### Aboriginal Studies Stage 6: Preliminary Course

#### Aboriginality and the Land

<table>
<thead>
<tr>
<th>Community/ies to be studied</th>
<th>Topic</th>
<th>Unit duration</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Local:** Darkinjung (Central Coast) | • Relationship to land and water  
• Dispossession and dislocation  
• Impact of British colonisation on land and water  
• Research and inquiry methods | **Duration:** One term (approx 10 weeks, 30% of course time) | • Media file of 10–12 items which illustrate issues relating to ‘Aboriginality and the Land’, ‘Heritage and Identity’, and ‘Colonialism, Racism and Prejudice’.  
**Weight 10%**  
• Knowledge and understanding of key issues of the theme.  
**Research report**  
**Weight 30%** |
| **National:** Kamilaroi or Gamilaroi (North West), and Bundjalung (Far North Coast) | Examples for NSW or interstate National community. | | |

#### Unit Outline

The focus of this topic is the relationship(s) of Aboriginal peoples to land and water, and the impact of dispossession and dislocation on Aboriginal peoples and their land. This topic will be studied through a comparative case study on the local Aboriginal community or communities, and a national Indigenous Australian community.

**Content from Part IV – Research and Inquiry Methods has been integrated throughout this unit.** It is anticipated that this content will be integrated through the first three topics of the Preliminary course, rather than taught as a discrete unit.

During the unit, students will also commence to develop a range of research resources and contacts list, including:

- media file of both national and local sources
- internet and electronic files stored on student’s disc
- music and video evidence or reference to these to overcome copyright issues
- local Aboriginal community organisations and persons.

#### Skill Focus

- Gather, select and organise information
- Make deductions and draw conclusions
- Develop an understanding of key government legislation
- Present balanced oral and written arguments
- Working with an Aboriginal community and recognising the necessary protocols

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### Big ideas/Key concepts

The key concepts are **that**:

- the experience of colonisation still impacts on indigenous peoples around the world
- Indigenous people have developed initiatives to improve access to social justice and human rights
- there is a traditional relationship between Aboriginal people and the land
- there are established consultation and research protocols that must be used when working with Aboriginal communities.

### Why does this learning matter?

The learning matters **because**:

- an understanding of the ongoing impact of colonisation is fundamental to understanding contemporary Indigenous social, political, economic and legal issues
- there needs to be an understanding of the importance of land, and how land and the law impact on Aboriginal culture
- it is critical to acknowledge and understand the role of Indigenous peoples in improving contemporary cultural, political, social and economic life for their own communities
- using appropriate research methods and protocols is fundamental to working with Aboriginal communities and should be taught in the context of other syllabus content.

### Place in scope and sequence/Building the field

**Preliminary course.** First topic focuses on pre-contact Aboriginal peoples in Australia and their relationship to land and water. Students will extend this knowledge through a study of Indigenous peoples in Australia to enable them to develop a deep knowledge and understanding of land and water issues common to Indigenous communities.

### Target outcomes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>P1.1</td>
<td>identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</td>
</tr>
<tr>
<td>P2.2</td>
<td>explains the importance of land and the interrelationship between land and culture for Aboriginal peoples</td>
</tr>
<tr>
<td>P2.3</td>
<td>describes Aboriginal social systems and explains the impact of invasion and colonisation on Aboriginal cultural, social and economic life</td>
</tr>
<tr>
<td>P3.2</td>
<td>explains the impact of key government policies, legislation and judicial processes in relation to land and water rights</td>
</tr>
<tr>
<td>P4.1</td>
<td>investigates and organises relevant information from a variety of sources including the use of information technologies</td>
</tr>
<tr>
<td>P4.3</td>
<td>presents information clearly from Aboriginal perspectives using a variety of media</td>
</tr>
<tr>
<td>P4.4</td>
<td>demonstrates an understanding of ethical research practices</td>
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<tr>
<td>P4.5</td>
<td>compares the histories and cultures of Indigenous Australian peoples</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Websites</th>
<th>Books/Articles</th>
<th>Audiovisual/Multimedia</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://hsc.csu.edu.au/ab_studies">http://hsc.csu.edu.au/ab_studies</a></td>
<td><strong>History texts, eg:</strong></td>
<td>Video/DVD</td>
</tr>
<tr>
<td>James Cook</td>
<td>Sons (Jacaranda), Brisbane.</td>
<td>The Secret Country</td>
</tr>
<tr>
<td>Arthur Phillip</td>
<td>Aboriginal voices in Australian history (teaching kit). Aboriginal Curriculum</td>
<td>Walkabout</td>
</tr>
<tr>
<td><a href="http://www.adb.online.anu.edu.au/biogs/A020292b.htm">www.adb.online.anu.edu.au/biogs/A020292b.htm</a></td>
<td>Unit, Board of Studies NSW, Sydney.</td>
<td><strong>Salt water &amp; Sand track</strong></td>
</tr>
<tr>
<td>The Australian Museum</td>
<td>Unit, Board of Studies NSW, Sydney.</td>
<td></td>
</tr>
<tr>
<td>Board of Studies NSW</td>
<td>Elder B, 2003, *Blood on the wattle: Massacres and</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a></td>
<td>maltreatment of Aboriginal Australians since 1788* (3rd edit). New Holland,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frenchs Forest NSW.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Allen &amp; Unwin, Crows Nest, NSW.</td>
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<tr>
<td></td>
<td>South Australia, Adelaide.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dreamtime*. Inner Traditions International Ltd, Rochester, VR.</td>
<td></td>
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<tr>
<td></td>
<td>Butterfly Books, Springwood NSW.</td>
<td></td>
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3
Aboriginal Studies Stage 6: Preliminary Course
Aboriginality and the Land

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>New South Wales</em> (rev. edit). Department of Aboriginal Affairs, Canberra.</td>
<td></td>
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</table>

Content from Preliminary Course

<table>
<thead>
<tr>
<th>Students learn about (LA)</th>
<th>Students learn to (LT)</th>
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<tbody>
<tr>
<td><strong>Aboriginal peoples’ relationship to land and water</strong></td>
<td>• gather, select and organise information in relation to Aboriginal peoples’ relationship to land and water</td>
</tr>
<tr>
<td>• importance of land and water</td>
<td>• make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples</td>
</tr>
<tr>
<td>• relationship of environment to population, cultures, religious beliefs and spirituality, health and lifestyles</td>
<td>• construct coherent oral and written texts to explain the impact of key government legislation and policies in relation to Aboriginal peoples’ land and water rights</td>
</tr>
<tr>
<td>• impact of land management</td>
<td>• present balanced oral and written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment</td>
</tr>
<tr>
<td><strong>Dispossession and dislocation of Aboriginal peoples from land</strong></td>
<td>• argue points of view or interpretations of human rights and social justice issues relating to the impact of dispossession and dislocation on Aboriginal peoples</td>
</tr>
<tr>
<td>• definitions of sovereignty, customary law, <em>terra nullius</em>, invasion, colonisation, settlement, native title</td>
<td>• conduct a case study comparing the local Aboriginal community/ies with a national Australian Indigenous community using the focus of Aboriginality and the Land</td>
</tr>
<tr>
<td>• effects of British colonisation on technological and economic practices</td>
<td></td>
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<tr>
<td>• effects of dispossession and dislocation on cultural heritage, including sites of significance</td>
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<tr>
<td>• effects of dispossession and dislocation on cultural and spiritual maintenance</td>
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Aboriginal Studies Stage 6: Preliminary Course
Aboriginality and the Land

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Impact of British colonisation on land and water
- Aboriginal and non-Aboriginal land management practices and their impact on the environment
- concepts of human rights and social justice in terms of the consequences of colonisation for Aboriginal peoples
- the impact of key government legislation and policies in relation to Aboriginal peoples’ land and water rights
- land and water rights.

Preliminary Course: Scope and Sequence

The content from Part IV, Research and Inquiry Methods, will be integrated into the first three topics of the Preliminary Course.

The content will be used to structure a major class project about students’ local Aboriginal community, which will allow them to build a detailed understanding of the community and, also, to gain practical experience in using research methods and appropriate community consultation protocols.

This will assist in preparing students to independently undertake the Major Project in the HSC course.

The table below outlines the aspects of the Research and Inquiry Methods that will be integrated into each topic.
### Aboriginality and the Land

- planning an investigation of an issue related to their local community
- reflecting Aboriginal viewpoints in submitted work

**Students learn to:**
- plan an investigation of an issue related to their local community
- acknowledge the history of the local area and be sensitive to the impact this may have had on the local Aboriginal community/ies
- consult with members of the local Aboriginal community/ies in a culturally appropriate and ethical way
- respond to and incorporate feedback from community members

**Class project:**
- students develop a class research project proposal relating to the Preliminary course content, which will explore key historical and cultural aspects of the local Aboriginal community
- the class will consult with the local Aboriginal community about their ideas for the project topic, and make appropriate adjustments
- students negotiate appropriate protocols with the local Aboriginal community
- discussion and negotiation of final project presentation – website, CD-ROM, book etc. Could be a joint project with AECG or other local community organisation

### Heritage and identity

- government statistics, print media, CD-ROM, internet and other appropriate technologies
- issues of copyright, ownership, and ethical research practices
- using a variety of media to express ideas
- speaking to groups and individuals about their research
- communicating using letters, phone calls, sending email, and accessing the internet
- and other appropriate technologies for information exchange

**Students learn to:**
- maintain accurate and thorough records of all aspects of the project
- construct a survey that will enable the collection of useful information
- consider the most appropriate media for presenting information
- use information technologies appropriate to their research
- acknowledge ownership and copyright in the final presentation of project work.

**Class project:**
- students structure surveys and interview questions
- students negotiate use of intellectual property, issues of appropriate acknowledgement and negotiated use of material and knowledge

### Colonialism, racism and prejudice

- differentiate between fact and opinion
- protocols and methods for effective and genuine community consultation
- the importance of ongoing community consultation
- cultural differences and sensitivities
- issues of copyright, ownership and ethical practices.

**Students learn to:**
- examine data to interpret meaning and differentiate between fact and opinion
- synthesise information from a variety of appropriate sources and perspectives

**Class project:**
- students synthesise the information they have gathered and conduct further consultation with the local community about presentation and distribution of the material
- consolidate the information into an appropriate format for publication, with appropriate copyright and ethical practices

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### Aboriginal peoples’ relationship to land and water

1. Class completes a chart on pre-contact Aboriginal communities and culture. This chart should be maintained and referred to throughout the unit.

<table>
<thead>
<tr>
<th>What I know</th>
<th>What I want to know</th>
<th>What I learnt</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(to be completed as unit progresses)</td>
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</table>

2. **Workstation activity.** Teacher prepares 5 workstations, each with a different set of source material about the importance of land and water to Aboriginal people – eg Dreaming story, poem, artwork, song to listen to or printed lyrics – eg *My Island Home* – Warumpi Band ([www.neilmurray.com.au/wb_history.html](http://www.neilmurray.com.au/wb_history.html))/Christine Anu ([www.christineanu.com.au](http://www.christineanu.com.au)). Students visit each workstation in pairs and record information on a worksheet about the importance of land and water, and the fundamental nature of the relationship between Aboriginal peoples and land/water. Class discussion of findings and why land or water is important to different communities.


5. **Origins of Aboriginal people.** Comparison of Dreaming creation stories and scientific theories about migration. Students write a description of both explanations of how Aboriginal people came to inhabit Australia.

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Learning experiences | Evidence of learning
---|---
6. **Community studies.** Teachers gives students a brief overview of the two communities to be studied – **Darkinjung** and **Bundjulung**. Students locate the communities on a map and identify key environmental, industrial, economic and other features of those communities.
7. **Local Aboriginal community.** Discussion of contemporary community issues – are the Aboriginal people who live in the local community all part of that community? Are they descended from the traditional land owners? Invite a guest speaker from the local Aboriginal Land Council to talk to students about land, land ownership, who can be part of the land council, why Aboriginal people from many communities are living in this community.
8. **Comparative Aboriginal community study.** As a comparative table:
   - local Dreaming stories
   - overview of the environment
   - land management practices with local community
   - make contact with school/student in comparative community. Swap information
   - make contact database with a variety of local Aboriginal community organisations that identity their involvement in a range of community activities, including cultural, land/site management
   - students conduct surveys, interviews with community organisation

**Dispossession and dislocation of Aboriginal peoples from the land**
1. Silent card shuffle. Locate significant words in this Unit in glossary. Students match words with definitions. Later join with partner to check and assist. Teacher to discuss each term and its meaning in the context of Aboriginal Studies.
2. Revision of Stage 4 History. History of colonisation – identify key issues from variety of primary and secondary sources. Make notes.
3. Class discussion on differences between notions of **terra nullius**, invasion, colonisation and settlement of Australia. Summarise as a class exercise.
4. Using the evidence of Joseph Banks to the British Parliament in 1785 (see Butler et al (1995), *Invasion and Resistance: The Myth of Terra Nullius*, pp 38–39) as a point of comparison, students develop a brief of evidence to British parliament enquiry in 1840. Students work in groups to develop a report on the effects of colonisation on:
   - technological and economic practices
   - cultural heritage including sites of significance
   - cultural and spiritual maintenance.

Each group to present evidence, including specific examples from two community sites.

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### Learning experiences

5. Class discussion on Banks’s text, looking for reasons behind his evidence:
   - previous experiences of colonisation
   - justification for denial of rights to Aboriginal nations
   - rivalry with other European nations for new colonies (France and Spain)
   - contemporary European views on Indigenous peoples.

### Evidence of learning

### Impact of British colonisation on land and water

1. Revision of Stage 4 History of colonial expansion in NSW and beyond. Note wool industry and McArthur family.
2. Develop table (including maps) of key events, dates, purpose and impact of expansion in two case study locations.
3. Readings on early Dutch traders, accounts of local historians from your community/ies, glossary of terms.

### Assessment for learning activity

Develop an annotated timeline of key government legislation and policies in respect to their impact on Aboriginal communities, in particular land and water rights. Provide students with a variety of timelines. Students select appropriate events and add to timeline. Students research events and write annotations for key events.

Students identify key events relating to the dispossession and dislocation of Aboriginal peoples from their land and water.
## Evaluation of Unit

<table>
<thead>
<tr>
<th>Teacher Evaluation</th>
<th>Evaluation of Unit</th>
<th>Comments/Variations</th>
</tr>
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</table>

**How did the unit ‘rate’ in these areas?**

- Time allocated for topic
- Student understanding of content
- Opportunities for student reflection on learning
- Suitability of resources
- Variety of teaching strategies
- Integration of Quality Teaching strategies
- Integration of ICTs

<table>
<thead>
<tr>
<th>Teacher’s signature</th>
<th>Head Teacher’s signature</th>
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</table>

**Date commenced:**

**Date completed:**
Sample tasks/Assessment
This task could be undertaken as an assessment for learning task. This would allow students to undertake the second sample task as the assessable item for this unit.

Assessment task notice

Subject/Course: Aboriginal Studies: Preliminary
Topic: Aboriginality and the Land
Task type: Media study
Task number: 1
Weighting: 10%
Due date:

Outcomes to be assessed

Students:
P2.2 explain the importance of land and the interrelationship between land and culture for Aboriginal people
P4.1 investigate and organise relevant information from a wide variety of sources including the use of information technologies
P4.3 present information clearly from Aboriginal perspectives using a variety of media.

The task

Compile a media file
Collect and analyse a range of media items (10–12) that relate to the topic areas listed below. The media items should be recent, within the last 12 months, and come from a variety of sources. This means the items should not all come from newspapers or not all come from websites. The items should reflect a range of perspectives on the topic areas, including the perspectives of Aboriginal people.

A. Aboriginal archaeological sites, eg discovery, analysis, interpretation, protection or management of sites of local or national significance.
B. Aboriginal people’s relationship to the land, eg the significance of sacred sites, conflict between recreational or development activities conflicting with traditional culture.
C. Impact of land loss, eg impact of land development, mining, pastoral leases, drought/flood and water management, land degradation.

Task requirements

Collection of media items
• Categorise items according to topic area.
• Source and date each item.
• Scan each item for attachment to class electronic media file.
Aboriginal Studies Stage 6: Preliminary Course
Aboriginality and the Land

Analysis of media items
• Write a brief description of the main issue(s) in each item.
• Choose one item from each of the three topic areas. In 250 words for each, explain how the media items illustrate the importance of land and the interrelationsip between land and culture for Aboriginal people.

Sources of media items
Gather your media items from a variety of sources which may include:
• newspapers, local and national, eg Sydney Morning Herald, Advocate, Illawarra Mercury. Look for editorials, letters to the editor and feature articles
• Aboriginal operated newspapers, eg Koori Mail, National Indigenous Times
• indigenous magazines, eg Deadly Vibe
• website of Imparja Television
• websites of Aboriginal operated radio programs, eg Awaye and Speaking Out (ABC Radio National) and Aboriginal operated television programs, eg Message Stick (ABC TV)
• the ABC site (www.abc.net.au/indigenous) has links to all indigenous news items, documentaries, interviews and online projects on ABC radio and television.

Criteria for assessment
Students will be assessed on their ability to:
• research and organise relevant information from a variety of sources including the use of information technology
• present information clearly from Aboriginal perspectives using a variety of media
• explain the importance of land and the interrelationship between land and culture for Aboriginal people.

Sample feedback sheet

<table>
<thead>
<tr>
<th>Component</th>
<th>%</th>
<th>Teacher’s comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• collection of a range (10–12) of recent media items relating to the three topic areas</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• media items correctly sourced and dated and scanned to class electronic media file</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• clear and concise description of the main issue(s) in each item</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>• clear and comprehensive explanation of how the three chosen media items illustrate the importance of land and the interrelationship between land and culture for Aboriginal people</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Overall comment and final grade or mark
Assessment task notice

Subject/Course: Aboriginal Studies: Preliminary
Topic: Aboriginality and the Land
Task type: Research report
Task number: 2
Weighting: 30%
Due date:

Outcomes to be assessed

Students:
P2.2 explain the importance of land and the interrelationship between land and culture for Aboriginal people
P2.3 describe Aboriginal social systems and explain the impact of invasion and colonisation on Aboriginal cultural, social and economic life
P4.1 investigate and organise relevant information from a wide variety of sources including the use of information technologies.

The task

Using a variety of sources, research and prepare a response to the following task.
• Outline the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands (approximately 500 words).
• With reference to at least one specific example, explain how Aboriginal people are reasserting some control over their traditional lands (approximately 250 words).
• Include a reference list of the sources used in your research.

Criteria for assessment

Students will be assessed on their ability to:
• research using a variety of sources including information technology
• outline the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands
• explain how Aboriginal people are reasserting some control over their traditional lands integrating at least one appropriate example.
### Sample marking criteria

<table>
<thead>
<tr>
<th>Range</th>
<th>A student in this range</th>
</tr>
</thead>
</table>
| 25–30  | • demonstrates extensive knowledge of appropriate research practices using a variety of sources  
• demonstrates extensive knowledge and understanding of the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands  
• provides a comprehensive and informed explanation of how Aboriginal people have worked to reassert control over their traditional lands  
• integrates relevant information from at least one appropriate example |
| 19–24  | • demonstrates accomplished knowledge of research practices using a variety of information sources  
• demonstrates detailed knowledge and understanding of the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands  
• provides a thorough explanation of how Aboriginal people have worked to reassert control over their traditional lands  
• includes relevant information from at least one appropriate example |
| 13–18  | • demonstrates sound knowledge of research practices using a variety of information sources  
• demonstrates sound knowledge and understanding of the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands  
• provides a sound explanation of how Aboriginal people have worked to reassert control over their traditional lands  
• refers to at least one appropriate example |
| 7–12   | • demonstrates some knowledge of research practices using a variety of information sources  
• demonstrates some knowledge and understanding of the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands  
• provides an explanation of how Aboriginal people have worked to reassert control over their traditional lands – may be a recount rather than an explanation  
• refers to an appropriate example |
| 1–6    | • demonstrates limited knowledge of research practices  
• demonstrates rudimentary knowledge and understanding of the impact of colonisation and dispossession on Aboriginal people’s relationship with their traditional lands  
• provides basic explanation/recount of how Aboriginal people have worked to reassert control over their traditional lands  
• may make some reference to an appropriate example |