

Cultural Learning 2026 v1.0

Short Course senior syllabus — DRAFT for consultation

February 2026

This is a draft document provided for consultation and is not to be implemented.

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Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

Course overview

Rationale

Queensland's senior subject of Cultural Learning is a distinctive, purpose-built and targeted study that is constructed by selecting Perspectives, Knowledges and ideas from the Aboriginal and Torres Strait Islander suite of studies that:

- provide a basis upon which appropriate cultural exchanges and protocols can be engaged with by an active participant in an informed way
- when considered together, are representative of the Perspectives, Knowledges, beliefs and practices in Aboriginal and Torres Strait Islander pedagogies and studies
- are for all Queensland students to engage with
- are at an appropriate level for students in Years 11 and 12 of schooling
- provide a foundation upon which further study in Aboriginal and Torres Strait Islander Studies could occur
- provide a foundation upon which further work in cultural understandings could occur, particularly engaging with and adopting Indigenous Perspectives.

In this way, the subject is aimed at providing both a holistic education in the perspectives and ways of knowing, being and doing, and about the Knowledges, cultures, lived experiences and connections of Aboriginal peoples and Torres Strait Islander peoples in diverse contexts.

The subject of Cultural Learning aims to develop students':

- understanding that Country is central to culture and they are on Aboriginal lands, waterways and skies or Torres Strait Islander lands, waterways and skies
- ability to engage in culturally appropriate and respectful ways with Aboriginal and Torres Strait Islander Knowledges, lived experiences, stories, communities
- ability to engage with Indigenous Perspectives and apply these to various concepts and content
- capacity to see themselves via 'windows and mirrors' opportunities, where everyone is represented positively and respectfully
- transferrable skills that enhance their ability to listen deeply and respectfully, communicate appropriately and develop empathy to enhance cultural responsiveness.

Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Explain Aboriginal Perspectives and/or Torres Strait Islander Perspectives and worldviews.

When students engage with Indigenous Perspectives and worldviews, they demonstrate Aboriginal and/or Torres Strait Islander ways of learning. They describe and engage with worldviews and the importance of context, employing a holistic approach to broaden their understanding.

2. Apply perspectives and demonstrate knowledge.

When students apply a framework for learning to explore an inquiry focus or issue, they engage with the framework to utilise new ways of exploring viewpoints, Knowledges and/or Perspectives to make meaning of the focus of inquiry or issue.

3. Communicate to a nominated audience.

When students create responses that demonstrate and show their understanding of Indigenous Perspectives, they apply a framework in response to a specific question, issue or idea to communicate with a specific audience. They create meaning and demonstrate their understanding in ways that are fit for purpose.

Designing a course of study in Cultural Learning

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Course structure

Cultural Learning is a Short Course senior syllabus. It contains two QCAA-developed topics from which schools develop their course of study.

This course has been developed with a notional time of 55 hours of teaching and learning, including assessment.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Short Course senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Topics 1 and 2. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Topics 1 and 2, schools develop two assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

Subject matter

Each topic contains a description, objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the objectives and provides statements of learning that have been constructed in a similar way to objectives.

Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded and are centred in the subject matter.

Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills.

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

Engaging with Indigenous Perspectives allows the opportunity to explore holistic learning that First Nations' education researchers Karen Martin (2003) and Karen Sinclair (2018) refer to as 'Ways of Knowing, Being and Doing'. Ways of Knowing, Being and Doing embrace ontological, epistemological and kinesiological approaches to learning and offer inclusive and empowering ways of exploring interconnectedness. University of Queensland Professor Tracey Bunda advocates that centering Country when Indigenising the curriculum is key as it centralises connection and belonging for Aboriginal peoples and Torres Strait Islander peoples and is a foundational source of Indigenous Knowledges (University of Queensland, n.d.).

The proposed Cultural Learning subject aims to respond to considerations of current contexts and the desire to bring Indigenous Perspectives into teaching and learning approaches, using various worldviews with which to engage content. The key objectives of this course of study are to use Indigenous Perspectives to investigate and explore understandings of the significance of connectedness and continuity in Aboriginal and Torres Strait Islander cultures.

The purpose of this syllabus is not to teach content and knowledges; rather, its purpose is to engage students with ways of understanding and learning. Teaching Aboriginal and Torres Strait Islander knowledges requires an understanding and intimacy that many educators may not possess. This syllabus aims to encourage educators to engage with the course and to educate themselves on the appropriate protocols and permissions to teach certain content. This includes knowing what it is not appropriate to teach. The adoption of a specific Indigenous Framework caters for teachers and learners to engage in ways that are culturally appropriate and safe. It allows for 'windows and mirrors' (Kaye, 2013) opportunities without requiring the teacher to assume an expert, or colonialist approach to Knowledges and content that may not be theirs to impart.

The knowledge, skills and dispositions that the short course seeks to develop can be organised under two broad categories:

- exploring Indigenous Knowledges and employing Indigenous Framework/s to engage with ways of knowing, being and doing. This would involve the learner:
 - identifying and communicating about Indigenous Knowledges and Indigenous Perspectives and exploring cultural understandings to learn that perspectives are primarily uncovered through processes and approaches, not through content
 - understanding the centrality of Country and the significance of learning on and learning from being on Country
 - understanding themselves as learners, self-reflecting and employing holistic approaches and frameworks and applying them when engaging with skills and processes
 - understanding worldviews and approaches to see how the world works and the impact this positioning has on developing, reinforcing and challenging perspectives. It assists in developing awareness of the importance of investigating and adopting paradigms that foreground Aboriginal Perspectives and/or Torres Strait Islander Perspectives

- engaging with Aboriginal and Torres Strait Islander concepts. This would involve the learner:
 - investigating and understanding the significance of connectedness in First Nations' cultures by
 - understanding the centrality of Country, relationships and languages
 - exploring patterns and relationships within Aboriginal cultures and Torres Strait Islander cultures and how these patterns and relationships manifest in living cultures. Understanding the centrality of family and the web of connections
 - understanding connections to lived experiences, to present contexts and communities and to the future
 - exploring spiritualities of Aboriginal peoples and Torres Strait Islander peoples
 - investigating and understanding the significance of continuity in Aboriginal and Torres Strait Islander cultures by
 - looking back at history to understand the role of truth telling, to engage with the present and to imagine the future
 - exploring the role of languages and language regeneration for individuals and communities
 - engaging with storytelling and yarning as a way of learning and its role in enhancing identity and nurturing community
 - exploring the role of and the importance of Songlines in Aboriginal cultures and mapping the stars and Zogo Time in Torres Strait Islander traditions
 - engaging with contemporary expressions of Aboriginal cultures and Torres Strait Islander cultures, for example in art, literature, film and television, sport, activism.

Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student competently demonstrates insight in their ability to engage with Aboriginal and Torres Strait Islander ways of learning. They effectively employ a holistic understanding when applying an Indigenous Framework, utilising ways of engaging with viewpoints, Knowledges and Perspectives. They effectively create responses and clearly communicate perspectives and construct meaning to express their understanding of, and engagement with, Aboriginal and Torres Strait Islander ways of knowing, being and doing.
B
The student demonstrates their ability to engage with Aboriginal and Torres Strait Islander ways of learning. They employ a holistic understanding when applying an Indigenous Framework, showing ways of engaging with viewpoints, knowledges and perspectives. They create responses and show perspectives and show meaning to express their understanding of, and engagement with, Aboriginal and Torres Strait Islander ways of knowing, being and doing.
C
The student shows some engagement with Aboriginal and Torres Strait Islander ways of learning. They employ an understanding when applying an Indigenous Framework, engaging appropriately with viewpoints, Knowledges and/or Perspectives. They develop responses to show their understanding of, and/or engagement with, Aboriginal and Torres Strait Islander ways of knowing, being and doing.
D
The student identifies Aboriginal and Torres Strait Islander ways of learning. They employ a basic understanding when applying an Indigenous Framework. They create responses with variable success as they attempt to show some understanding of, and/or engagement with, Aboriginal and Torres Strait Islander ways of knowing, being and doing.
E
The student attempts to show some recognition about Aboriginal and Torres Strait Islander ways of learning. They show minimal understanding when attempting to apply an Indigenous Framework. They attempt to create responses with minimal success.

Determining and reporting results

Schools make A–E judgments on individual assessment instruments.

Schools also determine a final subject result by making an on-balance judgment using evidence in a folio matched to the reporting standards.

The folio includes responses to the two school-developed assessment instruments, which provide evidence of achievement in relation to the objectives of the syllabus and standards matched to the instrument-specific standards (ISS).

Schools report the subject result to the QCAA as an A–E or, where appropriate, a not rated (NR) in the case of an NR for one or both instruments.

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Topics

Topic 1: Connectedness

In this topic, students explore the concept of worldviews and how they see and understand the world. They recognise their own positioning as learners and undertake to explicitly engage with Indigenous Perspectives by adopting a holistic approach when connecting with ideas and knowledges. Students can investigate various Indigenous Frameworks or select one Indigenous Framework to guide their understanding of the concept of connectedness.

Connectedness is centred around ways of learning and understanding and begins by encouraging the importance of engaging with Country. It is important to start where students are situated, investigating their local surroundings, learning names for places, landmarks etc. Placing the self at the centre of Country and posing guiding questions about places and names, the environment, and lived experiences provides teachers and students with autonomy and control over the direction of their learning.

By starting with their own perception of themselves as learners, students explore their identity and its significance in forming and informing worldviews. They consider the relationship between identity, location and knowledge and how they are interconnected. By placing the self at the centre of the exploration, students examine the importance of connection to Country, the centrality of language and importance of building and maintaining relationships and their role in creating and influencing how they see and interact with the world around them.

Such holistic approaches foster curiosity and influence how students come to know and understand the connectedness of cultural, social, personal, spiritual, and relational learning. It encourages and normalises engagement with Aboriginal peoples and Torres Strait Islander peoples within their communities and promotes culturally safe learning environments, exploring the importance of following protocols and respecting traditional Knowledges held within communities.

Objectives

1. Explain Aboriginal Perspectives and/or Torres Strait Islander Perspectives and worldviews.
2. Apply perspectives and demonstrate knowledge.
3. Communicate to a nominated audience.

Subject matter

The subject matter for the Cultural Learning Short Course can be drawn from a range of ideas and issues. Rather than specific content, what is paramount is that Aboriginal and/or Torres Strait Islander Perspectives and Framework/s are to be utilised to engage with topics. It is important that the Aboriginal and Torres Strait Islander Knowledge holders and their views be centred when engaging with content, as well as teachers and students having an awareness that there are certain Knowledges and practices that are not appropriate for classroom discussions. Where possible, building relationships with community members is encouraged as this can foster positive partnerships and future support.

When undertaking and engaging with this course, the subject matter can be selected from many options. It is essential that the approach towards the teaching and learning foregrounds and explicitly employs an Indigenous Perspectives Framework.

Examples of possible frameworks include:

- *My land, my tracks*, developed by Uncle Ernie Grant (a Djjirabal/Djirrabal Elder), in partnership with the Innisfail and District Education Centre, emphasises the centrality of the three elements of Land, Language and Culture and how they need to be contextualised in terms of Time, Place and Relationships
- The Big 5 Framework developed by Dr Cally Jetta, Emerson Zerafa-Payne and Paul Carmody that positions knowledges as holistic, connected, interactive, process-focused and expressed through story
- the 8 ways Framework inspired by the work of Dr Karen Martin and Dr Martin Nakata based on Indigenous processes of learning and understanding.

Topic 1 focuses on the concept of connectedness and introduces the importance of the identity of the learner. The students must come to know themselves as learners and explore their own situation in time and place. Understanding this and investigating what influences their worldview enables them adopt an Aboriginal and/or Torres Strait Islander Framework to engage with the concept of connectedness. When students are open to engaging with a holistic, non-linear worldview, they become open to the centrality of Country and the understanding that land is sacred and that relationships between people and Country are central to engaging with an Aboriginal and Torres Strait Islander worldview.

Some examples to consider when approaching Topic 1 include considering the holistic and interconnected nature of culture, spirituality, social networks, location and place, language and Knowledge as it informs the identity of individuals and communities and their intimate relationship with Country.

Some possible lines of inquiry to guide this topic include:

- What is my connection to a nominated place? How does this connect with my community?
- What can I learn about myself and others? How does this help me build relationships and foster community engagement?
- How do I show respect for Country, the land, waterways and skies to care for the environment? How is this important when connecting with my community?

Further, students can progress towards looking at specific ideas or issues such as:

- leadership in the community, asking what characteristics make a good leader
- the role of contemporary Aboriginal and Torres Strait Island art, dance, literature, oral storytelling and music in expressing identity and community. They can examine the work of a specific artist, choreographer or musician and investigate what values, beliefs and expressions are prevalent in their work. Students can enquire as to why such expressions are significant to identity and expression.

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Topic 2: Continuity

In this topic, students engage with the concept of continuity. This progresses from the learning around connectedness and expands on the importance of ongoing use of an Indigenous Framework to explore the notion of continuity.

Embarking on an exploration of continuity begins with students examining the present context and engaging with issues and situations that are relevant at the current point in time. Situating the learning in the present context allows students to safely reflect on the past where appropriate, as well as looking forward towards the future. Using a specific theme or focus such as the environment, language, narratives and stories, leisure and sport, music and art or design and technology, students can engage with contemporary Aboriginal and/or Torres Strait Islander cultures and expressions, creating new knowledges while honouring and respecting the past and the future.

Demonstrating an understanding and awareness of cultural continuity comes from an engagement with various perspectives and recognition of expressions of Aboriginal and Torres Strait Islander heritages and ways of knowing, being and doing. It requires gentle and respectful engagement with ideas, beliefs and practices, languages and cultural practices, artefacts and activities to gain an insight into the many ways Aboriginal and Torres Strait Islander cultural expressions and experiences manifest in today's context as testimony to the oldest continuing living cultures in the world.

Objectives

1. Explain Aboriginal and/or Torres Strait Islander Perspectives and worldviews.
2. Apply perspectives and demonstrate knowledge.
3. Communicate to a nominated audience.

Subject matter

The subject matter for the Cultural Learning Short Course can be drawn from a range of ideas and issues. Rather than specific content, what is paramount is that at least one Indigenous Perspectives Framework is to be utilised to engage with topics. It is important that the First Nations' knowledge holders and their views be respected when engaging with content, as well as teachers and students having an awareness that there are certain knowledges and practices that are not appropriate for classroom discussions. Where possible, building relationships with First Nations' community members is encouraged as this can foster positive partnerships and future support.

When undertaking and engaging with this course, the subject matter can be selected from many options. It is essential that the approach towards the teaching and learning foregrounds and explicitly employs an Indigenous Perspectives Framework.

Examples of possible frameworks include:

- My land, my tracks, developed by Uncle Ernie Grant (a Djirrabal/Djirrabal Elder), in partnership with the Innisfail and District Education Centre, emphasises the centrality of the three elements of Land, Language and Culture and how they need to be contextualised in terms of Time, Place and Relationships
- The Big 5 Framework developed by Dr Cally Jetta, Emerson Zerafa-Payne and Paul Carmody that positions knowledges as holistic, connected, interactive, process-focused and expressed through story
- the 8 ways Framework inspired by the work of Dr Karen Martin and Dr Martin Nakata based on Indigenous processes of learning and understanding.

Topic 2 continues to use an Indigenous Perspectives Framework to explore the concept of continuity. It is grounded in the present and engages with Aboriginal peoples and Torres Strait Islander peoples as the oldest continuous living cultures in the world. The concept of continuity encourages a focus on what is important in the current context and encourages an exploration of ideas, issues and scenarios that are varied and engaging.

Possible inquiry questions to direct learning could include:

- why is it important to know the names of places, plants and animals in the local language?
- what can I learn about the place I live in by engaging with traditional language?

Students can enhance their understanding of connectedness by exploring issues such as:

- environmental concerns e.g. beach erosion, land management and fire safety. They can investigate traditional methods of managing lands and seas and explore the implications for today
- the role of play and games in passing on important concepts, skill and practices. Students can learn some traditional games and work with young children to teach them a range of games. This encourages not only the important skills embedded within games, but the importance of the passing on of such skills to younger generations
- the use of natural elements to support daily living, for example, the use of certain materials to make weapons, instruments or vessels for food storage and transport, using every part of an animal. They can investigate the types of plants and fibres etc. that are available today and can be used in modern contexts. This can lead to learning certain skills such as weaving and dyeing, shaping, decorating and using instruments. They can consider the role of custodians in sharing stories, skills and traditions, including the survival of language and how these are maintained by engaging with such practices in contemporary contexts.

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Assessment

Internal assessment 1: Investigation

Students complete an investigation using a nominated Aboriginal or Torres Strait Islander Perspectives Framework. They select a focus from Topic 1 and apply their learnings to complete the Investigation.

Assessment objectives

1. Explain Aboriginal and/or Torres Strait Islander Perspectives and worldviews in relation to the concept of connectedness and the centrality of Country.
2. Apply perspectives and demonstrate knowledge about Aboriginal and/or Torres Strait Islander worldviews and the holistic nature of connectedness.
3. Communicate understandings to a nominated audience.

Specifications

This task requires students to:

- identify the personal focus for the Investigation from Topic 1
- investigate the significance of connectedness by responding to a question, opportunity or issue, based on the identified focus, using a nominated Aboriginal or Torres Strait Islander Perspectives Framework
- complete the Investigation and produce a response, including
 - refining the question, opportunity or issue from Topic 1 e.g. art as a form of expression and identity, effective leadership, sacredness and spirituality
 - explaining Aboriginal and/or Torres Strait Islander Perspectives and worldviews related to the focus
 - applying an Aboriginal or Torres Strait Islander Perspectives Framework to the question, issue or opportunity to understand connections
 - communicating to a nominated audience.

It is recommended that this task is designed so that students can develop a response in approximately 10 hours of class time.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - selecting an Indigenous Perspectives Framework
 - refining the question, opportunity or issue.

Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken (live or recorded): up to 7 minutes, or signed equivalent
- Written: up to 1000 words

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Instrument-specific standards (Internal assessment 1)

Explain, Apply perspectives, Communicate	Grade
<ul style="list-style-type: none"> • significant explanation of Aboriginal and/or Torres Strait Islander Perspectives and worldviews in Investigation • comprehensive application of perspectives and Framework to demonstrate knowledge and understanding and centrality of Country • fluent use of communication conventions for the context, purpose and audience 	A
<ul style="list-style-type: none"> • substantial explanation of Aboriginal and/or Torres Strait Islander Perspectives and worldviews in Investigation • effective application of perspectives and Framework to demonstrate knowledge and understanding and centrality of Country • effective use of communication conventions for the context, purpose and audience 	B
<ul style="list-style-type: none"> • explanation of Aboriginal and/or Torres Strait Islander Perspectives and worldviews in Investigation • application of perspectives and Framework to demonstrate knowledge and understanding with a reference to centrality of Country • use of communication conventions for the context, purpose and audience 	C
<ul style="list-style-type: none"> • partial explanation of Aboriginal and/or Torres Strait Islander Perspectives and worldviews in Investigation • partial application of perspectives and/or Framework to demonstrate knowledge and understanding with acknowledgment of centrality Country • partial use of communication conventions for the context, purpose and audience. 	D
<p>The student response does not match any of the descriptors above.</p>	E

Internal assessment 2: Project

Students examine a situation, scenario or issue to complete a project related to Topic 2.

Assessment objectives

1. Explain Aboriginal and Torres Strait Islander Perspectives and worldviews in relation to the concept of continuity.
2. Apply perspectives and demonstrate knowledge about Aboriginal and Torres Strait Islander worldviews in the current context in relation to continuity.
3. Communicate understandings to a nominated audience.

Specifications

This task requires students to:

- participate in a reflection on learnings within the unit:
 - create the focus of the discussion based on the stimulus provided by the teacher, then
 - gather and research information and ideas relating to the focus and stimulus provided
 - reflect upon, discuss the situation, scenario or issue using a nominated Indigenous Perspectives Framework
- create a reflection that
 - explores the significance of using an Indigenous Perspectives Framework to engage with Topic 2
 - discusses the key learnings and insights gained from participating in a reflection activity.

It is recommended that this task is designed so that students can develop a response in approximately 12 hours of class time.

Stimulus specifications

The teacher (in consultation with students, where appropriate) nominates a topical situation, scenario or issue related to Topic 2 and provides related material/s.

The topical situation, scenario or issue may be drawn from

- a local environmental issue of land care, such as waterway management
- language revitalisation in a specific community
- music making and songs
- literature: narratives, stories and poetry
- art, design and use of symbols e.g. on Indigenous football jerseys.

Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- The following aspects of the task may be completed as a group
 - narrowing the specific focus of the discussion
 - contributing to the reflection.

Response requirements

Discussion

- Spoken (live or recorded): up to 5 minutes, or signed equivalent
- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent visual media

Reflection

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent visual media
- Spoken (live or recorded): up to 3 minutes, or signed equivalent
- Written: up to 400 words

Instrument-specific standards (Internal assessment 2)

Explain, Apply perspectives, Communicate	Grade
<ul style="list-style-type: none"> • significant explanation of Aboriginal and Torres Strait Islander Perspectives and worldviews in discussion and reflection • comprehensive application of perspectives to demonstrate knowledge and understanding • insightful contribution to discussion using an Aboriginal and/or Torres Strait Islander Perspectives Framework • fluent use of communication conventions for the context, purpose and audience 	A
<ul style="list-style-type: none"> • substantial explanation of Aboriginal and Torres Strait Islander Perspectives and worldviews in Yarning Circle and reflection • effective application of perspectives to demonstrate knowledge and understanding • appropriately contributes to yarning using an Aboriginal and/or Torres Strait Islander Perspectives Framework • effective use of communication conventions for the context, purpose and audience 	B
<ul style="list-style-type: none"> • explanation of Aboriginal and Torres Strait Islander perspectives and worldviews in Yarning Circle and reflection • application of perspectives to demonstrate knowledge and understanding • contributes to yarning using an Aboriginal and/or Torres Strait Islander Perspectives Framework • use of communication conventions for the context, purpose and audience 	C
<ul style="list-style-type: none"> • partial explanation of Aboriginal and Torres Strait Islander Perspectives and worldviews in Yarning Circle and reflection • partial application of perspectives to demonstrate knowledge and understanding • minimally contributes to yarning using an Aboriginal and/or Torres Strait Islander Perspectives Framework • partial use of communication conventions for the context, purpose and audience. 	D
The student response does not match any of the descriptors above.	E

Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

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Version history

Version	Date of change	Information
1.0	February 2026	Draft released for consultation.

