



Australian Curriculum: **ENGLISH**

South West Aboriginal Land and Sea Council is collaborating with the Association of Independent Schools of WA (Inc) to develop detailed curriculum links in History, English, Science, Mathematics and Geography for Pre-Primary to Year 10.

This Education resource is designed to assist teachers by providing links between the [Kaartdijin Noongar website](#) and the Australian Curriculum. The [Kaartdijin Noongar website](#) aims to share the richness of our Noongar knowledge, culture and history in order to strengthen our community and promote wider understanding.

Organising ideas: Aboriginal and Torres Strait Islander histories and culture

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face.^[1] With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- [Aboriginal and Torres Strait Islander histories and cultures](#)
- [Asia and Australia's engagement with Asia](#)
- [Sustainability](#).

For each **cross-curriculum priority**, a set of organising ideas reflects the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.

Country/Place

- O1.1 Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
- O1.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
- O1.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.

Culture

- O1.4 Aboriginal and Torres Strait Islander societies have many Language Groups.
- O1.5 Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- O1.6 Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.

People

- OI.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
- OI.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
- OI.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies. All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features. Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

The Kaartdijin Noongar web address is www.noongarculture.org.au/

Year level Title		Content Descriptions	Elaborations/Teaching Ideas	Noongar Links
Source: ACARA Australian Curriculum v5.0				
Year 7	Literature and context	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<ul style="list-style-type: none"> building knowledge, understanding and skills in relation to the history, culture, and literary heritage of Noongar or other Aboriginal and Torres Strait Islander peoples identifying and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age 	<ul style="list-style-type: none"> Noongar oral history: Early European contact
	Examining literature	Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<ul style="list-style-type: none"> analysing and explaining the structure and features of short stories discussing the purposes and appeal of different authorial choices for structure and language exploring traditional stories from Asia and discussing their engaging features, for example use of the oral mode, visual elements, verse, use of puppets to convey the narrative analysing writers' depictions of challenges in texts, for example those faced by Noongar or other Aboriginal and Torres Strait Islander people discussing a text's intended audience, whether the text is typical of its type and whether it has fulfilled its purpose 	<ul style="list-style-type: none"> Noongar oral history: storytelling Nidja Beeliar Boodja Katitjin Noongar Stories Noongar Language and Literature

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Source: ACARA Australian Curriculum v5.0				
Year 8	Literature and context	<p>Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)</p> <p>Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)</p>	<ul style="list-style-type: none"> investigating texts about Noongar or other Aboriginal and Torres Strait Islander history from different sources and explaining differing viewpoints comparing attitudes and ideas in texts drawn from contexts that are different to students' own identifying and describing the ways films suggest Country/Place and Identity through language features such as image, soundtrack and narrative control selecting aspects of a text related to Country and Place, People, Identity and Culture and adapt it for a new context, noting if changes in one aspect will result in changes in another explaining how individual interpretations of these aspects are influenced by students' own knowledge, values and cultural assumptions 	<ul style="list-style-type: none"> Noongar oral history: Early European contact Noongar oral history: storytelling Nidja Beeljar Boodja Katitjin Noongar Stories Noongar Language and Literature Noongar Connection to Country
	Responding to literature	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	<ul style="list-style-type: none"> analysing arguments for and against a particular issue in current community debates and justifying a personal stance 	

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Source: ACARA Australian Curriculum v5.0				
Year 9	Language for interaction	Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	<ul style="list-style-type: none"> identifying the various communities to which students belong and how language reinforces membership of these communities (the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups, the interaction patterns of the classroom, the commonalities in migrant and cultural groups) 	<ul style="list-style-type: none"> Noongar documentaries
	Literature and context	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	<ul style="list-style-type: none"> exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own reviewing historical fiction or nonfiction written by and about the peoples of Asia analysing literary texts created by and about Noongar or other Aboriginal and Torres Strait Islander peoples (including documentaries, picture books, print texts and other multimodal texts) and also texts including film produced by and about peoples of Asian background, and considering the different ways these texts represent people, places, things and issues 	<ul style="list-style-type: none"> Noongar oral history: storytelling Nidja Beeljar Boodja Katitjin Noongar Stories Noongar Language and Literature
	Responding to literature	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context	<ul style="list-style-type: none"> reflecting on and discussing responses to literature including plot events, setting details, characterisation, themes, structure and language devices used to achieve particular effects, and collaboratively formulating a list of factors that characterise merit discussing, debating and evaluating the cinematic qualities and success of a film or new versions of a film exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and 	

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Year 9			more contemporary literature)
	Texts in context	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	<ul style="list-style-type: none"> • comparing perspectives represented in texts from different times and places, including texts drawn from popular culture • identifying, comparing and creating relationships between texts (including novels, illustrated stories, social issue cartoons, documentaries, multimodal texts) • reflecting on the notion that all texts build on a body of prior texts in a culture • analysing and identifying how socio-cultural values, attitudes and beliefs are conveyed in texts, for example comparing and analysing perspectives about a Noongar or other Aboriginal and Torres Strait Islander issue reported in commercial media compared to public and Aboriginal and Torres Strait Islander media • analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations

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Source: ACARA Australian Curriculum v5.0				
Year 10	Language for interaction	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	<ul style="list-style-type: none"> identifying language that seeks to align the listener or reader (for example 'of course', 'obviously', 'as you can imagine') identifying the use of first person 'I', 'we' and second person pronouns 'you' to distance or involve the audience, for example in a speech made to a local cultural community identifying references to shared assumptions identifying appeals to shared cultural knowledge, values and beliefs reflecting on experiences of when language includes, distances or marginalises others creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries) 	
	Literature and context	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	<ul style="list-style-type: none"> investigating and analysing the ways cultural stories may be retold and adapted across a range of contexts such as the 'Cinderella' story and the 'anti-hero' imaginatively adapting texts from an earlier time or different social context for a new audience exploring and reflecting on personal understanding of the world and human experience gained from interpreting literature drawn from cultures and times different from the students' own 	
	Responding to literature	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)	<ul style="list-style-type: none"> determining, through debate, whether a text possesses universal qualities and remains relevant presenting arguments based on close textual analysis to support an interpretation of a text, for example writing an essay or creating a set of director's notes creating personal reading lists in a variety of genres and explain why the texts qualify for inclusion on a particular list reflecting upon and asking questions about interpretations of texts relevant to a student's cultural background 	

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Year 10	Literacy: Texts in context	<p>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</p> <ul style="list-style-type: none"> • considering ethical positions across more than one culture as represented in text and consider the similarities and differences • questioning the representation of stereotypes of people, cultures, places, events and concepts, and expressing views on the appropriateness of these representations • identifying and explaining satirical events, including events in other cultures, for example depictions in political cartoons • identifying and evaluating poetic, lyrical language in the depiction of people, culture, places, events, things and concepts in texts • analysing the ways socio-cultural values, attitudes and beliefs are presented in texts by comparing the ways news is reported in commercial media and Noongar or other Aboriginal and Torres Strait Islander media 	<ul style="list-style-type: none"> • Coolbaroo League and media representation