

## 2013 HSC Aboriginal Studies Marking Guidelines

### Section I — Social Justice and Human Rights Issues Part A – The Global Perspective

#### Multiple-choice Answer Key

Question	Answer
1	B
2	D

#### Question 3

Criteria	Marks
• Provides accurate interpretation of the data	3
• Refers to information in the graph	2
• Provides some relevant information	1

#### *Sample answer:*

The life expectancy for Indigenous males and females is less than that of the non-Indigenous population of Australia.

Socioeconomic disadvantage/birth and death rates. Higher Indigenous births but percentages diminish by age 20 for both male and female.

As the population ages the disparity becomes more pronounced eg 60-64 age group shows the Indigenous population for males to be 1% compared to 2.5% for non-Indigenous males. In the same age bracket, it is also 1% for Indigenous females and 2.5 % for non-Indigenous females.

Lower life expectancy can be attributed to differences in socioeconomic status and include a higher infant mortality rate, higher incidence of diseases such as diabetes, respiratory disorders, ear disease, eye disorders, some cancers and access to health services and facilities.

### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly outlines one government initiative that addresses differences of life expectancy</li> </ul>	3
<ul style="list-style-type: none"> <li>Outlines one government initiative that addresses differences of life expectancy</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

#### Sample answer:

In 2008, the Council of Australian Governments (COAG) agreed to a \$1.6 billion National Partnership Agreement on Closing the Gap in Indigenous Health Outcomes to address the target of closing the life expectancy gap between Indigenous and non-Indigenous Australians.

This program includes supporting greater Indigenous access to mainstream primary health care services and more effective chronic disease management for Indigenous patients through mainstream general health practice. Improved access, plus more supportive/inclusive care would also assist with management.

### Question 5

Criteria	Marks
<ul style="list-style-type: none"> <li>Demonstrates thorough knowledge of the 1975 RDA</li> <li>Clearly shows the significance of the Act for Aboriginal people</li> </ul>	4
<ul style="list-style-type: none"> <li>Demonstrates knowledge of the 1975 RDA</li> <li>Shows the significance of the Act for Aboriginal people</li> </ul>	2–3
<ul style="list-style-type: none"> <li>May demonstrate some knowledge of the 1975 RDA</li> <li>Makes general comment about its significance</li> </ul>	1

#### Sample answer:

The *Racial Discrimination Act 1975* (Cth) makes it unlawful to discriminate on the grounds of race, colour, descent or national or ethnic origin. In 1995 it was extended so as to include racial vilification.

The Racial Discrimination Act is administered by the Australian Human Rights Commission (“AHRC”), the Australian human rights and equal opportunities watchdog, with an Australian Human Rights Commissioner responsible for investigating complaints. The Commission also attempts to raise awareness about the obligations that individuals and organisations have under the Act.

For Aboriginal people, this should mean they should be free from racial discrimination in areas like employment, housing, education and access to basic services and facilities.

It’s introduction also meant Aboriginal people now had an avenue of redress for complaint if they felt they were being discriminated against.

#### Multiple-choice Answer Key

Question	Answer
6	B
7	C
8	A

## Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge and understanding of a government policy and/or legislation</li> <li>• Makes a clear link to the extent to which it has addressed the legal status of Aboriginal people</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and/or understanding of a government policy and /or legislation</li> <li>• Makes some link between the government policy or legislation and addressing the legal status of Aboriginal people</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Infers knowledge of a government policy or legislation. May/may not state actual policy or legislation</li> <li>• May attempt a link to show how it addresses the legal status of Aboriginal people</li> </ul>	1

### **Answers could include:**

Examples could include 1967 Referendum, Mabo High Court Case, *Aboriginal Land Rights Act 1983* (NSW).

The 1967 Referendum gave the Federal Government a clear mandate to implement policies to benefit Aboriginal people by amending the Australian Constitution.

It compelled the Federal Government to take action in the area of Aboriginal Affairs and to end the discriminatory practices of state governments and to introduce policies that encouraged self-determination and financial security for Aboriginal people.

Importantly, the results of the 1967 Referendum allowed the Federal Government to make laws for Aboriginal people.

## Question 10

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly describes an initiative used by governments to address social justice issues</li> <li>Clearly provides characteristics of the initiative</li> <li>Makes a clear reference to the source and own knowledge</li> </ul>	6
<ul style="list-style-type: none"> <li>Describes an initiative used by governments to address social justice issues</li> <li>Provides characteristics of the initiative</li> <li>Refers to the source and own knowledge</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Attempts to describe an initiative used by governments to address social justice issues</li> <li>May provide characteristics of the initiative</li> <li>May refer to the source and own knowledge</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Makes general statements relevant to the question</li> <li>May refer to the source and/or own knowledge</li> </ul>	1

### *Sample answer:*

For example, Education:

### **Norta Norta**

The Norta Norta program provides targeted support to Aboriginal students to accelerate progress in student achievement. The focus of the program is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students. In particular, there is a focus on Closing the Gap in the area of NAPLAN results.

The Norta Norta program has four elements:

- Learning assistance for Aboriginal students in Years 4, 6, 8 and 10
- Independent Learning Hubs for Aboriginal students from Kindergarten to Year 12
- Tutoring, mentoring and leadership programs that provide support for Aboriginal students in the middle and senior years
- Individual sponsorship for tutorial assistance for Aboriginal students in Years 11 and 12.

### *Answers could include:*

Examples of social justice issues from the source could include – water supply, sanitation, education, employment, health, discrimination

## Section I — Social Justice and Human Rights Issues

### Part B – Comparative Study

#### Question 11 — Health

##### Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Provides a sound explanation for the use of culturally appropriate health initiatives</li><li>Is able to link these initiatives to Aboriginal health issues</li></ul>	5
<ul style="list-style-type: none"><li>Provides an explanation for the use of culturally appropriate health initiatives</li><li>Refers to relevant Aboriginal health issues</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes general statement(s) about initiatives in Aboriginal health</li><li>May refer to some Aboriginal health issues</li></ul>	1–2

##### *Sample answer:*

Culturally appropriate initiatives can have a positive impact on Aboriginal health issues. Aboriginal people are still disadvantaged in health with a lower life expectancy and higher rates of infant mortality and diseases such as diabetes. Initiatives may include the local Aboriginal Health Services, employment of Aboriginal and Torres Strait Island people in mainstream health services and information pamphlets from NSW Department of Health.

### Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of government programs</li> <li>• Clearly shows relationship between these programs and their effect on Indigenous health status</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of government programs and makes links between these programs and effect on Indigenous health</li> <li>• Presents a logical and cohesive response applying relevant concepts and terms</li> <li>• Makes clear reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of government program(s) and some understanding of their effects on Indigenous health status</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program(s) and/or some understanding of Indigenous health status</li> <li>• Uses some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Indigenous health and/or government programs</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### **Answers could include:**

Government programs could include:

- Aboriginal and Torres Strait Island people:
  - Aboriginal Health Services
  - Aboriginal Medical Services
  - Closing the Gap
  - Northern Territory intervention/ Stronger Futures
  - Training opportunities for health care professionals
- Lakota people:
  - Porcupine Health Clinic
  - Dry community initiative

Issues faced by communities include remoteness, cultural barriers, mistrust of government, racism, socioeconomic disadvantage.

These initiatives build on trust, and through culture, language and community connection, health outcomes are improved. Successful initiatives require community consultation to be culturally appropriate allowing sensitivity to specific health issues in communities.

Better quality responses may explore the nature and implementation of the program.

Impacts include infant health outcomes/connected communities.

AHS + AMS improved culturally appropriate access to medical services eg child + family health workers – pre and post natal case workers, otitis media addressed.

Impacts of Closing the Gap – recognising inequality. Funding for health care including Indigenous health workers.

Northern Territory Intervention, Stronger Families, Dry Communities.

**Question 12 — Education****Question 12 (a)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates sound knowledge of culturally appropriate educational initiatives</li><li>• Is able to link these initiatives to Aboriginal education outcomes</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some knowledge of culturally appropriate educational initiatives</li><li>• Refers to relevant outcomes in Aboriginal education</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes general statement(s) about Aboriginal education</li><li>• May refer to some outcomes in Aboriginal education</li></ul>	1–2

***Answers could include:***

Aboriginal people face disadvantage in educational outcomes. In order to improve their outcomes various initiatives have been implemented.

Programs may include:

- Norta Norta tutoring
- NSW Aboriginal Education Policy
- Closing the Gap
- Aboriginal Education Action Plan
- Employment of Aboriginal and Torres Strait Islander (ATSI) teachers, Aboriginal Education Officers, Aboriginal workers
- Genuine and meaningful inclusion of Aboriginal content and perspectives within teaching and learning programs
- Offering subjects like Aboriginal Studies
- School-based traineeships and opportunities (eg Aboriginal Employment Strategy)



### Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of government programs</li> <li>• Clearly shows the relationship between the programs and their impact on Indigenous educational outcomes</li> <li>• Presents a sustained logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of government programs and their impact on Indigenous educational outcomes</li> <li>• Presents a logical and cohesive response applying relevant concepts and terms</li> <li>• Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of government program(s) and some understanding of their impact on Indigenous education</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program(s) and/or some understanding of Indigenous educational outcomes</li> <li>• Uses some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Indigenous education and/or government programs</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### **Answers could include:**

Effective school and community partnerships where Aboriginal parents and community members work together on an ongoing basis can help improve attendance rates, literacy and numeracy strategies (for eg homework centres, retention rates (Yr 10, 11 & 12) guide Aboriginal students with real post school options).

In NSW Aboriginal Education there are regional Aboriginal education consultants and Aboriginal Community Liaison Officers (ACLOs) that provide advice, strategies and programs to assist schools with Indigenous students. These strategies include School to TAFE links, personalised learning conferencing, AECG involvement and liaison, recognition of Aboriginal and Torres Strait Island student achievements (eg NAIDOC week) and professional development on matters pertaining to Aboriginal education.

[Candidates will also make reference to an international Indigenous community and strategies that have been implemented to improve educational outcomes of Indigenous students. For example some Saami government initiatives to improve education are: the Nordic Saami Council, specialist tertiary Saami colleges and teachers colleges and the Nordic Saami Institute.]

**Question 13 — Housing****Question 13 (a)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates sound knowledge of a culturally appropriate initiative addressing Aboriginal housing issues</li><li>• Uses detailed and relevant data to support response</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some knowledge of a culturally appropriate initiative addressing Aboriginal housing issues</li><li>• Refers to relevant Aboriginal housing issues</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes general statement(s) about Aboriginal housing initiatives</li><li>• May refer to Aboriginal housing issues</li></ul>	1–2

***Sample answer:***

Protection policies of the past had seen many Aboriginal communities/people pushed into camps, reserves and missions often on the fringe of towns. Much of the housing lacked any basic amenities and was built without Aboriginal consultation or involvement.

The rise of self-determination policies saw Aboriginal people and their organisations begin to create their own initiatives to provide sufficient and culturally appropriate housing, eg Murdi Park Housing in western NSW, 1998 NSW Aboriginal Housing Office formed.

Culturally appropriate housing for Aboriginal people correlates with improvements in better quality of life including ownership, access to services and opportunities (eg employment and training).

Culturally appropriate designs must take into account large extended families, outdoor spaces and income affordability.

[Answers may include specific projects or local community initiatives such as undertaken by local land councils.]

### Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the housing needs of Indigenous peoples</li> <li>• Clearly compares the success (implied failures) of government programs on addressing the housing needs of Indigenous peoples</li> <li>• Presents a sustained logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of the housing needs of Indigenous peoples and provides a measurement of the effectiveness of government programs</li> <li>• Presents a logical and cohesive response applying relevant concepts and terms</li> <li>• Makes clear reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of the success of government program(s) and an understanding of their effects on Indigenous housing</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program(s) and/or an understanding of Indigenous housing</li> <li>• Uses some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Indigenous housing and/or government programs</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### *Answers could include:*

The current socioeconomic status of Aboriginal people is lower than non-Indigenous Australians. Socioeconomic factors include education, income, health care and employment opportunities. These factors greatly affect the ability of Aboriginal people to access housing. This is a shared experience for many Indigenous communities throughout the world.

Indigenous people share housing issues. They are often faced with overcrowding, limited home ownership, live in remote areas and have high unemployment or welfare dependency.

Some of the programs that are operating in Australia to address this disadvantage are: local, State (NSW Dept of Housing) and Federal (Aboriginal Housing Authority) housing bodies, community employment programs for home maintenance, Aboriginal Land Councils, no interest loans.

International Indigenous communities have the same issues as Aboriginal communities in Australia. There are many initiatives that have been successfully implemented within these communities to improve the living standards of Indigenous peoples and increase autonomy and self-determination.

[Students will also make reference to an international Indigenous community and strategies that have been implemented and compare these to Aboriginal Australians. For example the Karen in Burma have many similarities. Some initiatives that the government has implemented are income generation and the promotion of Karen language. While they have these similarities, the Karen are faced with many differences as some of their villages are forced to live in government relocation sites (refugee sites) due to armed conflict with the Burmese army.]

**Question 14 — Employment****Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates sound knowledge of a culturally appropriate Aboriginal employment initiative</li><li>• Uses detailed and relevant employment data to support response</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates some knowledge of a culturally appropriate Aboriginal employment initiative</li><li>• Refers to relevant employment data</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes general statement(s) about Aboriginal employment</li><li>• May refer to employment initiatives</li></ul>	1–2

***Answers could include:***

Main feature should include:

- Meaningful and engaging workforce opportunities and training
- Minimum wage conditions
- Identified positions, eg government departments
- Involvement and ongoing consultation with Aboriginal community organisations
- Opportunities for promotion

### Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the impact of government programs to improve Indigenous employment</li> <li>• Clearly shows the relationship between these programs and the employment opportunities for Indigenous people</li> <li>• Presents a sustained logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of the impact of government programs and makes links between these and the employment opportunities for Indigenous people</li> <li>• Presents a logical and cohesive response applying relevant concepts and terms</li> <li>• Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of the impact of government program(s) and some understanding of their effect on employment of Indigenous people</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program(s) and/or some understanding of Indigenous employment issues</li> <li>• Uses some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Indigenous employment and/or government programs</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### *Answers could include:*

Impacts should have a positive benefit such as:

- Better outcomes in quality of life such as access to health, education and housing
- Increase in income levels
- Reduce unemployment statistics and poverty especially in rural and isolated communities

The Aboriginal Employment Strategy (AES) was established to provide job seekers with training opportunities. It has been successful in creating employment opportunities and helping to break the cycle of welfare dependency.

International communities such as the Inuit have worked with both government departments and large public companies to create viable workforce opportunities. This has been particularly the case in new oil and gas discoveries that have occurred in the Arctic areas. Local knowledge has been utilised and with increased employment, income levels have risen.

## Question 15 — Criminal Justice

### Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of the culturally appropriate programs and the involvement of Aboriginal people in the criminal justice system</li> <li>• May refer to relevant criminal justice issues</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the culturally appropriate programs and/or the involvement of Aboriginal people</li> <li>• May refer to relevant criminal justice issues</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Aboriginal people and/or programs in the justice system</li> <li>• May make use of relevant criminal justice issues</li> </ul>	1–2

#### *Sample answer:*

Aboriginal people experience disadvantage in their contact with each level of the criminal justice system: police, courts and prisons. Community initiatives such as Circle Sentencing require community involvement in culturally appropriate sentencing of Aboriginal offenders. This initiative has expanded to a number of communities in NSW, including Mount Druitt in Western Sydney, after a successful trial in Nowra. Circle Sentencing ensures that community Elders, the victim and offender consider sentencing options that are appropriate for the individual offender. Such initiatives ensure Aboriginal perspectives are reflected in the outcomes available within the judicial system and engender understanding of the criminal justice system.

Current statistics suggest that Circle Sentencing is having a positive impact in reducing recidivism rates in Aboriginal communities.

### Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of government programs in addressing Indigenous over-representation in the criminal justice system</li> <li>• Clearly shows the effectiveness of these programs in dealing with criminal justice issues faced by Indigenous communities</li> <li>• Presents a sustained logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of government programs and measures the effectiveness of these in dealing with the over-representation of Indigenous people in the criminal justice system</li> <li>• Presents a logical and cohesive response applying relevant concepts and terms</li> <li>• Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of government program and some understanding of the effectiveness of these in dealing with over-representation of Indigenous people in the criminal justice system</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program and/or their effectiveness in dealing with Indigenous over-representation in the criminal justice system</li> <li>• Uses some relevant concepts and terms</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Indigenous over-representation AND/OR government programs in the criminal justice system</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### *Answers could include:*

Indigenous peoples worldwide experience many forms of socioeconomic disadvantage. In the area of criminal justice, both the Aboriginal community of Western Sydney, traditional lands of the Darug nation, and the Inuit community of Iqaluit, Nunavut in Canada, are disproportionately represented at every level of the criminal justice system.

Since the Royal Commission into Aboriginal Deaths in Custody 1991 Australian governments have recognised the need to address the issues faced by Aboriginal and Torres Strait Island peoples in relation to criminal justice. Unfortunately, rates of imprisonment of Aboriginal and Torres Strait Island peoples, particularly young people, have worsened since the Royal Commission.

[Answers may include relevant statistics and data.]



Aboriginal and Torres Strait Island programs could include:

- Police Indigenous Employment Strategies (eg IPROWD, ACLOs)
- Circle Sentencing
- Fernando Principles
- Juvenile Justice programs including mentoring, training and education highlighted in the Doing Time, Time for Doing report.

Inuit programs include:

- Restorative Justice initiatives
- Royal Canadian Mounted Police Inuit employment strategies
- Nunavut Correctional cultural programs]

## Question 16 — Economic Independence

### Question 16 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of Aboriginal economic status and culturally appropriate initiatives</li> <li>• Makes clear link between culturally appropriate initiatives and economic status</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of Aboriginal economic status and/or culturally appropriate initiatives</li> <li>• Makes some link between culturally appropriate initiatives and economic status</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about Aboriginal people and economic status and/or culturally appropriate initiatives</li> </ul>	1–2

### *Sample answer:*

Culturally appropriate initiatives should be for, and implemented by, Aboriginal people. These initiatives could be from Aboriginal communities or Aboriginal organisations where they are involved in the decision-making, program design, and implementation and monitoring.

Culturally appropriate initiatives should consider practices such as those emerging from the Dreaming, sustainability and be environmentally sound.

Examples could include eco-tourism; bush tucker walks, managing sites.

Such initiatives should be aimed at improving the economic status of Aboriginal people in terms of income, wealth, employment opportunities and training and business options.

### Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of government programs providing for the economic independence of Australian and international Indigenous communities</li> <li>• Clearly compares the success (and implied failure) of government programs on economic independence</li> <li>• Presents a sustained logical and cohesive response integrating relevant concepts, terms, examples and appropriate data</li> <li>• Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of the effectiveness of government programs on the economic independence of Australian and international Indigenous communities</li> <li>• Compares the success of government programs on economic independence</li> <li>• Presents a logical and cohesive response applying relevant concepts, terms, examples and data</li> <li>• Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of the effectiveness of government program(s) on the economic independence of Australian and international Indigenous communities and provides some comparison of these program(s)</li> <li>• Presents a structured response using some relevant concepts, terms, examples and data</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government program(s) for the economic independence of Australian and international Indigenous communities and/or offers comparison of these program(s)</li> <li>• Uses some relevant concepts, terms, examples and/or data</li> <li>• Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about government programs and/or economic independence</li> <li>• May refer to an Indigenous community</li> </ul>	1–2

#### **Sample answer:**

References to specific government programs within each community. Could be to do with health, employment and training.

Such Government programs will focus on the provision of economic independence for Aboriginal peoples in terms of employment, income and business opportunities. Government programs for Australian Indigenous communities will reflect current policy approaches of the Council of Australian Government (COAG) framework for Closing the Gap.

Comparisons of Government programs might highlight the role of regaining land and economic independence in terms of the community's traditional lifestyle and economy with a reliance on communal rather than private economic resources.

Government programs can also include income support measures such as disability support pension, parenting payment, carer allowance apart from normal unemployment payments. These payments are still designed to provide income support from the government for those who have limited employment or training opportunities such as in rural or remote areas, although it can be argued that such payments further disadvantage and create a government welfare dependency.

In Australia, two significant pieces of legislation – *Aboriginal Land Rights (Northern Territory) Act 1976* (Cth) and *Native Title Act 1993* (Cth) – have been important in terms of Aboriginal land rights and to redress economic inequality associated with dispossession of people from their land. The lack of resource rights in Australian native title and land rights legislation is a difference from laws in other countries like the US, Canada and New Zealand.

## Section I — Social Justice and Human Rights Issues

### Part C – Global Perspective and Comparative Study

#### Question 17

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes a well-informed judgement about the impact of racism on Aboriginal and other Indigenous peoples</li> <li>• Demonstrates extensive knowledge of the chosen topics and the impact of racism</li> <li>• Presents a sustained, logical and cohesive response applying relevant concepts and terms</li> <li>• Makes detailed references to the Comparative Study and TWO listed topics</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Makes a judgement about the impact of racism on Aboriginal and other Indigenous peoples</li> <li>• Demonstrates detailed knowledge of the chosen topics and the impact of racism</li> <li>• Presents a well-structured response including relevant concepts and terms</li> <li>• Makes references to the Comparative Study and TWO listed topics</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Describes the chosen topic(s) and attempts to make a judgement on the impact of racism</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Refers to the Comparative Study and one or more of the listed topics</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Describes the chosen topic(s)</li> <li>• Uses some relevant concepts and terms</li> <li>• May refer to the Comparative Study</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statements about the chosen topic(s)</li> <li>• May refer to an Indigenous community</li> </ul>	1–3

#### **Answers could include:**

Racism results in adverse treatment of people on the basis of their genetic, ethnic, cultural, national or physical attributes. Historically, prejudice based on race has been reflected in laws and policies adopted by governments worldwide. Indigenous peoples around the world have experienced discriminatory treatment as a result of these adverse presumptions based on their cultures and attributes. Indigenous communities have achieved little equality and are still impacted by racism.

In Australia governments have attempted to address racism by implementing legislation such as the *Racial Discrimination Act 1975* (Cth), but within communities disadvantage and the results of institutional discrimination are still evident.

Eliminating racism and its devastating impacts requires long-term, community-based programs, which develop strength and capacity within communities.

Addressing racism and its impacts requires legal recognition of individual, collective and citizenship rights of Indigenous peoples.

[As an introduction to the response candidates may address *Immigration Restriction Act 1901* (Cth) and policies such as protectionism and assimilation to support their answer.

The policy of self-determination is intended to address past discriminatory policies.

Candidates should then use examples from the social justice issues experienced by Indigenous communities worldwide such as health, education, housing, employment, criminal justice and economic independence to illustrate Indigenous experiences as a result of racism and discriminatory policies.

The UN Declaration on the Rights of Indigenous Peoples also highlights issues and rights. Legal issues may include Yolngu people (NT) Bark Petition and Lakota Sioux being regarded as a 'sovereign nation' by the Fort Laramie Treaty of 1868.]

## Section II — Research and Inquiry Methods

### Question 18 (a)

Criteria	Marks
• Provides at least two methodologies mentioned in the source	2
• Provides one methodology mentioned in the source	1

*Answers could include:*

- Records and names
- Community consultation and/or discussion with elders

### Question 18 (b)

Criteria	Marks
• Demonstrates understanding of relevant difficulties	3
• Identifies some relevant difficulties	2
• Makes a statement relevant to the question	1

*Answers could include:*

- Loss of language
- Death of Elders and knowledge
- How people with ‘English ears’ (phonetics) heard it and pronounced the language
- Reliability of oral histories

### Question 18 (c)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of ethical research practices</li> <li>• Understanding of the reasons for using ethical research practices</li> <li>• Provides a sustained, logical and cohesive response, integrating relevant concepts and terms</li> </ul>	8–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge and understanding of ethical research practices</li> <li>• Knowledge of the reasons for using ethical research practices</li> <li>• Provides a well-structured response, including relevant concepts and terms</li> </ul>	5–7
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of ethical research practices</li> <li>• Uses some relevant concepts and terms</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about ethical research practices</li> </ul>	1–2

#### *Sample answer:*

There are many practices that can be used when undertaking research to ensure it is reliable and reflects Aboriginal perspectives, such as ongoing consultation, respecting protocols, cultural obligations and cultural ownership and acknowledgement of intellectual property.

Ongoing consultation and involvement of an Aboriginal person or community is essential when undertaking research as it shows respect for cultural knowledge, helps with reliability and ensures an Aboriginal perspective. Aboriginal knowledge and perspectives may vary, so it is essential that the consultation process is ongoing and incorporates a variety of people. In addition, Aboriginal people have an oral history, which means the information the researcher may be seeking may not be in books, or recorded elsewhere such as government documents. Thus community consultation is vital to not only obtain the information the researcher needs but also to ensure its reliability.

It is important for the researcher to have an understanding of Aboriginal culture and the appropriate protocols and procedures they should undertake when doing research. For instance many Aboriginal communities do not use the first name of a person that has died. Aboriginal people have different types of knowledge – public knowledge, which is shared openly, and secret knowledge, which is reserved for Elders or community members. Therefore it is essential that researchers incorporate ethical research practices and protocols to show respect for community members and their knowledge and ensure the reliability of the research.

Acknowledgement of intellectual property and Aboriginal input into the research also ensures reliability and an Aboriginal perspective. Indigenous people own their own knowledge and this should always be acknowledged. In the past, not all researchers have understood this and their research may not have been accurate or incorporated bias/perspective. Author Lee Healy mentions this in her article and states how one of the difficulties she experienced when reviving the Taungurung language was that ‘people with English ears’ heard and pronounced the language differently to how it really should have been. Not only does acknowledgement show respect for this knowledge but it also ensures accuracy.

## Section III

### Question 19 — Aboriginality and the Land

#### Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive understanding of efforts made by Aboriginal peoples to reassert sovereign title to their Country</li> <li>• Presents a sustained, logical and cohesive response applying relevant terms and concepts</li> <li>• Integrates information from the source material and own knowledge</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed understanding of efforts made by Aboriginal peoples to reassert sovereign title to their Country</li> <li>• Presents a well-structured and cohesive response including relevant terms and concepts</li> <li>• Makes reference to the source material and own knowledge</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates sound understanding of efforts made by Aboriginal peoples to reassert sovereign title to their Country</li> <li>• Presents a structured response using some relevant terms and concepts</li> <li>• Makes reference to the source material and/or own knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of efforts made by Aboriginal peoples to reassert sovereign title to their Country</li> <li>• Uses some relevant terms and concepts</li> <li>• May include information from sources</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Country</li> <li>• May refer to a source</li> </ul>	1–2

#### *Sample answer:*

Aboriginal people never ceded sovereignty to their traditional land but colonisation had a devastating impact on their connections to their land and their culture. The doctrine of Terra Nullius resulted in the automatic reception of English law in the new colonies thereby dismissing Aboriginal peoples' prior ownership of the land. Aboriginal people never gave up the land, never gave up their culture and destiny and have campaigned for recognition of prior ownership since European arrival. An example of the various campaigns undertaken is the Tent Embassy of 1972 provided in source A.

#### *Answers could include:*

[Students can mention various examples of the efforts Aboriginal people have made to reclaim their sovereign rights:

- Gurindji walk off
- Tent Embassy (1972) provided in source A
- Yirrikala and the Bark Petition
- Noonkanbah WA
- Wave Hill Walk Off
- *Land Rights Act 1983* (NSW)
- Mabo case (1992)
- *Native Title Act 1993* (Cth)
- Reconciliation]



### Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of Land and Water Rights and/or Native Title legislation and cases</li> <li>• Makes an informed judgement about the effect of Land and Water Rights and/or Native Title legislation and cases on communities</li> <li>• Presents a sustained, logical and cohesive response applying relevant concepts and terms</li> <li>• Makes specific and detailed references to at least ONE Australian Indigenous community</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of Land and Water Rights and/or Native Title legislation and cases</li> <li>• Makes a judgement about the effect of Land and Water Rights and/or Native Title legislation and cases on communities</li> <li>• Presents a well-structured response including relevant concepts and terms</li> <li>• Makes references to at least ONE Australian Indigenous community</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of Land and Water Rights and/or Native Title legislation and cases</li> <li>• Comments on the effect of Land and Water Rights and/or Native Title legislation and cases on communities</li> <li>• Presents a structured response including relevant concepts and terms</li> <li>• Makes reference to at least ONE Australian Indigenous community</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Makes general statements about Land and Water Rights and/or Native Title legislation and cases</li> <li>• May make reference to at least ONE Australian Indigenous community</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Land and Water Rights and/or Native Title legislation and cases</li> </ul>	1–4

#### **Answers could include:**

Land and water rights are the most important and fundamental issue for Aboriginal people. The denial of access to land and water can be directly attributed to the social and welfare issues that exist today.

Candidates need to address the following in their responses

- Recognition of rights leads to native title and/or land use agreements.
- Self-determination
- Limited nature of land use agreements /government agendas/change can occur with pressure groups eg mining companies
- Link land/water to economic, social, cultural independence and cultural maintenance
- The limited opportunity to claim due to urbanisation, loss of links and the criteria for legal challenges such as Mabo and then Wik judgements. *Native Title Act 1993* (Cth) and Amendments
- The formalised nature of treaties signed or promised over time to indigenous communities
- Exploration of the concept of sovereignty and self-determination
- There **MUST** be reference to at least ONE Australian indigenous community as per the question rubric

## Question 20 — Heritage and Identity

### Question 20 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge of the importance of Aboriginal peoples' culture in contemporary Australian society</li> <li>• Presents a sustained, logical and cohesive response applying relevant concepts and terms</li> <li>• Integrates information from the source material and own knowledge</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge of the importance of Aboriginal peoples' culture in contemporary Australian society</li> <li>• Presents a well-structured and cohesive response including relevant concepts and terms</li> <li>• Makes reference to the source material AND/OR own knowledge</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the importance of Aboriginal peoples' culture in contemporary Australian society</li> <li>• Presents a structured response with some use of relevant concepts and terms</li> <li>• May make reference to the source material AND/OR own knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the importance of Aboriginal peoples' culture in contemporary Australian society</li> <li>• May make limited reference to source material AND/OR own knowledge</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Aboriginal culture</li> <li>• May refer to a source</li> </ul>	1–2

#### *Answers could include:*

The importance of the different forms of Aboriginal culture that are expressed in contemporary Australian society is that they help maintain heritage and identity and connection to country, spirituality and the Dreaming.

The various forms of Aboriginal culture may include sport, art, music, writing and dance. The Koori Mail is a successful national publication and it's also an Aboriginal success story. The newspaper showcases Indigenous culture and provides news, views, advertisements and other material of vital interest to Indigenous Australians and to Australians interested in Indigenous affairs.

The aim of the Deadlys® is to recognise the contribution of Aboriginal and Torres Strait Islander peoples to their community and to Australian society.

The Deadlys® showcases the outstanding achievement of Aboriginal and Torres Strait Islanders and provides identifiable national and local role models to inspire all Aboriginal and Torres Strait Islander peoples, particularly our young people.

### Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of the affirmation of Aboriginal peoples' cultural identity</li> <li>• Provides an informed analysis of the variety of ways that cultural identity is expressed</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes specific and detailed references to at least ONE Australian Indigenous community</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge and understanding of the affirmation of Aboriginal peoples' cultural identity</li> <li>• Provides an analysis of the variety of ways that cultural identity is expressed</li> <li>• Presents a well-structured response including relevant concepts and terms</li> <li>• Makes references to at least ONE Australian Indigenous community</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the affirmation of Aboriginal peoples' cultural identity</li> <li>• Presents a structured response using some relevant concepts and terms</li> <li>• Makes reference to at least ONE Australian Indigenous community</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of Aboriginal peoples' cultural identity</li> <li>• May make reference to ONE Aboriginal Indigenous community</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about Aboriginal peoples' cultural identity</li> <li>• May make reference to ONE Aboriginal Indigenous community</li> </ul>	1–4

#### *Sample answer:*

Aboriginal peoples have differing views on how their culture should be described and expressed. They are proud of their culture and want outsiders to know of it. They have seen the impact of European culture in Australia and the threat this has to their own. Fearing the loss of their knowledge, both secular (non-religious) and sacred, they have shared much that was once secret, known only to the most senior members of their clans, to explorers, missionaries, pastoralists, interested visitors and anthropologists.

Yet, in order to continue to affirm their cultural traditions and maintain law and order, they need some of the secrecy of this culture to be kept. This secrecy makes the process meaningful for future generations and the process of the Dreaming in continuity.

Expressions and affirmations of cultural identity can also promote a greater understanding and reconciliation between Indigenous and non-Indigenous Australians. The ways that cultural identity is expressed and maintained can be small or large.

NAIDOC stands for the National Aborigines and Islanders Day Observance Committee. Its origins can be traced to the emergence of Aboriginal groups in the 1920s, which sought to increase awareness in the wider community of the status and treatment of Indigenous Australians.

NAIDOC week is a celebration of Aboriginal and Torres Strait Islander cultures and an opportunity to recognise the contributions of Indigenous Australians in various fields.

Activities take place across the nation during NAIDOC Week in the first full week of July. All Australians are encouraged to participate.

Local community celebrations during NAIDOC Week are encouraged and often organised by communities, government agencies, local councils, schools and workplaces.

For many local Indigenous communities, NAIDOC week is a way to express and affirm cultural identity in a contemporary forum.

# Aboriginal Studies

## 2013 HSC Examination Mapping Grid

### Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Socioeconomic status of Indigenous people	H1.2
2	1	Socioeconomic status of Indigenous people	H1.1
3	3	Socioeconomic status of Indigenous people	H1.2
4	3	Socioeconomic status of Indigenous people	H3.1
5	4	Addressing racial discrimination	H1.3, H3.1
6	1	Socioeconomic status	H1.2
7	1	Manifestations of racism	H1.2
8	1	Social and legal systems	H3.1
9	4	Government policies/legislations	H3.2
10	6	Aboriginal responses and initiatives	H3.3

### Section I Part B

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Health	H1.2
11 (b)	10	Health	H3.2, H4.1, H4.3
12 (a)	5	Education	H1.2
12 (b)	10	Education	H3.2, H4.1, H4.3
13 (a)	5	Housing	H1.2
13 (b)	10	Housing	H3.2, H4.1, H4.3
14 (a)	5	Employment	H1.2
14 (b)	10	Employment	H3.2, H3.3, H4.1, H4.3
15 (a)	5	Criminal justice	H1.2
15 (b)	10	Criminal justice	H3.2, H4.1, H4.3
16 (a)	5	Economic independence	H1.2
16 (b)	10	Economic independence	H3.2, H4.1, H4.3

**Section I**  
**Part C**

Question	Marks	Content	Syllabus outcomes
17	15	Global perspective and comparative study	H1.2, H3.1, H3.3, H4.3

**Section II**

Question	Marks	Content	Syllabus outcomes
18 (a)	2	Community consultation	H4.1
18 (b)	3	Ethical practices, communicating and reflecting Aboriginal viewpoints	H4.2
18 (c)	10		

**Section III**

Question	Marks	Content	Syllabus outcomes
19 (a)	10	Aboriginality and the Land	H2.2
19 (b)	20	Aboriginality and the Land	H2.2, H3.2
20 (a)	10	Heritage and Identity	H2.1
20 (b)	20	Heritage and Identity	H2.1, H2.2