

2015 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	D
2	A
3	D
4	C
5	B

Question 6

Criteria	Marks
<ul style="list-style-type: none"> • Outlines one current indicator of Aboriginal and Indigenous peoples' socioeconomic status 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

Example of HEALTH indicator:

Aboriginal and other Indigenous peoples experience disadvantage in many socioeconomic areas including in health outcomes. Commonly Aboriginal and other Indigenous peoples have lower life expectancies, higher levels of preventable and chronic disease such as kidney disease and diabetes and, especially in remote communities, limited access to primary health care.

Question 7

Criteria	Marks
• Clearly describes an Aboriginal or Indigenous initiative to address racism	3
• Describes an Aboriginal or Indigenous initiative to address racism	2
• Provides some relevant information	1

Sample answer:

The National Congress of Australia's First Peoples addresses racism by representing Aboriginal people in the political sphere, lobbying governments to address the endemic discrimination experienced by Aboriginal peoples and raising awareness of issues of concern to Aboriginal people in the Australian community.

Other initiatives could include, but are not limited to:

- UNDRIP
- UNPFII
- Racism, No Way campaign.

Question 8

Criteria	Marks
• Clearly describes the role Aboriginal protest has played in addressing social justice	4
• Describes the role Aboriginal protest has played in addressing social justice	3
• Attempts to describe the role Aboriginal protest has played in addressing social justice	2
• Provides some relevant information	1

Sample answer:

Aboriginal peoples have protested against unfair treatment and disadvantage throughout their post-contact history. Protests such as the Freedom Ride serve to highlight the mistreatment of Aboriginal people by institutions of power and raise broader community awareness of issues of disadvantage and discrimination. Such protests engender community resolve to address these issues as demonstrated by the successful 1967 Constitutional Reform campaign which followed the Freedom Ride.

Other examples could include:

- Sorry/Invasion Day protests
- Tent Embassy
- Yirrkala Bark Petition
- Wave Hill walk-off
- 2004 Block protests
- Local protests
- The role of an individual such as the late Faith Bandler (1918-2015)
- Present Constitutional Reform protests.

Question 9

Criteria	Marks
• Demonstrates detailed knowledge of the impact of one government inquiry on social justice and human rights for Aboriginal peoples	4
• Demonstrates knowledge of the impact of one government inquiry on social justice and human rights for Aboriginal peoples	2–3
• Provides some relevant information	1

Sample answer:

The *Royal Commission into Aboriginal Deaths in Custody* inquired into the experiences of Aboriginal people within the criminal justice system, highlighting that Aboriginal people were over-represented in all aspects of the criminal justice system and made 339 recommendations to address the systemic disadvantages. The RCIADIC raised awareness of the socioeconomic influences on contact with the criminal justice system and encouraged accountability within the mechanisms of justice such as police, courts and prisons for the experiences of Aboriginal people and their contact with the system. This inquiry provided the impetus for many government and community initiatives within the current system, such as IProwd and circle sentencing.

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of the extent to which Aboriginal AND Indigenous peoples have achieved social equality within the broader society • Clear reference to the source 	6–7
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the extent to which Aboriginal AND/OR Indigenous peoples have achieved social equality within the broader society • Refers to the source 	4–5
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of the extent to which Aboriginal AND/OR Indigenous peoples have achieved social equality within the broader society • May refer to the source 	2–3
<ul style="list-style-type: none"> • Makes general statements 	1

Sample answer:

Indigenous peoples worldwide have made great progress toward formal social equality but still experience disadvantage. In many areas of social experience the outcomes for Aboriginal and other Indigenous peoples remain unequal by comparison to non-Indigenous people. As the source demonstrates, progress has been made for Aboriginal people in the areas of life expectancy, infant mortality and employment income. However, outcomes are still not equal to those for non-Aboriginal people, and there are worsening issues for Aboriginal people in the criminal justice system with increasingly poor outcomes for juvenile detention rates and adult imprisonment. This result is reflected in many Indigenous communities worldwide, including the Inuit of Canada where health and criminal justice outcomes are similarly unequal when compared to the non-Indigenous peoples of Canada.

Legal recognition of native title and citizenship rights and government commitment to international law such as the *United Nations Declaration on the Rights of Indigenous Peoples* demonstrate significant progress toward equality. However, Aboriginal and Indigenous peoples around the world have achieved real equality only to a limited extent, as reflected in the disadvantage experienced in many areas of society such as education, health and criminal justice. Commitment on the part of governments to community-driven, self-determined programs building communities is required to redress the historical discrimination suffered by Indigenous communities globally.

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

Answers could include:

- Reference to initiatives such as AMS and the areas of Aboriginal control of health delivery
- Employment of Aboriginal peoples in mainstream and community health
- Closing the Gap and statistical evidence of initiatives
- Specific programs and initiatives can include NCIP, Mothers and Babies, Quit Smoking
- Candidates may also refer to Northern Territory Intervention
- Use of Aboriginal role models, advertising, community transport, nursing and men's and women's targeted initiatives.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the impact of health 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 the impact of health 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 the impact of health 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 the impact of health issues • Uses some relevant concepts AND/OR terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Australian Aboriginal and/or Indigenous health issues • May refer to an Aboriginal or Indigenous community 	1–2

Sample answer:

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

Statistics may be used to demonstrate knowledge of what health indicators are affected (eg infant mortality). Issues include those arising from Aboriginal and Indigenous peoples' health and its relationship to lifestyle. 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. The relationship between health standards and lifestyle needs to be explicit in linking physical, psychological and emotional wellbeing. 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. There may also be links to spiritual and cultural maintenance.

Availability of Obama Care Health Insurance an issue for native Americans. Health care is very expensive and prescription medications are expensive (not subsidised).

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

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

Answers could include:

- Employment of Aboriginal workers AEWs, AEOs, ACLOS to provide student support NSW
- Aboriginal languages providing cultural affirmation
- NSW AECG providing support to teachers and government and impact of reduced funding
- Awareness created by celebrations such as NAIDOC / Sorry Days and past Reconciliation
- Land Councils promoting local heritage and culture.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of issues in education and/or education programs • 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 issues in education and/or education programs • 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 issues in education and/or education programs • 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 issues in education and/or education programs • 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 issues in Australian Aboriginal and/or Indigenous education • May refer to an Aboriginal or Indigenous community 	1–2

Answers could include:

Social and political changes from the 1960s: Aboriginal children could be excluded from public schools, so many children did not attend at all.

Level of government funding and awareness of value of education and resourcing. Role of Elders in promoting education and language programs/perspectives, and culturally appropriate teaching strategies. Aboriginal and Indigenous teachers employed. Norta Norta tutoring.

Community focus on literacy and numeracy, with emphasis on Naplan results. Statistical data reveals lower educational outcomes continue to be observed. Statistics reflecting retention rates beyond Year 10, attendance, and completion of Year 12 and high levels of youth unemployment. University enrolment around 5 to 6% compared to 25% for non-Aboriginal.

Promoting 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 and Indigenous knowledge/s.

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

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

Answers could include:

Federal & State Government housing programs linked to local Aboriginal Land Councils and other corporations purchasing State owned housing, and/or developing new low-income housing projects.

Addressing low incomes and high rentals, especially in capital cities such as Sydney.

Limited access to home ownership and affordability.

Pacific Link Housing overseeing Dept of Housing properties and covering much of the role the Aboriginal Housing Authority once played. Land in housing estates being sold off to private developers means new challenges in housing.

Land ownership allowing housing development. Addressing issues of overcrowding, shortages in accommodation, provision of basic services such as water & sewerage.

Links to addressing unemployment to overcome social problems and low socio-economic needs of affordable housing suiting their family and cultural needs.

Aboriginal peoples involved in the decision-making process.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of housing 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 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 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 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 issues • May refer to an Indigenous community 	1–2

Answers could include:

Housing issues link to rights to self-determination and autonomy. Lifestyle changes due to provision of housing options developed through 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 and providing affordable housing options in a climate of low home ownership rates.

The role of the UN and other bodies (eg Habitat for Humanity) in developing basic housing standard highlights the issues eg Lakota Sioux endure well below freezing temperatures in sub-standard housing impacting upon health and wellbeing. Reliance on government and philanthropic /community focused charities. Overcrowding, provision of basic services such as water and sewerage, and isolation from other services are all housing issues. High rates of community unemployment also create social problems in communities. Communities are also fractured when housing issues force people to move.

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 more evident internationally.)

Specific examples from selected communities may be used to highlight an effect such as self-determination.

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

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

Answers could include:

Programs such as CDEP (Community Development Employment Program) and Aboriginal Employment Strategy enable local communities to provide training and offers of employment.

Initiatives to address unemployment rates of three times the national average.

Addressing the downturn in trades, manufacturing and retail sectors as well as rural decline.

Initiatives may also be related to health, education, and criminal justice issues as these impact upon participation and access to the employment sector.

Reliance on government programs funding Aboriginal employment initiatives in a climate of budgetary restraint and spending cuts.

Aboriginal Employment Strategy (AES) with a focus on local community employment, training opportunities and improving skills.

Aboriginal identified positions in organisations such as all levels of government.

Western Australian mining programs (Fortescue Mining) aimed at providing opportunities and a voice in these organisations have come from local communities working with executives such as Andrew Forrest.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of employment 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 employment 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 employment 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 employment 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 employment issues • May refer to an Indigenous community 	1–2

Answers could include:

Impact of specific employment strategies aimed at overcoming welfare dependence with focus on improved employment prospects. Role of government strategies such as CDEP aimed at reducing reliance on social security and developing skills and its impact on lifestyle. Opportunities, especially in regional centres. Issues of institutional racism exacerbating the discrimination toward Aboriginal and international Indigenous community members continue to have an effect. Development of partnerships, regaining land and land based activities contributing to cultural maintenance and ecotourism employment opportunities.

International Indigenous communities (Maori & Lakota Sioux) have similar employment issues impacting upon their communities. How these issues impact on communities and solutions (such as New Zealand) has seeking to improve employment opportunities. The USA has major economic considerations, and priorities are different with its Native American peoples. This is an example of the lack of political will and lack of opportunities. In Canada (where land rights granted) the Inuit have found employment opportunities in the oil industry. The impact here has seen a cultural shift and an awareness of the need to preserve traditions, languages and religion.

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

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

Answers could include:

- Restorative justice, circle sentencing initiatives.
- Consensus decision-making, and focus on traditional law, its cultural aspects.
- Sporting programs and role models including Elders to address over-representation.
- Media role, eg domestic violence advertisements.
- IProwd through NSW Police Service enables Aboriginal peoples to train and put an Aboriginal face on the uniform in communities.
- Partnerships such as Aboriginal Justice Advisory Committee and Legal Service.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of criminal justice 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 criminal justice 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 criminal justice 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 criminal justice 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 criminal justice issues • May refer to an Indigenous community 	1–2

Answers could include:

Overcoming the historical view of police in areas such as the Stolen Generations, and over-policing of communities.

Over-representation in the justice system and links to other social justice areas.

Examples: 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.

Fractured communities due to government sale of estates such as the Gordon Estate in Dubbo to private enterprise. This can also break cycles in a positive manner.

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

Conferencing, inclusion of community members in court procedures, education programs and legal support. Land also gives better opportunities for self-determination.

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

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

Answers could include:

An initiative referring to 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.

Specific community initiatives such as training and skills development, 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. Communities become economically independent.

Aboriginal Employment Strategy to build reliable and steady income. Breaking the cycle of welfare dependence developed over generations of de-skilling. West Australian mining companies' (eg Fortescue) agreements with local communities.

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of economic independence 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 economic independence 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 economic independence issues AND/OR some understanding of their impact on areas such as 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 issues AND/OR an understanding of areas such as welfare dependence • 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 issues AND/OR areas such as welfare dependence • May refer to an Indigenous community 	1–2

Answers could include:

Issues post-1965 resulting from European colonisation having a major impact on the economic status of Aboriginal peoples. Issues such as exclusion from education, failure to consult, lack of self-determination, limited training to up-skill, long-term under/unemployment and welfare dependence.

Aboriginal stockmen Wave Hill 1965 walk off and award wages granted highlight plight of low paid workers. Targeted government programs to introduce self-determination and economic enterprise. Lack of citizenship and/or denial of land rights is a common issue, especially land for Native Americans. The USA has very limited welfare and high levels of poverty in its Indigenous communities.

Similarities with international communities, and differences. For example, Lakota Sioux have no mineral, pastoral or other means to create wealth. Inuit have benefited from oil and have land and an apology /government acknowledgement of past wrongs.

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 understanding of the effectiveness of government initiatives in addressing social justice and human rights issues of Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response • Integrates detailed references to the Comparative Study and TWO listed topics 	13–15
<ul style="list-style-type: none"> • Demonstrates sound understanding of the effectiveness of government initiatives in addressing social justice and human rights issues of Aboriginal and other Indigenous peoples • Presents a well-structured response • Makes references to the Comparative Study and TWO listed topics 	10–12
<ul style="list-style-type: none"> • Demonstrates understanding of the effectiveness of government initiatives in addressing social justice and human rights issues of Aboriginal and other Indigenous peoples • Presents a structured response • Refers to the Comparative Study and one or more of the listed topics 	7–9
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the effectiveness of government initiatives in addressing social justice and human rights issues of Aboriginal and other Indigenous peoples • Refers to the Comparative Study AND/OR one of the listed topics 	4–6
<ul style="list-style-type: none"> • Makes general statements about government initiatives AND/OR social justice and/or human rights • May refer to an Indigenous community 	1–3

Sample answer:

Aboriginal and Indigenous peoples worldwide have campaigned for their rights as unique communities to be recognised and upheld since their experiences of dispossession and dislocation. At the international level they have agitated for recognition and protection of their rights. Indigenous peoples have also sought to gain recognition and protection at the domestic governmental level. Governments are also integral to the support and promotion of legislation, programs and policies that promote self-determination and cultural maintenance. Such communities as the Aboriginal people of western Sydney, traditional lands of the Darug nation, the Inuit people of Iqaluit, Nunavut, Canada and the Western Arrernte people of Ntaria, central Australia in the areas of health and criminal justice are heavily impacted by government policy and support of community programs to address their social justice and human rights issues.

The signing of the United Nations Declaration on the Rights of Indigenous Peoples is one initiative that governments have taken to acknowledge the rights of Indigenous peoples and set the standard for protection of Indigenous peoples' rights. Governments such as Australia and Canada resisted signing the Declaration initially but through persistent lobbying by Aboriginal peoples did commit to uphold the standards recognising the unique rights of their Indigenous peoples. The Declaration is not legally enforceable but nations can be held to

account by the United Nations through moral pressure to uphold their obligations under the Declaration. This occurred in Australia where the Northern Territory Intervention attracted negative comment from the Special Rapporteur for the United Nations.

Similarly both Australia and Canada have implemented anti-discrimination legislation upholding their obligations under the *Convention on the Elimination of All Forms of Racial Discrimination*. Unlike the UNDRIP, the Convention carries weight as a legally binding document under international law, but national sovereignty provides a shield for nations to protect them from consequence if they do not uphold their obligations. For example, the Australian government suspended the (CTH) *Racial Discrimination Act 1975* in order to implement the Northern Territory Emergency Response. This controversial government initiative demonstrates the limitation of international law in effectively forcing governments to recognise and uphold Indigenous peoples' rights.

In Australia the NSW government has supported the implementation of Aboriginal employment programs in the police force (IProwd) in NSW and prison system and Circle Sentencing through the court structure in order to address some of the issues experienced by the Aboriginal peoples of Western Sydney, traditional lands of the Darug nation, within the criminal justice system. Similarly the self-governed Inuit nation of Nunavut in Canada have implemented a Restorative Justice program to reflect culturally appropriate techniques for sentencing. These programs are successful as they provide government support for community-based initiatives to address their social justice and human rights issues.

Similarly in the area of health, the Closing the Gap initiative commits Australian governments to achieving health goals to improve Aboriginal access to primary health care, which provides financial support and training for community health providers in Ntaria providing culturally appropriate health services in community to the Western Arrernte people in Ntaria. In Nunavut there are government supported programs encouraging access to healthy food through the Nutrition North Food Program. Such programs provide valuable financial and other assistance that build community infrastructure and knowledge to address health issues.

Section II — Research and Inquiry Methods

Question 18 (a)

Criteria	Marks
• Provides at least TWO ways of overcoming neglect	2
• Provides ONE way of overcoming neglect	1

Answers could include:

- Acknowledgement and recognition
- Letters, diaries, photographs, medals as part of compiling a general record of Indigenous service
- Following community consultation compiling the actual service (enlistment etc) records from the AWM (Australian War Memorial)

Question 18 (b)

Criteria	Marks
• Demonstrates understanding of difficulties in undertaking research	3
• Identifies some difficulties that are relevant to undertaking research	2
• Provides a statement relevant to the question of research	1

Answers could include:

- Loss of information/records
- Veterans deceased
- Neglect by institutions to keep and store information/records
- No recognition of service personnel
- Oral history reliability and accuracy
- The passage of time. (2015 is 100 years after the Gallipoli landings, and the Boer War was at the turn of the nineteenth century.)

Question 18 (c)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding about appropriate research methodologies and practices • Makes a clear connection between the use of ethical practices and accurate research • Provides a sustained, logical and cohesive response integrating relevant concepts and terms 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding about appropriate research methodologies and practices • Shows a connection between the use of ethical practices and accurate research • Provides a logical and cohesive response using appropriate concepts and terms 	7–8
<ul style="list-style-type: none"> • Displays some knowledge AND/OR understanding of using appropriate research methodologies and practices • Attempts to show a connection between the use of ethical practices and research 	5–6
<ul style="list-style-type: none"> • Displays limited knowledge AND/OR understanding of using research and/or research practices 	3–4
<ul style="list-style-type: none"> • Makes general statements about research 	1–2

Answers could include:

- Ongoing consultation, involvement and liaison with Aboriginal peoples, communities, organisations
- Empathy when incorporating Aboriginal viewpoints and knowledge into research presentation
- Acknowledgement of Aboriginal involvement and input
- Acknowledgement of copyright/ sources
- Ethical research practices such as respecting protocols, cultural obligations/ ownership
- Distinguishing between fact and opinion, identifying bias.

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

Sample answer:

For Aboriginal peoples Country provides the link to land and water and therefore identity. Country denotes a close association amongst a set of individuals, kinships ties, ancestral links and Dreaming stories.

Country is central to Aboriginal peoples' self-identification because of religious and spiritual connections to that language and or geographical area. Country is the historical, economic, spiritual and religious connection to land.

Country is important for Aboriginal peoples because of the location of sacred sites which have ancestral and Dreaming significance. From these sites come the stories, behaviours and responsibilities that are all part of Country for Aboriginal peoples. These stories bind Aboriginal peoples to their lands and Country. The Dreaming Tracks mapped out Country and guided the journey across it.

Managing and conserving Country is very relevant and contemporary. The roles of Land Councils, NPWS and Elders are important for Aboriginal people in accessing their Country and knowing their belonging to it. Country is important for Aboriginal peoples to identify their rich cultural heritage.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the importance of gaining land and water rights AND/OR native title for Aboriginal peoples • Makes specific and detailed references to at least ONE Aboriginal Community • Provides a sustained, logical and cohesive response integrating relevant concepts and terms 	17–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the importance of gaining land and water rights AND/OR native title for Aboriginal peoples • Makes references to at least ONE Aboriginal Community • Provides a logical and cohesive response integrating relevant concepts and terms 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of the importance of gaining land and water rights AND/OR native title for Aboriginal peoples • May make reference to ONE Aboriginal Community • Provides a logical response using appropriate concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of land AND/OR water rights AND/OR native title for Aboriginal peoples • May make reference to ONE Aboriginal Community 	5–8
<ul style="list-style-type: none"> • Makes general statements about land AND/OR water rights AND/OR native title • May make reference to ONE Aboriginal Community 	1–4

Answers could include:

- Land and water rights are essential to Aboriginal spirituality, identity and heritage. The diversity of the land and water shaped the lifestyles of Aboriginal peoples across Australia. The various songlines, trade routes and ceremonies were all interconnected with the land and the water.
- 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 peoples.
- 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 Ride 1965
 - Wave Hill walk off by the Gurindji people
 - 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 peoples through Land Rights legislation has provided Aboriginal peoples with empowerment and self-determination. Through land councils and similar organisations, Aboriginal peoples now have a say in the management of their land.
- Land and water rights are the most important and fundamental issue for Aboriginal peoples.

Students can respond to any of the reasons that water and Land Rights and native title is important for Aboriginal peoples. The student's own knowledge and the study of an Aboriginal community supports this answer.

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

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

Sample answer:

Expressing heritage and identity is important for Aboriginal peoples in improving their socioeconomic status. This can be seen in the promotion and understanding of reconciliation, developing and enhancing cultural expression and self-determination.

This includes 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, territory and 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.

Answers could include:

Students can respond to any of the variety of ways that Aboriginal peoples express their heritage and identity as being important in Australian society. Examples should be drawn from the source, the student's own knowledge and the study of an Australian Aboriginal community.

Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the importance of recognition of heritage and identity for Aboriginal peoples • Makes specific and detailed reference to at least ONE Aboriginal community • Provides a sustained, logical and cohesive response integrating relevant concepts and terms 	17–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the importance of recognition of heritage and identity for Aboriginal peoples • Makes reference to at least ONE Aboriginal community • Provides a logical and cohesive response integrating relevant concepts and terms 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of the importance of recognition of heritage and identity for Aboriginal peoples • Makes reference to examples of heritage and identity • May make reference to ONE Aboriginal community • Provides a logical response using appropriate concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the importance of heritage AND/OR identity for Aboriginal peoples • Makes limited reference to ONE Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about heritage AND/OR identity • May make reference to ONE Aboriginal community 	1–4

Sample answer (partial):

There are different ways of recognising Aboriginal peoples' heritage and identity in Australian society. It is important to recognise the importance of Dreaming spirituality, autonomy and cultural affirmation which can be seen through different modes such as sport, art, music, business, education, dance and health. Each of these is important to recognising and reinforcing heritage and identity.

Aboriginal peoples identify with the importance of recognising events such as NAIDOC, sports (eg AFL and NRL calendar events eg Indigenous All Stars), Deadly Awards and NITV.

Such events recognise Aboriginal identity and a rich cultural heritage.

Revitalisation of language programs and Acknowledgement of Country performances have also strengthened Aboriginal voices and are a recognition of a strong and vibrant history of identity and expression.

Answers could include:

Students can respond to any of the variety of ways that Aboriginal peoples recognise their heritage and identity as being important for Aboriginal peoples. Examples should be drawn from the source, the student's own knowledge and the study of an Australian Aboriginal community.

2015 HSC Aboriginal Studies

Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Global perspectives	H1.2
2	1	Global perspectives	H1.2
3	1	Global perspectives	H1.2
4	1	Global perspectives	H1.2, H3.1
5	1	Global perspectives	H1.2
6	2	Socioeconomic status of Indigenous peoples	H1.2, H1.3
7	3	Addressing racism/discrimination	H1.3, H3.3
8	4	Initiatives that promote social, economic and political independence	H1.2, H3.3
9	4	Initiatives that promote social, economic and political independence	H3.1, H3.2, H3.3
10	7	Stimulus of socioeconomic status of Indigenous peoples	H1.2, H4.3

Section I Part B

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

Section III

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