



B O A R D O F S T U D I E S
NEW SOUTH WALES

2010 HSC Aboriginal Studies Sample Answers

This document contains ‘sample answers’, or, in the case of some questions, ‘answers could include’. These are developed by the examination committee for two purposes. The committee does this:

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

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.

Section I, Part A

Question 1 (a)

Sample answer/Answers could include:

Living conditions, poor housing, isolation, lack of infrastructure, absence of technology, inadequate clothing, poverty, limited food choices, no sewerage, drainage, running water.

Question 1 (b)

Sample answer/Answers could include:

Government opinion represented by Jenny Macklin is that it will advance human rights and close the gap between Indigenous and non-Indigenous Australians. This should be in the student's own words.

Indigenous opinion represented by Mick Dodson is that the human rights standards were not the source of Indigenous disadvantage. It is the denial of the rights that is the cause of disadvantage.

Question 1 (c)

Sample answer/Answers could include:

The impact of lack of access to human rights such as housing, health, education, legal services, infrastructure, cultural practices and its contribution to poor socioeconomic status. Explanation of the ways in which gaining human rights promotes improved socioeconomic status through self-determination, independent economic management, self-sufficiency.

Question 1 (d)

Sample answer/Answers could include:

Responses may be supportive and/or critical of the significance of the UN Declaration and should mention a range of issues, such as self-determination, economic independence, cultural autonomy, community-based programs, and/or assess one issue comprehensively. Responses could also include the impact on non-Indigenous communities such as loss of natural resources from land rights claims.

Section I, Part B

Question 2 — Health

Question 2 (a)

Sample answer/Answers could include:

- Pamphlets from NSW Department of Health eg diabetes, nutrition etc.
- Employment of Aboriginal peoples in mainstream health services
- Adoption of the ‘close the gap’ campaign
- Strategies within the Northern Territory Intervention
- Government funding of Aboriginal Medical Services
- Young Teens/‘Mums and Bubs’ programs
- NCIP Young People and Cannabis Program.

Question 2 (b)

Sample answer/Answers could include:

- Limited access to services and barriers to participation
- Acknowledge importance of the consultation process
- Sensitivity to issues of the past; for example, overcoming racist policies
- Sensitivity to specific Aboriginal health issues.

Question 2 (c)

Sample answer/Answers could include:

- Government acknowledgement of the importance of Indigenous-based health initiatives and financial support for these programs
- Political will of the government to ensure adequate resourcing at grassroots level
- Media coverage (positive and negative) about Indigenous issues and how they influence opinions and action on Indigenous health
- Involvement of Indigenous people in key decision-making to reflect the needs of Indigenous peoples
- Promotion of a return to traditional foods/medicinal resources
- Social action within the general community to acknowledge and support the rights of Indigenous peoples to basic health services
- Answers must include specific examples from selected communities.

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

Sample answer/Answers could include:

- Retention rates
- Attendance
- Achievement/certification
- Participation: secondary, tertiary
- Employment of Aboriginal people in education.

Question 3 (b)

Sample answer/Answers could include:

- Role of Elders and/or guest speakers, performance artists etc.
- Revitalisation of language programs
- NAIDOC, Sorry Day, Survival Day Concerts
- Role of media – *Message Stick*, NITV, NIT, *Koori Mail*
- Curriculum

Question 3 (c)

Sample answer/Answers could include:

- Participation rates at school (retention/attendance)
- Access to in-school tutors, ATAS, NORTA NORTA
- Consultation with key stakeholders – AECG
- Lifestyle factors – access to resources
- The role of cultural values
- Language
- Government support and funding
- Promotion of Indigenous cultures
- Diversity within Indigenous communities

Answers must include specific examples from selected communities

Question 4 — Housing

Question 4 (a)

Sample answer/Answers could include:

- Department of Housing Aboriginal housing initiative, other government (local, state or Federal) housing programs, strategies or initiatives
- Government funding to implement local Aboriginal housing programs as long as there is acknowledgement of the government's role
- Employment of Aboriginal people in the Department of Housing, including using Aboriginal contractors.

Question 4 (b)

Sample answer/Answers could include:

- Government acknowledgement of Aboriginal housing needs and commitment to address these needs
- Media coverage (positive and negative) of Aboriginal housing, including examples of successful initiatives
- Appropriate levels of funding and resourcing
- Implementation of sustainable practices
- Involvement of Aboriginal people in decision-making, program design, implementation and monitoring of Aboriginal housing programs
- Social action within the general community to acknowledge and support the rights of Aboriginal people to basic housing standards.

Question 4 (c)

Sample answer/Answers could include:

- Examples of culturally appropriate housing and how this responds to the diverse needs of Indigenous people
- Examples of poor housing programs that have failed because they don't meet the needs and/or include the participation of Indigenous peoples in the design of housing

Answers must include specific examples from selected communities.

Question 5 — Employment

Question 5 (a)

Sample answer/Answers could include:

- CDEP or similar employment programs
- Aboriginal identified positions in government departments
- Government training and education initiatives
- Increases in government funding to improve Aboriginal employment.

Question 5 (b)***Sample answer/Answers could include:***

- Improved Aboriginal employment provides better access to health, education, housing, etc
- Increase in income through improved employment opportunities leads to better health, education, housing etc
- Unemployment reduces access to health, education, housing etc
- Unemployment impacts on family and communities in terms of poverty, social dysfunction, poor health etc
- May make reference to the cycle of poverty to show the link between lifestyle factors and employment.

Question 5 (c)***Sample answer/Answers could include:***

- Government acknowledgement of Indigenous employment needs and commitment to address these
- Media coverage (positive and negative) about Indigenous employment
- Appropriate levels of funding and resourcing
- Political will of the government to ensure adequate resourcing at grassroots level
- Implementation of sustainable practices
- Involvement of Indigenous people in decision-making, program design, implementation and monitoring of Indigenous employment programs
- Social action within the general community to acknowledge and support Indigenous employment

Answers must include specific examples from selected communities.

Question 6 — Criminal Justice**Question 6 (a)*****Sample answer/Answers could include:***

- Kinship
- Totems
- Consensus decision-making
- Elders
- Circle sentencing
- Links to cultural aspects such as Dreaming.

Question 6 (b)***Sample answer/Answers could include:***

- Overrepresentation in the criminal justice system
- Low incomes
- High unemployment
- Poor health
- Family/community dysfunction
- May make reference to the cycle of poverty to show the link between its factors and Aboriginal overrepresentation in the criminal justice system.

Question 6 (c)***Sample answer/Answers could include:***

Criminal justice issues could include:

- Overpolicing in Indigenous communities
- Overrepresentation in criminal justice system
- Influence of historical factors such as the role of police in the Stolen Generations and implementation of welfare policies
- Effectiveness of community-based initiatives such as circle sentencing

Answers must include specific examples from selected communities.

Question 7 — Economic Independence**Question 7 (a)*****Sample answer/Answers could include:***

- Sustainable land management practices such as only using required amount of resources, managing changes in the environment due to seasonal changes such as drought
- Ways in which cultural practices such as Dreaming, totems, kinship influence Aboriginal economic activity to promote environmental sustainability
- Environmentally sensitive cultural enterprises such as eco tourism, bush tucker walks, managing significant sites.

Question 7 (b)***Sample answer/Answers could include:***

- Government acknowledgement of Aboriginal economic independence needs and commitment to address these needs
- Media coverage (positive and negative) of Aboriginal economic independence, including examples of successful initiatives
- Appropriate levels of funding and resourcing
- Implementation of sustainable practices

- Involvement of Aboriginal people in decision-making, program design, implementation and monitoring
- Social action within the general community to acknowledge and support the rights of Aboriginal people in attempting to achieve economic independence.

Question 7 (c)

Sample answer/Answers could include:

- Social justice improves levels of income, employment, health, education, lifestyle which are essential to achieving economic independence
- Social justice provides opportunities for Indigenous peoples and communities to achieve economic independence; for example, employment of Indigenous peoples in high level decision-making jobs that influence government decisions
- Lack of social justice results in economic dependence eg via the Northern Territory Intervention, amendments to land rights legislation, suspension of the Racial Discrimination Act

Answers must include specific examples from selected communities.

Section II

Question 8 — Aboriginality and the Land

Question 8 (a)

Sample answer/Answers could include:

- Recognition of rights leads to native title and/or land use agreements. Can undertake a range of economic activities with less government control
- Joint management of national parks gives Aboriginal peoples input into the future through environmental sustainability
- Self-determination
- Better/alternative responses could include limited nature of land use agreements, due to ongoing government involvement setting agendas, political climate (legislation still open to change, lack of political will).

Question 8 (b)

Sample answer/Answers could include:

- Students can argue that ownership contributes either to a large or to a small extent but must have supporting evidence for their arguments
- For a large extent, students should link ownership to economic, social and cultural independence, self-determination, healing and health benefits and cultural affirmation/maintenance
- If students argue a small or no extent they should examine the limited nature of land and water ownership, particularly in some communities in built up/urban areas, ongoing high

levels of government control and criteria setting. They could also argue that land rights/ownership/title is over-legislated and/or still open to the political whim of governments

- Refers to Local Aboriginal Case Study.

Question 9 — Heritage and Identity

Question 9 (a)

Sample answer/Answers could include:

- Identifies the range of views in the sources (Aboriginal and non Aboriginal) and acknowledges the importance of media to public perceptions/opinions
- Provides examples from sources and own knowledge to illustrate the range of media representations and perceptions of Aboriginal peoples
- Better responses will address ethical issues around reporting, media representations and the impact these have on public opinions
- Media stereotypes reinforce discrimination, bias, tokenism, exclusion
- Can include impact of Aboriginal media and positive mainstream media coverage.

Question 9 (b)

Sample answer/Answers could include:

- Makes a judgement as to the extent of the contribution – it can be either great or small but must be supported with evidence from the sources and/or their own knowledge
- Provides detailed and relevant examples from their local community
- Could include descriptions of NAIDOC celebrations etc but must link to inclusion of Aboriginal culture in Australian identity
- Refers to Local Aboriginal Community Case Study.

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Sample answer/Answers could include:

- Role of other people/consultation
- Personal interests and abilities
- Community knowledge and skills
- Variety of media used
- Use of logbook
- Decision-making processes outlined.

Question 10 (b)***Sample answer/Answers could include:***

- Ongoing consultation and involvement of Aboriginal people from one or more community members
- How incorporation of Aboriginal perspectives demonstrates empathy
- Acknowledgement of Aboriginal input into the project
- Ethical research practices such as respecting protocols, cultural obligations, ownership etc
- By identifying propaganda and bias, the student shows how they empathise with Aboriginal peoples.