

## 2010 HSC Aboriginal Studies Marking Guidelines

### Section I, Part A

#### Question 1 (a)

Criteria	Marks
• Identifies TWO ways	2
• Identifies ONE way	1

#### Question 1 (b)

Criteria	Marks
• Indicates TWO opinions of the Declaration • Includes the key features of each opinion	4
• Either indicates ONE opinion in depth (including its features) OR	2–3
• Indicates TWO opinions • Identifies ONE opinion	1

**Question 1 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Refers to at least TWO ways</li> <li>• Clearly shows the relationship between the denial of human rights and poor socioeconomic status</li> <li>• Integrates reference to Source <i>B</i> AND your own knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Refers to at least ONE way</li> <li>• Shows the relationship between the denial of human rights and poor socioeconomic status</li> <li>• May make reference to Source <i>B</i></li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Refers to ONE way</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes some reference to human rights AND/OR socioeconomic status</li> </ul>	1–2

**Question 1 (d)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a sustained, cohesive and logical response</li> <li>• Demonstrates sound knowledge of the UN Declaration on the Rights of Indigenous Peoples</li> <li>• Makes a balanced judgement about the significance of the UN Declaration on the Rights of Indigenous Peoples</li> <li>• Relevant reference to both sources</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Provides a cohesive and logical response</li> <li>• Demonstrates knowledge of the UN Declaration on the Rights of Indigenous Peoples</li> <li>• Makes a judgement about the significance of the UN Declaration on the Rights of Indigenous Peoples</li> <li>• Refers to both sources</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Provides some knowledge of the UN Declaration on the Rights of Indigenous Peoples</li> <li>• Makes vague links to source/s</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Provides limited knowledge of the UN Declaration AND/OR Indigenous peoples</li> </ul>	1–2

## Section I, Part B

### Question 2 — Health

#### Question 2 (a)

Criteria	Marks
• Provides characteristics and features of ONE relevant government health program or strategy to address Aboriginal health issues	3
• Provides some description of a relevant government health program to address Aboriginal health issues	2
• Names a government health program or strategy OR provides information of Aboriginal health issues	1

#### Question 2 (b)

Criteria	Marks
• Demonstrates sound knowledge as to what constitutes a culturally appropriate health program • Clearly establishes the importance of government health program(s) or strategies being culturally appropriate for Aboriginal peoples	4–5
• Displays some knowledge as to what constitutes a culturally appropriate health program • Refers to the importance of government health program(s) or strategies being culturally appropriate for Aboriginal peoples	2–3
• Makes a general statement of Aboriginal health AND/OR Aboriginal strategies AND/OR cultural appropriateness	1

**Question 2 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a sustained, cohesive and logical response</li> <li>• Demonstrates extensive knowledge of social and political changes necessary to improve Indigenous peoples' health standards</li> <li>• Clearly shows the relationship between social and political changes and improvement in Indigenous peoples' health standards</li> <li>• Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a cohesive and logical response</li> <li>• Demonstrates sound knowledge of social and political changes necessary to improve Indigenous peoples' health standards</li> <li>• Shows the relationship between social and political changes and improvement in Indigenous peoples' health standards</li> <li>• Makes references to an Australian AND an international Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Displays some knowledge of social AND/OR political changes that are necessary to improve health</li> <li>• May make references to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Displays limited knowledge of social and political changes that may improve Indigenous peoples' health standards</li> <li>• May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information of Indigenous health</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes limited reference to Indigenous communities</li> </ul>	1

**Question 3 — Education**
**Question 3 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Shows how relevant statistics describe Aboriginal peoples' participation in education</li> </ul>	3
<ul style="list-style-type: none"> <li>• Attempts to show how relevant statistics describe Aboriginal peoples' participation in education</li> </ul>	2
<ul style="list-style-type: none"> <li>• Makes some reference to statistics</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• Makes some reference to Aboriginal peoples' participation in education</li> </ul>	1

**Question 3 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays knowledge of ways in which Aboriginal peoples promote their culture through education</li> <li>Provides details of these ways</li> </ul>	5
<ul style="list-style-type: none"> <li>Displays some knowledge of ways in which Aboriginal peoples promote their culture through education</li> <li>Provides some details of these ways</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal culture</li> </ul> AND/OR <ul style="list-style-type: none"> <li>Makes general statements about Aboriginal education AND/OR programs</li> </ul>	1–2

**Question 3 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, cohesive and logical response</li> <li>Displays extensive knowledge of educational issues for Aboriginal and other Indigenous peoples</li> <li>Clearly demonstrates the similarities AND/OR differences in educational issues for both communities</li> <li>Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Provides a cohesive and logical response</li> <li>Displays sound knowledge of educational issues for Aboriginal and other Indigenous peoples</li> <li>Demonstrates the similarities AND/OR differences in educational issues for both communities</li> <li>Makes references to an Australian AND an international Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Demonstrates some knowledge of Indigenous education issues</li> <li>Describes some of the similarities AND/OR differences in educational issues for both communities</li> <li>Makes references to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of Indigenous education issues</li> <li>May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Recounts basic information about Indigenous education</li> </ul> AND/OR <ul style="list-style-type: none"> <li>Makes limited reference to Indigenous communities</li> </ul>	1

**Question 4 — Housing****Question 4 (a)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Names and provides features of ONE relevant government housing program or strategy</li></ul>	3
<ul style="list-style-type: none"><li>Names and provides some description of the named program or strategy or another relevant government housing program or strategy</li></ul>	2
<ul style="list-style-type: none"><li>Names ONE relevant government housing program or strategy</li></ul>	1

**Question 4 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Displays sound knowledge of Aboriginal housing issues</li><li>Clearly explains the relationship between social and political changes and improvements to Aboriginal housing</li></ul>	5
<ul style="list-style-type: none"><li>Displays some knowledge of Aboriginal housing issues</li><li>Describes the relationship between social and political changes and improvements to Aboriginal housing</li></ul>	3–4
<ul style="list-style-type: none"><li>Makes general statements about Aboriginal housing or improvements</li></ul> AND/OR <ul style="list-style-type: none"><li>Makes general statements about social AND/OR political changes</li></ul>	1–2

**Question 4 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, cohesive and logical response</li> <li>Displays extensive knowledge of culturally appropriate housing programs</li> <li>Makes an informed judgement about the importance of culturally appropriate housing programs for Aboriginal and other Indigenous peoples</li> <li>Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Provides a cohesive and logical response</li> <li>Displays sound knowledge of culturally appropriate housing programs</li> <li>Makes a judgement about the importance of culturally appropriate housing programs for Aboriginal and other Indigenous peoples</li> <li>Makes references to an Australian AND an international Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Displays some knowledge of Indigenous housing programs</li> <li>Describes the importance of culturally appropriate housing programs for Indigenous people</li> <li>Makes some reference to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of Indigenous housing issues</li> <li>May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Recounts basic information about Indigenous housing AND/OR</li> <li>Makes limited reference to Indigenous communities</li> </ul>	1

**Question 5 — Employment**
**Question 5 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Names and provides characteristics and features of ONE relevant government employment program or strategy</li> </ul>	3
<ul style="list-style-type: none"> <li>Names and provides some description of the named program or strategy or another relevant government employment program or strategy</li> </ul>	2
<ul style="list-style-type: none"> <li>Names ONE relevant government employment program or strategy OR</li> <li>Provides information about Aboriginal programs AND/OR strategies</li> </ul>	1

**Question 5 (b)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding about Aboriginal employment issues</li> <li>• Clearly shows the relationship between Aboriginal employment and lifestyle factors</li> </ul>	5
<ul style="list-style-type: none"> <li>• Displays some understanding about Aboriginal employment issues</li> <li>• Makes a connection between Aboriginal employment and lifestyle factors</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statements about Aboriginal employment AND/OR lifestyle factors</li> </ul>	1–2

**Question 5 (c)**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Provides a sustained, cohesive and logical response</li> <li>• Demonstrates extensive knowledge about employment for Aboriginal and other Indigenous peoples</li> <li>• Clearly shows the relationship between social and political changes and improvements in employment</li> <li>• Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Provides a cohesive and logical response</li> <li>• Demonstrates sound knowledge of employment for Aboriginal and other Indigenous peoples</li> <li>• Shows the relationship between social and political changes and improvement in Indigenous employment</li> <li>• Makes references to an Australian AND an international Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of Indigenous employment</li> <li>• Displays some knowledge of social AND/OR political changes</li> <li>• Makes references to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of Indigenous employment issues</li> <li>• May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Recounts basic information about Indigenous employment AND/OR</li> <li>• Makes limited reference to Indigenous communities</li> </ul>	1



**Question 6 — Criminal Justice****Question 6 (a)**

<b>Criteria</b>	<b>Marks</b>
• Shows how Aboriginal peoples maintain law and order	3
• Attempts to show how Aboriginal peoples maintain law and order	2
• Makes a general statement about law and order	1

**Question 6 (b)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a sound knowledge of Aboriginal peoples' involvement in the criminal justice system • Clearly identifies the role of lifestyle factors in Aboriginal peoples' involvement in the criminal justice system	5
• Demonstrates some knowledge of Aboriginal peoples' involvement in the criminal justice system • Identifies a connection between lifestyle factors and Aboriginal peoples' involvement in the criminal justice system	3–4
• Makes a general statement about Aboriginal peoples' involvement in the criminal justice system AND/OR lifestyle factors and the criminal justice system	1–2

**Question 6 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, cohesive and logical response</li> <li>Displays extensive knowledge of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>Clearly demonstrates the similarities and differences in criminal justice issues for both communities</li> <li>Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Provides a cohesive and logical response</li> <li>Displays some knowledge of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>Demonstrates the similarities and differences in criminal justice issues for both communities</li> <li>Makes reference to an Australian AND an international Indigenous community.</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Displays limited knowledge of criminal justice issues for Aboriginal and other Indigenous peoples</li> <li>Describes some of the similarities AND/OR differences in criminal justice issues for both communities</li> <li>May make reference to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of Indigenous criminal justice issues</li> <li>May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Recounts basic information of Indigenous criminal justice AND/OR</li> <li>Makes limited reference to Indigenous communities</li> </ul>	1

**Question 7 — Economic Independence**
**Question 7 (a)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides detailed characteristics and features of ONE relevant way that Aboriginal peoples use the environment to support their economic systems</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides some description of a way in which Aboriginal peoples use the environment to support their economic systems</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal economic systems AND/OR</li> <li>Makes general statements about Aboriginal relationship to the environment</li> </ul>	1

**Question 7 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays sound knowledge of social and political changes needed to improve Aboriginal economic independence</li> <li>Clearly explains the relationship between social and political changes and improvements to Aboriginal economic independence</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates some knowledge of social and political changes needed to improve Aboriginal economic independence</li> <li>Describes the relationship between social and political changes and improvements to Aboriginal economic independence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal economic independence</li> </ul> AND/OR <ul style="list-style-type: none"> <li>Makes general statements about types of change which could occur</li> </ul>	1–2

**Question 7 (c)**

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, logical and cohesive response</li> <li>Displays extensive knowledge of the significance of economic independence for Aboriginal and other Indigenous peoples</li> <li>Makes an informed judgement about the connection between social justice and economic independence for Indigenous peoples</li> <li>Makes detailed references to an Australian AND an international Indigenous community</li> </ul>	10–12
<ul style="list-style-type: none"> <li>Provides a sustained and logical response</li> <li>Displays some knowledge of the significance of economic independence for Aboriginal and other Indigenous peoples</li> <li>Makes a judgement connecting social justice to economic independence for Indigenous peoples</li> <li>May make reference to an Australian AND an international Indigenous community</li> </ul>	7–9
<ul style="list-style-type: none"> <li>Displays limited knowledge of Indigenous economic independence</li> <li>May make some connection between social justice and economic independence for Indigenous peoples</li> <li>Makes reference to an Australian AND/OR an international Indigenous community</li> </ul>	4–6
<ul style="list-style-type: none"> <li>Demonstrates limited knowledge of Indigenous economic independence issues AND/OR social justice</li> <li>May make limited reference to an Australian AND/OR an international Indigenous community</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Recounts basic information about Indigenous economic independence AND/OR social justice</li> </ul> AND/OR <ul style="list-style-type: none"> <li>Makes limited reference to Indigenous communities</li> </ul>	1

## Section II

### Question 8 — Aboriginality and the Land

#### Question 8 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, logical and cohesive response</li> <li>Demonstrates an extensive knowledge of land and water rights and native title</li> <li>Makes a clear connection between government decisions on land and water rights and native title and the effect on traditional owners</li> <li>Integrates reference to the source material AND own knowledge</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a cohesive and logical response</li> <li>Demonstrates a detailed understanding of land and water rights and native title</li> <li>Makes connections between government decisions on land and water rights and native title and the effect on traditional owners</li> <li>Makes reference to the source material AND own knowledge</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides sound understanding of land and water rights and native title</li> <li>Attempts to link government decisions on land AND/OR water rights AND/OR native title and the effect on traditional owners</li> <li>Makes limited reference to the source material AND/OR own knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides limited detail of land AND/OR water rights AND/OR native title AND/OR traditional owners</li> <li>May refer to Sources <i>C</i> AND/OR <i>D</i> or own knowledge</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Provides basic information of land AND/OR water rights AND/OR native title AND/OR traditional owners</li> </ul> AND/OR <ul style="list-style-type: none"> <li>May refer to Source <i>C</i> AND/OR <i>D</i> AND/OR own knowledge</li> </ul>	1–2

**Question 8 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and cohesive response</li> <li>• Demonstrates extensive knowledge of the importance of land and water ownership</li> <li>• Makes an informed judgement on the contribution of land and water ownership to the achievement of equality in society</li> <li>• Makes specific and detailed references to Local Aboriginal Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Provides a cohesive and logical response</li> <li>• Demonstrates detailed knowledge of the importance of land and water ownership</li> <li>• Makes a judgement on the contribution of land and water ownership to the achievement of equality in society</li> <li>• Makes specific references to Local Aboriginal Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of land and water ownership</li> <li>• Comments on the contribution of land and water ownership to the achievement of equality in society</li> <li>• Makes reference to Local Aboriginal Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of land and water ownership</li> <li>• Makes some reference to land and water ownership AND/OR equality in society</li> <li>• Limited reference to Local Aboriginal Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides basic information about land AND/OR water ownership AND/OR</li> <li>• Makes some reference to the importance of equality in society AND/OR</li> <li>• May make limited reference to the Local Aboriginal Case Study</li> </ul>	1–4

## Question 9 — Heritage and Identity

### Question 9 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a sustained, logical and cohesive response</li> <li>Demonstrates an extensive understanding of a range of public opinions of Aboriginal people</li> <li>Makes a clear connection between media representations and public opinion of Aboriginal people</li> <li>Integrates reference to the source material AND own knowledge</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a cohesive and logical response</li> <li>Demonstrates a detailed understanding of a range of public opinions of Aboriginal people</li> <li>Makes some connection between media representations and public opinion of Aboriginal people</li> <li>Makes reference to the source material AND own knowledge</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides sound understanding of some public opinion of Aboriginal people</li> <li>Attempts to link media representations and public opinion of Aboriginal people</li> <li>Makes limited reference to the source material AND own knowledge</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides limited detail of the influence of media representations of Aboriginal people</li> <li>May refer to Sources <i>E</i> AND/OR <i>F</i> AND/OR own knowledge</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Provides basic information of media representations of Aboriginal people AND/OR</li> <li>May refer to Sources <i>E</i> AND/OR <i>F</i> AND/OR own knowledge</li> </ul>	1–2

**Question 9 (b)**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Provides a sustained, logical and cohesive response</li> <li>• Demonstrates extensive knowledge of Aboriginal culture, heritage and identity</li> <li>• Makes an informed judgement about the contribution of Aboriginal culture to Australian identity</li> <li>• Makes specific and detailed references to Local Aboriginal Case Study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Provides a cohesive and logical response</li> <li>• Demonstrates detailed knowledge of Aboriginal culture, heritage and identity</li> <li>• Makes a judgement about the contribution of Aboriginal culture to Australian identity</li> <li>• Makes specific references to Local Aboriginal Case Study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates sound knowledge of Aboriginal culture, heritage and identity</li> <li>• Comments on the contribution of Aboriginal culture to Australian identity</li> <li>• Makes reference to Local Aboriginal Case Study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of Aboriginal culture AND/OR identity AND/OR heritage</li> <li>• Makes some reference to Aboriginal culture AND/OR Australian identity</li> <li>• Limited reference to Local Aboriginal Case Study</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Provides basic information of Aboriginal people AND/OR heritage AND/OR identity</li> </ul> AND/OR <ul style="list-style-type: none"> <li>• May make limited reference to the Local Aboriginal Case Study</li> </ul>	1–4

### Section III

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

##### Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the ways that the information for the Major Project was presented</li></ul> OR <ul style="list-style-type: none"><li>Demonstrates why these ways were appropriate</li></ul>	4
<ul style="list-style-type: none"><li>Identifies a way that the information for the Major Project was presented</li></ul> OR <ul style="list-style-type: none"><li>Demonstrates why this way was appropriate</li></ul>	2–3
<ul style="list-style-type: none"><li>Provides a general statement of the Major Project presentation</li></ul>	1

##### Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"><li>Identifies the ways that empathy is demonstrated with Aboriginal peoples</li><li>Provides details of how this was carried out when undertaking the Major Project</li></ul>	5–6
<ul style="list-style-type: none"><li>Identifies a way that empathy is demonstrated with Aboriginal peoples</li><li>Provides some detail of how this was carried out when undertaking the Major Project</li></ul>	3–4
<ul style="list-style-type: none"><li>Demonstrates limited understanding of empathy</li></ul> AND/OR <ul style="list-style-type: none"><li>Provides some description of how empathy is evident in the Major Project</li></ul>	1–2



# Aboriginal Studies

## 2010 HSC Examination Mapping Grid

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