



BOARD OF STUDIES
NEW SOUTH WALES

2012 HSC Aboriginal Studies Marking Guidelines

Section I — Social Justice and Human Rights Issues Part A – A Global Perspective

Multiple-choice Answer Key

Question	Answer
1	C
2	D

Question 3

Criteria	Marks
• Provides accurate interpretation of the data	2
• Refers to information in the data	1

Question 4

Criteria	Marks
• Clearly identifies common experiences	3
• Shows how or why experiences are linked to income	
• Identifies some experiences and/or makes some link to income	2
• Refers to experiences	1

Multiple-choice Answer Key

Question	Answer
5	A

Question 6

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE strategy for addressing racismClearly shows how this strategy can help to ‘close the gap’	4
<ul style="list-style-type: none">Identifies ONE strategy for addressing racismMakes some link between addressing racism and ‘closing the gap’	2–3
<ul style="list-style-type: none">Identifies some elements of racism and/or ‘the gap’	1

Multiple-choice Answer Key

Question	Answer
7	C
8	B
9	D

Question 10

Criteria	Marks
<ul style="list-style-type: none">Identifies one relevant exampleClearly shows the link between the example and the attempt to improve political status	4
<ul style="list-style-type: none">Describes one relevant exampleRefers to political status	2–3
<ul style="list-style-type: none">Refers to one Aboriginal initiative and/or political status	1

Question 11

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates knowledge of relevant government initiatives• Makes a clear judgement about the extent to which these initiatives address the social justice experiences of Indigenous peoples• Integrates information from both sources	6
<ul style="list-style-type: none">• Demonstrates knowledge of relevant government initiatives• Makes some judgement, which may be implied, about the extent to which these initiatives address the social justice experiences of Indigenous peoples• Refers to information from at least one source	4–5
<ul style="list-style-type: none">• Demonstrates some knowledge of relevant government initiative(s)• Makes some link between these initiatives and the social justice experiences of Indigenous peoples• May include information from sources	2–3
<ul style="list-style-type: none">• Makes general statements relevant to the question• May refer to sources	1

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 12 — Health

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the health status of Aboriginal People • Uses detailed and relevant statistical data to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the health status of Aboriginal People • Refers to relevant statistical data 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal health • May make use of statistical data 	1–2

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the chosen initiatives • Clearly shows relationship between these initiatives and their impact on socioeconomic status • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the chosen initiatives and makes links between these initiatives and socioeconomic status • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the chosen initiatives and some understanding of their effects on socioeconomic status • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of the chosen initiatives and some understanding of socioeconomic status • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous health • May refer to an Indigenous community 	1–2

Question 13 — Education

Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of educational outcomes of Aboriginal people • Uses detailed and relevant statistical data to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the educational outcomes of Aboriginal people • Refers to relevant statistical data 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal education • May make use of statistical data. 	1–2

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the chosen strategies • Clearly shows the relationship between the features of the strategy and its success or failure in improving educational outcomes • Presents a sustained logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the chosen strategies and makes links between these and educational outcomes • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the chosen strategies and some understanding of their effects on education • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of the chosen strategies and some understanding of Indigenous educational outcomes • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous education • May refer to an Indigenous community 	1–2

Question 14 — Housing

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the socioeconomic factors that affect access to housing for Aboriginal people • Uses detailed and relevant statistical data to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the factors that affect access to housing for Aboriginal people • Refers to relevant statistical data 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal housing • May make use of statistical data 	1–2

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the housing needs of Indigenous people • Clearly shows the relationship between social and political changes and the housing needs of Indigenous people • Presents a sustained logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the housing needs of Indigenous people and makes links between these and social and political changes • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of social and political changes and some understanding of their effects on housing • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of social and political changes and some understanding of housing • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous housing • May refer to an Indigenous community 	1–2

Question 15 — Employment

Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the employment status of Aboriginal people today • Uses detailed and relevant statistical data to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the participation of Aboriginal people in the workforce • Refers to relevant statistical data 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal employment • May make use of statistical data 	1–2

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of community initiatives or government strategies to improve employment • Clearly shows the relationship between these initiatives and strategies and the employment opportunities for Indigenous people • Presents a sustained logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of community initiatives or government strategies and makes links between these and the employment opportunities for Indigenous people • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of initiatives or strategies and some understanding of their effect on employment of Indigenous people • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of the chosen initiatives or strategies and some understanding of Indigenous employment • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous employment • May refer to an Indigenous community 	1–2

Question 16 — Criminal Justice

Question 16 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the reasons for over-representation of Aboriginal people in the criminal justice system • May refer to relevant statistical data to support response 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the reasons for over-representation of Aboriginal people in the criminal justice system • May refer to relevant statistical data 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal people in the justice system • May make use of statistical data 	1–2

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of government programs and strategies related to Aboriginal people in the criminal justice system • Clearly shows the relationship between these programs and strategies and criminal justice issues faced by Indigenous communities • Presents a sustained logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of government programs and strategies and makes links between these and the criminal justice issues faced by Indigenous people • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of government programs and strategies and some understanding of the links between these and the criminal justice issues faced by Indigenous people • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of the chosen programs and/or strategies and some understanding of Indigenous criminal justice • Uses some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous criminal justice • May refer to an Indigenous community 	1–2

Question 17 — Economic Independence

Question 17 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of Aboriginal economic status today and the effects of colonialism • Makes clear link between colonialism and economic status 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of Aboriginal economic status today • Makes some link between colonialism and economic status 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about Aboriginal people and economic status and/or colonialism 	1–2

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge of the similarities and differences in the economic independence of Australian and international Indigenous communities • Presents a sustained logical and cohesive response integrating relevant concepts, terms, examples and statistical data • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the economic independence of Australian and international Indigenous communities • Presents a logical and cohesive response applying relevant concepts, terms, examples and data • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the economic independence of Australian and international Indigenous communities • Presents a structured response using some relevant concepts, terms, examples and data • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of the economic independence of Australian and international Indigenous communities • Uses some relevant concepts, terms, examples and/or data • Refers to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous economic independence • May refer to an Indigenous community 	1–2

Section I — Social Justice and Human Rights Issues

Part C – Global Perspective and Comparative Study

Question 18

Criteria	Marks
<ul style="list-style-type: none"> • Makes a well-informed judgement on the extent to which Indigenous peoples have achieved equality • Demonstrates extensive knowledge of the chosen issues and the achievement of equality • Presents a sustained, logical and cohesive response applying relevant concepts and terms • Makes detailed references to the Comparative Study and TWO listed topics 	13–15
<ul style="list-style-type: none"> • Makes a judgement on the extent to which Indigenous peoples have achieved equality • Demonstrates detailed knowledge of the chosen issues and the achievement of equality • Presents a well-structured response including relevant concepts and terms • Makes references to the Comparative Study and TWO listed topics 	10–12
<ul style="list-style-type: none"> • Describes the chosen issues and may attempt to make a judgement on the achievement of equality • Presents a structured response using some relevant concepts and terms • Refers to the Comparative Study and one or more of the listed topics 	7–9
<ul style="list-style-type: none"> • Describes the chosen issues • Uses some relevant concepts and terms • Refers to the Comparative Study and one or more of the listed topics 	4–6
<ul style="list-style-type: none"> • Makes general statements about the chosen issues • May refer to an Indigenous community 	1–3

Section II — Research and Inquiry Methods

Question 19 (a)

Criteria	Marks
• Demonstrates understanding of relevant reason(s)	3
• Identifies some relevant reasons	2
• Makes a statement relevant to the question	1

Question 19 (b)

Criteria	Marks
• Demonstrates extensive knowledge and understanding of ethical research processes • Understanding of the reasons for using ethical research processes • Provides a sustained, logical and cohesive response integrating relevant concepts and terms	10–12
• Demonstrates detailed knowledge and understanding of ethical research processes • Knowledge of the reasons for using ethical research processes • Provides a well-structured response including relevant concepts and terms	7–9
• Demonstrates some knowledge of ethical research processes • Uses some relevant concepts and terms	4–6
• Makes general statements about ethical research practices	1–3

Section III

Question 20 — Aboriginality and the Land

Question 20 (a)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive understanding of the importance of Country for Aboriginal people today• Presents a sustained, logical and cohesive response applying relevant terms and concepts• Integrates information from the source material and own knowledge	9–10
<ul style="list-style-type: none">• Demonstrates detailed understanding of the importance of Country for Aboriginal people today• Presents a well-structured and cohesive response including relevant terms and concepts• Makes reference to the source material and own knowledge	7–8
<ul style="list-style-type: none">• Demonstrates sound understanding of the importance of Country for Aboriginal people today• Presents a structured response using some relevant terms and concepts• Makes reference to the source material and/or own knowledge	5–6
<ul style="list-style-type: none">• Demonstrates some knowledge of the importance of Country for Aboriginal people today• Uses some relevant terms and concepts• May include information from sources	3–4
<ul style="list-style-type: none">• Makes general statements about Country• May refer to a source	1–2

Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge of the Mabo decision and subsequent Native Title legislation• Demonstrates a clear understanding of the impact of the Mabo decision and subsequent Native Title legislation on communities• Presents a sustained, logical and cohesive response applying relevant concepts and terms• Makes specific and detailed references to at least ONE Australian Indigenous community	17–20
<ul style="list-style-type: none">• Demonstrates detailed knowledge of the Mabo decision and subsequent Native Title legislation• Demonstrates an understanding of the Mabo decision and /or subsequent Native Title legislation on communities• Presents a well-structured response including relevant concepts and terms• Makes references to at least ONE Australian Indigenous community	13–16
<ul style="list-style-type: none">• Demonstrates some knowledge of the Mabo decision and/or subsequent Native Title legislation• Presents a structured response including relevant concepts and terms• Makes reference to at least ONE Australian Indigenous community	9–12
<ul style="list-style-type: none">• Makes general statements about Mabo and/or Native Title legislation• May make reference to at least ONE Australian Indigenous community	5–8
<ul style="list-style-type: none">• Makes general statements about Mabo and/or Native Title	1–4

Question 21 — Heritage and Identity**Question 21 (a)**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates detailed knowledge of expressions of Aboriginal identity in contemporary Australian society• Presents a sustained, logical and cohesive response applying relevant concepts and terms• Integrates information from the source material AND/OR own knowledge	9–10
<ul style="list-style-type: none">• Demonstrates sound knowledge of expressions of Aboriginal identity in contemporary Australian society• Presents a well-structured response including relevant concepts and terms• Makes reference to the source material AND/OR own knowledge	7–8
<ul style="list-style-type: none">• Demonstrates some knowledge of expressions of Aboriginal identity in contemporary Australian society• Presents a structured response with some use of relevant concepts and terms• May make reference to the source material AND/OR own knowledge	5–6
<ul style="list-style-type: none">• Demonstrates limited knowledge of expressions of Aboriginal identity in contemporary Australian society• Makes limited reference to source material AND/OR own knowledge	3–4
<ul style="list-style-type: none">• Makes general statements about Aboriginal identity	1–2

Question 21 (b)

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of expressions of heritage and identity• Clearly explains the relationship between these expressions and socioeconomic status• Presents a sustained, logical and cohesive response integrating relevant concepts and terms• Makes specific and detailed references to at least ONE Australian Indigenous community	17–20
<ul style="list-style-type: none">• Demonstrates detailed knowledge and understanding of expressions of heritage and identity• Explains the relationship between these expressions and socioeconomic status• Presents a well-structured response including relevant concepts and terms• Makes references to at least ONE Australian Indigenous community	13–16
<ul style="list-style-type: none">• Demonstrates some knowledge of expressions of heritage and identity• Presents a structured response using some relevant concepts and terms• Makes reference to at least ONE Australian Indigenous community	9–12
<ul style="list-style-type: none">• Makes general statements about heritage and identity• May make reference to ONE Aboriginal Indigenous community	5–8
<ul style="list-style-type: none">• Makes general statements about heritage and identity	1–4

Aboriginal Studies

2012 HSC Examination Mapping Grid

**Section I
Part A**

Question	Marks	Content	Syllabus outcomes
1	1	Socioeconomic status of Indigenous people	
2	1	Socioeconomic status of Indigenous people	
3	2	Socioeconomic status of Indigenous people	
4	3	Socioeconomic status of Indigenous people	
5	1	Socioeconomic status	
6	4	Socioeconomic status/racism	
7	1	Manifestations of racism	
8	1	Sovereignty	
9	1	Government policies/legislations	
10	4	Aboriginal responses and initiatives	
11	6	Impact of government policies/legislation on social justice experiences	

**Section I
Part B**

Question	Marks	Content	Syllabus outcomes
12 (a)	5	Health	H1.2
12 (b)	10	Health	H1.2, H3.3, H4.1
13 (a)	5	Education	H1.2
13 (b)	10	Education	H3.2, H3.3, H4.1
14 (a)	5	Housing	H1.2
14 (b)	10	Housing	H3.2, H3.3, H4.1
15 (a)	5	Employment	H1.2
15 (b)	10	Employment	H3.2, H3.3, H4.1
16 (a)	5	Criminal justice	H1.2
16 (b)	10	Criminal justice	H3.2, H4.1
17 (a)	5	Economic independence	H1.2
17 (b)	10	Economic independence	H1.2, H4.1

**Section I
Part C**

Question	Marks	Content	Syllabus outcomes
18	15	Global perspective and comparative study	H1.2, H3.1, H3.3, H4.3

Section II

Question	Marks	Content	Syllabus outcomes
19 (a)	3	Community consultation	H4.1
19 (b)	12	Ethical practices, communicating and reflecting Aboriginal viewpoints	H4.2

Section III

Question	Marks	Content	Syllabus outcomes
20 (a)	10	Aboriginality and the Land	H2.2
20 (b)	20	Aboriginality and the Land	H2.2, H3.2
21 (a)	10	Heritage and Identity	H2.1
21 (b)	20	Heritage and Identity	H2.1, H2.2