

**2004 HSC Notes from  
the Marking Centre  
Aboriginal Studies**

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## 2004 HSC NOTES FROM THE MARKING CENTRE ABORIGINAL STUDIES

This document has been produced for the teachers and candidates of the Stage 6 course in Aboriginal Studies. It provides comments with regard to responses to the 2004 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2004 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Aboriginal Studies.

### General Comments

In 2004, 237 candidates attempted the Aboriginal Studies examination. The better responses showed a pleasing engagement with the subject. The quality of analysis in these responses was sophisticated and there was a high degree of cultural sensitivity.

In Section I, Part B, Question 2 – Health was the most popular, attempted by 205 candidates. In terms of popularity this was followed by Question 3 – Education and Question 6 – Criminal Justice with equal numbers (108). Question 4 – Housing, Question 5 – Employment and Question 7 – Economic Independence had less than 26 responses each.

In Section II the majority of candidates attempted Question 8 – Aboriginality and the Land showing detailed knowledge and understanding of their Local Community; 89 candidates attempted Question 9 on Heritage and Identity.

In Section III the diversity of the major projects, and the fulfilment gained by many candidates in the completion of their projects, was obvious. It was also evident that members of Aboriginal communities are generous with their input into candidates' preparation for this course as a whole.

There were a small number of concerns noted by markers. These were as follows:

- Some candidates did not answer questions in a separate examination booklet.
- Some candidates did not read the examination instructions closely. In Section II only one question is to be answered, not both. Candidates are to attempt either Question 8 or Question 9.
- Candidates need to be reminded to read carefully, and follow, all examination instructions.
- Candidates need to identify clearly the Aboriginal and/or overseas communities which form the basis of their responses in Section I, Part B and Section II. Within the context of the Aboriginal Studies syllabus, a school is not a community.
- Some candidates answered questions outside their study areas and for which they were not prepared. The responses to Questions 4 and 5 were very weak, and came from individuals

rather than whole centres, indicating that these candidates were answering outside their study areas.

- Some candidates were careless with terminology, eg writing ‘Aboriginal’ as ‘aboriginal’, using the word ‘tribe’ to describe an Aboriginal community, using the term ‘Indian’ for ‘Native American’.

## **Section I**

### **Part A**

#### **Question 1 – Social Justice and Human Rights Issues – A Global Perspective**

##### **General Comments**

Section I Part A was compulsory, and comprised four short answer questions which asked for responses based on the sources and the candidates’ own knowledge.

The better responses were able to identify social justice or human rights issues from the sources. They could answer parts (c) and (d) directly and used both the sources and their own knowledge in a balanced way. Almost all candidates were able to identify human rights or social justice issues.

Weaker responses tended to describe Source A and/or copy out Source B in (b) and (c). A disturbing feature of some responses this year was to ignore the sources altogether and write in a generalised way about support for social justice or the importance of the return of the land. Weaker responses for (d) tended to explain how land was regained, without explaining how this related to the achievement of social justice for Indigenous peoples. Information before 1900 was evident in weaker responses.

Candidates should note the allocation of marks throughout the paper when planning their responses.

### **Part B**

#### **Questions 2–7**

Comments on Questions in Part B are restricted to Questions 2, 3 and 6 because the majority of candidates attempted these questions.

##### **Question 2 – Health**

- (a) The majority of responses outlined two health issues of concern to Aboriginal people satisfactorily.
- (b) The better responses could recommend one social or political change necessary to improve Aboriginal health standards and justify the recommendation. Poorer responses were confused as to what constituted a political or social change and/or did not justify their recommendations.

- (c) The better responses in (c) demonstrated comprehensive knowledge of initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current health status. These responses were able to compare initiatives from different places. They also identified specific Indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives. Weaker responses outlined initiatives without specific detail. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms, eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

### **Question 3 – Education**

- (a) The majority of responses outlined two education issues of concern to Aboriginal people satisfactorily.
- (b) The better responses could recommend one social or political change necessary to improve Aboriginal education and justify the recommendation. Poorer responses were confused as to what constituted a political or social change and/or did not justify their recommendations.
- (c) The better responses in (c) demonstrated comprehensive knowledge of initiatives being undertaken to improve Aboriginal and other Indigenous peoples' educational outcomes. These responses were able to compare initiatives from different places. They also identified specific Indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives.

Weaker responses outlined initiatives without specific detail. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms, eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

### **Question 6 – Criminal Justice**

- (a) The majority of responses outlined two criminal justice issues of concern to Aboriginal people satisfactorily.
- (b) The better responses could recommend one social or political change necessary to address the over-representation of Aboriginal peoples in the criminal justice system and justify the recommendation. Poorer responses were confused as to what constituted a political or social change and/or did not justify their recommendations.
- (c) The better responses in (c) demonstrated comprehensive knowledge of initiatives being undertaken to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system. These responses were able to compare initiatives from different places. They also identified specific Indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives.

Weaker responses outlined initiatives, without specific detail. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms, eg the Navajo, the American Indians, the Maori of New Zealand.

It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

## **Section II**

### **Questions 8 and 9**

In 2004 there was a higher proportion of candidates answering Question 8. Candidates should keep in mind the rubric for this section and ensure that their responses integrate course concepts and include reference to the Local Aboriginal Community Case Study.

#### **Question 8 – Aboriginality and the Land**

- (a) Better responses used Source C, both visual and written, and their own knowledge to discuss the perspectives of two interest groups affected by land and water rights. They were able to discuss the media's portrayal of the interest groups.

Weaker responses ignored the source or did not discuss the media's portrayal of interest groups in land and water rights. Some responses merely paraphrased the article.

- (b) Better responses analysed the importance of the return of land in the struggle for autonomy and used their Local Aboriginal Case Study in great detail, their responses focusing on quite complex local claims. These responses discussed the struggle for autonomy of the Local Community and the impact of the success or failure of land/water claims.

Weaker responses showed little analysis. They talked in vague terms about land and water rights and had little idea of what applied to their area. Responses here tended to be narratives of how land had been lost in the nineteenth century.

#### **Question 9 – Heritage and Identity**

- (a) Better responses used the source and their own knowledge to discuss two contemporary expressions of Aboriginal peoples' heritage and identity and how these expressions are portrayed in the media. Weaker responses merely summarised the source, ignored it, or did not mention how these cultural expressions were portrayed in the media. Weaker responses tended to use either the source or their own knowledge and some showed little understanding of the term 'cultural expression'. Some responses paraphrased the source.
- (b) Better responses used their Local Community Case Study in analysing how contemporary expressions of Aboriginal peoples' heritage and identity contribute to the struggle for autonomy. These responses demonstrated a sophisticated level of analysis. Weaker responses provided little analysis and wrote in general Australia-wide terms, of national Aboriginal media personalities and tended to repeat information from the source. Weaker responses were unable to connect contemporary expressions of Aboriginal peoples' heritage and identity with the struggle for autonomy.

### **Section III**

#### **Question 10 – Research and Inquiry Methods: Major Project**

Candidates' projects covered a diverse range of topics and investigation.

- (a) Better responses explained the protocols and the process of communication used in undertaking their project. They were able to show how their findings in this process were reflected in their major project. Better responses gave specific examples from their major project rather than writing about protocols and community consultation in a generalised way. It was obvious that many candidates had enjoyed and benefited from their consultation with their local community. Nearly all candidates understood the term 'protocols' and 'community consultation'. Weaker responses simply described their project or wrote about protocols and community consultation in general terms and failed to mention their project.

# Aboriginal Studies

## 2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I Part A</b>			
1 (a)	2	Social Justice (global)	H1.2
1 (b)	5	Social Justice and land	H1.2
1 (c)	5	Social Justice and land	H2.1
1 (d)	8	Social Justice and land	H2.1, H3.3
<b>Section I Part B</b>			
2 (a)	4	Health <i>learn about</i> • 8	H3.3
2 (b)	6	Health <i>learn about</i> • 7	H3.2, H3.3
2 (c)	10	Health <i>learn about</i> • 5	H3.3, H4.1, H4.5
3 (a)	4	Education <i>learn about</i> • 8	H3.3
3 (b)	6	Education <i>learn about</i> • 7	H3.2, H3.3
3 (c)	10	Education <i>learn about</i> • 5	H3.3, H4.1, H4.5
4 (a)	4	Housing <i>learn about</i> • 8	H3.3
4 (b)	6	Housing <i>learn about</i> • 7	H3.2, H3.3
4 (c)	10	Housing <i>learn about</i> • 5	H3.3, H4.1, H4.5
5 (a)	4	Employment <i>learn about</i> • 8	H3.3
5 (b)	6	Employment <i>learn about</i> • 7	H3.2, H3.3
5 (c)	10	Employment <i>learn about</i> • 5	H3.3, H4.1, H4.5
6 (a)	4	Criminal Justice <i>learn about</i> • 10	H3.3
6 (b)	6	Criminal Justice <i>learn about</i> • 8	H3.2, H3.3
6 (c)	10	Criminal Justice <i>learn about</i> • 5	H3.3, H4.1, H4.5
7 (a)	4	Economic Independence <i>learn about</i> • 9	H3.3
7 (b)	6	Economic Independence <i>learn about</i> • 8	H3.2, H3.3
7 (c)	10	Economic Independence <i>learn about</i> • 5	H3.3, H4.1, H4.5

Question	Marks	Content	Syllabus outcomes
<b>Section II</b>			
8 (a)	10	<i>Learn to</i> • 5 – Land/water rights	H2.1, H4.1
8 (b)	20	<i>Learn to</i> • 4 – Land/water rights extended response	H2.1, H4.1, H4.3
9 (a)	10	<i>Learn to</i> • 5 – Contemporary aspects of heritage and identity	H2.2, H4.1
9 (b)	20	<i>Learn to</i> • 4 – Contemporary aspects of heritage and identity extended response	H2.2, H4.1, H4.3
<b>Section III</b>			
10	10	Protocols and community consultation – extended response	H4.1, H4.2, H4.3

## **2004 HSC Aboriginal Studies Marking Guidelines**

### **Section I, Part A**

#### **Question 1 — Social Justice and Human Rights Issues – A Global Perspective**

##### **Question 1 (a)**

*Outcomes assessed: H1.2*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies TWO issues	2
• Identifies ONE issue	1

**Question 1 (b)***Outcomes assessed: H1.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• States a social justice issue from Source A (may be implied)</li><li>• Provides detailed characteristics and features of how people (Indigenous and/or non-Indigenous) are supporting and promoting social justice</li><li>• Makes a clear link between Source A and social justice for Indigenous peoples</li></ul>	5
<ul style="list-style-type: none"><li>• States a social justice issue from Source A (may be implied)</li><li>• Provides characteristics and features of how people (Indigenous and/or non-Indigenous) are supporting and promoting social justice</li><li>• Makes a link between Source A and social justice for Indigenous peoples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes one or two relevant points about issues raised in the source and/or social justice for Indigenous peoples</li></ul>	1–2

**Question 1 (c)***Outcomes assessed: H2.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Clearly indicates the main features of the importance of the return of land to the Nunavut peoples</li><li>• Uses a specific example/ information from Source B</li></ul>	5
<ul style="list-style-type: none"><li>• Indicates some of the main features of the importance of the return of land to the Nunavut peoples</li><li>• Refers to Source B – may be implied</li></ul>	3–4
<ul style="list-style-type: none"><li>• Makes one or more points about the return of land or about Source B</li></ul>	1–2

**Question 1 (d)***Outcomes assessed: H2.1, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides detailed and relevant points for and/or against the importance of regaining land</li><li>• Provides clear linkages between land and its importance to the achievement of social justice</li><li>• Uses a specific example/information from Source A and Source B and their own knowledge to support their response</li></ul>	7–8
<ul style="list-style-type: none"><li>• Provides relevant points for and/or against the importance of regaining land</li><li>• Provides linkages between land and its importance to the achievement of social justice</li><li>• Uses an example/information from Source A and Source B and their own knowledge to support their response</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides points for and/or against the importance of regaining land (may not be balanced)</li><li>• Provides information about land and the importance of social justice (links may be implied/vague)</li><li>• Uses an example/information from Source A and Source B and their own knowledge (may be implied)</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides basic information about the importance of land</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides basic information about social justice (and/or issues)</li></ul> AND/OR <ul style="list-style-type: none"><li>• Uses limited information from Source A and/or Source B and/or own knowledge</li></ul>	1–2

**Section I, Part B****Question 2 — Health****Question 2 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO health issues of concern to Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO health issues</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of ONE health issue and mentions a second health issue</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO health issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE health issue</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about health</li></ul>	1

**Question 2 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusions about how this change will improve Aboriginal health standards</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve Aboriginal health standards</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve Aboriginal health</li></ul>	2
<ul style="list-style-type: none"><li>• Suggests a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve health</li></ul>	1

**Question 2 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' health status</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current health status</li> <li>• Comprehensively shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current health status are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained, structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current health status</li> <li>• Clearly shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current health status are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current health status in a structured response</li> <li>• Shows some similarities and/or differences between initiatives being undertaken to improve the current health status of Aboriginal and other Indigenous peoples</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current health status</li> <li>• Recounts generalised information about initiatives being undertaken in the health area, which may or may not be current</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and other Indigenous peoples' current health status</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about initiatives in the health area</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1–2

**Question 3 — Education****Question 3 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO education issues of concern to Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO education issues of concern to Aboriginal peoples</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of ONE and mentions a second education issue</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO education issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE education issue</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about education</li></ul>	1

**Question 3 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusions about how this change will improve Aboriginal education</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve Aboriginal education</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve Aboriginal education</li></ul>	2
<ul style="list-style-type: none"><li>• Suggests a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve education</li></ul>	1

**Question 3 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' educational outcomes</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' educational outcomes</li> <li>• Comprehensively shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current educational outcomes are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained, structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' educational outcomes</li> <li>• Clearly shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current educational outcomes are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current educational outcomes in a structured response</li> <li>• Shows some similarities and/or differences between initiatives being undertaken to improve Aboriginal and other Indigenous peoples' educational outcomes</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current educational outcomes</li> <li>• Recounts generalised information about initiatives being undertaken in education</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts information about Aboriginal and other Indigenous peoples' educational outcomes</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about initiatives in education</li> </ul> <p>AND/OR</p> <p>Makes limited non-specific reference to Indigenous communities</p>	1–2

**Question 4 — Housing****Question 4 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO housing issues of concern to Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO housing issues of concern to Aboriginal peoples</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of ONE housing issue and mentions a second housing issue</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO housing issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE housing issue</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about housing</li></ul>	1

**Question 4 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusion about how this change will improve the situation of Aboriginal housing</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve the situation of Aboriginal housing</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve the situation of Aboriginal housing</li></ul>	2
<ul style="list-style-type: none"><li>• Suggest a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve housing</li></ul>	1

**Question 4 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous housing</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current housing situation</li> <li>• Comprehensively shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current housing situations are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained, structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current housing situation</li> <li>• Clearly shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current housing situation are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current housing situation in a structured response</li> <li>• Shows some similarities and/or differences between initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current housing situation</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current housing situation</li> <li>• Recounts generalised information about initiatives being undertaken in the area of housing which may or may not be current</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasise an Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts information about Aboriginal and other Indigenous peoples' housing situation</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about initiatives in the area of housing</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1–2

**Question 5 — Employment****Question 5 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO employment issues for Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO employment issues for Aboriginal peoples</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of one issue and mentions a second issue for Aboriginal peoples</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO employment issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE employment issue for Aboriginal peoples</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about employment for Aboriginal peoples</li></ul>	1

**Question 5 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusions about how change will improve Aboriginal employment opportunities and outcomes</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve Aboriginal employment opportunities and outcomes</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve Aboriginal employment</li></ul>	2
<ul style="list-style-type: none"><li>• Suggests a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve employment</li></ul>	1

**Question 5 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous employment</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current employment issues</li> <li>• Comprehensively shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' employment status are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained, structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current employment status</li> <li>• Clearly shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current employment status are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current employment status in a structured response</li> <li>• Shows some similarities and/or differences between the initiatives being undertaken to improve current employment status of Aboriginal and other Indigenous peoples</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current employment status</li> <li>• Recounts generalised information about initiatives being undertaken in the area of employment which may or may not be current</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and other Indigenous peoples' current employment status</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about initiatives related to employment</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1–2

**Question 6 — Criminal Justice System****Question 6 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO criminal justice issues of concern for Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO criminal justice issues of concern for Aboriginal peoples</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of ONE and mentions a second criminal justice issue</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO criminal justice issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE criminal justice issue</li></ul>	2
<ul style="list-style-type: none"><li>Makes ONE relevant point about criminal justice</li></ul>	1

**Question 6 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusions about how this change will improve the over-representation of Aboriginal peoples in the criminal justice system</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve the over-representation of Aboriginal peoples in the criminal justice system</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve the over-representation of Aboriginal peoples in the criminal justice system</li></ul>	2
<ul style="list-style-type: none"><li>• Suggests a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve the over-representation of Aboriginal peoples in the criminal justice system</li></ul>	1

**Question 6 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous experience of the criminal justice system</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' over-representation in the criminal justice system</li> <li>• Comprehensively shows how initiatives being undertaken to reduce incarceration rates of Aboriginal peoples and other Indigenous peoples are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained, structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' over-representation in the criminal justice system</li> <li>• Clearly shows how initiatives being undertaken to reduce incarceration rates of Aboriginal peoples and other Indigenous peoples are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' over-representation in the criminal justice system</li> <li>• Shows some similarities and/or differences between initiatives being undertaken in the criminal justice system</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' over-representation in the criminal justice systems</li> <li>• Recounts generalised information about ways to reduce incarceration, which may or may not be current</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts information about Aboriginal and other Indigenous peoples' and the criminal justice system</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about over-representation of Aboriginal and/or international Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1–2

**Question 7 — Economic Independence****Question 7 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Clearly indicates the main features of TWO economic independence issues of concern to Aboriginal peoples</li></ul>	4
<ul style="list-style-type: none"><li>Indicates the features of TWO economic independence issues</li></ul> OR <ul style="list-style-type: none"><li>Clearly indicates the main features of ONE economic independence issue and mentions a second economic independence issue</li></ul>	3
<ul style="list-style-type: none"><li>Mentions TWO economic independence issues</li></ul> OR <ul style="list-style-type: none"><li>Indicates the main features of ONE economic independence issue</li></ul>	2
<ul style="list-style-type: none"><li>Makes one relevant point about economic independence</li></ul>	1

**Question 7 (b)***Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reasons in favour of this suggestion supported by relevant information</li><li>• Draws conclusions about how this change will improve Aboriginal economic status</li></ul>	5–6
<ul style="list-style-type: none"><li>• Provides a suggestion for an appropriate social or political change</li><li>• Gives reason/s in favour of this suggestion and provides some relevant information</li><li>• Makes reference to how this change will improve Aboriginal economic status</li></ul>	3–4
<ul style="list-style-type: none"><li>• Suggests a change and gives a reason for why this change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Gives some information about the need for change</li></ul> OR <ul style="list-style-type: none"><li>• Suggests a change and makes limited reference to how this change will improve Aboriginal economic status</li></ul>	2
<ul style="list-style-type: none"><li>• Suggests a change</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about why change is necessary</li></ul> OR <ul style="list-style-type: none"><li>• Makes a point about how change will improve economic status</li></ul>	1

**Question 7 (c)**
*Outcomes assessed: H3.3, H4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' economic status</li> <li>• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current economic status</li> <li>• Comprehensively shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current economic status are similar or different</li> <li>• Makes specific reference to at least one example from an Australian and international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Provides a sustained structured and balanced response</li> <li>• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current economic status</li> <li>• Clearly shows how initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current economic status are similar or different</li> <li>• Makes reference to at least one example from an Australian and international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current economic status in a structured response</li> <li>• Shows some similarities and/or differences between initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current economic status</li> <li>• Makes some reference to at least one example from an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current economic status</li> <li>• Recounts generalised information about initiatives being undertaken in terms of economic independence which may or may not be current</li> <li>• Makes limited reference to at least one example from an Australian and/or international Indigenous community (may not place equal emphasis on Australian and international case studies)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Recounts information about Aboriginal and other Indigenous peoples' economic status</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Recounts basic information about initiatives in terms of economic independence</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1–2

## Section II

### Question 8 — Aboriginality and the Land

#### Question 8 (a)

*Outcomes assessed: H2.1, H4.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Displays extensive knowledge and understanding of Aboriginal peoples' land and/or water rights</li> <li>• Provides detailed examples for and/or against perspectives of TWO interest groups</li> <li>• Makes specific links to media portrayal of these perspectives using Source C</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a sustained, well-structured response</li> <li>• Displays knowledge and understanding of Aboriginal peoples' land and/or water rights</li> <li>• Provides examples for and/or against perspectives of TWO interest groups</li> <li>• Links media portrayals of these perspectives using Source C</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Displays knowledge and/or understanding of Aboriginal peoples' land and/or water rights</li> <li>• Provides examples for and/or against perspectives of TWO interest groups</li> <li>• Makes reference to media portrayals of interest groups and/or perspectives</li> <li>• Makes limited reference to Source C (may be implied)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge and/or understanding of Aboriginal peoples' land and/or water rights</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Provides limited examples for and/or against or limited information about interest groups</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes limited reference to media portrayals</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes limited reference to Source C</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides basic information about Aboriginal people and/or land and/or water rights</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Provides basic information about the media</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• May make reference to Source C</li> </ul>	1–2

**Question 8 (b)**
*Outcomes assessed: H2.1, H4.1, H4.3*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Provides extensive knowledge about the return of land and its importance to Aboriginal peoples</li> <li>• Provides detailed evidence of Aboriginal peoples' struggles for autonomy</li> <li>• Synthesises information and clearly shows the relationship between autonomy and the importance of land</li> <li>• Makes specific and detailed references to examples from their Local Community Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a sustained and structured answer</li> <li>• Provides detailed knowledge about the return of land and its importance to Aboriginal peoples</li> <li>• Provides detailed information about Aboriginal peoples' struggles for autonomy</li> <li>• Provides detailed information and shows the relationship between autonomy and land</li> <li>• Makes specific reference to at least one example from their Local Community Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides knowledge about the land and its importance to Aboriginal peoples</li> <li>• Provides information about Aboriginal peoples' struggles for autonomy</li> <li>• Makes reference to the possible relationship/s between autonomy and land</li> <li>• Makes reference to their Local Community Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides basic information about land and its importance to Aboriginal peoples</li> <li>• Provides some information about Aboriginal peoples' struggles for autonomy</li> <li>• Makes limited or vague reference to the possible relationship between autonomy and land</li> <li>• Makes limited reference to their Local Community Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides limited information about land and its importance to Aboriginal peoples</li> <li>• Provides limited information about Aboriginal peoples' struggles for autonomy</li> <li>• Makes limited reference to autonomy AND/OR land</li> <li>• May make limited reference to their Local Community Case Study</li> </ul>	1–4

## Question 9 — Heritage and Identity

### Question 9 (a)

Outcomes assessed: H2.2, H4.1

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Provides extensive knowledge and understanding of TWO contemporary expressions of Aboriginal peoples' heritage and identity</li> <li>• Provides detailed examples identifying points about contemporary expressions of Aboriginal peoples' heritage and identity</li> <li>• Makes specific links to media portrayal of these contemporary expressions using Source <i>D</i></li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a sustained, well-structured response</li> <li>• Provides knowledge and understanding of TWO contemporary expressions of Aboriginal peoples' heritage and identity</li> <li>• Provides relevant examples identifying points about contemporary expressions of Aboriginal peoples' heritage and identity</li> <li>• Links media portrayal of these contemporary expressions using Source <i>D</i></li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides knowledge and/or understanding of TWO contemporary expressions of Aboriginal peoples' heritage and/or identity (may be unbalanced)</li> <li>• Makes reference to media portrayals and/or contemporary expressions</li> <li>• Makes limited reference to Source <i>D</i> (may be implied)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides knowledge and/or understanding of contemporary expressions of Aboriginal peoples' culture and/or heritage and/or identity</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes reference to media portrayals and/or Aboriginal peoples and the media</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes implied reference to Source <i>D</i></li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides basic information about Aboriginal peoples and/or contemporary expressions of Aboriginal heritage and/or identify</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Provides basic information about media and/or cultural expression</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• May make reference to Source <i>D</i></li> </ul>	1–2

**Question 9 (b)**
*Outcomes assessed: H2.2, H4.1, H4.3*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Provides extensive knowledge about the contemporary expressions of Aboriginal culture, heritage and identity</li> <li>• Provides detailed evidence of Aboriginal peoples' struggles for autonomy</li> <li>• Synthesises information and clearly shows the relationships between cultural expressions and autonomy</li> <li>• Makes specific and detailed references to examples from their Local Community Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a sustained and structured response</li> <li>• Provides detailed knowledge about the contemporary expressions of Aboriginal culture, heritage and identity</li> <li>• Provides detailed information about Aboriginal peoples' struggles for autonomy</li> <li>• Provides detailed information about the relationships between cultural expressions and autonomy</li> <li>• Makes specific reference to at least one example from their Local Community Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Provides knowledge about the contemporary expressions of Aboriginal culture, heritage and identity</li> <li>• Provides information about Aboriginal peoples' struggles for autonomy</li> <li>• Makes reference to the possible relationships between autonomy and cultural expression</li> <li>• Makes reference to their Local Community Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Provides basic information about the contemporary expressions of Aboriginal culture, heritage and identity</li> <li>• Provides some information about Aboriginal peoples' struggles for autonomy</li> <li>• Makes limited or vague reference to the possible relationship between autonomy AND/OR cultural expression</li> <li>• Makes limited reference to their Local Community Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides limited information about contemporary expressions of Aboriginal culture and/or heritage and/or identity</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Provides limited information about Aboriginal peoples' struggles for autonomy</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited reference to autonomy AND/OR cultural expression</li> <li>• May make limited reference to their Local Community Case Study</li> </ul>	1–4

## Section III

### Question 10 — Research and Inquiry Methods – Major Project

#### Question 10

*Outcomes assessed: H4.1, H4.2, H4.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Provides detailed evidence about how protocols were used in undertaking the major project</li> <li>• Provides detailed evidence about how the process of community consultation was undertaken in the major project</li> <li>• Clearly outlines how the findings obtained through community consultation were reflected in the major project</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a well-structured response</li> <li>• Provides evidence about how protocols were used in undertaking the major project</li> <li>• Provides evidence about how the process of community consultation was undertaken in the major project</li> <li>• Outlines how the findings obtained through community consultation were reflected in the major project</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents a structured response</li> <li>• Provides limited information about how protocols were used in undertaking the major project</li> <li>• Provides limited information about how the process of community consultation was undertaken in the major project</li> <li>• Describes how the findings obtained through community consultation were reflected in the major project (may be implied)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some descriptive information about their project</li> <li>• Presents some information about the process/es used in terms of community consultation and/or protocols</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes one or two general points about protocols and/or community consultation</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes one or two general points about their major project</li> </ul>	1–2