

**2006 HSC Notes from  
the Marking Centre  
Aboriginal Studies**

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# 2006 HSC NOTES FROM THE MARKING CENTRE ABORIGINAL STUDIES

## Introduction

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 2006 Higher School Certificate examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of responses.

This document should be read along with the relevant syllabus, the 2006 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 in Stage 6.

## General Comments

In 2006, 269 candidates attempted the Aboriginal Studies examination.

In Section I, Part B, Health was the most popular issue, attempted by 242 candidates, followed by Criminal Justice (188) and Education (94). Housing and Economic Independence were answered by 35 and 33 candidates respectively. Employment had 9 responses.

In Section II, the majority of candidates (188) attempted Question 8, Aboriginality and the Land, and showed detailed knowledge and understanding of their Local Community. Question 9, Heritage and Identity, was answered by 83 candidates.

Responses in Section III demonstrated the diversity of the major projects, and the personal learning gained by many candidates through completing their projects. It was evident that members of Aboriginal communities had a significant and positive impact on the quality of students' work. Once again we acknowledge and thank them for their commitment to this course.

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

- Some candidates did not answer each question in a separate examination booklet.
- Some candidates did not read the examination instructions closely. In Section I, Part B only two questions are to be answered and 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 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. Schools need to be careful in their choice of overseas communities. Difficulties arise for candidates in answering some questions when the indigenous people chosen are a sovereign nation, especially those relating to the consequences of colonisation on contemporary life, and current issues to reassert social economic and political independence of Indigenous people.
- Some candidates answered questions for which they appeared to be under-prepared. Some responses indicated that candidates were answering outside their study areas.

## **Section I**

### **Part A**

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

- (a) This part was well answered by most candidates.
- (b) Better responses selected an area of Aboriginal disadvantage and outlined one way this could be addressed by government.
- (c) Better responses clearly identified an issue from the source(s) and described its impact on Aboriginal people.
- (d) Stronger responses discussed the effectiveness of government policies in addressing disadvantage for Aboriginal and other Indigenous people. Weaker responses made generalised statements about disadvantage and policies and provided general statistics but did not make specific reference to two communities. In weaker responses reference was made only to the local or national Aboriginal community. Candidates are reminded of the Global Perspective required in this question. Teachers are advised to stress the three-way comparison required by the syllabus to answer the question.

In the better responses to (c) and (d), candidates used both the sources and their own knowledge. Candidates are reminded to link their answers to the sources. Candidates should also note the mark value of questions throughout the paper when planning the length of their responses.

### **Part B**

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 identified three causes of Aboriginal health issues.
- (b) Better responses described the main features of one government program that addressed Aboriginal health. Weaker responses described only one feature of a government program or wrote about government programs in general terms.
- (c) Better responses discussed the importance of linking the regaining of land, and of cultural maintenance, to improvements in the health status of Aboriginal and other Indigenous peoples. These responses discussed this importance in relation to the two communities identified. They also identified specific Indigenous communities either through language groups or location and gave detailed and specific information. Better responses also acknowledged the complexity of issues related to regaining land.

Weaker responses made generalised statements about regaining land and maintaining culture without providing specific detail, or they only referred to one community, usually the Australian community. Overseas communities were sometimes referred to in general terms eg the Navajo, the American Indians or the Maori of New Zealand. Students are reminded that they need to identify specific Indigenous communities. It is important that communities chosen for study are appropriate for all the syllabus outcomes and content dot points.

### **Question 3 – Education**

- (a) The majority of responses identified three causes of Aboriginal education issues.
- (b) Better responses described the main features of one government program that addressed Aboriginal education. Weaker responses described only one feature of a government program or wrote about government programs in general terms.
- (c) Better responses discussed the importance of regaining land, and of cultural maintenance, in improving Aboriginal and other Indigenous peoples' education status. These responses discussed this importance in relation to the two communities. They also identified specific indigenous communities either through language groups or location and gave detailed and specific responses. Better responses also acknowledged the complexity of regaining land.

Weaker responses made generalised statements about regaining land and maintaining culture without giving specific detail, or referred to only one community, usually the Australian community. Overseas communities were sometimes referred to in general terms eg the Navajo, the American Indians or the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the syllabus outcomes and content dot points.

### **Question 6 – Criminal Justice**

- (a) The majority of responses identified three causes of Aboriginal criminal justice issues.
- (b) Better responses described the main features of one government program that addressed Aboriginal criminal justice issues. Weaker responses described only one feature of a government program or wrote about government programmes in general.
- (c) Better responses discussed the importance of regaining land, and of cultural maintenance, in improving Aboriginal and other Indigenous peoples' status in the criminal justice system. These responses discussed this importance in relation to the two communities. They also identified specific Indigenous communities either through language groups or location and gave detailed and specific responses. Better responses also acknowledged the complexity of issues related to regaining land.

Weaker responses made generalised statements about regaining land and maintaining culture without giving specific detail, or referred to only one community, usually the Australian community. Overseas communities were sometimes referred to in general terms eg the Navajo, the American Indians or the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the syllabus outcomes and content dot points.

## Section II

### Questions 8 and 9

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 and their own knowledge to examine in some detail the effectiveness of the Native Title Act.

Weaker responses ignored the source or did not examine the effectiveness of the Native Title Act. Some responses merely paraphrased the article. Other candidates wrote a prepared response on native title which was not relevant to the question.

- (b) Better responses analysed the ways Aboriginal peoples, government and business are responding to native title, land and/or water rights with detailed reference to their Local Aboriginal Community Case Study. These responses showed a sophisticated level of analysis.

Weaker responses showed little analysis, using vague terms about native title, land and/or water rights. These responses tended to be generalised descriptions which did little more than mention their Local Aboriginal Community Case Study. Weaker responses wrote only about one of the groups – Aboriginal peoples, government or business.

#### Question 9 – Heritage and Identity

- (a) Better responses used the source and their own knowledge to examine the effectiveness of the protection provided to Aboriginal people by the Copyright Act 1968.

Weaker responses merely summarised the source, while a number ignored it.

- (b) Better responses analysed the ways Aboriginal peoples, government and business are responding to Aboriginal culture and/or identity. These responses demonstrated a sophisticated level of analysis.

Weaker responses provided little analysis and wrote in general Australia-wide terms, making no attempt to refer to their local community. These responses often wrote about only one of the groups – Aboriginal peoples, government or business.

### **Section III**

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

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

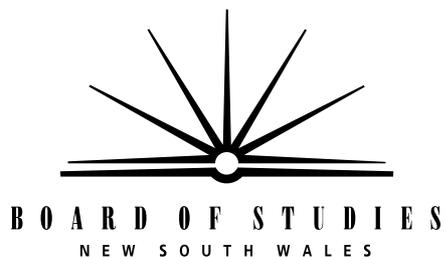
In the better responses, candidates described the processes followed and the issues they needed to consider in gathering information for their major project. They gave specific examples from their major project rather than writing about issues and processes in a generalised way. It was obvious that many candidates had enjoyed and benefited from their consultation with their local community. Most candidates understood the terms used.

Weaker responses simply wrote a chronological narrative about the project, and did not differentiate between processes and issues. Even in the weaker responses it was obvious that candidates had enjoyed and benefited from their consultation with their local community.

# Aboriginal Studies

## 2006 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Section I</b>			
<b>Part A</b>			
1 (a)	3	Human rights and social justice	H1.2
1 (b)	3	Human rights and social justice	H3.1, H3.2
1 (c)	4	Human rights and social justice	H2.3, H3.2
1 (d)	10	Human rights and social justice	H2.3, H3.1, H3.2
<b>Section I</b>			
<b>Part B</b>			
2 (a)	3	Health	H2.3
2 (b)	5	Health	H2.3, H3.2
2 (c)	12	Health	H1.2, H2.1, H4.1, H4.5
3 (a)	3	Education	H2.3
3 (b)	5	Education	H2.3, H3.2
3 (c)	12	Education	H1.2, H2.1, H4.1, H4.5
4 (a)	3	Housing	H2.3
4 (b)	5	Housing	H2.3, H3.2
4 (c)	12	Housing	H1.2, H2.1, H4.1, H4.5
5 (a)	3	Employment	H2.3
5 (b)	5	Employment	H2.3, H3.2
5 (c)	12	Employment	H1.2, H2.1, H4.1, H4.5
6 (a)	3	Criminal justice	H2.3
6 (b)	5	Criminal justice	H2.3, H3.2
6 (c)	12	Criminal justice	H1.2, H2.1, H4.1, H4.5
7 (a)	3	Economic independence	H2.3
7 (b)	5	Economic independence	H2.3, H3.2
7 (c)	12	Economic independence	H1.2, H2.1, H4.1, H4.5
<b>Section II</b>			
8 (a)	10	Aboriginality and land	H3.1, H3.2, H3.3
8 (b)	20	Aboriginality and land	H2.1, H3.3, H4.1
9 (a)	10	Heritage and identity	H3.1, H3.2, H3.3
9 (b)	20	Heritage and identity	H2.2, H3.3, H4.1
<b>Section III</b>			
10	10	Research and inquiry methods – major project	H4.1, H4.2, H4.3, H4.4



## 2006 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: HI.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies THREE Human Rights issues	3
• Identifies TWO Human Rights issues	2
• Identifies ONE Human Rights issue	1

**Question 1 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Selects ONE area of Aboriginal disadvantage from Source <i>B</i></li></ul> EITHER <ul style="list-style-type: none"><li>• Details ONE way government could address disadvantage</li></ul> OR <ul style="list-style-type: none"><li>• Mentions TWO ways</li></ul>	3
<ul style="list-style-type: none"><li>• Selects ONE area of Aboriginal disadvantage from Source <i>B</i> (may be implied)</li></ul> EITHER <ul style="list-style-type: none"><li>• Explains ONE way government could address disadvantage</li></ul> OR <ul style="list-style-type: none"><li>• Refers to TWO ways</li></ul>	2
<ul style="list-style-type: none"><li>• Selects ONE area of Aboriginal disadvantage from Source <i>B</i> (may be implied)</li></ul> OR <ul style="list-style-type: none"><li>• Makes some reference to a way government could address disadvantage</li></ul> OR <ul style="list-style-type: none"><li>• Makes some reference to the results of disadvantage</li></ul>	1

**Question 1 (c)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Chooses a specific issue from Source <i>A</i> and/or <i>B</i></li><li>• Provides detailed features of the impact of this issue</li></ul>	4
<ul style="list-style-type: none"><li>• Mentions a specific issue from Source <i>A</i> and/or <i>B</i></li><li>• Provides some features of the impact of this issue</li></ul>	2–3
<ul style="list-style-type: none"><li>• Makes a comment about the impact of an issue from Source <i>A</i> or <i>B</i></li></ul> OR <ul style="list-style-type: none"><li>• Makes a general comment about Source <i>A</i> OR <i>B</i></li></ul>	1

**Question 1 (d)**

*Outcomes assessed: H2.3, H3.1, H3.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies at least TWO government policies addressing Aboriginal and Indigenous peoples' disadvantage</li> <li>• Provides detailed and relevant points relating to the effectiveness of these policies in addressing Aboriginal and other Indigenous peoples' disadvantage</li> <li>• Uses detailed examples/information from Source A and Source B and extensive knowledge to support response</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Identifies at least TWO government policies addressing Aboriginal and Indigenous peoples' disadvantage</li> <li>• Provides relevant points relating to the effectiveness of these policies in addressing Aboriginal and other Indigenous peoples' disadvantage</li> <li>• Uses examples/information from Source A and Source B and detailed knowledge to support response</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Identifies a government policy that has addressed Aboriginal and Indigenous peoples' disadvantage</li> <li>• Provides points relating to the effectiveness of these policies in addressing Aboriginal and other Indigenous peoples' disadvantage</li> <li>• Uses an example/information from Source A and Source B (may be implied) and some knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Refers to a government policy (may be implied) that has addressed Aboriginal and/or Indigenous peoples' disadvantage</li> <li>• Provides limited points relating to the effectiveness of these policies in addressing Aboriginal and other Indigenous peoples' disadvantage</li> <li>• Uses an example/information from Source A and/or Source B (may be implied) and some knowledge</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides basic information about government policy and/or Aboriginal and/or Indigenous peoples' disadvantage</li> </ul> <p>AND/OR</p> <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: H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies THREE causes of Aboriginal health issues today	3
• Identifies TWO causes of Aboriginal health issues today	2
• Identifies ONE cause of Aboriginal health issues today	1

#### Question 2 (b)

*Outcomes assessed: H2.3, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies ONE government program which addresses health issues • Provides details of at least TWO features of the program	4–5
• Identifies ONE government program which addresses health issues • Provides details of at least ONE feature of the program	2–3
• Identifies ONE government health program. OR • Makes limited reference to a feature of a program	1

**Question 2 (c)**

*Outcomes assessed: H1.2, H2.1, H4.1, H4.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of health issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' health issues</li> <li>• Makes detailed references to an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of health issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land, and cultural maintenance and Aboriginal and other Indigenous peoples' health issues</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of health issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' health issues</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of health issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian Aboriginal or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' health issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

**Question 3 — Education****Question 3 (a)***Outcomes assessed: H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>THREE</b> causes of Aboriginal education issues today	3
• Identifies <b>TWO</b> causes of Aboriginal education issues today	2
• Identifies <b>ONE</b> cause of Aboriginal education issues today	1

**Question 3 (b)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>ONE</b> government program which addresses education issues • Provides details of at least <b>TWO</b> features of the program	4–5
• Identifies <b>ONE</b> government program which addresses education issues • Provides details of at least <b>ONE</b> feature of the program	2–3
• Identifies <b>ONE</b> government education program OR • Makes limited reference to a feature of a program	1

**Question 3 (c)**

*Outcomes assessed: H1.2, H2.1, H4.1, H4.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of education issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' education issues.</li> <li>• Makes detailed references to an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of education issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' education issues.</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of education issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' education issues</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of education issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian Aboriginal or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' education issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

**Question 4 — Housing****Question 4 (a)***Outcomes assessed: H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>THREE</b> causes of Aboriginal housing issues today	3
• Identifies <b>TWO</b> causes of Aboriginal housing issues today	2
• Identifies <b>ONE</b> cause of Aboriginal housing issues today	1

**Question 4 (b)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>ONE</b> government program which addresses housing issues • Provides details of at least <b>TWO</b> features of the program	4–5
• Identifies <b>ONE</b> government program which addresses housing issues • Provides details of at least <b>ONE</b> feature of the program	2–3
• Identifies <b>ONE</b> government housing program OR • Makes limited reference to a feature of a program	1

**Question 4 (c)**

*Outcomes assessed: H1.2, H2.1, H4.1, H4.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of housing issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' housing issues.</li> <li>• Makes detailed references to an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of housing issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' housing issues.</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of housing issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' housing issues</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of housing issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' housing issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

**Question 5 — Employment****Question 5 (a)***Outcomes assessed: H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies THREE causes of Aboriginal employment issues today	3
• Identifies TWO causes of Aboriginal employment issues today	2
• Identifies ONE cause of Aboriginal employment issues today	1

**Question 5 (b)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies ONE government program which addresses employment issues • Provides details of at least TWO features of the program	4–5
• Identifies ONE government program which addresses employment issues • Provides details of at least ONE feature of the program	2–3
• Identifies ONE government employment program. OR • Makes limited reference to a feature of a program	1

**Question 5 (c)**

*Outcomes assessed: H1.2, H2.1, H4.1, H4.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of employment issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' employment issues.</li> <li>• Makes detailed references to an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of employment issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' employment issues.</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of employment issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' employment issues</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of employment issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' employment issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

**Question 6 — Criminal Justice System****Question 6 (a)***Outcomes assessed: H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>THREE</b> causes of Aboriginal criminal justice issues today	3
• Identifies <b>TWO</b> causes of Aboriginal criminal justice issues today	2
• Identifies <b>ONE</b> cause of Aboriginal criminal justice issues today	1

**Question 6 (b)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>ONE</b> government program which addresses criminal justice issues • Provides details of at least <b>TWO</b> features of the program	4–5
• Identifies <b>ONE</b> government program which addresses criminal justice issues • Provides details of at least <b>ONE</b> feature of the program	2–3
• Identifies <b>ONE</b> government criminal justice program. OR • Makes limited reference to a feature of a program	1

**Question 6 (c)**

*Outcomes assessed: H1.2, H2.1, H4.1, H4.5*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' criminal justice issues.</li> <li>• Makes detailed references to an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' criminal justice issues.</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' criminal justice issues</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of criminal justice issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' criminal justice issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

**Question 7 — Economic Independence****Question 7 (a)***Outcomes assessed: H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>THREE</b> causes of Aboriginal economic independence issues today	3
• Identifies <b>TWO</b> causes of Aboriginal economic independence issues today	2
• Identifies <b>ONE</b> cause of Aboriginal economic independence issues today	1

**Question 7 (b)***Outcomes assessed: H2.3, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies <b>ONE</b> government program which addresses economic independence issues • Provides details of at least <b>TWO</b> features of the program	4–5
• Identifies <b>ONE</b> government program which addresses economic independence issues • Provides details of at least <b>ONE</b> feature of the program	2–3
• Identifies <b>ONE</b> government economic independence program. OR • Makes limited reference to a feature of a program	1

**Question 7 (c)**
*Outcomes assessed: H1.2, H2.1, H 4.1, H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, balanced and well-structured response</li> <li>• Displays extensive knowledge and understanding of economic independence issues for Aboriginal and other Indigenous peoples</li> <li>• Analyses the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' economic independence.</li> <li>• Makes detailed an Australian Aboriginal and an International Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a structured and balanced response</li> <li>• Displays sound knowledge and understanding of economic independence issues for Aboriginal and other Indigenous peoples</li> <li>• Investigates the links between regaining the land and cultural maintenance and Aboriginal and other Indigenous peoples' economic independence.</li> <li>• Makes references to an Australian Aboriginal and an International Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of economic independence issues for Aboriginal and other Indigenous peoples</li> <li>• Attempts to make links between regaining the land, and/or cultural maintenance and Aboriginal and other Indigenous peoples' economic independence</li> <li>• Makes reference to an Australian Aboriginal and an International Indigenous community (may not place equal emphasis on Australian and International case studies)</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge and/or understanding of economic independence issues for Aboriginal and other Indigenous peoples</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the regaining of land, and/or cultural maintenance</li> <li>• Makes limited reference to an Australian or an International Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Aboriginal and/or other Indigenous peoples' economic independence issues and/or the regaining of land, and/or cultural maintenance</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited non-specific reference to Indigenous communities</li> </ul>	1

## Section II

### Question 8 — Aboriginality and the Land

#### Question 8 (a)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Presents a sustained, logical, well-structured response</li><li>• Displays extensive knowledge and understanding of the Native Title Act</li><li>• Provides detailed examples of the effectiveness of Native Title</li><li>• Makes specific links to Source C</li></ul>	9–10
<ul style="list-style-type: none"><li>• Presents a sustained, structured response</li><li>• Displays knowledge and understanding of the Native Title Act</li><li>• Provides relevant examples of the effectiveness of Native Title</li><li>• Makes links to Source C</li></ul>	7–8
<ul style="list-style-type: none"><li>• Displays knowledge and/or understanding of Native Title Act</li><li>• Provides examples of the effectiveness of the Native Title</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 Native Title</li></ul> AND/OR <ul style="list-style-type: none"><li>• Provides limited examples of the effectiveness</li></ul> AND/OR <ul style="list-style-type: none"><li>• Makes limited reference to Source C (may be implied)</li></ul>	3–4
<ul style="list-style-type: none"><li>• Provides basic information about Aboriginal peoples and/or Native Title and/or land rights</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, H3.3, 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 of the responses of Aboriginal peoples, government and business to native title, land and/or water rights</li> <li>• Clearly draws out the implications of these responses</li> <li>• Makes specific and detailed references to examples from the Local Community Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a sustained, structured response</li> <li>• Displays detailed knowledge of the responses of two of the following:- Aboriginal peoples and/or government and/or business, to native title, land and/or water rights</li> <li>• Makes some reference to the implications of the responses</li> <li>• Makes specific reference to at least one example from the Local Community Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Displays knowledge of native title, land and/or water rights</li> <li>• Makes reference to the responses of two of the following: Aboriginal peoples and/or government and/or business to native title, land and/or water rights</li> <li>• Makes reference to the Local Community Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Displays limited knowledge of land and/or water rights</li> <li>• Makes limited reference to the responses of Aboriginal peoples and/or government and/or business to native title, land and/or water rights</li> <li>• Makes limited reference to the Local Community Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides basic information about land and/or water rights</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to responses of Aboriginal peoples and/or government and/or business to native title, land and/or water rights</li> <li>• May make limited reference to the Local Community Case Study</li> </ul>	1–4

## Question 9 — Heritage and Identity

### Question 9 (a)

*Outcomes assessed: H3.1, H3.2, H3.3*

#### 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 culture and intellectual property</li> <li>• Provides detailed examples of the effectiveness of copyright in protecting Indigenous culture and intellectual property</li> <li>• Makes specific links to Source <i>D</i></li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a sustained, structured response</li> <li>• Displays knowledge and understanding of Aboriginal culture and intellectual property</li> <li>• Provides relevant examples of the effectiveness of copyright in protecting Indigenous culture and intellectual property</li> <li>• Makes links to Source <i>D</i></li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Displays knowledge and/or understanding of Aboriginal culture and intellectual property</li> <li>• Makes reference to the effectiveness of copyright in protecting Aboriginal culture and intellectual property</li> <li>• Makes limited reference to Source <i>D</i> (may be implied)</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge and/or understanding of Aboriginal culture and intellectual property</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes reference to the effectiveness of copyright in protecting Aboriginal culture and intellectual property</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited reference to Source <i>D</i> (may be implied)</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides basic information about Aboriginal culture and/or intellectual property</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Provides basic information about the effectiveness of copyright in protecting Indigenous culture and intellectual property</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• May make limited reference to Source <i>D</i> (may be implied)</li> </ul>	1–2

**Question 9 (b)**

*Outcomes assessed: H2.2, H3.3, 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 of the responses of Aboriginal peoples, government and business to Aboriginal culture and/or identity</li> <li>• Clearly draws out the implications of these responses</li> <li>• Makes specific and detailed references to examples from the Local Community Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Presents a sustained, structured response</li> <li>• Displays detailed knowledge of the responses of two of the following: Aboriginal peoples and/or government and/or business to Aboriginal culture and/or identity</li> <li>• Makes some reference to the implications of the responses</li> <li>• Makes specific reference to at least one example from the Local Community Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Displays knowledge of Aboriginal culture and/or identity</li> <li>• Makes reference to the responses of two of the following: Aboriginal peoples and/or government and/or business to Aboriginal culture and/or identity</li> <li>• Makes reference to the Local Community Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Displays limited knowledge of Aboriginal culture and/or identity</li> <li>• Makes limited or vague reference to the responses of Aboriginal peoples and/or government and/or business to Aboriginal culture and/or identity</li> <li>• Makes limited reference to the Local Community Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides basic information of Aboriginal culture and/or identity</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes limited reference to Aboriginal peoples, or government or business to Aboriginal culture and/or identity</li> <li>• May make limited reference to the 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, H4.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents a sustained, logical and well-structured response</li> <li>• Provides detailed evidence of the processes involved in gathering information for the major project</li> <li>• Clearly outlines the issues involved in gathering this information</li> <li>• Makes detailed reference to the major project</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents a sustained, structured response</li> <li>• Provides evidence of the processes involved in gathering information for the major project</li> <li>• Provides evidence of the issues involved in gathering this information</li> <li>• Makes reference to the major project</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides limited information of the processes involved in gathering information for the major project</li> <li>• Provides limited information of issues involved</li> <li>• Makes some reference to the major project</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Presents some descriptive information about their major project</li> <li>• Presents some information about the processes and/or the issues involved in the major project</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Refer to their major project and/or processes and/or issues involved</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Makes one or two general points about the major project</li> </ul>	1–2