

2014 HSC Aboriginal Studies Marking Guidelines

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

Multiple-choice Answer Key

Question	Answer
1	B
2	D
3	D
4	A
5	C

Question 6

Criteria	Marks
• Accurately identifies three pieces of information about imprisonment rates with correct interpretation of the data from the table	3
• Refers to information in the table	2
• Attempts to provide information from the table	1

Answers could include:

- Higher incidence of Aboriginal offenders compared to non-Aboriginal
- Growth in the percentage rate of offenders from 1997–2004
- The data outlines the complex nature of incarceration
- The percentage rate for first time Aboriginal offenders has decreased by 1% over the time period

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines the reasons why Aboriginal peoples are over-represented in the criminal justice system in Australia 	3
<ul style="list-style-type: none"> Outlines the reasons why Aboriginal peoples are over-represented in the criminal justice system in Australia 	2
<ul style="list-style-type: none"> Makes general comments about Aboriginal peoples being over-represented in the criminal justice system in Australia 	1

Answers could include:

- Higher order of arrest for minor offences, refusal of bail, sentences of a harsher nature
- Limited access to government programs such as repeat offender
- Lower socioeconomic status
- Lack of knowledge as to how system works especially the court system and legal jargon

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Clearly demonstrates knowledge and understanding of the effect of the Freedom Rides on the status of Aboriginal peoples Clearly demonstrates knowledge and understanding of the status of Aboriginal peoples 	4
<ul style="list-style-type: none"> Demonstrates knowledge of the effect of the Freedom Rides on the status of Aboriginal peoples Demonstrates knowledge of the status of Aboriginal peoples 	2–3
<ul style="list-style-type: none"> Makes general comments about the Freedom Rides and how they are associated with the status of Aboriginal peoples <p>OR</p> <ul style="list-style-type: none"> Makes general comments about the status of Aboriginal peoples 	1

Sample answer:

The Freedom Rides highlighted obstacles to Aboriginal peoples achieving social equality within the broader society.

The Freedom Rides focused on highlighting ingrained racism and inequality in areas such as employment, housing and access to basic services and facilities.

They brought forward citizenship rights, the 1967 Referendum and the politicisation of Aboriginal peoples.

They aimed at improving peoples' attitudes and perception of Aboriginal peoples (including controversies over sporting personalities).

Question 9

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines ONE Aboriginal initiative or strategy that raises the social, or political and/or economic status of the Aboriginal peoples of Australia Clearly provides characteristics of the initiative or strategy 	5
<ul style="list-style-type: none"> Outlines ONE Aboriginal initiative or strategy that raises the social, or political and/or economic status of the Aboriginal peoples of Australia Provides characteristics of the initiative or strategy 	3–4
<ul style="list-style-type: none"> Attempts to summarise ONE Aboriginal initiative or strategy that raises the social, or political and/or economic status of the Aboriginal peoples of Australia May provide characteristics of the initiative or strategy 	2
<ul style="list-style-type: none"> Makes general statements relevant to the question OR <ul style="list-style-type: none"> May provide characteristics of the initiative or strategy 	1

Answers could include:

Aboriginal initiatives to improve the social, or political and/or economic status through political struggles and protests could include:

- 10 year campaign leading to the 1967 Referendum
- Tent Embassy
- Wave Hill.

The following dates highlight the development of Aboriginal status in terms of pride and identity:

- 1971 Aboriginal flag is designed
- 1971 Establishment of the Black Panther Party
- 1971 Smash the Acts Campaign
- 1986 Goondiwindi Riot
- 1988 Survival Day
- Treaty '88 Campaign
- 1994 'Going Home Conference', Darwin

Question 10

Criteria	Marks
<ul style="list-style-type: none"> Clearly demonstrates thorough knowledge and understanding of social justice issues experienced by Aboriginal peoples Makes a clear link to the role education has in addressing social justice issues experienced by Aboriginal peoples Makes clear reference to the source and own knowledge 	5
<ul style="list-style-type: none"> Demonstrates thorough knowledge and understanding of social justice issues experienced by Aboriginal peoples Makes some link to the role education has in addressing social justice issues experienced by Aboriginal peoples Refers to the source and own knowledge 	3–4
<ul style="list-style-type: none"> Attempts to discuss the social justice issues experienced by Aboriginal peoples May provide some link to the role education has in addressing social justice issues experienced by Aboriginal peoples May refer to the source and own knowledge 	2
<ul style="list-style-type: none"> Makes general statements relevant to the question <p>OR</p> <ul style="list-style-type: none"> May refer to the source and/or own knowledge 	1

Answers could include:

Educational outcomes for Aboriginal peoples need to be improved because the statistical data highlights that they are still significantly lower than that of non-Aboriginal Australians.

Students may make reference to strategies and programs such as the following:

- AIME
- ALNF – Wall of Hands
- Clontarf Foundation
- Aboriginal Education Officers (AEOs)
- Indigenous Youth Leadership Program
- School-based scholarships
- Mentoring programs
- School-based cultural centres
- Homework centres.

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 11 — Health

Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the health issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the health issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal health issues • Provides some description 	1–2

Sample answer:

The main health issues include those arising from Aboriginal peoples' health being below that of non-Aboriginal Australians. The life expectancy of Aboriginal people is considerably lower with the gap for men continuing to be more than 10 years. Aboriginal Australians have a higher incidence of smoking related illnesses, renal failure, diabetes, infant mortality and communicable diseases.

Diabetes for instance is experienced at a rate of 800 times greater than in non-Aboriginal Australians. There is a gap in access to health services, and barriers to participation.

Question 11 (b)

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

Answer could include:

Employment of Aboriginal peoples in mainstream health services. Community health initiatives. Provision of culturally appropriate access to medical care. Health care requires consultation, trust as well as community programs to build links between service providers and the community. Improving health outcomes links to improved socioeconomic status. Community health initiatives in the international community can be linked through culture, language and community to provide a comparison.

Similarities in experiences between communities include: remoteness, historical mistrust of government, racism, cultural barriers, employment prospects as well as other socioeconomic factors.

Statistics or other measures of the initiatives may be used to demonstrate knowledge of what is required to close gaps. Assessing the delivery and success will support answers. Specific mention of programs such as NCIP, Young People and Cannabis, Mothers and Babies, Quit Smoking, AMS levels of funding, outcomes associated with the Northern Territory Intervention, use of role models to promote health.

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the educational issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the educational issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal educational issues • Provides some description 	1–2

Answers could include:

Historical overview of issues. 1960s: Aboriginal children could be excluded from public schools, so many children did not attend at all. These are the grandparents of the current generation. Despite improvements, statistical data reveals lower educational outcomes continue to be observed. Statistics reflecting retention rates beyond Year 10, attendance, completion of Year 12 and high levels of youth unemployment. University enrolment around 5 to 6% compared to 25% for non-Aboriginal. These figures are nationally applicable. Issues of attendance and participation. Employment of Aboriginal educators and priorities of schools and regions in promoting Aboriginal education. Mandatory inclusion of Aboriginal perspectives in broader school communities and programs for Aboriginal children.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of education programs and/or initiatives • Clearly shows how these education programs and/or initiatives address equity and how success is achieved • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of education programs and/or initiatives and makes links between measures to achieve equity and success • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of education programs and/or initiatives and some understanding of their impact on equity • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of education programs and/or initiatives and/or an understanding of issues in achieving equity • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous education programs and/or initiatives • May refer to an Aboriginal or Indigenous community 	1–2

Answers could include:

Culturally appropriate strategies and their impact on the educational outcomes in Aboriginal and Indigenous communities. Role of Elders and revitalisation of language programs. Equity via Aboriginal Education Officers (AEOs), Norta Norta funding and the future of Naplan (statistical evidence of Aboriginal student performance in numeracy & literacy). Indigenous Youth leadership, scholarships, mentoring, cultural education and homework centres. Role of media and comparisons of communities. Impact of religious teachings on Indigenous cultures. Acceptance of Aboriginal knowledge.

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the housing issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the housing issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal housing issues • Provides some description 	1–2

Answers could include:

Lower socioeconomic status and factors such as employment, education, income levels as well as health all link to housing. Assessing the ability of Aboriginal people to access housing suiting their family and cultural needs.

The downturn of the Australian economy, the diminished mining boom, increases pressure on affordable housing. With higher levels of unemployment in Aboriginal communities, the lower income creates welfare dependence. Limited access to home ownership, especially with levels falling for younger Australians generally places pressure on the rental market, pushing up rents.

Government housing (eg the Gordon estate in Dubbo) and Western Sydney has been sold off to private developers. AHA and Land Councils need greater investment beyond that for over 55s and clients with a disability. Involvement of Aboriginal people in decision-making, design of community housing projects.

Question 13 (b)

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

Answers could include:

The role of the UN and other bodies (eg Habitat for Humanity) in developing basic housing standards. Lakota Sioux endure well below freezing temperatures in sub-standard housing impacting upon health and wellbeing. Low home ownership rates, reliance on government (Department of Housing) has fractured communities as clients are moved around due to housing shortages. Overcrowding, provision of basic services such as water and sewerage, and isolation from other services. High rates of community unemployment also create social problems in communities.

Rights to self-determination and autonomy. Provision of housing options arising from community consultation. Community employment in building and maintaining homes to instil pride and overcome social stigmas in an attempt to break the poverty cycle. Role of Land Councils and other agencies in rental properties.

International communities have similar issues, and have other agencies other than government involved in developing for future needs. (Philanthropy and greater involvement of religious and social conscience groups are evident internationally.)

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

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the employment issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the employment issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal employment issues • Provides some description 	1–2

Answers could include:

Rate of unemployment for Aboriginal people continues to be three times the national average. Factors such as education, criminal justice, health impact upon the participation and access of Aboriginal people to employment. Traditional areas of trades and retail services have suffered a downturn. The average weekly income is lower for Aboriginal people. Issues of lessening employment opportunities in local manufacturing and the widening drought in 2014.

Programs such as CDEP (Community Development Employment Program) and Aboriginal Employment Strategy enable local communities to provide training and offers of employment. Issues of ongoing funding to support these and similar programs. Reliance on government funding in a climate of reducing spending and deficit issues in the national budget.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of employment programs and/or initiatives • Clearly shows how these employment programs and/or initiatives address issues such as welfare dependence and measuring success in addressing unemployment • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of employment programs and/or initiatives and makes links between these and addressing unemployment • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of employment programs and/or initiatives and some understanding of their impact on addressing unemployment • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of employment programs and/or initiatives and/or an understanding of addressing unemployment • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous employment programs and/or initiatives • May refer to an Indigenous community 	1–2

Answers could include:

Overcoming welfare dependence with government strategies such as CDEP aimed at reducing reliance on social security and developing skills as well as employment opportunities, especially in regional centres. Issues of institutional racism exacerbating the discrimination toward Aboriginal and international Indigenous community members.

Aboriginal Employment Strategy (AES) with a focus on local community employment, training opportunities and improving skills. The AES aims to break the welfare cycle, but is hampered by the downturn in regional economies and lessening of employment opportunities.

Aboriginal identified positions in organisations such as all levels of government and others such as mining, aimed at providing opportunities and a voice in these organisations.

International Indigenous communities (Maori & Lakota Sioux) have similar employment issues. New Zealand has sought to improve employment opportunities, while the USA has major economic considerations and priorities are different with its Native American peoples. In Canada the Inuit have found employment opportunities in the oil industry.

Question 15 — Criminal Justice**Question 15 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the criminal justice issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the criminal justice issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal criminal justice issues • Provides some description 	1–2

Answers could include:

Issue of over-representation. Lower socioeconomic status leading to high risk illegal activity. Exacerbated by drug and alcohol abuse, low educational standards and high levels of unemployment. Family and community dysfunction, cultural alienation and weakened links to people such as Elders.

Historical mistrust of authority impacts upon the justice system. Mental illness, over-zealous policing in some areas all contribute.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of criminal justice programs and/or initiatives • Clearly shows how these criminal justice programs and/or initiatives address equity • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of criminal justice programs and/or initiatives and makes links between these and addressing equity • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of criminal justice programs and/or initiatives and some understanding of their impact on addressing equity • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of criminal justice programs and/or initiatives and/or an understanding of addressing equity • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous criminal justice programs and/or initiatives • May refer to an Indigenous community 	1–2

Answers could include:

Sporting programs and role models as well as media, eg domestic violence advertisements. IPROWD through NSW police enables Aboriginal people to train and put the Indigenous face on the uniform in communities. Aim to improve relationships.

Support programs for families to address victimisation and dysfunction. Housing for domestic violence victims, homeless and work of groups such as Exodus Foundation and Fr Chris Riley (Youth off the Streets).

What is there in the international community? Conferencing, inclusion of community members in court procedures, education programs and legal support.

Question 16 — Economic Independence**Question 16 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the economic status issues of Aboriginal people • Provides a detailed and relevant description to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the economic status issues of Aboriginal people • Provides a relevant description to support response 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal economic status issues • Provides some description 	1–2

Answers could include:

European colonisation has had a major impact on the economic status of Aboriginal people. Issues such as exclusion from education, failure to consult, lack of self-determination, limited training to up-skill, long-term under/unemployment.

Equal pay issues stemming from pre World War II and rejections. Aboriginal stockmen Wave Hill 1965 walk off and award wages granted. Targeted government programs to introduce self determination and economic enterprise. Lack of citizenship and denial of land rights also had an impact.

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of economic independence programs and/or initiatives • Clearly shows how these economic independence programs and/or initiatives address welfare dependence • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of economic independence programs and/or initiatives and makes links between these and welfare dependence • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of economic independence programs and/or initiatives and some understanding of their impact on welfare dependence • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of economic dependence programs and/or initiatives and/or an understanding of welfare dependence issues • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous economic independence programs and/or initiatives • May refer to an Indigenous community 	1–2

Answers could include:

Specific community initiatives such as environmentally sensitive cultural enterprises including ecotourism, bush tucker, site management eg Uluru.

Tourism and management of natural resources (oil, mineral wealth and licenses), housing and development, agricultural enterprises.

Aboriginal Employment Strategy and similar in all communities aim to build reliable and steady income. Breaking the cycle of welfare dependence developed over generations of deskilling. West Australian mining companies involving local communities.

Land Councils and housing corporations working on long-term development. Return of land and selling of land, leasing to pastoral companies to diversify income and reinvesting into enterprises such as cattle companies and low cost housing developments.

Similarities with international communities, and differences. For example, Lakota Sioux have no mineral, pastoral or other means to create wealth. Inuit have oil.

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"> • Demonstrates extensive knowledge of the impacts and the experiences of racism on Indigenous peoples • Presents a sustained, logical and cohesive response with clear reference to the Source • Makes detailed references to the Comparative Study and TWO listed topics 	13–15
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the impacts of racism on Indigenous peoples • Presents a well-structured response with reference to the Source • Makes references to the Comparative Study and TWO listed topics 	10–12
<ul style="list-style-type: none"> • Demonstrates knowledge of the impacts of racism on Indigenous peoples • Presents a structured response with some reference to the source (may be inferred) • Refers to the Comparative Study and one or more of the listed topics 	7–9
<ul style="list-style-type: none"> • Attempts to describe the effects of racism • May refer to the source • Refers to the Comparative Study and/or one of the listed topics 	4–6
<ul style="list-style-type: none"> • Makes general statements about racism and/or its effects • May refer to an Indigenous community 	1–3

Answers could include:

Racism can take many forms – attitudinal, institutional and cultural. The effects of racism for Australian Indigenous peoples have resulted in negative impacts that have often been long lasting.

Racism has affected the current socioeconomic status of Aboriginal and other Indigenous peoples. This also includes the manifestations of racism and their effects on the social justice and human rights of Aboriginal peoples.

Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities. At its most serious, racism can result in acts of physical abuse and violence.

It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups.

It can manifest itself through unconscious bias or prejudice amongst people and society. Racism has a significant effect both on the individuals who experience it, and the wider community. There are significant links between experiences of racism and discrimination and poor physical and mental health, reduced productivity and reduced life expectancy.

Racism can also present barriers to social and economic involvement, which can cause social exclusion and entrench disadvantage in areas like employment and housing, sometimes for generations.

Students should draw on the quote and specific references to the topics listed in terms of the Comparative Study. May include Aboriginal Returned Soldiers being denied access to RSL Clubs, levels of incarceration, access to health & education services, home rentals, the exclusion of Aboriginal children at Moree baths etc (role of Freedom Riders highlighting these injustices).

Section II — Research and Inquiry Methods

Question 18 (a)

Criteria	Marks
• Provides at least two types of Aboriginal knowledge	2
• Provides one type of Aboriginal knowledge	1

Answers could include:

- Openly shared knowledge, fieldwork/site visits, interviews with Elders, visits to Aboriginal organisations and enterprises eg Land Councils
- Gender specific knowledge: mens’/womens’

Question 18 (b)

Criteria	Marks
• Identifies at least two relevant methodologies and their application	3
• Identifies one or more methodologies and makes an attempt to discuss their application	2
• Attempts to identify a research methodology	1

Answers could include:

- Surveys
- Interviews
- Case studies
- Observation
- Statistical analysis
- Communication techniques
- Use of appropriate language
- Respect and sensitivity
- Building rapport
- Cultural bias

Question 18 (c)

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

Answers could include:

Continual consultation and involvement of an Aboriginal person or community is important when undertaking research as it shows respect for cultural knowledge, and assists with reliability and guarantees an Aboriginal perspective.

There are different types of Indigenous cultural knowledge, some is public and accessible and can be shared openly, while other knowledge is secret, usually spiritual and reserved for community members.

Therefore, it is essential that researchers include ethical research practices and protocols to display respect for community members and their cultural knowledge and ensure the reliability of the research that has been undertaken.

Section III

Question 19 — Aboriginality and the Land

Question 19 (a)

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

Answers could include:

The Aboriginal Tent Embassy provided an expression of land ownership and entitlement as well as the broader issues of self-government and empowerment. During the first six months of its life in 1972 the Embassy succeeded in uniting Aboriginal peoples throughout Australia in demanding uniform national land rights and mobilised widespread non-Aboriginal support for their struggle.

The original demands presented to Federal Parliament by the Tent Embassy showed the importance placed by Aboriginal peoples on self-determination and the collective understanding of their history and culture. The Tent Embassy was and continues to be a symbol of struggle and protest for positive change and to unite in the struggle for equality.

Mick Gooda has recounted how the Tent Embassy maintained a presence in Canberra for the past 40 years and still remained a powerful symbol for advocacy in Aboriginal affairs.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and cohesive response integrating relevant concepts and terms • Demonstrates extensive knowledge and understanding of a range of responses by the wider Australian community to Aboriginal peoples' struggle for land rights • Clearly demonstrates the relationship between the reasons and responses of different groups • Makes specific and detailed references to at least ONE Australian Aboriginal community 	17–20
<ul style="list-style-type: none"> • Provides a logical and cohesive response using appropriate concepts and terms • Demonstrates sound knowledge and understanding of a range of responses by the wider Australian community to Aboriginal peoples' struggle for land rights • Demonstrates the relationship between the reasons and responses of different groups • Makes references to at least ONE Australian Aboriginal community 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of a range of responses by the wider Australian community to Aboriginal peoples' struggle for land rights • Attempts to demonstrate the relationship between the reasons and responses of different groups • Makes reference to ONE Australian Aboriginal community 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the responses by the wider Australian community to Aboriginal peoples' struggle for land rights • May make reference to ONE Australian Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about the community AND/OR Aboriginal peoples' struggle for land rights 	1–4

Answers could include:

Land is central to Aboriginal spirituality, identity and heritage. The diversity of the land and environment shaped the lifestyles of Aboriginal people across Australia. The various song lines, trade routes and ceremonies were all interconnected with the land and the Dreaming.

Yet, colonisation changed these concepts. Terra Nullius was used to justify the invasion and occupation of this country.

The struggle for land rights has always been on the political agenda for Aboriginal people. Land rights were seen as a vehicle for claiming social justice and equity.

There have been significant events in the struggle for Aboriginal land rights:

- Day of Mourning 1938
- Freedom Riders 1965
- Wave Hill walk off by the Gurindji people 1965
- Referendum 1967
- Tent Embassy 1972
- Northern Territory Land Rights Act 1975
- NSW Land Rights Act 1983
- Mabo decision 1992
- Native Title Act 1993.

The connection and responsibility with land today is as strong as ever. The return of land rights to Aboriginal people through land rights legislation has provided Aboriginal people with a sense of empowerment and self-determination. Through land councils and similar organisations, Aboriginal people now have a say in the management of their land.

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

There **MUST** be reference to at least ONE Australian Indigenous community as per the question.

Question 20 — Heritage and Identity**Question 20 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and cohesive response integrating relevant concepts and terms • Demonstrates clear knowledge and understanding of the importance of heritage and identity for Aboriginal peoples • Clearly identifies examples of Aboriginal peoples' heritage and identity • Integrates reference to the source material AND own knowledge 	9–10
<ul style="list-style-type: none"> • Provides a logical and cohesive response using appropriate concepts and terms • Demonstrates sound knowledge and understanding of the importance of heritage and identity for Aboriginal peoples • Identifies examples of Aboriginal peoples' heritage and identity • Makes reference to the source material AND own knowledge 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of Aboriginal heritage and identity • Attempts to provide examples of the importance of Aboriginal heritage and identity • May make reference to the source material AND/OR own knowledge 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the importance of Aboriginal heritage and identity • Makes limited reference to source material AND/OR own knowledge 	3–4
<ul style="list-style-type: none"> • Makes general statements about Aboriginal heritage and identity 	1–2

Sample answer:

There are different ways in which Aboriginal people demonstrate their heritage and identity in Australian society. These may include expressions of Dreaming spirituality, autonomy and cultural affirmation and can be seen through different modes such as sport, art, music, business, education, dance and health. Each of these is important to cultural expression and reinforces heritage and identity.

Music has been a part of Aboriginal heritage and identity in the past. Aboriginal performers such as Jessica Mauboy and Collie Crew are using contemporary styles of music to express their heritage and identity in contemporary Australian society. Gurrumul's first album, contemporary music sung in his Yolgnu Matha language, has been very popular and has revived interest in conserving and promoting Aboriginal languages.

Aboriginal dancers and dance groups, such as Bangarra Dance Company, are a perfect example of Aboriginal heritage and cultural identity expressed through dance. They tell the Dreaming expressed through dance, but also represent the spirituality of individual dancers.

Sport is another way that Aboriginal heritage and identity are expressed. Sam Thaiday, Chris Sandow and Preston Campbell are all examples of Aboriginal people expressing their heritage and identity through sport. These people are strong Aboriginal role models for young people, who allow the Aboriginal community as a whole to feel positive about this form of expression of culture.

Answers could include

Students can respond to any of the variety of ways that Aboriginal people express their heritage and identity in Australian society. Examples should be drawn from the stimulus and the student's own knowledge.

Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and cohesive response integrating relevant concepts and terms • Demonstrates extensive knowledge and understanding of a range of government legislation and policies impacting on Aboriginal cultural expression and identity • Makes an informed judgement about the impact of government legislation and policies on Aboriginal cultural expression and identity • Makes specific and detailed references to at least ONE Aboriginal community 	17–20
<ul style="list-style-type: none"> • Provides a logical and cohesive response using appropriate concepts and terms • Demonstrates sound knowledge and understanding of a range of government legislation AND/OR policies impacting on Aboriginal cultural expression and identity • Makes a judgement about the impact of government legislation and policies on Aboriginal cultural expression and identity • Makes references to at least ONE Aboriginal community 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of the impact of a range of government legislation AND/OR policies on Aboriginal cultural expression and identity • Makes reference to the impact of government legislation AND/OR policies on Aboriginal cultural expression and identity • Makes reference to at least ONE Australian Aboriginal community 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the impact of government legislation AND/OR policies on Aboriginal cultural expression and identity • May make reference to ONE Australian Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about government legislation OR policies OR about Aboriginal cultural expression and identity 	1–4

Sample answer:

Maintaining Aboriginal cultural expressions is important to improving the socioeconomic status of Aboriginal peoples. This can be seen in the promotion and understanding of reconciliation, developing and enhancing cultural pride and self-determination.

However, Aboriginal cultural expression has been adversely impacted upon in the past by various government policies and legislation including Terra Nullius and subsequent dispossession. There have been various attempts to merge Aboriginal people into mainstream Australian society with negative impacts upon cultural expression with policies such as those that resulted in the Stolen Generations.

Such government policies and legislation saw Eurocentric values placed upon the worth and intrinsic value of Aboriginal culture. Governments sought to control Aboriginal people and their identity with few exceptions. Aboriginal people could grow up in ignorance of their own culture and in many cases sought to hide it. In the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families ‘Bringing Them Home’

Report, it was found that between 1 in 3 and 1 in 10 Indigenous children were forcibly removed from their families. This had a profound impact upon them growing up and learning their culture, heritage and identity.

Cultural expression is now taken seriously by governments. This is not motivated simply by economic reasons. There is increasing recognition that a strong, creative and inclusive Aboriginal cultural expression strengthens our values and is an essential component to being in charge of our own destiny; that a creative nation is a productive nation. Indeed Aboriginal art is now one of our biggest cultural exports.

Today, the impact of the Australian Government's role in supporting cultural expression is most positive and visible in the major cultural organisations it funds. This includes things like national galleries and museums, collecting and training institutions, the Australia Council, Australian Broadcasting Corporation, Screen Australia and the Special Broadcasting Service. These organisations are the principal mediums of Aboriginal cultural expression and its contemporary manifestations and create new cultural products and expressions.

State and territory, as well as local governments, invest their own resources, and directly support the construction of Aboriginal cultural institutions, including galleries, museums, and performing arts venues. They also fund touring programs and festivals such as in National Parks.

Aboriginal Studies

2014 HSC Examination Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Historical investigation/culture	H1.2
2	1	Socioeconomic status of Indigenous peoples	H1.2
3	1	Initiatives to promote social, economic and political independence	H1.2
4	1	Initiatives to promote social, economic and political independence	H4.3
5	1	Initiatives to promote social, economic and political independence	H3.3
6	3	Analysis of stimulus of socioeconomic status of indigenous peoples	H1.2, H3.2
7	3	Socioeconomic status of Indigenous peoples	H1.2
8	4	Addressing racism/discrimination and status	H3.2, H3.1, H1.3
9	5	Aboriginal responses and initiatives	H3.3
10	5	Social justice issues	H3.2

Section I Part B

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Health	H1.2
11 (b)	10	Health	H1.2, H3.3, H3.1, H4.1
12 (a)	5	Education	H1.2
12 (b)	10	Education	H1.2, H3.1, H3.3, H4.1
13 (a)	5	Housing	H1.2
13 (b)	10	Housing	H1.2, H3.1, H3.3, H4.1
14 (a)	5	Employment	H 1.2
14 (b)	10	Employment	H1.2, H3.1, H3.3, H4.1
15 (a)	5	Criminal Justice	H1.2
15 (b)	10	Criminal Justice	H1.2, H3.1, H3.3, H4.1
16 (a)	5	Economic Independence	H1.2
16 (b)	10	Economic Independence	H1.2, H3.1, H3.3, H4.1

**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	Research and Inquiry	H4.1, H4.2
18 (b)	3	Research and Inquiry	H4.1, H4.2
18 (c)	10	Research and Inquiry	H4.1, H4.2

Section III

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