. Students establish informed attitudes about how the past influences the present and the future, acknowledging and applying understanding of narratives and accomplishments as told by Aboriginal peoples.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

ACARA's organising ideas provide a coherent framework for the priority. This course directly studies these key concepts.

Students study the special connection to Country/Place by Aboriginal and Torres Strait Islander peoples and the unique belief systems that connect people physically and spiritually to Country/Place.

They develop knowledge of the diversity of Aboriginal and Torres Strait Islander peoples' culture through language, ways of life and experiences as expressed through historical, social, and political lenses. It provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander peoples' ways of being, knowing, thinking, and doing.

The course addresses the diversity of Aboriginal and Torres Strait Islander societies and the ways they have been represented and misrepresented.

### **Asia and Australia's Engagement with Asia**

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia, so they can effectively live, work and learn in the region.

The Asia and Australia's engagement with Asia priority has been developed around three key concepts, Asia and its diversity, achievements, and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a range of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

The first key concept highlights the diversity within and between the countries of the Asia region, from their cultures, societies, and traditions through to their diverse environments and the effects of these on the lives of people.

The second key concept examines the past and continuing achievements of the peoples of Asia, identifies their contribution to world history and acknowledges the influences that the Asia region has on the world's aesthetic, and creative pursuits.

The third key concept addresses the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills, which make it possible to engage actively and effectively with peoples of the Asia region.

## **Sustainability**

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

This priority will allow all young Australians to develop the knowledge, skills, values, and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional, and global communities. It emphasises the interdependence of environmental, social, cultural, and economic systems.

# Indigenous Culture and Languages

## A/T/M

### Rationale

In this course, students explore the complexities, diversity, and unifying characteristics, as well as the rich opportunities of shared worlds and cultures. In studying Indigenous Culture and Languages, students will explore identity, social justice, and human rights issues relevant in local, national, and global contexts with particular reference to the world's oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. The course provides learning that allows students to examine and reflect on how indigenous culture impacts on their own learning, and on the development of their knowledge and attitudes.

This course makes provision for students to engage with Ngunnawal culture and language in their own community. In addition, students will engage with indigenous language and culture in a range of contexts.

### Goals

This course should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

### Unit Titles

- Communities, Cultures, and Identities
- Representation and Perspectives
- Ways of Knowing
- Language and Wellbeing
- Independent Study

## **Organisation of Content**

### **Communities, Cultures, and Identities**

In this unit, students will explore the diversity of indigenous peoples and communities. Students will learn through local, national, and global contexts, building understanding of historical, socio-political, socio-economic, linguistic, and cultural concepts. This will have a strong community context with students learning to explore and reflect on the complexities of identity and the individual experience. Students will gain an appreciation of the resilience of the world's oldest continuing culture in Aboriginal and Torres Strait Islander Australia and other global indigenous cultures.

### **Representation and Perspectives**

In this unit, students will explore the representations and misrepresentations of Indigenous peoples and communities through local, national, and global contexts and perspectives. Students will learn about the conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

### **Ways of Knowing**

In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national, and global communities. Students will explore the complexities and opportunities of the concept of shared worlds and cultures, considering the personal experiences of community members. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities. Students will engage with the arts, literature, and story-telling.

### **Language and Wellbeing**

In this unit, students will study the diversity and relatedness of languages in local, national, and global contexts and the extent to which language connects people to land and culture. Students will explore the connection between language and identity. Students will learn the history and complexities behind loss of language in Aboriginal and/or Torres Strait Islander communities and the consequences that flow from the loss of language. Students will come to appreciate the benefits, including wellbeing and connection to country, that come from language maintenance, recovery, revitalisation, and newer languages and language change.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## Protocols for Teaching and Learning

Protocols for teaching and learning in this subject include:

- consult with elders who are valued and shown respect
- learn from Aboriginal and Torres Strait Islander people and communities
- access local resources and embed these into the learning
- acknowledge and respect the intellectual and cultural property of Aboriginal and Torres Strait Islander people
- access Aboriginal and Torres Strait Islander authored and produced materials
- provide opportunities for students to link traditional knowledge with contemporary contexts, where appropriate.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

## Assessment Task Types

### Suggested tasks:

- |                              |                        |
|------------------------------|------------------------|
| • interview based report     | • oral (seminar)       |
| • commentary                 | • empathetic response  |
| • annotated bibliography     | • writing task         |
| • in-class essay             | • response to stimulus |
| • debate                     | • exposition           |
| • portfolio                  | • extended response    |
| • field work                 | • essay                |
| • lab research               | • website              |
| • viva voce                  | • multimodal           |
| • document/source analysis   | • creative response    |
| • report                     | • interview            |
| • role play                  | • discussion forum     |
| • research and design report | • practical project    |
| • test/exam                  | • workshop             |

### Weightings in A/T/M 1.0 and 0.5 Units:

No task be weighted more than 40% for a standard 1.0 unit.

No task be weighted more than 50% for a half-standard 0.5 unit.

## Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses. A year 12 student in any unit is assessed using the Year 12 achievement standards. A year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined years 11 and 12 classes, it is best practice to have a distinct rubric for years 11 and 12. These rubrics should be available for students no later than at the distribution of the assessment task so that success criteria are clear.

**Achievement Standards Indigenous Culture and Languages A Course - Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures</li> <li>analyses the significance of issues/events</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>analyses concepts in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures</li> <li>explains the significance of issues/events</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>explains concepts and principles in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures</li> <li>describes the significance of issues/events</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>describes concepts and principles in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes some histories, environments, systems, data, and cultures</li> <li>identifies issues/events and their significance</li> <li>describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>describes some concepts and principles in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies histories, environments, systems, data, and cultures</li> <li>identifies issues/events with little to no reference to their significance</li> <li>recognises nil or minimal different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>identifies concepts and principles in personal, cultural, social and or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates complex ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning with insight into the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning referring to the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence</li> <li>applies few critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> <li>reflects on own learning with little or no insight into the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>identifies minimal different disciplines' theories, concepts, and principles to inform decision making to solve a problem</li> <li>communicates basic ideas and arguments using minimal evidence, language and referencing</li> <li>reflects with minimal insight on own learning or the significance of Humanities and Social Sciences</li> </ul>

**Achievement Standards Indigenous Culture and Languages T Course - Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>critically analyses processes of change to understand our world and our place in the world</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and or historical context</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>analyses processes of change to understand our world and our place in the world</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and or historical context</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>explains processes of change to understand our world and our place in the world</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding individual and collective behaviour</li> <li>describes issues/events and identifies its significance with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>describes processes of change to understand our world and our place in the world</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to its significance and minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/society/institutions</li> <li>identifies processes of change with little to no reference our world and our place in the world</li> <li>identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and or historical context</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on attitudes and values and the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments applicably using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences and describes the impact on values and attitudes, and potential to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence</li> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</li> </ul>

**Achievement Standards Indigenous Culture and Languages A Course - Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and their relationship to a fair, secure, resilient society</li> <li>analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and or historical contexts</li> <li>analyses and evaluates processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and explains the relationship to a fair, secure, resilient society</li> <li>explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts</li> <li>analyses processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and describes the relationship to a fair, secure, resilient society</li> <li>describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts</li> <li>explains processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes issues/events and identifies their significance and impacts with some use of evidence</li> <li>identifies the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions with some reference to its relationship with a fair, secure, resilient society</li> <li>describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts</li> <li>describes processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationship with a fair, secure, resilient society</li> <li>identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts</li> <li>identifies processes of change with little to no reference to our world and our place in the world</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> <li>analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes</li> <li>explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning with some insight into the significance of the Humanities and Social Sciences</li> <li>describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates applicable ideas and arguments using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own learning with little or no insight into the significance of the Humanities and Social Sciences</li> <li>uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with minimal insight on own learning or the significance of Humanities and Social Sciences</li> <li>identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language or referencing</li> </ul>

**Achievement Standards Indigenous Culture and Languages T Course - Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and evaluates their relationships to a fair, secure, resilient society</li> <li>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and explains their relationships to a fair, secure, resilient society</li> <li>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and describes their relationships to a fair, secure, resilient society</li> <li>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes issues/events and identifies their significance and impact with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions with some reference to their relationships with a fair, secure, resilient society</li> <li>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationships with a fair, secure, resilient society</li> <li>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</li> <li>identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>selects, constructs, and uses appropriate representations to identify some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>selects, constructs, and uses appropriate representations to identify few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language and referencing</li> </ul>

**Achievement Standards Indigenous Culture and Languages M Course - Years 11 and 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes a significant issue/event with independence</li> <li>describes different perspectives and interpretations of an issue/event with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with some independence</li> <li>describes different perspectives and interpretations of an issue/event with some independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with assistance</li> <li>describes different perspectives and interpretations of an issue/event with assistance</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with repeated cueing</li> <li>describes different perspectives and interpretations of an issue/event with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with direct instruction</li> <li>describes different perspectives and interpretations of an issue/event with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with independence</li> <li>describes relationships such as cause and effect with independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with independence</li> <li>communicates ideas using appropriate language with independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with some independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with some independence</li> <li>describes relationships such as cause and effect with some independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with some independence</li> <li>communicates ideas using appropriate language with some independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with assistance</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with assistance</li> <li>describes relationships such as cause and effect with assistance</li> <li>draws ideas from different disciplines to propose a solution to a problem with assistance</li> <li>communicates ideas using appropriate language with assistance</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with repeated cueing</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with repeated cueing</li> <li>describes relationships such as cause and effect with repeated cueing</li> <li>draws ideas from different disciplines to propose a solution to a problem with repeated cueing</li> <li>communicates ideas using appropriate language with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry with direct instruction</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with direct instruction</li> <li>describes relationships such as cause and effect with direct instruction</li> <li>draws ideas from different disciplines to propose a solution to a problem with direct instruction</li> <li>communicates ideas using appropriate language with direct instruction</li> </ul>

## Communities, Cultures, and Identities

**Value: 1.0**

**Communities, Cultures, and Identities a**  
**Communities, Cultures, and Identities b**

**Value 0.5**  
**Value 0.5**

### Unit Description

In this unit, students will explore the diversity of indigenous peoples and communities. Students will learn through local, national, and global contexts, building understanding of historical, socio-political, socio-economic, linguistic, and cultural concepts. This will have a strong community context with students learning to explore and reflect on the complexities of identity and the individual experience. Students will gain an appreciation of the resilience of the world's oldest continuing culture in Aboriginal and Torres Strait Islander Australia and other global indigenous cultures.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language</li> <li>explore concepts of identity and community</li> </ul>	<ul style="list-style-type: none"> <li>understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language</li> <li>analyse concepts of identity and community</li> </ul>	<ul style="list-style-type: none"> <li>understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language</li> <li>describe concepts of identity and community</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities</li> <li>recognise the value of strong community involvement and interaction (learning from and with)</li> <li>understand the significance of the immense diversity of communities, cultures, and identities across Aboriginal Australia in both contemporary and historical settings</li> <li>analyse the relationship between language and identity for individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities</li> <li>recognise the value of strong community involvement and interaction (learning from and with)</li> <li>critically analyse the significance of the immense diversity of communities, cultures, and identities across Aboriginal Australia in both contemporary and historical settings</li> <li>evaluate the relationship between language and identity for individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities</li> <li>recognise the value of strong community involvement and interaction (learning from and with)</li> <li>describe the immense diversity of communities, cultures, and identities across Aboriginal Australia</li> <li>describe the concept of cause and effect within the context of Indigenous Australian identity</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• understand the link between culture, spirituality, and expression as a unifying thread amongst communities and individual identities</li> <li>• understand the link between the environment, land-use and connection to country, and identity</li> <li>• analyse the relationship constructs, kinship, rights, and responsibilities of various Aboriginal and/or Torres Strait Islander communities</li> <li>• conduct an inquiry, engaging with sources and presenting and justifying ideas</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the importance of the link between culture, spirituality, and expression, as a unifying thread amongst communities and individual identities</li> <li>• understand the link between the environment, land-use and connection to country, and identity</li> <li>• critically analyse the relationship constructs, kinship, rights, and responsibilities of various Aboriginal and/or Torres Strait Islander communities</li> <li>• conduct an inquiry, engaging with a variety of sources, presenting findings, and justifying ideas</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the importance of language, culture and spirituality and expression as a unifying thread amongst communities and individual identities</li> <li>• describe what connection to country means</li> <li>• undertake an inquiry, presenting findings</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• investigate and analyse the historical context and demonstrate an understanding of key timelines, events, and policies relevant to Aboriginal and/or Torres Strait Islander Australia</li> <li>• analyse Aboriginality and what it means to identify in diverse contexts and communities</li> <li>• explore and interpret the challenges and complexities of identity for Aboriginal and/or Torres Strait Islander peoples in an intercultural community context</li> <li>• investigate interactions within indigenous and between other cultures and identities, nationally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and analyse the historical context and demonstrate an understanding of key timelines, events, and policies relevant to Aboriginal and/or Torres Strait Islander Australia</li> <li>• critically analyse Aboriginality and what it means to identify in diverse contexts and communities</li> <li>• investigate and interpret the challenges and complexities of identity for Aboriginal and/or Torres Strait Islander peoples in an intercultural community context</li> <li>• evaluate interactions within indigenous and between other cultures and identities, nationally and globally</li> </ul>	<ul style="list-style-type: none"> <li>• recognise the challenges of identity and Aboriginality in diverse contexts and communities</li> <li>• investigate interactions within and between other cultures and identities, nationally and globally</li> </ul>

A Course	T Course	M Course
<b>Communication</b>		
<ul style="list-style-type: none"> <li>communicate ideas in a range of modes in relation to Aboriginal and/or Torres Strait Islander cultures and communities including proposed solutions to create a more just, equitable and inclusive society</li> <li>use interpersonal skills to interact with others to develop understandings</li> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>communicate on complex ideas in a range of modes in relation to Aboriginal and/or Torres Strait Islander cultures and communities including possible solutions to create a more just, equitable and inclusive society</li> <li>use interpersonal skills to interact with others to develop understandings</li> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas</li> <li>use interpersonal skills to interact with others to develop understandings</li> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is provided by a college for the implementation of a course. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by student needs and interests.

### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

### Assessment

Refer to pages 10-11.

## Representations and Perspectives

**Value: 1.0**

**Representation and Perspectives a**

**Value 0.5**

**Representation and Perspectives b**

**Value 0.5**

### Unit Description

In this unit, students will explore the representations and misrepresentations of indigenous peoples and communities through local, national, and global contexts and perspectives. Students will learn about the conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>explore perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts</li> <li>understand the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>evaluate perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts and the implications of these</li> <li>understand the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>recognise perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts</li> <li>recognise the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>analyse the concepts and significance of custodianship and control of culture and heritage</li> <li>explore the role of community voice and self determination</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the concepts and significance of custodianship and control of culture and heritage</li> <li>assess the role of community voice and self determination</li> </ul>	

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• investigate through inquiry, representations, and perspectives evident in both the suppression of and promotion of language and or culture</li> <li>• analyse the extent to which representation and misrepresentation influences fairness, equity, marginalisation, and social disadvantage in Australia and globally</li> </ul>	<ul style="list-style-type: none"> <li>• investigate through inquiry, representations, and perspectives evident in both the suppression of and promotion of culture and language</li> <li>• critically analyse the extent to which representation and misrepresentation influences fairness, equity, marginalisation, and social disadvantage in Australia and globally</li> </ul>	<ul style="list-style-type: none"> <li>• conduct an inquiry relating to the way history has represented and misrepresented individuals, communities, events and or cultures across Aboriginal and Torres Strait Islander Australia</li> <li>• recognise the extent to which representation and misrepresentation influences fairness and social disadvantage</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• explore how historical perspectives have contributed to accurate and inaccurate interpretations of indigenous culture</li> <li>• compare representations throughout history which excluded indigenous perspectives nationally and globally such as: terra nullius, assimilation, Stolen Generations, Black Wars, and relevant global examples</li> <li>• investigate social justice and human rights for indigenous peoples in local, national, and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the extent to which historical perspectives have contributed to accurate and inaccurate interpretations of indigenous culture</li> <li>• contrast representations throughout history which excluded indigenous perspectives nationally and globally such as: terra nullius, assimilation, Stolen Generations, Black Wars, and relevant global examples</li> <li>• investigate social justice and human rights for indigenous peoples in local, national, and global contexts</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe some examples of misrepresentation nationally and globally</li> <li>• investigate social justice and human rights for indigenous peoples in local, national, and global contexts</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• communicate ideas conveyed in representations of Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• present ideas to create a just, equitable and inclusive society</li> <li>• interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas conveyed in representations of Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• present and justify ideas to create a just, equitable and inclusive society</li> <li>• interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas about Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• interact with others to communicate and promote understanding</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>

## A guide to reading and implementing content descriptions

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### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

### Assessment

Refer to pages 10-11.

## Ways of Knowing

**Value: 1.0**

Ways of Knowing a

**Value 0.5**

Ways of Knowing b

**Value 0.5**

### Unit Description

In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national, and global communities. Students will explore the complexities and rich opportunities of the concept of shared worlds and cultures, considering the personal experiences of community members. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities. Students will engage with the arts, literature, and story-telling.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>explore traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities</li> <li>engage with the arts, literature, and story-telling</li> </ul>	<ul style="list-style-type: none"> <li>understand traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities</li> <li>engage with the arts, literature, and story-telling</li> </ul>	<ul style="list-style-type: none"> <li>recognise traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities</li> <li>engage with the arts, literature, and story-telling</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> <li>analyse the many concepts, mediums and the complexities of dreaming, storytelling; and connection to language</li> <li>analyse the significance of the arts in the expression of culture</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> <li>critically analyse the many concepts, mediums and the complexities of dreaming, storytelling; and connection to language</li> <li>evaluate the significance of the arts in the expression of culture</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> <li>recognise the concepts and complexity of dreaming and storytelling</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>recognise and understand the concept of non-linear time and ways of knowing</li> <li>explore various social and cultural protocols such as: hierarchy, kinship, and community constructs</li> <li>understand the link between connection to country and cultural practice</li> <li>analyse the concept of shared worlds and cultures and understand how people evolve and change while sustaining tradition and culture</li> </ul>	<ul style="list-style-type: none"> <li>recognise and understand the concept of non-linear time and ways of knowing</li> <li>analyse various social and cultural protocols such as: hierarchy, kinship, and community constructs</li> <li>understand the link between connection to country and cultural practice</li> <li>critically analyse the concept of shared world and cultures and understand how people evolve and change while sustaining tradition and culture</li> </ul>	<ul style="list-style-type: none"> <li>recognise the significance of the arts in the expression of culture</li> <li>recognise the link between connection to country and cultural practice</li> <li>explore the concept of shared worlds and cultures</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>compare and contrast the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia</li> <li>analyse interactions between indigenous and non-indigenous societies across the globe, and the impact on ways of knowing and cultural practice</li> <li>investigate the impact of, and barriers to, passing on knowledge and cultural practice within contemporary, historical, and linguistic contexts</li> </ul>	<ul style="list-style-type: none"> <li>analyse and contrast the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia</li> <li>critically analyse interactions between indigenous and non-indigenous societies across the globe, and the impact on ways of knowing and cultural practice</li> <li>evaluate the impact of, and barriers to, passing on knowledge and cultural practice within contemporary, historical, and linguistic contexts</li> </ul>	<ul style="list-style-type: none"> <li>recognise the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia</li> <li>describe interactions between indigenous and non-indigenous societies across the globe</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>communicate ideas on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>present ideas to create a just, equitable and inclusive society</li> <li>interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>communicate on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>present and justify ideas to create a just, equitable and inclusive society</li> <li>interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>interact with others to communicate and promote understanding</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>engage with Ngunnawal language and explore other languages where appropriate</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitude</li> </ul>

## A guide to reading and implementing content descriptions

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### Course Specific Requirements

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### Assessment

Refer to pages 10-11.

## Language and Wellbeing

**Value: 1.0**

**Language and Wellbeing a**

**Value 0.5**

**Language and Wellbeing b**

**Value 0.5**

### Unit Description

In this unit, students will study the diversity and relatedness of languages in local, national, and global contexts and the extent to which language connects people to land and culture. Students will explore the connection between language and identity. Students will learn the history and complexities behind loss of language in Aboriginal and/or Torres Strait Islander communities and the consequences that flow from the loss of language. Students will come to appreciate the benefits, including wellbeing and connection to country, that come from language maintenance, recovery, revitalisation, and newer languages and language change.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand the diversity and relatedness of languages in Australia and how language connects people to land and culture</li> <li>understand the consequences that flow from the loss of language</li> <li>understand the benefits, including wellbeing and connection to country, that come from language recovery and revitalisation</li> </ul>	<ul style="list-style-type: none"> <li>analyse the diversity and relatedness of languages in Australia and how language connects people to land and culture</li> <li>evaluate the consequences that flow from the loss of language</li> <li>understand the benefits, including wellbeing and connection to country, that come from language recovery and revitalisation</li> </ul>	<ul style="list-style-type: none"> <li>describe the diversity and relatedness of languages in Australia and how language connects people to land and culture</li> <li>recognise the consequences of loss of language</li> <li>describe the connection between recovery of language and well-being</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>	<ul style="list-style-type: none"> <li>understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council</li> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• compare and contrast the diversity of communities, cultures, and languages and dialects across Aboriginal and/or Torres Strait Islander Australia</li> <li>• analyse the significance of ownership, belonging and sense of place to identity and language</li> <li>• investigate through an enquiry, how loss of language or revitalisation of language, affects wellbeing</li> <li>• explore the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact</li> <li>• analyse the diverse linguistic structures, and the differences and similarities across Aboriginal and/or Torres Strait Islander languages through the use of multimodal technologies</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the diversity of communities, cultures, and languages and dialects across Aboriginal and/or Torres Strait Islander Australia</li> <li>• critically analyse the significance of ownership, belonging and sense of place to identity and language</li> <li>• investigate through an enquiry, how loss of language or revitalisation of language, affects wellbeing</li> <li>• evaluate the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact</li> <li>• critically analyse the diverse linguistic structures, and the differences and similarities across Aboriginal and/or Torres Strait Islander languages through the use of multimodal technologies</li> </ul>	<ul style="list-style-type: none"> <li>• conduct an inquiry to understand how loss of language or revitalisation of language, affects wellbeing</li> <li>• recognise the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• understand the link between language and wellbeing in local and global contexts</li> <li>• understand the impact of language barriers on equitable decision making, and education and health</li> <li>• Investigate the historical context and events that impact upon the acquisition and maintenance of language for various Aboriginal and/or Torres Strait Islander peoples and communities</li> </ul>	<ul style="list-style-type: none"> <li>• understand the link between language and wellbeing in local and global contexts</li> <li>• analyse the impact of language barriers on equitable decision making, and education and health</li> <li>• understand historical contexts and events that impact upon the acquisition and maintenance of language for various Aboriginal and/or Torres Strait Islander peoples and communities</li> </ul>	<ul style="list-style-type: none"> <li>• recognise different contexts which have been impacted by language loss and/or revitalisation</li> </ul>

A Course	T Course	M Course
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• communicate ideas on the relationship between language and wellbeing within for Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• present ideas on concepts, for example, a just, equitable and inclusive society</li> <li>• interact with others to communicate and promote understanding of language and wellbeing</li> <li>• engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• communicate on the relationship between language and wellbeing within Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• present ideas on concepts, for example, a just, equitable and inclusive society</li> <li>• interact with others to communicate and promote understanding of language and wellbeing</li> <li>• engage with Ngunnawal language and explore other languages where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas on the relationship between language and wellbeing within Aboriginal and/or Torres Strait Islander cultures and communities</li> <li>• interact with others to communicate and promote understanding of language and wellbeing</li> <li>• engage with Ngunnawal language and explore other languages where appropriate</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>

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### Course Specific Requirements

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### Assessment

Refer to pages 10-11.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand the diversity, complexity and unity of indigenous culture and languages in local or national or global contexts</li> <li>develop and reflect on ideas, values, and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the diversity, complexity and unity of indigenous culture and languages in local or national or global contexts</li> <li>analyse and reflect on ideas, values, and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>describe a key concept within indigenous culture and languages</li> <li>identify and reflect on ideas, values, and attitudes</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>	<ul style="list-style-type: none"> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>	<ul style="list-style-type: none"> <li>recognise the value of strong community involvement and interaction by sharing the personal experiences of community members</li> </ul>
<ul style="list-style-type: none"> <li>compare the diversity and unifying characteristics of indigenous peoples</li> <li>use multimodal technologies to analyse the area of study</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the diversity and unifying characteristics of indigenous peoples</li> <li>use multimodal technologies to critically analyse the area of study</li> </ul>	<ul style="list-style-type: none"> <li>use multi-modal technologies to explore the focus of study</li> </ul>

A Course	T Course	M Course
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>understand different contexts and events that impact on indigenous peoples</li> </ul>	<ul style="list-style-type: none"> <li>evaluate different contexts and events that impact on Indigenous peoples</li> </ul>	<ul style="list-style-type: none"> <li>recognise different contexts and events which have influence on indigenous communities</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>communicate ideas in relation to the area of study</li> <li>present ideas to create a just, equitable and inclusive society</li> <li>interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>communicate complex ideas in relation to the area of study</li> <li>present and justify ideas to create a just, equitable and inclusive society</li> <li>interact with others to communicate and promote understanding</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas in relation to the area of study</li> <li>interact with others to communicate and promote understanding</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes</li> </ul>

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### Course Specific Requirements

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### Assessment

Refer to pages 10-11.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

#### Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

#### Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two 0.5 standard units. Colleges are required to adopt the 0.5 standard units. However, colleges are not required to submit explicit documentation outlining their 0.5 standard units to the BSSS. Colleges must assess students using the 0.5 standard unit assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

## The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

## Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

## Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

## Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

## Appendix B – Course Developers

Name	College
Elinor Archer	Dickson College
Nanette Bragg	Burgmann Anglican School
Emily Bissaker	Lake Tuggeranong College
Robert Howatson	Dickson College
Frank Keighley	Canberra Academy of Languages

## Appendix C – Resources and Contacts

### AIATSIS

<http://indigenous.gov.au/>

[https://www.accesscanberra.act.gov.au/app/answers/detail/a\\_id/2153/~/office-for-aboriginal-and-torres-strait-islander-affairs](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/2153/~/office-for-aboriginal-and-torres-strait-islander-affairs)

<https://www.abc.net.au/indigenous/about-us/>

[det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/general-resources/](http://det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/general-resources/)

### Publications

Marmion, D., Obata, K and Troy, J. 2014. *Community, identity, wellbeing: The report of the Second National Indigenous Languages Survey*. AIATSIS, Canberra

The Australian Community Psychologist Volume 24 No 2 November 2012 “*Aboriginal Concepts of Place and Country and their Meaning in Mental Health*” Brian J Bishop et al

### ACARA

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages

### Courses from other jurisdictions

Indigenous languages of Victoria: Revival and Reclamation (Victorian Certificate of Education Study Guide to 2020)

South Australia Aboriginal Studies 2017

Western Australia: Aboriginal Languages of WA 2015

Queensland 2011 Aboriginal and Torres Strait Islander Languages

NSW Aboriginal Studies 2010 Stage 6 Syllabus Glossary

## Appendix D – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

## Appendix E – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure, or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix F – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix G – Course Adoption

### Conditions of Adoption

This course and units are consistent with the philosophy and goals of the college and as an adopting college have the human and physical resources to implement the course.

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	Indigenous Culture and Languages
<b>Classification/s:</b>	A      T      M
<b>Accredited from:</b>	2020
<b>Framework:</b>	Humanities and Social Science Framework





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