# Aboriginal Studies Years 7-10: Option 9

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## Option 9: Aboriginal Peoples’ interaction with legal and political systems

The focus of this option is the relationship and interactions between Aboriginal Peoples and Australian legal and political systems. Students explore Aboriginal Peoples’ initiatives and advocacy to access their rights, and to overcome disadvantage in legal and political systems. A case study on the local or regional community’s interactions with an aspect of the legal system can form the basis through which Option 9 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples in Australia
* **AST5-9** analyses the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes:** AST4-2, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Aboriginal Peoples’ legal and political structures

Students:

* describe the relationship of Dreaming, Country and customary law to legal and political structures for Aboriginal Peoples
* outline key legal and political structures for maintaining social cohesion and harmony by Aboriginal Peoples
* identify and describe the role of Elders in maintaining customary law.

### Relationship of Dreaming, Country and customary law

**Teacher note** –definitions for Customary Law and Lore can be found in the syllabus.

* Explore the content around Dreaming and Country on the [Share our Pride](http://shareourpride.org.au/sections/our-culture/index.html) website. Brainstorm the concepts of Dreaming and Country. Discuss the relationship between them.
* Examine the difference between Customary Law compared with Lore. Create a definition for each.
* Use the [Customary Law Recognition](https://www.timebase.com.au/support/legalresources/Customary_Law_Recognition_in_Australia.html) website to research Customary Law further and complete the following tasks.
  + How is Customary Law defined on this website?
  + How are Customary Laws communicated throughout Australia?
  + Why isn’t Customary Law written down?
  + Discuss the history of Customary Law.
  + Complete a [seed discussion chart](http://www.readwritethink.org/classroom-resources/printouts/seed-discussion-organizer-30632.html) about the places where Customary Law is recognised.
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X2LfhkRx1_k.link) to brainstorm how Dreaming, Country and Customary Law relate to the legal and political structures in Australia.

### Key legal and political structures for social cohesion

**Teacher note** - before starting activities, it is important to define useful terms and concepts. For example, social cohesion. Explain the role and importance of Kevin Rudd and his place in Australian politics.

* Access [Bush Law - Part 1](https://www.youtube.com/watch?v=sEWFKE59JFw) (duration 15:00) and [Bush Law - Part 2](https://www.youtube.com/watch?v=qSqGe5KPRlI) (duration 14:57). While watching the two clips complete the following questions:
  + What has happened since the introduction of the mainstream Criminal Justice System?
  + Explain why the Lajamanu people believe they have a low crime rate?
  + What do they believe is the solution to the growing crime rates in Aboriginal communities?
  + Outline what happed in February 2008, and what does ‘the tribe’ want to happen?
  + What name do they give Aboriginal and non-Aboriginal visitors?
  + What “patch” is the man talking about?
  + Kevin Rudd refers to a “new beginning” – explain what he is talking about?
  + When does the violence get worse?
  + Who is involved in the Aboriginal punishment, and what happens?
  + What are some Aboriginal punishments that are listed in the clip?
  + Explain the purpose of this clip. Is it to encourage all Australians to follow this law, or are they trying to get people to work together and understand? Elaborate your views about this?
  + Explain what this clip demonstrates about the social cohesion and harmony of Aboriginal Peoples? What structures do they use to maintain this cohesion and harmony?

### Role of Elders in maintaining customary law

* Read the [Role of Elders](https://www.sbs.com.au/nitv/article/2017/07/07/what-role-does-elder-have-indigenous-communities) article and describe what it identifies as the role of Elders in the community. Discuss how this role would be used to maintain customary law.

## Learning sequence 2: Impact of invasion and colonisation

Students:

* evaluate the impact of invasion and colonisation on Aboriginal Peoples’ legal and political systems, for example:
  + dispossession
  + dislocation from Country
  + loss of autonomy and governance structures
* describe the impact of colonial legal and political systems on Aboriginal Peoples and Torres Strait Islander Peoples, for example:
  + restriction of personal freedom
  + lack of access to non-Aboriginal legal and political systems
  + shared experiences with diverse cultural groups, for example Chinese peoples, Afghan cameleers
* describe key features of contemporary Australian legal and political systems
* compare and contrast the ways in which Aboriginal and non-Aboriginal legal and political systems operate.

### Impact of invasion and colonisation

* Discuss the concepts of self-determination and autonomy to Aboriginal Peoples.
* Complete a [jigsaw activity](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X2Ll1jntiho.link) - break the class into three groups to undertake research based on the following concepts:
  + Dispossession
  + Dislocation from country
  + Loss of autonomy and governance structure
* Complete the following table to help with the research:

Concepts of self-determination and autonomy to Aboriginal Peoples.

|  |  |
| --- | --- |
| Questions | Answers |
| Define the concept you are researching |  |
| How is this concept linked to invasion and colonisation? |  |
| How does the concept link to either the legal or political system? |  |
| What impact did invasion and colonisation have on the concept? |  |

* All students looking at the same aspect work together and then return to their original groups to present their work.
* Complete a [PEEL paragraph](https://www.virtuallibrary.info/peel-paragraph-writing.html) explaining the importance of self-determination and autonomy and why a loss of these values would have an impact on Aboriginal Peoples.

### Impact of colonial legal and political systems

**Teacher note** – two activities have been provided. Activity 1 addresses an overview of the outcome and activity 2 addresses the shared experiences with diverse cultural groups.

#### Activity 1

* Access the [Australians Together - The Wound](https://australianstogether.org.au/education/curriculum-resources/the-wound/) webpage. Discuss what this website tells the audience about the impact of colonial legal and political systems on Aboriginal Peoples and Torres Strait Islander Peoples both throughout history and in contemporary society.

#### Activity 2

* Using the three column chart provided, compare the impact of colonial legal and political systems on Aboriginal Peoples and Torres Strait Islander Peoples, [Chinese Peoples](https://humanrights.gov.au/about/news/speeches/chinese-presence-australia) and the [Afghan Cameleers](https://www.abc.net.au/news/2020-02-02/descendents-remember-australias-cameleers/11890622).

Comparison of the impact of colonial legal and political systems on Aboriginal Peoples and Torres Strait Islander Peoples

|  |  |  |
| --- | --- | --- |
| Aboriginal Peoples and Torres Strait Islander Peoples | Chinese Peoples | Afghan Cameleers |
|  |  |  |

* Watch [Are you tougher than your ancestors – Cameleers: The Original 'Ghan' Trains](https://iview.abc.net.au/show/are-you-tougher-than-your-ancestors/series/1/video/CH1913S005S00). Discuss what this episode shows about the shared experiences of Afghan Cameleers and Aboriginal Peoples in Australia.

### Key features of Australian legal and political systems

* Complete a [KWLH Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X2LnFDS_HOY.link) about features of the Australian legal and political systems. This teaching technique helps students access background knowledge, formulate questions, and document information learned. Students use the acronym to gather new information from the [NSW State Library](https://legalanswers.sl.nsw.gov.au/hot-topics-australian-legal-system/overview) and make links to what they already know.

### Operation of Aboriginal and non-Aboriginal legal and political systems

**Teacher note** –provided is a link to how conduct an [ABCD cards](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/560#.X2Lnmel6R-8.link) activity in a classroom. Ensure that ABCD cards and questions are created prior to the learning.

* Use the [Indigenous Governance Toolkit](https://toolkit.aigi.com.au/toolkit/8-1-disputes-about-governance) to complete the following tasks.
  + outline the Aboriginal and Torres Strait Islander mechanisms for managing and settling disputes
  + create a diagram that explores the differences and similarities of dispute resolution
  + what are the challenges of balancing two legal and political systems?
* After completing the research using the toolkit complete an [ABCD cards](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/560#.X2Lnmel6R-8.link) activity

## Learning sequence 3: Interactions with legal and political systems

Students:

* identify and describe the ways in which Aboriginal Peoples and communities interact with and respond to legal and political systems, for example:
  + representation of viewpoints at a political level, including the impact on minority groups of the majority rule system
  + government commissions and inquiries, and their results
  + interactions between the local Aboriginal community, and federal, state and local governments
* outline key issues for Aboriginal Peoples and communities in accessing legal and political systems, including institutional racism
* analyse data in relation to interactions between Aboriginal Peoples and legal systems

### Interaction with legal and political systems

* Research the interactions included in the following table. Identify if the interaction is between Aboriginal Peoples and the legal or political system. Explain the response or outcome of this interaction for Aboriginal Peoples and communities.

Interaction with legal and political systems

|  |  |  |
| --- | --- | --- |
| Interaction | Legal or political interaction | Response or outcome |
| [Bringing them home](https://humanrights.gov.au/our-work/bringing-them-home-report-1997) |  |  |
| [Deaths in custody](https://humanrights.gov.au/our-work/indigenous-deaths-custody-0) |  |  |
| [Uluru statement from the heart](https://ulurustatement.org/) |  |  |
| [Lingari and Whitlam](https://www.artgallery.nsw.gov.au/collection/works/58.2000/) |  |  |
| [Native title claims](http://www.nntt.gov.au/nativetitleclaims/Pages/default.aspx) |  |  |

* Discuss how these interactions influence perceptions of Aboriginal Peoples and cultures.

### Accessing legal and political systems

**Teacher note** - students may need support defining concepts like institutionalised racism.

* According to the [Australian Human Rights Commission](https://humanrights.gov.au/about/news/speeches/institutional-racism),

“If we were to look at the experience of First Peoples here in Australia – Aboriginal and Torres Strait Islander people – in places like the justice system, we find plentiful evidence of disadvantage and institutional racism. Aboriginal and Torres Strait Islander young people are about 17 times more likely to be involved in the justice system than their peers … Despite making up just three per cent of the general population, about one quarter of Australia's prison population is Aboriginal or Torres Strait Islander. That cannot be explained by anything like criminality that is associated with a particular background. It can't be explained away by just socio-economic location. It is indicative of some institutional racism.”

Using this quote along with the [Law and Justice Foundation](http://www.lawfoundation.net.au/report/consultations) website, complete the following tasks:

* + Define institutional racism
  + List the barriers for Aboriginal Peoples when accessing the legal system (hint you will need to look in more than one place on this page).
  + What is meant by long-term distrust of the legal system? Why is this an issue?
  + How would communication issues be a barrier?
  + Outline the mechanisms in place to support Aboriginal and Torres Strait Peoples to access the legal system?
  + Complete a [think-pair-share](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) activity - formulate your own question about access to the legal system to try and answer through the think-pair-share scaffold.

### Data in relation to interactions

**Teacher note** – explicit explanation of each role will be necessary for this activity. Teachers may benefit from familiarising themselves with both the Australian Bureau of Statistics (ABS) website and NSW Bureau of Crime Statistics and Research (BOSCAR) before starting this activity.

* Use the [ABS](https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/4517.0~2019~Main%20Features~Aboriginal%20and%20Torres%20Strait%20Islander%20prisoner%20characteristics%20~13) and [BOSCAR](https://www.bocsar.nsw.gov.au/Pages/bocsar_custody_stats/bocsar_custody_stats.aspx) websites to analyse data in relation to interactions between Aboriginal Peoples and legal systems. Research the trend in statistics and how they have either changed over time or remained the same. You have been given the opportunity to work for Australian Bureau of Statistics (ABS) as junior statisticians. You must elect a Head Statistician and allocate roles to members of the group. Each role must be given different task to achieve:
  + **crime statistician** - show how the crime statistics have changed over the last 40 years and what the current imprisonment rate for Aboriginal Peoples is in NSW
  + **population and social statistician** - show how population has changed in the last 40 years and show the social effects of the changes
  + **census data manager** – work together with the crime statistician and population and social statistician by gathering information and data from the census over the last 40 years
  + **methodology manager** –show the methodology that was used in the data that was collected to show statistics in relation to interactions between Aboriginal Peoples and legal systems
  + **communication manager** – develop a ‘justice statistician report’ in collaboration with all members of the junior statistician’s group.

The report must include -

* + how the crime data has changed over the last 40 years
  + how population has changed in the last 40 years and the social effects of the changes
  + examine the pattern of interactions between Aboriginal Peoples and the legal system using statistical data

The Head Statistician must work with all members of the junior statisticians to develop and implement policies to help members achieve their tasks. The Head Statistician must use all the data collect to summarise and analyse the interaction between Aboriginal Peoples and the legal system.

## Learning sequence 4: Responses and initiatives

Students:

* identify current trends in legal and political contexts in regard to Aboriginal Peoples and Torres Strait Islander Peoples
* analyse the key issues and responses affecting legal and political trends in regard to Aboriginal Peoples and Torres Strait Islander Peoples
* identify Aboriginal initiatives designed to address disadvantage in legal and political systems

### Current trends in legal and political contexts

**Teacher note** – this learning sequence examines one current trend; teachers may choose to examine an alternative and the learning activities may be adapted to suit individual contexts. Students will need an understanding of some key concepts before completing the activities. The Padlet included in the learning sequence can be completed on or offline. Provided is a link for further information about the [De Bono’s Six Thinking Hat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2LqKDndbmE.link) model which is used in the activity.

* Read [How to learn from Indigenous people](https://www.abc.net.au/news/2020-06-22/how-to-engage-with-indigenous-content-black-lives-matter/12373408), [Abuse for opposing Black Lives Matter](https://www.news.com.au/lifestyle/real-life/indigenous-academic-anthony-dillon-cops-barrage-of-abuse-for-opposing-black-lives-matter-rallies-in-australia/news-story/08e6b325c36e8910abd12bfefdc56d01) and [Calls to end Indigenous deaths in custody](https://humanrights.gov.au/about/news/calls-end-indigenous-deaths-custody). Discuss the three articles and what they tell us about the issues around deaths in custody and the Black Lives Matter movement within Australia.
* Use the [De Bono’s Six Thinking Hat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2LqKDndbmE.link) model to assign class members to different thinking hats, to help process the information discussed and provided about [deaths in custody](https://humanrights.gov.au/our-work/indigenous-deaths-custody-report-summary) and the Black Lives Matter movement within Australia:
  + **White hat:** seek facts, question and define the issue surrounding deaths in custody and the Black Lives Matter movement within Australia. The white hat must focus on the known and unknown information including past trends and gaps in knowledge. For example, the royal commission into deaths in custody.
  + **Red hat**: focus on the member’s intuition (hunches) of the issue which does not need a specific justification for current impact of the movement. This may include the feelings of the member.
  + **Yellow hat:** focus on the benefits and advantages of the movement. This hat should be future focused.
  + **Green hat:** make proposals, suggestions, new ideas and alternatives to the movement and its potential impact on the legal system in Australia.
  + **Blue hat:** consider what the government could do about this movement. For example, stop the protests, act against institutionalised racism.
  + **Black hat:** consider the reasons why this movement will not have an impact on the deaths in custody or the Australian legal system.
* In discussion with their other members, use and complete the [Six Thinking Hat template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2LqKDndbmE.link). After the group discussion and completion of the template, students create a new group with each member of a particular thinking hat. Once the new group is formed, students discuss their old group’s understanding of the issue and use the [[Connect, Extend and Challenge (CEC)](https://thinkingpathwayz.weebly.com/connectextendchallenge.html)](https://pz.harvard.edu/resources/connect-extend-challenge) thinking routine about the issue of deaths in custody and the Black Lives Matter movement within Australia
* Create a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X2Lq3AxXHa8.link) about deaths in custody and the Black Lives Matter movement in Australia. The Padlet must show an understanding of the issue, convey evidence of the potential impact of this movement, coherent writing style that shows knowledge of the issue. Images and diagrams to enhance the presentation, may be incorporated into the Padlet.

### Key issues and responses affecting legal and political trends

* Read [funding cut](https://www.hrlc.org.au/news/funding-cut-for-aboriginal-and-torres-strait-islander-legal-services-should-be-reconsidered) and discuss how this is a key issue that affects legal trends in regard to Aboriginal and Torres Strait Islander Peoples.
* Read [Australian governments continue to fail kids](https://www.hrlc.org.au/news/2020/7/27/australian-governments-continue-to-fail-kids-by-refusing-to-raise-the-age-at-which-children-can-be-locked-in-prison), [stop jailing 10 year olds](https://www.sbs.com.au/news/stop-jailing-10-year-olds-indigenous-boy-addresses-un-on-australia-s-youth-detention-laws) and [Aboriginal child to address UN](https://www.hrlc.org.au/news/2019/9/9/aboriginal-child-to-address-un-human-rights-council). View the video [Indigenous boy addresses UN on Australia's youth detention laws](https://www.youtube.com/watch?v=WFJfYI-XYWo) (duration 1:40). Discuss the following:
  + Is this a key issue or response affecting legal and political trends in regard to Aboriginal Peoples and Torres Strait Islander Peoples? Justify your response.
  + Should children 10 years of age be the minimum age for prison terms? Explain your answer.
  + Statistically Aboriginal children are more likely to be placed in prison. Discuss the implications of this for Aboriginal Peoples and outline factors involved in the issue.
  + Propose alternatives or strategies to reduce the rate of Aboriginal children in prison in Australia.
* Read the text of [Kevin Rudd - Sorry Speech](https://www.smh.com.au/national/kevin-rudds-sorry-speech-20080214-gds0xh.html) and discuss the importance of the speech as a response to the Stolen Generation.
* Read the article [Removal of Indigenous Children](https://humanrights.gov.au/about/news/removal-indigenous-children-human-rights-concern) and complete the following questions:
  + Identify when the article was published
  + Explain how this article related to legal or political trends
  + Explain how the article to the Stolen Generation
  + Analyse Kevin Rudd’s speech. As a response, was the speech effective in dealing with the trauma of removing Aboriginal kids from their families? Outline how this effectiveness can or has been measured.

### Aboriginal initiatives

**Teacher note** – when setting up the gallery walk, ensure there is sufficient space between and around each piece of work to allow for ease of movement and close inspection of the work. Allow plenty of time for participants to view each display and respond to the questions.

* Develop a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555" \l ".X2LrrmZ2hwM.link) of images or displays from the different Aboriginal Initiatives designed to address disadvantage in legal and political systems. Images or displays may include [Aboriginal Legal Services](https://www.alsnswact.org.au/about), [Justice Initiatives](https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/queensland-laws/aboriginal-and-torres-strait-islander-justice-initiatives), [Aboriginal Women's Legal Centre](https://www.wirringabaiya.org.au/), [The Uluru Statement](https://ulurustatement.org/), [Indigenous Governance Toolkit](https://toolkit.aigi.com.au/) and [The Tent Embassy](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy). Images or displays need to be visible around the room, showing each initiative and develop an understanding of what the initiative is or does. Access the gallery walk link to have a better understanding of the process. Students should engage with each exhibit and take notes about the initiatives.

## Case study

Conduct a case study into **one** of the following:

* interaction of the legal system with the local Aboriginal community, for example land/water/sea rights or native title; or
* local Aboriginal community responses to the criminal justice system.

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate the interaction of the legal system with the local Aboriginal community or local Aboriginal responses to the criminal justice system
* communicate findings and conclusions of the case study effectively and appropriately

### Activities

**Teacher note** – contact with the relevant community member will need to be made in advance. [Community links](https://www.police.nsw.gov.au/safety_and_prevention/your_community/aboriginal_persons_and_communities) can be found on the NSW Police Force website under resources.

Questions for the community member need to be prepared and presented before the day they are due to speak to students, so that they can properly prepare.

A digital session by Zoom, Microsoft Teams or Skype can be done with the guest speaker if they are unable to attend in person.

* Use the [Aboriginal Strategic Direction 2018-2023](https://www.police.nsw.gov.au/safety_and_prevention/your_community/aboriginal_persons_and_communities) and the [Police Aboriginal Consultative Committee](https://www.police.nsw.gov.au/safety_and_prevention/your_community/aboriginal_persons_and_communities) (PACC) documentation to formulate questions about how the local NSW police force interacts with the local Aboriginal community.
* Once these questions are written, engage with either the Aboriginal Community Liaison Officer (ACLO), Community Liaison Officer (CLO) from your local area command or a PACC member from a district area command to get responses for the questions.
* Complete an essay answering the question – how does the local legal system (police force) interact with the local Aboriginal community?

## Assessment task and rubric

**Teacher note** – when using this task, ensure it is placed on the school template and follows all assessment requirements.

The outcomes have been linked to specific aspects of the task. This is to ensure clarity when allocating grades for each outcome.

The timeframe for the speech may need to be adjusted for stage 4 students.

### Outcomes

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

Write a 4-5-minute speech about a person or event that has significantly impacted the relationship between Aboriginal and Torres Strait Islander Peoples and the legal or political system in Australia.

Your speech should include:

* Background information about the chosen person or an overview of the event.
* How has this person or event contributed to maintaining Aboriginal Peoples identity?
* Has this person or event had an impact on self-determination or autonomy of Aboriginal Peoples? Explain and justify your response.
* Explanation about how this person or event impacted the legal or political system.
* Discuss the significance of this person or event in Australian history.

Pick from one of the following options:

|  |  |
| --- | --- |
| Person | Event |
| [Charles Perkins (1936-2000)](https://www.nma.gov.au/explore/features/indigenous-rights/people/charles-perkins)  [Gordon Munro Bryant (1914-1991)](http://adb.anu.edu.au/biography/bryant-gordon-munro-18365)  [Eddie Koiki Mabo (1936-1992)](https://aiatsis.gov.au/explore/articles/eddie-koiki-mabo)  [Pearl Mary Gibbs (1901-1983)](http://adb.anu.edu.au/biography/gibbs-pearl-mary-gambanyi-12533)  [Evelyn Scott (1935-2017)](https://www.rahs.org.au/evelyn-scott-1935-2017/)  [Neville Bonner (1922-1999)](https://biography.senate.gov.au/bonner-neville-thomas/) | [Australian Aboriginal Progressive Association (AAPA)](https://www.nma.gov.au/defining-moments/resources/formation-of-the-aapa)  [Yirrkala Bark Petitions](https://www.foundingdocs.gov.au/item-did-104.html)  [Wave Hill Walk-off](https://www.nma.gov.au/defining-moments/resources/wave-hill-walk-off)  [The 1967 Referendum](https://australianstogether.org.au/discover/australian-history/1967-referendum/)  [Aboriginal Tent Embassy](https://www.nma.gov.au/defining-moments/resources/aboriginal-tent-embassy) |

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of the ways in which this person or event contributed to maintaining Aboriginal Peoples identity * Demonstrates extensive knowledge of content and understanding of course concepts by explaining and justifying the importance and impact this person or event had on self-determination or autonomy of Aboriginal Peoples * Demonstrates extensive knowledge of content and understanding of course concepts by assessing the significance this person or event had on both the legal or political system and in Australian history * Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | A |
| * Demonstrates thorough knowledge of the ways in which this person or event contributed to maintaining Aboriginal Peoples identity * Demonstrates thorough knowledge of content and understanding of course concepts by outlining the importance and impact this person or event had on self-determination or autonomy of Aboriginal Peoples * Demonstrates thorough knowledge of content and understanding of course concepts by examining the significance this person or event had on both the legal or political system and in Australian history * Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | B |
| * Demonstrates sound knowledge of the ways in which this person or event contributed to maintaining Aboriginal Peoples identity * Demonstrates sound knowledge of content and understanding of course concepts by describing the importance and impact this person or event had on self-determination or autonomy of Aboriginal Peoples * Demonstrates sound knowledge of content and understanding of course concepts by explaining the significance this person or event had on both the legal or political system and in Australian history * Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings. | C |
| * Demonstrates basic knowledge of the ways in which this person or event contributed to maintaining Aboriginal Peoples identity * Demonstrates basic knowledge of content and understanding of course concepts by summarising the importance and impact this person or event had on self-determination or autonomy of Aboriginal Peoples * Demonstrates basic knowledge of content and understanding of course concepts by describing the significance this person or event had on both the legal or political system and in Australian history * Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings. | D |
| * Demonstrates elementary knowledge of the ways in which this person or event contributed to maintaining Aboriginal Peoples identity * Demonstrates elementary knowledge of content and understanding of course concepts by identifying the importance and impact this person or event had on self-determination or autonomy of Aboriginal Peoples * Demonstrates elementary knowledge of content and understanding of course concepts by identifying the significance this person or event had on both the legal or political system and in Australian history * Demonstrates elementary skills in communicating ideas and selecting information. | E |