

**2008 HSC Notes from
the Marking Centre
Aboriginal Studies**

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2008 HSC NOTES FROM THE MARKING CENTRE ABORIGINAL STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Aboriginal Studies course. It contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 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 2008, 278 candidates attempted the Aboriginal Studies examination.

In Section I, Part B, Health was the most popular option, followed by Criminal Justice and Education.

Responses in Section III demonstrated the diversity of the major projects, and the personal learning that many candidates gained 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.

Candidates are reminded to:

- answer each question in a separate examination booklet
- read the examination instructions closely. In Section I, Part B only TWO questions are to be answered. In Section II only ONE question is to be answered: either Question 8 or Question 9
- identify clearly the Aboriginal and/or international communities which form the basis of their responses in Section I, Part B, and in Section II. Within the context of the Aboriginal Studies syllabus, a school is not a community
- note that Indigenous peoples refer collectively to the first peoples of the land in international communities
- ensure information is current and relevant to the communities studied
- answer questions only on options and topics they have studied
- answer the question being asked.

Section I

Part A

Question 1 – Social justice and human rights issues – A global perspective

- (a) Most candidates identified two examples of racism. Candidates are reminded that they are expected to use the source to answer Question 1.
- (b) Most candidates were able to explain how racism affected Aboriginal people.
- (c) Better responses clearly referred to the source and developed an answer using their own knowledge. Better responses outlined two ways.
- (d) Better responses described difficulties and effectively used Source C, and supported the answer using their own knowledge. They were able to refer to Australian Aboriginal peoples and at least one international Indigenous people/group. Candidates not only identified political and legal status, but were also able to discuss the difficulties experienced and how they impeded the improvement of their political and legal status.

Weaker responses lacked a clear understanding of the political and legal status of Indigenous peoples. They needed to identify difficulties experienced. Weaker responses also made minimal, if any, reference to the source/or conversely referred only to the source.

Candidates are reminded that this question requires a global perspective. Answers need to be linked to the sources, and candidates' own knowledge needs to be incorporated. Candidates should also note the mark value of the question when planning their responses.

Part B

Comments on questions in Part B are restricted to Questions 2, 3 and 6, which most students attempted.

Question 2 – Health

- (a) There was a broad understanding of what constituted a political change. Better responses identified a political change and provided relevant detail about that change.

Weaker responses only identified a change and/or provided irrelevant detail. Some responses focused on future directions for change, rather than changes that have already taken place.

- (b) Better responses clearly identified the relationship between the ongoing impacts of colonisation and Aboriginal health. A good knowledge of the current situation was also displayed.

Weaker responses concentrated on the immediate impact of invasion/contact, and made little or no attempt to link this to the current health situation. These responses usually made a number of statements about invasion, and then listed current health issues faced by Aboriginal people. Candidates are reminded that the concept of colonisation is a process beginning from 1788, and is ongoing.

- (c) Better responses clearly indicated how an initiative was culturally appropriate, and how and why this initiative addressed Aboriginal health. Better responses also referred to examples from both the Australian and international communities.

Weaker responses failed to identify the nature of culturally appropriate initiatives, instead relying on a description of the initiative. Other candidates displayed knowledge of initiatives in general, but failed to apply/link the culturally appropriate relationship to Aboriginal health.

Question 3 – Education

- (a) Better responses addressed a culturally appropriate strategy in Aboriginal education.

Weaker responses gave little detail, and/or were unclear as to what a strategy was. Some responses did not link ‘culturally appropriate’ to education.

- (b) Better responses explained how Aboriginal people were able to use education to maintain their culture, and supported their statements with examples.

Some weaker responses failed to make the connection between culture and education, and /or give examples as to how this happens.

- (c) Better responses analysed the ongoing impact of colonisation and made reference to the nature of European education /values. The responses referred to the revival of languages, as well as cultural programs initiated by groups such as the Land Council. Specific Australian and international Indigenous communities were identified and equal evidence drawn from both.

Weaker responses gave generalised accounts mentioning AEAs and programs with limited detail. Candidates were required to refer to both an Australian Indigenous community and an international Indigenous community.

Question 6 – Criminal justice

- (a) Most responses identified one political change that addressed Aboriginal criminal justice issues and/or provided a feature of that change.

- (b) Better responses discussed consequences of colonisation as well as the over-representation of Aboriginal people in the criminal justice system today.

Weaker responses found it challenging to link effects/consequences of colonisation with the criminal justice system today. They tended either to provide an account of colonisation or criminal justice issues without linking the two.

- (c) Better responses expressed the meaning of ‘culturally appropriate’, displayed how the initiatives were culturally appropriate, and how these initiatives were able to address the over-representation of Aboriginal people in the criminal justice system. The responses provided a balanced discussion of key points of the question in relation to the two communities. Both the Australian and international Indigenous communities were clearly identified.

Mid-range responses were more generalised about what was culturally appropriate, and described a number of initiatives which needed to be linked to the criminal justice system. References to the two communities required a greater balance.

Weaker responses made limited /or no reference to a community. Some mention was made either of an initiative and/or how it was culturally appropriate.

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. Both questions required responses on contemporary issues in Aboriginal communities.

Question 8 – Aboriginality and the land

- (a) Better responses used the source and their own knowledge to describe in some detail contemporary issues relating to Aboriginal land and water rights. Links were made where relevant to legislation and/or political examples.

Weaker responses either ignored the source, or paraphrased the source without drawing from their own knowledge, or did not clearly describe any contemporary issue.

- (b) Better responses discussed the impact of native title and/or land and/or water rights on ONE major industry. The responses were specific and detailed and referred to their local Aboriginal community case study. These responses revealed extensive knowledge and understanding of the various negative and/or positive impacts on the industry and integrated the course concepts.

Weaker responses failed to mention a major industry, or made little or no reference to their local Aboriginal community case study. Such responses did not link native title and/or land and/or water rights and the impact on a major industry. Little or no reference was made to the local Aboriginal community case study.

Question 9 – Heritage and identity

- (a) Better responses used the source and their own knowledge to examine the contribution of major community events to contemporary Aboriginal social and/or cultural life. They included a discussion of at least two events in detail and made the link to social and/or cultural life.

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

- (b) Better responses evaluated the impact of Aboriginal cultural expression on contemporary Aboriginal and non-Aboriginal Australian society, using their local Aboriginal community. Evidence of the case study was provided, and contemporary examples of cultural expression discussed.

Weaker responses failed to evaluate the impact. Rather they identified examples of cultural expression, usually pre-contact and hence not contemporary. There was limited, if any, reference to a local Aboriginal community, candidates tending to write in general terms about Aboriginal peoples.

Section III

Question 10 – Research and inquiry methods: major project

- (a) In the better responses, candidates gave TWO distinct reasons why it was important to use information from a variety of sources.

Weaker responses gave one reason, and lacked clarity as to why it was necessary to have the variety.

- (b) Stronger responses clearly linked Aboriginal viewpoints to their log book and/or their project, and displayed knowledge of the viewpoints. Protocols for research and dealing with issues in Aboriginal communities were clearly documented and understood.

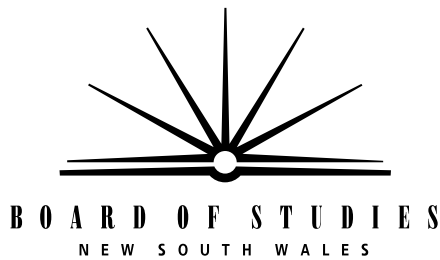
Weaker responses did not refer either to their log book or project, but wrote about the project itself, and did not explain the distinction between Aboriginal people and the viewpoints they held. The focus tended to be on the many personalities they had met. The viewpoints of Aboriginal people, and the process of consultation needed deeper consideration.

Aboriginal Studies

2008 HSC Examination Mapping Grid

| Question | Marks | Content | Syllabus outcomes |
|-----------------------------|-------|--------------------------------------|-------------------|
| Section I Part A | | | |
| 1 (a) | 2 | Part 1 Social Justice & Human Rights | H1.2 |
| 1 (b) | 4 | Part 1 Social Justice & Human Rights | H1.2, H1.3 |
| 1 (c) | 4 | Part 1 Social Justice & Human Rights | H1.2, H3.1 |
| 1 (d) | 10 | Part 1 Social Justice & Human Rights | H1.2, H1.3, H4.5 |
| Section I Part B | | | |
| 2 (a) | 2 | Part 1 - Health | H3.2 |
| 2 (b) | 6 | Part 1 - Health | H2.3 |
| 2 (c) | 12 | Part 1 - Health | H3.3 |
| 3 (a) | 2 | Part 1 - Education | H3.2 |
| 3 (b) | 6 | Part 1 - Education | H2.2, H2.3 |
| 3 (c) | 12 | Part 1 - Education | H2.3 |
| 4 (a) | 2 | Part 1 - Housing | H3.2 |
| 4 (b) | 6 | Part 1 - Housing | H2.3 |
| 4 (c) | 12 | Part 1 - Housing | H2.1, H3.3 |
| 5 (a) | 2 | Part 1 - Employment | H2.3 |
| 5 (b) | 6 | Part 1 – Employment | H3.3 |
| 5 (c) | 12 | Part 1 - Employment | H3.2, H3.3 |
| 6 (a) | 2 | Part 1 – Criminal Justice | H3.2 |
| 6 (b) | 6 | Part 1 – Criminal Justice | H2.3 |
| 6 (c) | 12 | Part 1 – Criminal Justice | H3.3 |
| 7 (a) | 2 | Part 1 – Economic Independence | H3.3 |
| 7 (b) | 6 | Part 1 – Economic Independence | H2.3 |
| 7 (c) | 12 | Part 1 – Economic Independence | H3.2 |

| Question | Marks | Content | Syllabus outcomes |
|-------------------|-------|----------------------------|--------------------|
| Section II | | | |
| 8 (a) | 10 | Aboriginality & the Land | H2.1, H4.1 |
| 8 (b) | 20 | Aboriginality & the Land | H2.1, H3.3, H4.1 , |
| 9 (a) | 10 | Heritage and Identity | H2.2, H4.1 |
| 9 (b) | 20 | Heritage and Identity | H2.2, H4.1 |
| 10 (a) | 2 | Research & Inquiry Methods | H4.1, H4.2 |
| 10 (b) | 8 | Research & Inquiry Methods | H4.3, H4.4 |



2008 HSC Aboriginal Studies Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Aboriginal Studies, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I, Part A

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

Question 1 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies TWO examples from source A | 2 |
| • Identifies ONE example from source A | 1 |

Answers could include:

- Racial discrimination
- Denied service in shops
- Separated from whites in cinemas
- Banned from clubs and hotels
- Excluded from swimming pools

Question 1 (b)

Outcomes assessed: H1.2, H1.3

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Identifies ONE way in which racism has affected Aboriginal people • Provides detailed information about the effect | 4 |
| • Identifies ONE way in which racism has affected Aboriginal people • Provides some information about the effect | 2–3 |
| • Makes a general statement about racism | 1 |

Answers could include:

- Limited job opportunities
- Reduced life expectancy
- Mental health issues
- Lifestyle factors, eg employment, education
- Individual and institutional discrimination
- Economic discrimination

Question 1 (c)*Outcomes assessed: H1.2, H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Identifies TWO ways in which Aboriginal people address issues of racism• Provides a feature for each way• Makes specific reference to Source B | 4 |
| <ul style="list-style-type: none">• Identifies ONE or TWO ways in which Aboriginal people address racism• Provides features for one or both ways• Makes reference to Source B (may be implied) | 2–3 |
| <ul style="list-style-type: none">• Makes a general statement about racism and/or makes a reference to Source B | 1 |

Answers could include:

- Protests/marches
- Court cases
- Lobbying
- Media
- Petitions
- Complaints to government departments
- Asserting pride in Aboriginality (poster campaign)

Question 1 (d)*Outcomes assessed: H1.2, H1.3, H4.5***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">Clearly identifies the difficulties Indigenous people experience when attempting to improve their political and legal statusProvides detailed and relevant points about how these difficulties impede Indigenous peoples' attempts to improve their political and legal statusMakes clear reference to the source material | 9–10 |
| <ul style="list-style-type: none">Identifies the difficulties Indigenous people experience when attempting to improve their political and legal statusProvides detailed points about how these difficulties impede Indigenous peoples' attempts to improve their political and legal statusMakes reference to the source material | 7–8 |
| <ul style="list-style-type: none">Identifies some difficulties Indigenous people experience when attempting to improve their political and/or legal statusProvides some details about how these difficulties impede Indigenous peoples' attempts to improve their political and/or legal statusRefers to source C (maybe implied) | 5–6 |
| <ul style="list-style-type: none">Refers to a difficulty (maybe implied)Provides limited information about the difficulties experiencedMay refer to source C | 3–4 |
| <ul style="list-style-type: none">Provides basic information about the status of Indigenous people AND/ OR <ul style="list-style-type: none">Difficulties experienced by Indigenous people AND/ OR <ul style="list-style-type: none">May make reference to source C (may be implied) | 1–2 |

Answers could include:

- Countries' refusal to ratify/sign international treaties
- Lack of action in implementing international treaties/conventions
- Barriers to opportunities offered to the general population
- Costs associated with political and legal campaigns
- Difficulties in getting support from non-Indigenous people and agencies (demographic disadvantage)
- Geographic isolation
- Lack of media exposure
- Racially-motivated violence and persecution

Section I, Part B

Question 2 — Health

Question 2 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Identifies a political change that has addressed Aboriginal healthProvides ONE feature of the political change | 2 |
| <ul style="list-style-type: none">Identifies an issue in Aboriginal health | 1 |

Answers could include:

Very broad acceptance of what is a political change eg:

- Funding of AMS
- Policy of self determination
- Employment of Aboriginal health workers
- Aboriginal health courses in universities
- Health education and a feature of the change

Question 2 (b)

Outcomes assessed: H2.3

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies the relationship between colonisation and its effects on Aboriginal health todayDemonstrates a sound knowledge about the consequences of colonisation | 5–6 |
| <ul style="list-style-type: none">Makes a connection between colonisation and its consequences for Aboriginal health todayDisplays some knowledge about the consequences of colonisation | 3–4 |
| <ul style="list-style-type: none">Lists or recounts some consequences of colonisation on Aboriginal health AND/OR <ul style="list-style-type: none">Makes general statements about Aboriginal health | 1–2 |

Answers could include:

- Poor nutrition
- Sedentary lifestyle
- Lack of access to pre contact food/medicine
- Mental health issues
- Barriers to mainstream health services
- Alcohol/substance abuse
- Cultural barriers, eg language and gender

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about ‘culturally appropriate’ initiatives• Clearly identifies the relationship between culturally appropriate initiatives and Indigenous health• Makes detailed references to an Australian and international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about ‘culturally appropriate’ initiatives• Makes links between culturally appropriate initiatives and Indigenous health• Makes references to an Australian and international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about ‘culturally appropriate’ initiatives• Attempts to make links between culturally appropriate initiatives and Indigenous health• Makes reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about ‘culturally appropriate’ initiatives• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Aboriginal health AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Answers could include:

- Aboriginal Health Staff
- Aboriginal Medical Service
- Culturally appropriate health programs in schools
- Gender specific health services
- Specific examples from the selected communities
- Improvements in health indicators eg life expectancy, diabetes rate, infant mortality, disease rates

Question 3 — Education**Question 3 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">Identifies ONE culturally appropriate strategy that addresses Aboriginal educationProvides a feature of the strategy | 2 |
| <ul style="list-style-type: none">Identifies an issue in Aboriginal education | 1 |

Answers could include:

- Employment of Aboriginal staff, AEA, ACCO, AERT, etc
- Use of Aboriginal languages
- Recognition of Aboriginal English

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">Identifies the relationship between cultural maintenance and educationDemonstrates a sound knowledge of the ways Aboriginal people maintain culture | 5–6 |
| <ul style="list-style-type: none">Makes a connection between cultural maintenance and educationDisplays some knowledge of the ways Aboriginal people maintain culture | 3–4 |
| <ul style="list-style-type: none">Lists or recounts information about cultural maintenance AND/OR <ul style="list-style-type: none">Makes general statements about Aboriginal education | 1–2 |

Answers could include:

- NAIDOC celebrations
- Culture camps
- Art competitions
- Music
- Guest speakers
- Aboriginal studies
- Aboriginal languages

Question 3 (c)*Outcomes assessed: H2.3***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about the impact of colonisation• Clearly identifies the relationship between the impact of colonisation and Indigenous education• Makes detailed references to an Australian and international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about the impact of colonisation• Makes links between the impact of colonisation and Indigenous education• Makes references to an Australian and international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about the impact of colonisation• Attempts to make links between the impact of colonisation and Indigenous education• Makes reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about the impact of colonisation• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Aboriginal education AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Answers could include:

- High absenteeism
- Low retention rates
- Sickness/poor hearing
- BST, SNAP, ELLA results – below state average
- Exclusion policies
- Cultural alienation
- Specific examples from the selected communities

Question 4 — Housing**Question 4 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies ONE issue in Aboriginal housingProvides ONE feature of the issue | 2 |
| <ul style="list-style-type: none">Identifies ONE issue in Aboriginal housing | 1 |

Answers could include:

- Overcrowding
- Lack of housing
- Poor quality housing
- Lack of services
- Culturally inappropriate housing
- Lack of affordability

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

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies the relationship between housing standards and Aboriginal quality of lifeDemonstrates a sound knowledge about Aboriginal housing standards | 5–6 |
| <ul style="list-style-type: none">Makes a connection between housing standards and Aboriginal quality of lifeDisplays some knowledge about Aboriginal housing standards | 3–4 |
| <ul style="list-style-type: none">Lists or recounts some information about Aboriginal housing standards AND/OR <ul style="list-style-type: none">Makes general statements about Aboriginal housing | 1–2 |

Answers could include:

- Health issues
- Education issues
- Family safety eg domestic violence
- Community stress
- Stereotyping through housing

Question 4 (c)*Outcomes assessed: H2.1, H3.3***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about Indigenous peoples' housing situation• Clearly identifies the importance of regaining land in addressing the housing situation for Indigenous people• Makes detailed references to an Australian and international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about Indigenous peoples' housing situation• Makes links between regaining land and the housing situation for Indigenous people• Makes references to an Australian and international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about Indigenous peoples' housing situation• Attempts to make links between regaining land and the housing situation for Indigenous people• Makes reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about Indigenous peoples' housing situation• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Aboriginal housing AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Answers could include:

- Self sufficiency
- Economic independence, security
- Possibility of culturally appropriate housing
- Less crowding
- Choice
- Improvement in self esteem
- Specific examples from the selected communities

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">Identifies ONE impact of colonisation on Aboriginal peoples' work patterns todayProvides ONE feature of the issue | 2 |
| <ul style="list-style-type: none">Identifies an issue in Aboriginal work employment | 1 |

Answers could include:

- Unemployment rates
- Poor training and qualifications
- Family separation
- Concentration of Aboriginal workers in lowly paid, casual and seasonal work

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">Identifies the relationship between culturally appropriate strategies and Aboriginal employmentDemonstrates a sound knowledge of culturally appropriate strategies | 5–6 |
| <ul style="list-style-type: none">Makes a connection between culturally appropriate programs or strategies and Aboriginal employmentDisplays some knowledge about culturally appropriate programs or strategies | 3–4 |
| <ul style="list-style-type: none">Makes general statements about Aboriginal employment | 1–2 |

Answers could include:

- Addresses alienation from life and work culture
- Flexible work places enable maintenance of culture
- Build community capacity

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about Indigenous peoples' or organisations' initiatives• Clearly identifies the impact of Indigenous peoples' or organisations' initiatives on employment• Makes detailed references to an Australian and an international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about Indigenous peoples' or organisations' initiatives• Makes links between Indigenous peoples' or organisations' initiatives and employment• Makes references to an Australian or an international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about Indigenous peoples' or organisations' initiatives• Attempts to make links between Indigenous peoples' or organisations' initiatives and employment• Makes reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about Indigenous peoples' or organisations' initiatives and employment• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Aboriginal employment AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Sample answer/Answers could include:

- CDEP
- National Parks
- Conservation employment
- Health and education workers
- Land council initiatives
- Community run services
- Aboriginal tourism
- Specific examples from the selected communities

Question 6 — Criminal Justice System**Question 6 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies ONE political change that has addressed criminal justice issues for Aboriginal peopleProvides ONE feature of the political change selected | 2 |
| <ul style="list-style-type: none">Identifies a criminal justice issue for Aboriginal people | 1 |

Answers could include:

- Funding Aboriginal Legal Services
- Aboriginal legal staff
- Royal Commission and inquiries

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

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Identifies the relationship between colonisation and the over-representation of Aboriginal people in the criminal justice system todayDemonstrates a sound knowledge about consequences of colonialism | 5–6 |
| <ul style="list-style-type: none">Makes a connection between colonisation and the over-representation of Aboriginal people in the criminal justice system todayDisplays some knowledge about consequences of colonialism | 3–4 |
| <ul style="list-style-type: none">Lists or recounts some consequences of colonisation on the over-representation of Aboriginal people in the criminal justice system AND/OR <ul style="list-style-type: none">Makes general statements about Aboriginal education | 1–2 |

Answers could include:

- Poverty
- Prejudice and discrimination
- Lack of access/exclusion
- Cultural misunderstanding
- Language barriers
- Failure to accept Aboriginal evidence

Question 6 (c)*Outcomes assessed: H3.3***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about ‘culturally appropriate’ initiatives• Clearly identifies the ways in which culturally appropriate initiatives can address Indigenous over-representation in the criminal justice system• Makes detailed references to an Australian and international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about ‘culturally appropriate’ initiatives• Makes links between culturally appropriate initiatives and Indigenous over-representation in the criminal justice system• Makes references to an Australian and international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about ‘culturally appropriate’ initiatives• Attempts to make links between culturally appropriate initiatives and Indigenous over-representation in the criminal justice system• May make reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about ‘culturally appropriate’ initiatives• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Aboriginal employment AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Answers could include:

- Circle sentencing
- Acceptance of Aboriginal law
- Employment of Aboriginal personnel in the legal system
- Employment of Aboriginal people in positions of power
- Use of Aboriginal interpreters
- Alternatives to imprisonment
- Specific examples from selected communities

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

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">Identifies ONE way in which Aboriginal people have attempted to reassert their economic independenceProvides ONE feature of the political change selected | 2 |
| <ul style="list-style-type: none">Identifies ONE economic independence issue for Aboriginal people | 1 |

Answers could include:

- Native title/land rights
- Aboriginal controlled enterprises
- Improve education outcomes and employment opportunities
- AES
- Land Councils

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

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none">Identifies the relationship between colonisation and its impact on Aboriginal economic independenceDemonstrates a sound knowledge about the ongoing impact of colonialism | 5–6 |
| <ul style="list-style-type: none">Makes a connection between colonisation and its impact on Aboriginal economic independenceDisplays some knowledge about the ongoing impact of colonialism | 3–4 |
| <ul style="list-style-type: none">Lists or recounts some effects of colonisation on Aboriginal economic independence AND/OR <ul style="list-style-type: none">Makes general statements about Aboriginal economic independence | 1–2 |

Answers could include:

- Dispossession
- Poor health/education
- Cultural and physical disadvantages
- Discrimination, marginalisation and racism

Question 7 (c)*Outcomes assessed: H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about issues that impact on Indigenous participation in the economy• Clearly identifies reasons for the differences between Indigenous and non-Indigenous participation in the economy• Makes detailed references to an Australian and an international Indigenous community | 10–12 |
| <ul style="list-style-type: none">• Provides a structured and logical response• Displays sound knowledge about issues that impact on Indigenous participation in the economy• Identifies the differences between Indigenous and non-Indigenous participation in the economy• Makes references to an Australian and an international Indigenous community | 7–9 |
| <ul style="list-style-type: none">• Demonstrates some knowledge about issues that impact on Indigenous participation in the economy• Attempts to identify differences between Indigenous and non-Indigenous participation in the economy• Makes reference to an Australian and/or an international Indigenous community | 4–6 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge about Indigenous participation in the economy• May make limited reference to an Australian or an international Indigenous community | 2–3 |
| <ul style="list-style-type: none">• Recounts basic information about Indigenous economic independence AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities | 1 |

Answers could include:

- Cultural differences eg:
 - limited movement away from country
 - funerals
 - family responsibilities and obligations
 - values of sharing rather than individual accumulation
- Racism and discrimination eg:
 - finance
 - employment opportunities
 - employer divide and rule
- Community tension and conflict about success
- Specific examples from selected communities

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">• Presents a sustained, logical and well structured response• Clearly identifies contemporary issues relating to Aboriginal land and water rights• Integrates reference to the source material | 9–10 |
| <ul style="list-style-type: none">• Presents a structured and logical response• Identifies contemporary issues relating to Aboriginal land and water rights• Makes reference to the source material | 7–8 |
| <ul style="list-style-type: none">• Provides some details about one or more events• Identifies some issues relating to Aboriginal land and water rights• Makes limited reference to source D (may be implied) | 5–6 |
| <ul style="list-style-type: none">• Provides little detail about one or more events• Mentions an issue relating to Aboriginal land and water rights• May refer to source D (may be implied) | 3–4 |
| <p>AND/OR</p> <ul style="list-style-type: none">• Provides basic information about Aboriginal land and/or water rights• May make reference to source D (may be implied) | 1–2 |

Answers could include:

- Economic independence
- Land ownership
- Self-sustainability
- Control of decision-making
- Drawn out negotiations
- Lack of accessibility to native title
- Litigation
- Lack of access to conventional financial arrangements

Question 8 (b)

Outcomes assessed: H2.1, H3.3, H4.1,

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Presents a sustained, logical and well structured response• Displays extensive knowledge of the positive and/or negative impact on one major industry of native title and/or land and/or water rights• Makes specific and detailed references to local community case study | 17–20 |
| <ul style="list-style-type: none">• Presents a logical and well structured response• Displays detailed knowledge of the positive and/or negative impact on one major industry of native title and/or land and/or water rights• Makes specific references to local community case study | 13–16 |
| <ul style="list-style-type: none">• Displays knowledge of the positive and/or negative impact on one major industry of native title and/or land and/or water rights• Makes reference to local community case study | 9–12 |
| <ul style="list-style-type: none">• Displays limited knowledge of the positive and/or negative impact on one major industry of native title and/or land and/or water rights• Makes limited reference to local community case study | 5–8 |
| <ul style="list-style-type: none">• Displays basic information about native title and/or land and/or water rights AND/OR <ul style="list-style-type: none">• May make limited reference to the local community case study | 1–4 |

Answers could include:

- Any one of a number of industries such as:
 - mining
 - tourism
 - agriculture, eg fishing, forestry, pastoralism
- Relevant land rights legislation [eg NSW Land Rights Act]
- 1993 Native Title Act
- 1998 NTA amendments
- ILUA

Question 9 — Heritage and Identity**Question 9 (a)***Outcomes assessed: H2.2, H4.1***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Presents a sustained, logical and well structured response• Provides detailed and relevant points about major events• Clearly identifies the contribution of the events to contemporary Aboriginal social and/or cultural life• Integrates reference to the source material | 9–10 |
| <ul style="list-style-type: none">• Presents a structured and logical response• Provides details about major events• Identifies the contribution of the events to contemporary Aboriginal social and/or cultural life• Makes reference to the source material | 7–8 |
| <ul style="list-style-type: none">• Provides some details about one or more events• Identifies some contribution of one or more events to contemporary Aboriginal social and/or cultural life• Makes limited reference to source (maybe implied) | 5–6 |
| <ul style="list-style-type: none">• Provides little detail about one or more events• Makes some connection between one or more events and their contribution to Aboriginal life• May refer to source (maybe implied) | 3–4 |
| <ul style="list-style-type: none">• Provides basic information about an event AND/OR <ul style="list-style-type: none">• Provides basic information about Aboriginal social and /or cultural life AND/OR <ul style="list-style-type: none">• May make reference to source (may be implied) | 1–2 |

Answers could include:

- Koori Knockout
- Survival Day
- Funerals
- Croc Fest
- A well evidenced key local event

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Presents a sustained, logical and well structured response• Displays extensive knowledge of Aboriginal cultural expression• Makes a clear and comprehensive judgement about the ways in which Aboriginal cultural expression contributes to contemporary Australian society• Makes specific and detailed references to local community case study | 17–20 |
| <ul style="list-style-type: none">• Presents a logical and well structured response• Displays detailed knowledge of Aboriginal cultural expression• Makes a judgement about the ways in which Aboriginal cultural expression contributes to contemporary Australian society• Makes specific references to local community case study | 13–16 |
| <ul style="list-style-type: none">• Displays knowledge of Aboriginal cultural expression• Makes links between Aboriginal cultural expression and contemporary Australian society• Makes reference to local community case study | 9–12 |
| <ul style="list-style-type: none">• Displays limited knowledge of Aboriginal cultural expression• Attempts to make links between Aboriginal cultural expression and Australian society• Makes limited reference to local community case study | 5–8 |
| <ul style="list-style-type: none">• Displays basic information about Aboriginal cultural expression AND/OR <ul style="list-style-type: none">• May make limited reference to the local community case study | 1–4 |

Answers could include:

NB Contemporary Australian society must be post 1960s

Aboriginal cultural expression could include:

- Aboriginal art, dance, music including rap and hip-hop
- Australian icons
- 2000 Olympic opening/closing ceremony
- Languages
- Qantas aircraft/uniforms
- Film, eg *Ten Canoes*
- Media
- Examples from the local community case study
- Aboriginal flag
- Aboriginal presence at mainstream local festivals
- Sport

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Outcomes assessed: H4.1, H4.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Provides TWO reasons for the importance of using information from a variety of sources | 2 |
| • Provides ONE reason for the importance of using information from a variety of sources | 1 |

Answers could include:

- To avoid bias
- To obtain a range of perspectives
- To ensure accuracy
- To ensure reliability
- To gather sufficient depth of information

Question 10 (b)

Outcomes assessed: H4.3, H4.4

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Provides detailed knowledge of Aboriginal viewpoints • Clearly demonstrates how these viewpoints were reflected in the logbook and/or project | 7-8 |
| • Provides sound knowledge of Aboriginal viewpoints • Demonstrates how these viewpoints were reflected in the logbook and/or project | 5-6 |
| • Provides some knowledge of Aboriginal viewpoints AND/OR • Relates how Aboriginal viewpoints were reflected in the logbook and/or project | 3-4 |
| • Limited knowledge of Aboriginal viewpoints AND/OR • Makes mention of project and/or logbook | 1-2 |

Answers could include:

- Examples of how Aboriginal viewpoints were reflected in the logbook and/or project
- The importance of community consultation
- Ethical research practices (protocols followed)