# Aboriginal Studies Years 7-10: Option 8

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## Option 8: Aboriginal Peoples and Sport

The focus of this option is the significant role of sport in contributing to Aboriginal identities and to the development of role models for Aboriginal young people. Students explore sport as an avenue for Aboriginal community communication and participation. They critically analyse the role of sport in breaking down barriers between Aboriginal Peoples and non-Aboriginal people. A case study on the role of sport in the local/regional community can form the basis through which Option 8 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-5** explains the importance of families and communities to Aboriginal Peoples
* **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
* **AST5-9** analyse 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**: AST4-1, AST4-5, 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 and sports and games

Students:

* explore customary sports and games of Aboriginal Peoples and Torres Strait Islander Peoples, for example:
  + Woggabaliri
  + Marn Grook
  + Kee’an
  + Kokan.
* explain the role of customary sports and games for Aboriginal Peoples, for example:
  + educating children, e.g. collaboration, gender roles
  + developing skills for everyday life
  + social cohesion.

### Customary sports and games

**Teacher note** – teacher discretion and school resources should determine whether students will conduct the practical component of this task. The [Yulunga traditional Indigenous games](https://www.sportaus.gov.au/yulunga) website has downloadable instructions available for over one hundred different Aboriginal and Torres Strait Islander games and sports. It would be beneficial to connect with the school’s PDHPE department to identify resources they may have available and potential connections in the content.

* In small groups, use the [Yulunga traditional Indigenous games](https://www.sportaus.gov.au/yulunga) website to select a customary sport or game of Aboriginal and Torres Strait Islander Peoples. Research the game and prepare a short multimedia presentation for their class that covers:
  + the background or origins of the game
  + the Nation of origin for the game (including a map)
  + characteristics and features of the game including the rules.
* Prepare and conduct a practical lesson to teach the other groups how to play the game

### Role of customary sports and games

* Using the information and skills from the previous activity [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=c4a0eb68-3578-78a0-de45-326869d8cf39) ideas with the class about the significance of customary sports and games in Aboriginal culture, considering the following:
  + gender roles
  + skill development for use outside of sport (for example, collaboration, leadership and teamwork)
  + social skills development.
* Complete a [quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=68203562-1ef1-3e92-ada1-4ee465f6ebf) activity reflecting on the role of customary sports and games for Aboriginal Peoples and why they are important.

## Learning sequence 2: Significance of sport

Students:

* investigate the role of sport in Australian communities, ways of life and identities
* outline the history of Aboriginal participation in sport at all levels, including positive and negative experiences
* explain the role of sport in Aboriginal Peoples’ communities and ways of life
* examine reasons for sport becoming a significant avenue for the expression of Aboriginal identity.

### Role of sport in Australian communities

**Teacher note –** the brainstorm may be conducted in a traditional classroom scenario or students may collaborate using an online platform such as [Mentimeter](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/140#.X2qHuDquKZY.link) or [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X2qHuDbSt9I.link).

* Watch [Digital classroom: Sport and Australia Culture](https://www.youtube.com/watch?v=Y2UGjqNWPhs&feature=emb_logo) (duration 5.04). Reflecting on what you have learned from the video, [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=c4a0eb68-3578-78a0-de45-326869d8cf39) the role of sport in contributing to Australian:
  + communities
  + personal and community identities
  + way of life.

### History of Aboriginal participation in sport

**Teacher note –** the list provided is not exclusive and is intended only to provide a range of suggestions. Students should be encouraged to investigate participation of the local Aboriginal community in sport at a range of levels and identify local Aboriginal sportspeople to include in their storyboard activity.

For the pairs activity, allocate different events from the storyboard to each pair of students

* Create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559?clearCache=dcf0f879-f47f-3344-850b-b70b5bc23c4b) to outline the history of Aboriginal participation in sport for example:
  + 1868 [Aboriginal cricket team](https://www.nma.gov.au/defining-moments/resources/aboriginal-cricket-team#!) tours England
  + 1883 [Bobby Kinnear](https://ia.anu.edu.au/biography/kinnear-robert-15991) wins the Stawell Gift race
  + 1952 First Aboriginal player in first grade [Ray Laurie](http://www.rugbyleagueproject.org/players/ray-laurie/summary.html), Balmain
  + 1964 [Michael Ah Matt](https://www.olympics.com.au/olympians/michael-ah-matt/) and [Francis Roberts](https://www.olympics.com.au/olympians/francis-roberts/) represent Australia in the Olympics
  + 1971 [NSW Koori Knockout](https://www.sydneybarani.com.au/sites/koori-knockout/)
  + 1970 [Evonne Goolagong](https://www.tennisfame.com/hall-of-famers/inductees/evonne-goolagong) tennis Number 1 player
  + 1982 [Commonwealth Games protested](https://www.deadlystory.com/page/culture/history/Commonwealth_Games_protested)
  + 1996 Atlanta Olympics [Nova Peris](https://www.olympics.com.au/olympians/nova-peris/) wins gold in Hockey
  + 2000 Sydney Olympics [Cathy Freeman](https://www.olympics.com.au/olympians/cathy-freeman/) wins gold in 400m final
* Describe the event or nature of involvement. Outline the impacts of the event or involvement for:
  + the individuals involved
  + Aboriginal communities.

### Role of sport in Aboriginal people’s communities

* Access the resources below. For each resource identify key terms and phrases that express the role of sport in Aboriginal Peoples communities and ways of life.
  + [Indigenous communities share a yarn with athletes - Jada Whyman](https://www.youtube.com/watch?time_continue=3&v=kgzKBx6GEyA&feature=emb_logo)
  + [Behind the scenes, Ashleigh Barty has been giving back](https://www.smh.com.au/sport/tennis/behind-the-scenes-ashleigh-barty-has-been-giving-back-20190609-p51vzr.html)
  + [Deadly yarns with Lachlan Johnson](https://www.deadlystory.com/page/culture/my-stories/Lachlan_Johnson)
  + [Rumbalara football netball club](https://rfnc.com.au/)
* Create a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599?clearCache=cfa81f-630-77eb-1230-b2e21b485bc7) to compare the role of sport in Aboriginal communities with the role of sport in the broader community. Identify the similarities and differences.
* Using the information from your Venn diagram, write a [feature article](https://www.theguardian.com/global-development-professionals-network/2013/mar/27/tips-for-writing-a-features-article) for your local newspaper. Explain the specific role of sport for Aboriginal Peoples’ communities and ways of life.

### Sport as an avenue for expression

* Create a personal profile of an individual Aboriginal sportsperson from the list below:
  + [Samantha Riley](https://www.olympics.com.au/olympians/samantha-riley/)
  + [Greg Inglis](http://www.rugbyleagueproject.org/players/greg-inglis/summary.html)
  + [Nicky Winmar](https://australianfootball.com/players/player/nicky+winmar/12404)
  + [Stacey Porter](https://www.olympics.com.au/olympians/stacey-porter/)
  + [Patrick Mills](https://australia.basketball/blog/ba_player/patrick-mills/)
  + [Cody Walker](https://www.rabbitohs.com.au/teams/telstra-premiership/south-sydney-rabbitohs/cody-walker/)
  + [Mal Meninga](https://www.nrl.com/hall-of-fame/players/mal-meninga/)
  + [Patrick Ryder](https://australianfootball.com/players/player/patrick+ryder/14800)
  + [Samantha Kerr](https://www.matildas.com.au/player/samantha-kerr)

Your profile needs to include the following:

* + date of birth
  + their connections to Community and Country
  + sports they play
  + teams they have represented
  + the ways they reflect their Aboriginal identity through their sport, for example on field celebrations or advocacy for Aboriginal rights
  + quotes from the sportsperson that reflect their identity.

## Learning sequence 3: Sport, racism and stereotyping

Students:

* identify key aspects of racism and stereotyping of Aboriginal Peoples in sport
* investigate incidents of personal and institutionalised racism in sport
* analyse gender issues associated with sport for Aboriginal Peoples, for example:
  + media coverage of Aboriginal sportspeople based on gender
  + female Aboriginal sportspeople as advocates for women and Aboriginal Peoples
* assess the effects of racism in sport on Aboriginal Peoples and communities
* explore examples of sports organisations, programs and events, aimed at combatting racism, eg Indigenous rounds, school programs, scholarships, sponsorships

### Racism and stereotyping

* Read the article [Racial stereotypes stymie Aboriginal leadership in sport](https://newsroom.unsw.edu.au/news/social-affairs/racial-stereotypes-stymie-aboriginal-leadership-sport-research-finds). Complete the following activities:
  + identify the stereotypes highlighted in the article.
  + explain the impacts of these stereotypes

### Incidents of racism

**Teacher note** - students will need to be guided through the events of the Adam Goodes booing controversy. The [Australian Dream](https://www.madmanfilms.com.au/the-australian-dream/) documentary covers most of the issues appropriately. Students will need to be explicitly taught key terminology for example: racism and who Sir Douglas Nicolls was and his significance to AFL. Students will also need to be introduced to the commentators mentioned and an overview of their political views.

* Define institutionalised racism. How is this different to personal racism?
* Create a multimedia presentation to examine and explain the issue of sport, racism and stereotyping by investigating the Adam Goodes booing controversy in 2015. The presentation must:
  + outline the events of the controversy
  + evaluate the [AFL’s response](https://www.afl.com.au/news/132231/afl-statement-in-response-to-adam-goodes-films) to these incidents, both in the immediate aftermath and following the release of the [Australian Dream](https://www.madmanfilms.com.au/the-australian-dream/) film.
  + identify if Goodes’ experience is an example of personal or institutionalised racism
* Describe the response of a range of commentators at the time for example:
  + [Stan Grant](https://www.theguardian.com/commentisfree/2015/jul/30/i-can-tell-you-how-adam-goodes-feels-every-indigenous-person-has-felt-it)
  + [Alan Jones](https://www.weeklytimesnow.com.au/news/national/jones-on-goodes/video/8dcad64f85560a725fd32782b266a95a) (duration 0:40)
  + [Andrew Bolt](https://www.smh.com.au/entertainment/tv-and-radio/adam-goodes-should-admit-he-was-wrong-says-andrew-bolt-20150730-gioa1o.html)
  + [Nigel Scullion](https://www.abc.net.au/news/2015-07-30/indigenous-affairs-minister-slams-booing-of-goodes-as-ignorant/6661424)
  + [Waleed Aly](https://www.pedestrian.tv/sport/watch-waleed-aly-absolutely-nail-the-adam-goodes-debate/) (duration 1:48)
  + [Sam Newman](https://wwos.nine.com.au/afl/newman-slams-goodes-over-booing-saga/c9d67ceb-839e-4c33-9361-7aff59e73c8e)
* Discuss the impact of this controversy on Adam Goodes and other Aboriginal athletes.

### Gender issues in sport for Aboriginal Peoples

* Read the article [Sport can be an important part of Aboriginal culture for women – but many barriers remain](https://theconversation.com/sport-can-be-an-important-part-of-aboriginal-culture-for-women-but-many-barriers-remain-120418). Identify the barriers to Aboriginal women’s participation in sport
* Research strategies, programs and opportunities for Aboriginal women to participate in sport. Do these programs offer opportunities to overcome or address racism?
* Create a poster (you may wish to use [Canva](https://www.canva.com/en_au/) for this) to promote sport among Aboriginal women. Research the [AFL Womens (AFLW)](https://womens.afl/) and the “[Making her mark](https://womens.afl/news/18875/making-her-mark-a-photo-essay)” program. Identify and analyse the role of these programs as a means of addressing gender issues in Aboriginal communities. Your poster should include information on the benefits of sport including health, identity and gender equity.

### Effects of racism on individuals and communities

* [Participation and discrimination in sport](https://www.vichealth.vic.gov.au/media-and-resources/opinion-pieces/participation-and-discrimination-in-sport) and [Aboriginal Health and racism](https://nacchocommunique.com/2014/02/28/naccho-aboriginal-health-and-racism-what-are-the-impacts-of-racism-on-aboriginal-health/) outline some of the impact of racism in sport on the health and wellbeing of Aboriginal Peoples. Complete the table below, identifying the physical and mental health impacts that can be associated with racism by individuals.

|  |  |
| --- | --- |
| Physical health impacts | Mental health impacts |
|  |  |
|  |  |
|  |  |

* How does this impact on Aboriginal communities?

### Combatting racism

**Teachers’ note** - an investigation of the Super Netball, Football Federation Australia or the Australian Football League (AFL) indigenous rounds and week would also be appropriate depending on the interests of the student cohort and local community.

* Students create a web quest to explore the [NRL’s Indigenous programs](https://www.nrl.com/community/indigenous/), their successes and controversies. Students need to develop a series of questions and activities to explore the various programs and challenges. Students should use a platform such as [Google forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89#.X2vZZJRa-kI.link) or similar to be distributed among the class cohort. Questions and activities developed by the students should assist the peers to understand the role of the following in challenging racism and discrimination:
  + [Indigenous round](https://www.nrl.com/community/indigenous/rounds/)
  + [NRL Reconciliation Action Plan](https://www.nrl.com/community/inclusion/what-we-do/indigenous/)
  + [Australian Rugby League Indigenous Council](https://www.nrl.com/community/indigenous/alric-members/)
  + [Raiders Indigenous round jersey controversy](https://www.news.com.au/sport/nrl/nrl-2020-jack-wighton-hates-canberra-raiders-indigenous-round-jersey/news-story/139338ce22697819a8220a2894c9322b)
  + [Culture change](https://www.nrl.com/news/2020/08/01/culture-change-how-nrl-and-indigenous-stars-repaired-critical-links/)

## Learning sequence 4: Contribution of Aboriginal sportspeople

Students:

* investigate how sport contributes to the challenging of racism and discrimination
* draw conclusions about the relationship between increasing Aboriginal participation and success in sport and breaking down barriers between Aboriginal Peoples and non-Aboriginal people and communities, including the local/regional community
* analyse the contribution of Aboriginal sportspeople to Australian sport, nationally and internationally
* assess the contribution of Aboriginal sportspeople as role models for Aboriginal Peoples and non-Aboriginal people.

### Role of sport in challenging racism

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=6a1f777b-f01b-263d-a8a3-8f37aee7df05) – ‘How does sport help in challenging racism and discrimination?’
* Conduct a [Think-pair-share](http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html) activity. Discuss whether Aboriginal participation and success in sport has been useful in making connections between Aboriginal Peoples and non-Aboriginal people.
* Research how sport is being used to [counteract racism](https://nasca.org.au/the-challenge/counteracting-racism/) for Aboriginal Peoples, identify how this may result in breaking down barriers.
* Create a short video answering the question, How does Aboriginal participation in sport break down barriers between Aboriginal Peoples and non-Aboriginal people and communities? In your video/podcast, use specific examples that support your answer.

### Contribution of Aboriginal sportspeople

**Teacher note -** this task may be undertaken as an in-class activity or an assessment task. The presentation may be constructed manually or using digital technologies (For example, PowerPoint or Prezi). A marking criteria has been provided at the end of the document if the task is to be undertaken as an assessment.

* Write and present a speech (2-3 minutes in length) and create an accompanying visual presentation focusing on an Aboriginal athlete of your choice.
* The speech and presentation should address the following points:
  + identify the successes of the athlete at a local, national and international level.
  + describe the significance of these successes
  + Has the athlete raised the profile of their sport in the wider community? If so how?
  + describe the status and reputation of the athlete in their chosen sport.
  + explore the range of media commentary (find examples and explain if it is positive or negative) about the athlete, are they shown in a positive light or a negative light?
  + describe and explain any controversies in their career.
  + identify and describe any work the athlete does within the Aboriginal community to promote positive life outcomes for Aboriginal Peoples.
  + make a judgement about the athlete as a role model for other Aboriginal Peoples and non-Aboriginal people.

## Case study

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.

Teachers are encouraged to be familiar with community consultation practices, and [Aboriginal and Torres Strait Islander Principles and Protocols](https://ab-ed.nesa.nsw.edu.au/principles-and-protocols).

### Aboriginal peoples and sport case study

Conduct a case study into one of the following:

* **issues and practices relating to Aboriginal participation in sport at a local and/or regional level**
* a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community.

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)](https://www.smartcopying.edu.au/copyright-guidelines/hot-topics/indigenous-cultural-and-intellectual-property-rights)
* investigate issues and practices in Aboriginal participation in sport at a local and/or regional level or a significant local, state or national sporting event that has become part of Aboriginal cultural expression and celebration in the local/regional community
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note –** surveys can be completed online through Google Forms or Microsoft Forms. In order to gather appropriate data both non-Aboriginal and Aboriginal Peoples should complete the survey. For this learning sequence, **issues and practices relating to Aboriginal participation in sport at a local and/or regional level has been used as an example.**

* Conduct a survey within your local community regarding issues and practices in sport participation. The aim is to identify and qualify any impediments or support in accessing and participating in local or regional sport. Survey questions could include, but are not limited to:
  + Do you participate in a local sports competition?
  + Are you Aboriginal or Torres Strait Islander?
  + Are there any issues with participating in sport? For instance, cost, uniform, etc.
  + Have you heard of Koori Competitions?
  + Have you ever participated in one of these competitions?
  + Have you ever experienced any racism when participating in sport?
* Once the surveys are ready, they must be handed to and answered by a variety of community members. Students must then collect the completed surveys and collate the information.
* Using the survey responses, write a report determining how the local community – namely the Aboriginal community participates in sport including any issues they may face.

## Assessment task

**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 aspects of the task so it is clear how they relate to one another making it easier for specific grades for each outcome to be allocated.

### Outcomes

* **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
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

* Write and present a speech (2-3 minutes in length) and create an accompanying visual presentation focusing on an Aboriginal athlete of your choice.
* The speech and presentation should address the following points:
  + identify the successes of the athlete at a local, national and international level.
  + describe the significance of these successes
  + Has the athlete raised the profile of their sport in the wider community? If so how?
  + describe the status and reputation of the athlete in their chosen sport.
  + explore the range of media commentary (find examples and explain if it is positive or negative) about the athlete, are they shown in a positive light or a negative light?
  + describe and explain any controversies in their career.
  + identify and describe any work the athlete does within the Aboriginal community to promote positive life outcomes for Aboriginal Peoples.
  + make a judgement about the athlete as a role model for other Aboriginal Peoples and non-Aboriginal people.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge by assessing the significance of the chosen Aboriginal sportsperson and their role either locally, regionally, nationally or internationally as a role model. * Demonstrates extensive knowledge of the content by analysing the contribution of the chosen sportsperson to Australian sport * Demonstrates detailed, extensive knowledge and understanding of the content by analysing the impact sport has on the relationships between Aboriginal Peoples and non-Aboriginal peoples * 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 by analysing the significance of the chosen Aboriginal sportsperson and their role either locally, regionally, nationally or internationally as a role model. * Demonstrates thorough knowledge of the content by explaining the contribution of the chosen sportsperson to Australian sport * Demonstrates thorough knowledge and understanding of the content by explaining the impact sport has on the relationships between Aboriginal Peoples and non-Aboriginal peoples * 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 by explaining the significance of the chosen Aboriginal sportsperson and their role either locally, regionally, nationally or internationally as a role model. * Demonstrates sound knowledge of the content by describing the contribution of the chosen sportsperson to Australian sport * Demonstrates sound knowledge and understanding of the content by describing the impact sport has on the relationships between Aboriginal Peoples and non-Aboriginal peoples * 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 by describing the significance of the chosen Aboriginal sportsperson and their role either locally, regionally, nationally or internationally as a role model. * Demonstrates basic knowledge of the content by summarising the contribution of the chosen sportsperson to Australian sport * Demonstrates basic knowledge and understanding of the content by summarising the impact sport has on the relationships between Aboriginal Peoples and non-Aboriginal peoples * 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 by summarising the significance of the chosen Aboriginal sportsperson and their role either locally, regionally, nationally or internationally as a role model. * Demonstrates elementary knowledge of the content by listing the contribution of the chosen sportsperson to Australian sport * Demonstrates elementary knowledge and understanding of the content by listing the impact sport has on the relationships between Aboriginal Peoples and non-Aboriginal peoples * Demonstrates elementary skills in communicating ideas and selecting information. | E |