2001 HSC Specimen Paper

Aboriginal Studies
ACKNOWLEDGEMENTS

Question 2 – Source adapted from AIHW unpublished data

Question 3 – Photograph: Johnny Mosquito Tjapangarti

Question 4 – Courtesy The Koori Mail, 24 March 1999, page 3

Question 5 – Face the Facts, Federal Race Discrimination Commissioner 1997

Question 6 – Aboriginal and Torres Strait Islander Social Justice Commission
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Question 7 – Courtesy The Koori Mail, December 2, 1998, page 11

Question 8 – Photograph: Mervyn G. Bishop

Question 9 – Courtesy The Koori Mail, March 10, 1999, pages 1 and 12

Source B – Painting and photomontage: Mollie Gowing Acquisition Fund for Contemporary Aboriginal Art 1993. Art Gallery of NSW

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Introduction
This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Aboriginal Studies. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Aboriginal Studies syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Aboriginal Studies specimen paper:

- The nature and amount of source and stimulus material may vary from year to year. Stimulus and source material will only be provided when it is essential to answering the question.
- A rubric indicating general criteria for judging performance has been placed at the beginning of Section I Part B and Section II of the paper to clearly indicate the factors that will be used to assess responses to the question(s). These criteria are in addition to criteria specific to each question.
- The questions in Section I Part B have a number of parts. The structure of these questions could vary from year to year, both in the number of parts and in the marks allocated to each part.
- In Section II, the questions all have a similar structure. In subsequent papers this structure may vary, but will remain similar across the different options so that the options will have comparable difficulty.
Aboriginal Studies
HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3 – 5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
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<tr>
<th>Question</th>
<th>Marks</th>
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<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
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<td>Social Justice and Human Rights Issues</td>
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<tr>
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<td>Housing</td>
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<td>H2.1, H3.3, H4.1, H4.5</td>
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<td>Aboriginality and the Land</td>
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<td>2 – 6</td>
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<td>Heritage and Identity</td>
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<td>9(a)(ii)</td>
<td>5</td>
<td>Heritage and Identity</td>
<td>H2.2</td>
<td>2 – 4</td>
</tr>
<tr>
<td>9(b)</td>
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<td>Heritage and Identity</td>
<td>H2.2, H3.3, H4.1, H4.2</td>
<td>2 – 6</td>
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<td>10</td>
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<td>H4.3, H4.4</td>
<td>2 – 6</td>
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</tbody>
</table>
Aboriginal Studies

General Instructions

• Reading time – 5 minutes
• Working time – 3 hours
• Write using blue or black pen
• Write your Centre Number and Student Number at the top of this page and page 15

Section I Pages 2 – 11
This section has two parts, Part A and Part B

Part A
Total marks (20)
• Attempt Question 1
• Allow about 35 minutes for this part

Part B
Total marks (40)
• Attempt TWO questions from Questions 2 – 7
• Allow about 1 hour and 10 minutes for this part

Section II Pages 12 – 13
Total marks (30)
• Attempt either Question 8 or Question 9
• Allow about 55 minutes for this section

Section III Pages 14 – 16
Total marks (10)
• Attempt Question 10
• Allow about 20 minutes for this section
Section I

Part A
Total marks (20)
Attempt Question 1
Allow about 35 minutes for this part

Answer the question in the spaces provided.

Question 1 — Social Justice and Human Rights Issues – A Global Perspective
(20 marks)

Use Source A below, Source B on the attached sheet, and your own knowledge, to answer parts (a) – (d).

Source A

‘People think racism is about name-calling and graffiti and it is. But the types of racism we need to be aware of and guard against are less obvious – the types that have crept into our institutions, our laws, our language and our thinking.’

(a) Using the sources and your own knowledge, identify TWO types of racism.

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(b) Describe the way in which one of the less obvious types of racism referred to in the sources impacts upon indigenous Australian communities today.

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(c) Describe the relationship between the images chosen by the artist and the title given to the painting in Source B.

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Question 1 continues on page 4
Question 1 (continued)

(d) From your study of the Global Perspective and using the sources, explain how indigenous peoples’ human rights have been advanced by strategies to fight racism.
Section I – Part B

Total marks (40)
Attempt TWO questions from Questions 2 – 7
Allow about 1 hour and 10 minutes for this part

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers, you will be assessed on how well you:
■ use your knowledge and the information provided
■ integrate course concepts throughout your response
■ present a sustained, logical and well-structured answer to the question

Question 2 — Health (20 marks)

Aboriginal and total Australian death rates:
by cause and sex, 1990 – 1992
Rate per 100 000 population

Female
Male

Poor nutrition
Tumours
Respiratory diseases
Injury & poisoning
Circulation, heart disease

Note: Figures for the Aboriginal population are based on data from Western Australia, South Australia and the Northern Territory.

Use the graph and your own knowledge to answer the following:

(a) Describe TWO major contemporary issues shown in the graph in the area of Aboriginal health.

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Question 2 continues on page 6
Question 2 (continued)

(b) Explain the impact of ONE of the contemporary health issues identified in part (a) for Aboriginal people.

(c) Using your Local Aboriginal Community and International Indigenous Community Case Studies, compare the initiatives that indigenous people in these communities have applied to improve their health status.
Question 3 — Education (20 marks)

Johnny Mosquito Tjapangarti, Kukatja Elder, constructing a sand painting

Using the source above and your own knowledge, answer the following:

(a) Describe TWO ways Aboriginal peoples can transfer and maintain their cultural and social life through education.  

(b) Identify a mainstream government education program that would incorporate Aboriginal community members.  

(c) Using your Local Aboriginal Community and International Indigenous Community Case Studies, explain the importance of regaining land, and of cultural maintenance in improving education for Aboriginal peoples.
FIRST HOMES FOR FIRST PEOPLE
Aborigines in New South Wales will receive interest-free loans for first homes under a multi-million-dollar scheme launched this month.

Launching the scheme, Evonne Goolagong Cawley said owning a home was central to a family’s sense of pride and security.

NSWALC chairman Ossie Cruse said the scheme was an unprecedented move towards self-determination.

He said that just 30.8 per cent of Aboriginal people owned their own homes, compared with 70.7 per cent of the remaining population.

‘Our vision is to give homes to Aboriginal people, regardless of the level of income they have’, he said.

‘We’re going to reach down to the people who need the help up, and those people in a lower stratum of income.’

Using the source above and your own knowledge, answer the following:

(a) Explain TWO benefits for Aboriginal people that arise from home ownership.  
(b) Give TWO reasons for the difference in the housing status of Aboriginal and non-Aboriginal people.  
(c) Using your Local Aboriginal Community and your National Indigenous Australian Community Case Studies, evaluate culturally appropriate programs and strategies that address indigenous peoples’ housing needs.
Question 5 — Employment (20 marks)

- The unemployment rate is 38% for indigenous people, compared with 8.7% for the general population.
- 14% of Aboriginal men and 17% of Aboriginal women are in administrative, professional or para-professional positions compared with 35% of Anglo-Australian men and 29% of Anglo-Australian women respectively.
- The average individual income for indigenous people is 65% of that of the general population.

Using the source above and your own knowledge, answer the following:

(a) Identify TWO reasons for the differences in employment patterns for indigenous and non-indigenous Australians. 4 marks

(b) Describe ONE employment program that has been effective in raising Aboriginal employment rates. 4 marks

(c) Using your Local Aboriginal Community and International Indigenous Community Case Studies, explain political and social changes that could improve Aboriginal peoples’ employment status. 12 marks
Question 6 — Criminal Justice (20 marks)

At any one time, roughly 30 per cent of the ‘clients’ at a Juvenile Justice Centre in Sydney are Aboriginal kids between the ages of 10 and 17 years. Our kids represent less than 1.9 per cent of the juvenile population of New South Wales. The gross over-representation in the youth prison population is not peculiar to New South Wales. Nationally, Aboriginal and Torres Strait Islander kids between the ages of 10 and 17 years are 18.6 times more likely to be held in detention than other kids.

Using the source above and your own knowledge, answer the following:

(a) Identify TWO reasons for the difference in the juvenile prison population rates in indigenous and non-indigenous communities. 4 marks

(b) Describe ONE initiative that has been introduced to address the disadvantage experienced by Aboriginal peoples in the criminal justice system. 4 marks

(c) Using your Local Aboriginal Community and your National Indigenous Australian Community Case Studies, explain social and political changes within law enforcement and judicial agencies that could improve attitudes towards Aboriginal people. 12 marks
A prominent Elder has thrown his support behind a bank run by Aborigines for indigenous Australians.

Perth Nyoongar Regional Council chairman Cedric Jacobs said such a bank would break the cycle of welfare dependence and give a huge lift to the community.

Mr Jacobs’ Regional Council is funded by the Aboriginal and Torres Strait Islander Commission (ATSIC).

‘ATSIC has turned the corner and the emphasis is on employment skills, training and enterprise, and economic development training’, Mr Jacobs said.

He said: ‘This has happened with other groups in the community setting up their own finance organisations – so why not Aboriginal people?’

Using the source above and your own knowledge, answer the following:

(a) Identify TWO benefits that an indigenous bank might bring to Aboriginal communities.

(b) Explain how ‘a bank run by Aborigines for indigenous Australians’ could be seen as a culturally appropriate strategy.

(c) Using your National Indigenous Australian and Local Aboriginal Community Case Studies, compare current initiatives aimed at improving the economic independence of indigenous peoples.
Section II

Total marks (30)
Attempt either Question 8 or Question 9
 Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer, you will be assessed on how well you:
- use your knowledge and the information provided
- integrate course concepts throughout your response
- present a sustained, logical and well-structured answer to the question
- use your Local Aboriginal Community Case Study in your answer

Question 8 — Aboriginality and the Land (30 marks)

The photograph shows the then Prime Minister, Gough Whitlam, pouring soil into the hand of Gurindji Elder, Vincent Lingiari, at the handback of land in August 1975, after many years of the land rights struggle at Duguragu on Wave Hill Station.

Question 8 continues on page 13
Question 8 (continued)

(a) Using the source above and your own knowledge, answer the following:

(i) Explain the symbolic significance of the then Prime Minister pouring soil into the hand of Gurindji Elder, Vincent Lingiari.  

(ii) Explain the importance of this event in the struggle for land rights.  

(b) Evaluate the impact of the Native Title Act 1993 and the Native Title Amendment Act 1998 on the struggle for land rights.  

OR

Question 9 — Heritage and Identity (30 marks)

A spokesman for the National Indigenous Arts Advocacy Association (NIAAA) said the number of fake paintings that were said to be painted by the Aboriginal artist, Clifford Possum Tjapaltjarri, highlighted the desperate need to prove the ownership of indigenous-created artworks.

‘For far too long indigenous art and culture have been exploited for commercial gain’, the NIAAA spokesman said. ‘This exploitation not only harms Aboriginal and Torres Strait Islander cultural respect, protocol and values, but also harms Australia’s reputation within the international tourism market.’

(a) Using the source above and your own knowledge, answer the following:

(i) Explain how indigenous art has been exploited for commercial gain.  

(ii) What does the NIAAA spokesman mean in his last sentence as it relates to Aboriginal art?  

(b) To what extent have contemporary expressions of Aboriginal heritage and identity contributed to the strengthening of Aboriginal culture? Use your Local Aboriginal Community Case Study in your answer.
Question 10 — Research and Inquiry Methods – Major Project (10 marks)

Briefly describe a research project topic you could undertake in Aboriginal studies.

State ONE method of research suitable for collecting data for such a project.

Describe the appropriate protocols that should be followed in the method of research you have identified.

In your answer you may use examples from your own project.

Question 10 continues on page 15
Question 10 (continued)

Research Project Topic

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Research Method for Data Collection

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Appropriate Protocols

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Question 10 continues on page 17

Marks

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1
8
Bronwyn Bancroft (1991),
*You don’t even look Aboriginal*, 1991
painting & photomontage, 120cm × 90cm

The Art Gallery of New South Wales
Bronwyn Bancroft,
*You don’t even look Aboriginal*, 1991
painting & photomontage, 120 cm × 90 cm