

2009 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

Criteria	Marks
• Names two socioeconomic indicators from Source A	2
• Names one socioeconomic indicator from Source A	1

Question 1 (b)

Outcomes assessed: H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Clearly makes the link between ONE initiative in Source A and improvement	3
• Provides information about how the initiative could improve Aboriginal socioeconomic status	2
• Provides some information about how the initiative could improve Aboriginal socioeconomic status	2
• Makes a general statement about an initiative or socioeconomic status of Aboriginal lives	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies a relevant issue from Source BDemonstrates a sound understanding of how addressing this issue could help to achieve equality for Indigenous Australians	5
<ul style="list-style-type: none">Refers to a relevant issue from Source B (may be implied)Shows an understanding of how addressing this issue could help to achieve equality for Indigenous Australians	3–4
<ul style="list-style-type: none">Makes a general statement about Indigenous Australians and/or Source B	1–2

Question 1 (d)*Outcomes assessed: H1.2, H3.3, H4.1, H4.5***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Provides a sustained, logical and well-structured responseDisplays comprehensive understanding of the two sourcesClearly identifies similarities and/or differences in the two apologies	9–10
<ul style="list-style-type: none">Provides a structured and logical responseDisplays sound knowledge about the key issues, language and other aspects identified in the apologiesIdentifies similarities and/or differences in the two apologies	7–8
<ul style="list-style-type: none">Demonstrates some knowledge about an issue identified in the apologiesMakes some reference to similarities and/or differences in the two apologies	5–6
<ul style="list-style-type: none">Demonstrates limited knowledge about an issue identified in the apologiesMay make limited reference to the sources	3–4
<ul style="list-style-type: none">Recounts basic information about Aboriginal history/issues AND/OR <ul style="list-style-type: none">Makes limited, non-specific reference to the sources	1–2

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

Criteria	Marks
• Names and provides feature(s) of one relevant Aboriginal initiative	2
• Names one relevant Aboriginal initiative	1

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

Criteria	Marks
• Demonstrates a sound knowledge about Aboriginal health • Clearly identifies the relationship between regaining land and improving Aboriginal health	5–6
• Displays some knowledge about Aboriginal health • Makes a connection between regaining land and an improvement in Aboriginal health	3–4
• Makes general statements about land and/or Aboriginal health	1–2

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

Criteria	Marks
<ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about health standards• Makes an informed judgement about the impact of Indigenous health standards on the everyday lives of Indigenous peoples• 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 health standards• Makes a judgement about the impact of Indigenous health standards on the everyday lives of Indigenous peoples• Makes references to an Australian and an international Indigenous community	7–9
<ul style="list-style-type: none">• Demonstrates some knowledge about Indigenous health standards, and/or their impact on the everyday lives of Indigenous peoples• Makes reference to an Australian and/or an international Indigenous community	4–6
<ul style="list-style-type: none">• Demonstrates limited knowledge about Indigenous health standards, and/or their impact on the everyday lives of Indigenous peoples• May make limited reference to an Australian and/or an international Indigenous community	2–3
<ul style="list-style-type: none">• Recounts basic information about Indigenous health AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities	1

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

Criteria	Marks
• Names and provides feature(s) of one Aboriginal initiative	2
• Names one Aboriginal initiative	1

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

Criteria	Marks
• Demonstrates sound knowledge of the chosen government policy and/or program • Makes a clear judgement of the impact of the chosen policy and/or program on Aboriginal educational outcomes	5–6
• Demonstrates some knowledge of the chosen policy and/or program on Aboriginal educational outcomes • Makes a connection between the chosen program and/or policy and Aboriginal educational outcomes	3–4
• Makes general statements about Aboriginal education or a government education policy or program	1–2

Question 3 (c)

Outcomes assessed: H1.2, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge about social and political changes necessary to improve Indigenous education • Makes clearly evident the relationship between social and political changes and improvements in Indigenous education • 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 social and political changes necessary to improve Indigenous education • Identifies the relationship between social and political changes and improvements to Indigenous education • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge about social and political changes that may improve Indigenous education • Makes some reference to the connection between social and/or political changes 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 changes needed in education • 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 education <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited, non-specific reference to Indigenous communities 	1

Question 4 — Housing**Question 4 (a)***Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Names and indicates a main feature of one program	2
• Names one program	1

Question 4 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a sound knowledge about Aboriginal housing standards • Clearly identifies the relationship between regaining land and access to housing	5–6
• Displays some knowledge about Aboriginal housing standards • Makes a connection between regaining land and access to housing	3–4
• Lists some information about Aboriginal housing	1–2

Question 4 (c)
Outcomes assessed: H2.3, 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 housing programs and issues • Makes an informed judgement about how effectively Indigenous housing issues have been addressed • 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 housing programs and issues • Makes some judgement about how effectively Indigenous housing issues have been addressed • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge about Indigenous housing programs and/or issues • May make a statement about the effectiveness of the programs/issues • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about Indigenous housing programs and/or housing issues • 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 housing AND/OR <ul style="list-style-type: none"> • Makes limited, non-specific reference to Indigenous communities 	1

Question 5 — Employment**Question 5 (a)***Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Names two issues	2
• Names one issue	1

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

Criteria	Marks
• Demonstrates a sound understanding of social and political changes needed to improve Aboriginal employment • Clearly shows the relationship between social and political changes and improvement in Aboriginal employment	5–6
• Displays some understanding of social and political changes needed to improve Aboriginal employment • Makes a connection between social and political changes and improvement in Aboriginal employment	3–4
• Makes general statements about social and political changes and/or Aboriginal employment	1–2

Question 5 (c)*Outcomes assessed: H2.1, H3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Displays extensive knowledge about Indigenous employment• Makes an informed judgement about the importance of regaining land to improving Indigenous 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 employment• Identifies the link between regaining land and improving Indigenous employment• Makes references to an Australian and an international Indigenous community	7–9
<ul style="list-style-type: none">• Demonstrates some knowledge about the importance of regaining land and Indigenous 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 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 Indigenous employment AND/OR <ul style="list-style-type: none">• Makes limited, non-specific reference to Indigenous communities	1

Question 6 — Criminal Justice System**Question 6 (a)***Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies two relevant culturally appropriate strategies	2
• Identifies one relevant culturally appropriate strategy	1

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

Criteria	Marks
• Demonstrates a sound knowledge about policing powers • Clearly identifies the impact of policing powers on Aboriginal people and their communities	5–6
• Displays some knowledge about police powers • Identifies a relationship between policing powers and Aboriginal people	3–4
• Makes general statements about the police and Aboriginal people	1–2

Question 6 (c)*Outcomes assessed: H1.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Demonstrates extensive knowledge of appropriate social and political changes needed to improve the treatment of Indigenous people in the criminal justice system• Clearly shows the relationship between the changes and improvement in the treatment of Indigenous people• 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 of social and political changes needed to improve the treatment of Indigenous people in the criminal justice system• Shows a relationship between the changes and the improvement in the treatment of Indigenous people• Makes references to an Australian and an international Indigenous community	7–9
<ul style="list-style-type: none">• Demonstrates some knowledge about treatment of Indigenous people in the criminal justice system• Makes reference to an Australian and/or an international Indigenous community	4–6
<ul style="list-style-type: none">• Demonstrates limited knowledge about Indigenous people in the criminal justice system• 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 people or issues AND/OR• Makes limited, non-specific reference to Indigenous communities	1

Question 7 — Economic Independence**Question 7 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Names and indicates a main feature of one relevant government program or strategy	2
<ul style="list-style-type: none">Names one government program or strategy	1

Question 7 (b)*Outcomes assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a sound knowledge of the economic importance of landClearly outlines the relationship between regaining land and Aboriginal economic independence	5–6
<ul style="list-style-type: none">Displays some knowledge of the economic importance of landMakes a connection between regaining land and Aboriginal economic independence	3–4
<ul style="list-style-type: none">Makes general statements about land and/or Aboriginal economic independence	1–2

Question 7 (c)
Outcomes assessed: H2.3, 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 initiatives to improve economic independence • Makes an informed judgement about the effectiveness of Indigenous initiatives on economic independence • 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 initiatives to improve economic independence • Identifies the link between Indigenous initiatives and economic independence • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge about Indigenous initiatives and/or economic independence • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about Indigenous initiatives and/or economic independence • May refer to a link between Indigenous initiatives and economic independence • 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 people or issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited, non-specific reference to Indigenous communities 	1

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">• Provides a sustained, logical and well-structured response• Clearly indicates key achievements of the Aboriginal land rights movement in NSW• Integrates reference to the source material	9–10
<ul style="list-style-type: none">• Provides a structured and logical response• Briefly states some key achievements of the Aboriginal land rights movement in NSW• Makes reference to the source material	7–8
<ul style="list-style-type: none">• Identifies some achievements of the Aboriginal land rights movement in NSW• Makes limited reference to the source material	5–6
<ul style="list-style-type: none">• Makes some mention of the Aboriginal land rights movement• May refer to Source D and/or E	3–4
<ul style="list-style-type: none">• Provides basic information about Aboriginal land rights AND/OR <ul style="list-style-type: none">• May refer to Source D and/or E	1–2

Question 8 (b)
Outcomes assessed: H3.1, H3.2, H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Demonstrates extensive knowledge of government policies and legislation as they relate to land and/or water issues • Makes an informed judgement about the impact of government policies and legislation on land and/or water rights • Makes specific and detailed references to local community case study 	17–20
<ul style="list-style-type: none"> • Provides a structured and logical response • Demonstrates detailed knowledge of government policies and legislation as they relate to land and/or water issues • Makes a judgement of the impact of government policies and legislation on land and/or water rights • Makes specific references to the local community case study 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge of government policies and legislation • Comments on the impact of government policies and legislation on land and/or water rights • Makes reference to the local community case study 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of government policies and/or legislation • Demonstrates limited knowledge of land and/or water rights • Makes limited reference to the local community case study 	5–8
<ul style="list-style-type: none"> • Provides basic information relating to the government and/or land and/or water rights <p>AND/OR</p> <ul style="list-style-type: none"> • May make limited reference to the local community case study 	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">• Provides a sustained, logical and well-structured response• Demonstrates a comprehensive understanding of the concepts of language and identity• Makes a clear connection between language and contemporary Aboriginal identity• Integrates reference to the source material	9–10
<ul style="list-style-type: none">• Provides a structured and logical response• Demonstrates sound understanding of the concepts of language and identity• Makes some connection between language and contemporary Aboriginal identity• Makes reference to the source material.	7–8
<ul style="list-style-type: none">• Provides some understanding of language and identity• Attempts to link the concepts of language and identity• Makes limited reference to the source material	5–6
<ul style="list-style-type: none">• Provides limited detail about language and identity• May refer to Source F and/or G	3–4
<ul style="list-style-type: none">• Provides basic information about language and/or identity AND/OR <ul style="list-style-type: none">• May refer to Source F and/or G	1–2

Question 9 (b)*Outcomes assessed: H3.2, H3.3, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a sustained, logical and well-structured response• Demonstrates extensive knowledge of relevant government policies• Makes an informed judgement about the contribution of government policies and maintaining Aboriginal cultural identity• Makes specific and detailed references to local community case study	17–20
<ul style="list-style-type: none">• Provides a structured and logical response• Demonstrates detailed knowledge of relevant government policies• Makes a judgement about the contribution of government policies and maintaining Aboriginal cultural identity• Makes specific references to the local community case study	13–16
<ul style="list-style-type: none">• Demonstrates some knowledge of government policies• Comments on government policies and maintaining Aboriginal cultural identity• Makes reference to the local community case study	9–12
<ul style="list-style-type: none">• Demonstrates limited knowledge of government policies• Demonstrates limited knowledge of Aboriginal culture and/or identity• Makes limited reference to the local community case study	5–8
<ul style="list-style-type: none">• Provides basic information about Aboriginal people AND/OR <ul style="list-style-type: none">• May make limited reference to the local community case study	1–4

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Outcomes assessed: H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies TWO relevant methodologiesProvides features of each methodology	4
<ul style="list-style-type: none">Identifies two methodologies and describes one methodology OR <ul style="list-style-type: none">Identifies two methodologies OR <ul style="list-style-type: none">Identifies and describes one methodology	2–3
<ul style="list-style-type: none">Provides a general statement about research	1

Question 10 (b)

Outcomes assessed: H4.3, H4.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Clearly identifies approaches used.Clearly provides how and/or why the identified approaches are culturally appropriateRefers specifically to the Major Project	5–6
<ul style="list-style-type: none">Mentions approaches usedMentions features of culturally appropriate researchRefers generally to the Major Project	3–4
<ul style="list-style-type: none">Provides some information about the research and/or the Major Project	1–2

Aboriginal Studies

2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
Part A			
1 (a)	2	Social Justice & Human Rights Issues	H1.2
1 (b)	3	Social Justice & Human Rights Issues	H3.2, H3.3
1 (c)	5	Social Justice & Human Rights Issues	H3.2, H3.3
1 (d)	10	Social Justice & Human Rights Issues	H1.2, H3.3, H4.1, H4.5
Section I			
Part B			
2 (a)	2	Health	H3.3
2 (b)	6	Health	H2.1
2 (c)	12	Health	H1.2, H3.2
3 (a)	2	Education	H3.3
3 (b)	6	Education	H3.2
3 (c)	12	Education	H1.2, H3.2
4 (a)	2	Housing	H1.2
4 (b)	6	Housing	H2.1
4 (c)	12	Housing	H2.3, H3.3
5 (a)	2	Employment	H1.2
5 (b)	6	Employment	H3.3
5 (c)	12	Employment	H2.1, H3.3
6 (a)	2	Criminal Justice	H2.1
6 (b)	6	Criminal Justice	H3.2
6 (c)	12	Criminal Justice	H1.2, H3.3
7 (a)	2	Economic Independence	H3.1
7 (b)	6	Economic Independence	H2.1
7 (c)	12	Economic Independence	H2.3, H3.3
Section II			
8 (a)	10	Aboriginality and the Land	H2.1, H4.1
8 (b)	20	Aboriginality and the Land	H3.2, H3.1, H3.3
9 (a)	10	Heritage and Identity	H2.2, H4.1
9 (b)	20	Heritage and Identity	H3.2, H3.3, H4.1
Section III			
10 (a)	4	Research and Inquiry Methods	H4.1
10 (b)	6	Research and Inquiry Methods	H4.3, H4.4