

2001 HSC Notes from
the Examination Centre
Aboriginal Studies

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2001 NOTES FROM THE EXAMINATION CENTRE ABORIGINAL STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course Aboriginal Studies. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 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.

The marking guidelines, developed by the Examination Committee at the time of setting the Higher School Certificate Examination follow the report from the Examination Centre. Candidates were marked according to how they demonstrated a clear understanding of each question, its intentions, and the accompanying rubric where provided.

General Comments

315 candidates attempted the 2001 HSC Aboriginal Studies examination. In terms of optional questions from Section I, Health was by far the most popular question. This was followed closely by Education and Criminal Justice. Only a small number of candidates attempted the questions on Housing and Employment. In Section II, candidates chose almost equally between Aboriginality and the Land, and Heritage and Identity. A good number of candidates chose the topic Criminal Justice. The breadth and depth evident in a range of candidates' responses in this topic was very pleasing.

Teachers and candidates need to be aware of the changes in the new syllabus, in terms of both course content and skills. Some responses were clearly grounded in the old syllabus outcomes and intentions. Further, it became evident that candidates need to have a clear understanding of what constitutes an Indigenous community. In some cases, candidates were confusing organisations or institutions as being representative of a community, rather than something which aids, assists, or is a community-driven initiative. In some cases it was evident that some candidates lacked an operational definition of directive terms such as 'comparison'.

Candidates demonstrated a strong knowledge in many of the new areas of Social Justice and Human Rights Issues from a global perspective. The research and knowledge of their own communities were also demonstrated through a good use of specific community examples. The full range of marks was demonstrated and the best results were gained by those candidates who could show good linkages between their local and international examples. The introduction of the focus area of Social Justice and Human Rights Issues has introduced more relevant exploration of the areas which affect Indigenous communities globally, as well as solidifying current political events which are being discussed by the media. Candidates can, in many instances, synthesise more of the content in the course and make it more beneficial to overall areas.

Section I

Specific Comments

Part A

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

In general, the candidates coped with the question well; however, there were many candidates who needed to be more careful in addressing all aspects of the question, and to ensure they answered the questions on global perspectives when required. Many candidates from a large number of centres did not address the global requirements of the question. Candidates need to be careful that they answer the question asked, rather than spending time explaining in detail an answer to a question which requires a short answer response worth 2 marks. For example, Question 1(a) asks to identify two social indicators. Many candidates used additional booklets, giving extended responses to a question which required a short response. Candidates had difficulty identifying a social indicator and in interpreting information from sources. Candidates and teachers need to be very comfortable and familiar with the specific language and possible ways in which information may be presented in the course, and the expected responses to them. The media and government publications will provide candidates with items which can be used for practice.

Many candidates need to engage in the global focus of the course, and visit more websites and international reading materials about indigenous peoples globally, and the various forums and conferences held yearly, to gain a better insight into such areas.

Part B

General Comments

Candidates exhibited the full range of performance in this section of the paper. Question 2 (Health) was the most popular response, followed by Question 3 (Education) and Question 6 (Criminal Justice). Questions 4, 5 and 7 attracted fewer than twenty responses each.

Specific Comments

Questions 2–7

- (a) Many candidates focused on the word ‘colonisation’ and not on the phrase ‘since the 1960s’. Candidates seemed to find difficulty with this and confused the notions of ‘colonisation’ and ‘since the 1960s’— seeing ‘colonisation’ and ‘invasion’ as interchangeable.

In Question 2, poorer responses noted the impact of colonisation only eg alcohol, smallpox, poor nutrition etc, whilst better responses noted the impact on health, and then demonstrated how this has led to contemporary health issues.

Education was best answered in this part – possibly as a result of candidates being able to relate to their own school experience.

In Criminal Justice, there was confusion over the term ‘Aboriginal legal systems’. Many candidates confused Aboriginal legal systems with criminal justice systems.

- (b) Many candidates seem to lack understanding of the term ‘social indicators’ which is used in the syllabus, and wrote more about strategies to gain improvements.
- (c) There were far more top quality responses in this part than in past years, especially in Health and Criminal Justice. Many more students were able to compare and contrast and draw conclusions from the information presented.

The best responses clearly identified their communities, and balanced and highlighted the similarities and/or differences, and discussed how the respective initiatives affected improvement.

Poorer responses focused on one community only. They did not compare but simply listed the initiatives.

There appeared to be some confusion about the term ‘community’. There was a definite increase in the number of candidates writing about ‘New Zealand Maoris’ or ‘American Indians’.

Section II

General Comments

In Questions 8 and 9, ‘Aboriginality and the Land’ and ‘Heritage and Identity’, candidates chose one question from this section.

Specific Comments

Question 8 – Aboriginality and the Land

The introduction of this theme has allowed candidates to link their projects to their understanding of this part of the course. The undertaking of projects allows candidates to introduce many relevant ideas and examples from their studies. Candidates should ensure they integrate the rubric in this section throughout their answer.

It was also evident that many candidates tried to answer the question without linking it to the specifics of the two sources and missed the possibility of gaining the full range of marks. Candidates need to use stimulus material if it is asked for specifically in the question.

Part (b) was well discussed by many candidates. However, many did not link their ideas to their community case studies, and many cited law rather than legislation. Better responses accurately interpreted and provided evidence, statements and questions about Native Title legislation. They identified and made salient arguments (reasons and claims), pros and cons, and thoughtfully analysed and evaluated major alternative points of view. They provided arguments which were not based on assumptions but fact, and provided evidence and reasons for their conclusions.

The lower-range scripts tended to offer biased interpretations of evidence, statements, and information which did not relate to legislation. Many candidates did not identify, or hastily dismissed strong, relevant counter-arguments to their ideas. Many candidates did not refer to or superficially evaluated obvious alternative points of view.

Question 9 – Heritage and Identity

As with the previous question, many candidates gained good marks for this question. Better answers linked the images and their ideas well. Again, those candidates who gained the better marks paid close attention to both the rubric and the specifics of the question. Poorer responses did not mention the group Yothu Yindi or Cathy Freeman and talked in broad generalisations about the question. Many candidates were unable to link the importance of the media in promoting awareness of Aboriginal heritage and identity. Moreover, many candidates had clearly not studied this area. This was evident where a large number of the responses discussed some results or examples, but could not link them to promoting awareness programs, government and school initiatives, or the creation of positive role models. Few candidates could explain reasons or provide other national media examples to validate their arguments. Candidates should answer questions in the area they have studied throughout the year and not attempt a question because they think it is easier.

Section III

Question 10 – Research and Inquiry Methods – Major Project

General Comments

Many candidates chose appropriate research evidence to test the reliability of information and discussed at length how they ensured reliability in their project. Many discussed the importance of primary and secondary sources and their usage and reliability. Many also discussed the various perspectives they investigated.

Projects covered a range of interesting areas and were described using appropriate methodology. A consideration of reliability, inclusiveness and perspectives was evident. At the same time, in some cases, key concepts from the question were missing in the response. In future, candidates are directed towards the wording of the question, and are encouraged to ensure that each sub-part is answered in a comprehensive manner.

Aboriginal Studies

2001 HSC Examination Mapping Grid

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

2001 HSC Aboriginal Studies Marking Guidelines

Question 1 (a) (2 marks)

Outcome assessed: H1.1

MARKING GUIDELINES

Criteria	Marks
• Identifies two social indicators from Source A	2
• Identifies one social indicator from Source A	1

Question 1 (b) (3 marks)

Outcome assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Clearly identifies at least one strategy from both Source B and C and links them to issues identified in Source A	3
• Mentions one or both publication covers with limited reference to how they are responses to Indigenous issues OR • Identifies some strategies with reference to both sources with no reference to Source A OR • Identifies strategies with clear reference to issues identified by one source only	2
• Describes one or both publication covers only with no reference to strategies	1

Question 1 (c) (5 marks)
Outcome assessed: H1.2
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a sound knowledge of Indigenous human rights issues and the ways these can be addressed at a global level, with reference to Source D 	4–5
<ul style="list-style-type: none"> Recounts information from Source D and uses some of their own knowledge to describe international responses which address Indigenous human rights issues 	2–3
<ul style="list-style-type: none"> A general comment that expresses some knowledge about international responses with limited or no reference to the source 	1

Question 1 (d) (10 marks)
Outcome assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed and coherent explanation of the links between issues raised in the sources and their own example and the difficulties facing Aboriginal and Indigenous peoples in achieving socio-economic equality Makes effective use of the sources but does not necessarily make explicit mention of each one individually. A balanced treatment of the sources and their own example 	9–10
<ul style="list-style-type: none"> Provides a coherent explanation of the links between issues raised in the sources and their own example and the difficulties facing Aboriginal and Indigenous peoples in achieving socio-economic equality Makes effective use of the sources and their own example but not necessarily make explicit mention of each one individually 	7–8
<ul style="list-style-type: none"> Provides an explanation of the links between issues raised in the sources and their own example and the difficulties facing Aboriginal and Indigenous peoples in achieving socio-economic equality Refers to the sources and their own example 	5–6
<ul style="list-style-type: none"> Attempts some explanation of links, but these answers will be largely descriptive Limited reference to the sources and/or their own example 	3–4
<ul style="list-style-type: none"> A few general points about difficulties facing Aboriginal and Indigenous people Little reference to the sources or their own example 	1–2

Question 2 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted upon Aboriginal health	3
• Lists two ways colonisation has impacted upon Aboriginal health	2
• Lists one way colonisation has impacted upon Aboriginal health	1

Question 2 (b) (5 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Draws a range of appropriate conclusions about improvements in Aboriginal health standards based on at least two social indicators	5
• Draws some conclusions about improvements in Aboriginal health standards based on at least two social indicators	3–4
• Draws a conclusion about improvements in Aboriginal health standards based on one social indicator	2
• A limited response. Identifies a social indicator and/or an improvement in health standards	1

Question 2 (c) (12 marks)

Outcome assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the health status of their people • Refers to at least one Australian and one international initiative displaying extensive knowledge of how these aim to improve the health status of their respective communities 	11–12
<ul style="list-style-type: none"> • Presents a balanced answer that draws on the similarities and/or differences between the initiatives adopted by the two communities to improve the health status of their people • Refers to at least one Australian and one international initiative displaying sound knowledge of how these aim to improve the health status of their respective communities 	9–10
<ul style="list-style-type: none"> • Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to improve the health status of their people • Refers to at least one Australian and one international initiative that displays knowledge of how these aim to improve the health status of their respective communities 	6–8
<ul style="list-style-type: none"> • Describes at least one initiative from each community with no attempt at comparison, with limited reference to how each relates to the improvement of the health status of their people 	3–5
<ul style="list-style-type: none"> • Some general statements related to the health status of Aboriginal people with little or no reference to an Australian and/or international community 	1–2

Question 3 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted on Aboriginal education	3
• Lists two ways colonisation has impacted on Aboriginal education	2
• Lists one way colonisation has impacted on Aboriginal education	1

Question 3 (b) (5 marks)*Outcome assessed: H2.3*

Criteria	Marks
• Draws a range of appropriate conclusions about improvements in Aboriginal education standards based on at least two social indicators	5
• Draws some conclusions about improvements in Aboriginal education standards based on at least two social indicators	3–4
• Draws a conclusion about improvements in Aboriginal education standards based on one social indicator	2
• A limited response. Identifies a social indicator and/or an improvement in education standards	1

Question 3 (c) (12 marks)
Outcome assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the education status of their people • Refers to at least one Australian and one international initiative displaying extensive knowledge of how these aim to improve the educational status of their respective communities 	11–12
<ul style="list-style-type: none"> • Presents a balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the education status of their people • Refers to at least one Australian and one international initiative displaying sound knowledge of how these aim to improve the educational status of their respective communities 	9–10
<ul style="list-style-type: none"> • Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to improve the education status of their people • Refers to at least one Australian and one international initiative that displays knowledge of how these aim to improve the educational status of their respective communities 	6–8
<ul style="list-style-type: none"> • Describes at least one initiative from each community with no attempt at comparison, with limited reference to how each relates to the improvement of the educational status of their people 	3–5
<ul style="list-style-type: none"> • Some general statements related to the educational status of Aboriginal people with little or no reference to an Australian and/or international community 	1–2

Question 4 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted on Aboriginal housing	3
• Lists two ways colonisation has impacted on Aboriginal housing	2
• List one way colonisation has impacted on Aboriginal housing	1

Question 4 (b) (5 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Draws a range of appropriate conclusions about improvements in Aboriginal housing standards based on at least two social indicators	5
• Draws some conclusions about improvements in Aboriginal housing standards based on at least two social indicators	3–4
• Draws a conclusion about improvements in Aboriginal housing standards based on one social indicator	2
• A limited response. Identifies a social indicator and/or an improvement in housing standards	1

Question 4 (c) (12 marks)*Outcome assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the housing status of their people• Refers to at least one Australian and one international initiative displaying extensive knowledge of how these aim to improve the housing status of their respective communities	11–12
<ul style="list-style-type: none">• Presents a balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the housing status of their people• Refers to at least one Australian and one International initiative displaying sound knowledge of how these aim to improve the housing status of their respective communities	9–10
<ul style="list-style-type: none">• Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to improve the housing status of their people• Refers to at least one Australian and one international initiative that displays knowledge of how these aim to improve the housing status of their respective communities	6–8
<ul style="list-style-type: none">• Describes at least one initiative from each community with no attempt at comparison, with limited reference to how each relates to the improvement of the housing status of their people	3–5
<ul style="list-style-type: none">• Some general statements related to the housing status of Aboriginal people with little or no reference to an Australian and/or international community	1–2

Question 5 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted on Aboriginal people's work patterns	3
• Lists two ways colonisation has impacted on Aboriginal people's work patterns	2
• Lists one way colonisation has impacted on Aboriginal people's work patterns	1

Question 5 (b) (5 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Draws a range of appropriate conclusions about improvements in Aboriginal employment standards based on at least two social indicators	5
• Draws some conclusions about improvements in Aboriginal employment standards based on at least two social indicators	3–4
• Draws a conclusion about improvements in Aboriginal employment standards based on one social indicator	2
• A limited response. Identifies a social indicator and/or an improvement in employment standards	1

Question 5 (c) (12 marks)

Outcome assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the employment status of their people • Refers to at least one Australian and one international initiative displaying extensive knowledge of how these aim to improve the employment status of their respective communities 	11–12
<ul style="list-style-type: none"> • Presents a balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the employment status of their people • Refers to at least one Australian and one international initiative displaying sound knowledge of how these aim to improve the employment status of their respective communities 	9–10
<ul style="list-style-type: none"> • Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to improve the employment status of their people • Refers to at least one Australian and one international initiative that displays knowledge of how these aim to improve the employment status of their respective communities 	6–8
<ul style="list-style-type: none"> • Describes at least one initiative from each community with no attempt at comparison, with limited reference to how each relates to the improvement of the employment status of their people 	3–5
<ul style="list-style-type: none"> • Some general statements related to the employment status of Aboriginal people with little or no reference to an Australian and/or international community 	1–2

Question 6 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted on Aboriginal legal systems	3
• Lists two ways colonisation has impacted on Aboriginal legal systems	2
• Lists one way colonisation has impacted on Aboriginal legal systems	1

Question 6 (b) (5 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Draws a range of appropriate conclusions about the reduction in representation of Aboriginal peoples in the criminal justice system based on at least two social indicators	5
• Draws some conclusions about the reduction in representation of Aboriginal peoples in the criminal justice system based on at least two social indicators	3–4
• Draws a conclusion about the reduction in representation of Aboriginal peoples in the criminal justice system based on one social indicator	2
• A limited response. Identifies a social indicator and/or makes a statement about the representation of Aboriginal peoples in the criminal justice system	1

Question 6 (c) (12 marks)

Outcome assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to reduce the over-representation in the criminal justice system of their peoples • Refers to at least one Australian and one International initiative displaying extensive knowledge of how these aim to reduce the over-representation in the criminal justice system of their peoples 	11–12
<ul style="list-style-type: none"> • Presents a balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to reduce the over-representation in the criminal justice system of their peoples • Refers to at least one Australian and one International initiative displaying sound knowledge of how these aim to reduce the over-representation in the criminal justice system of their peoples 	9–10
<ul style="list-style-type: none"> • Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to reduce the over-representation in the criminal justice system of their peoples • Refers to at least one Australian and one international initiative that displays knowledge of how these aim to reduce the over-representation in the criminal justice system of their peoples 	6–8
<ul style="list-style-type: none"> • Describes at least one initiative from each community with no attempt at comparison, with limited reference to how each relates to the reduction in over-representation in the criminal justice system of their peoples 	3–5
<ul style="list-style-type: none"> • Some general statements related to the over-representation in the criminal justice system of Aboriginal people, with little or no reference to an Australian and/or International community 	1–2

Question 7 (a) (3 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Lists three ways colonisation has impacted on Aboriginal peoples' economic systems	3
• Lists two ways colonisation has impacted on Aboriginal peoples' economic systems	2
• Lists one way colonisation has impacted on Aboriginal peoples' economic systems	1

Question 7 (b) (5 marks)*Outcome assessed: H2.3***MARKING GUIDELINES**

Criteria	Marks
• Draws a range of appropriate conclusions about improvements in Aboriginal peoples' economic status based on at least two social indicators	5
• Draws some conclusions about the improvements in Aboriginal peoples' economic status based on at least two social indicators	3–4
• Draws a conclusion about the improvements in Aboriginal peoples' economic status based on at least one social indicator	2
• A limited response. Identifies a social indicator and/or an improvement in Aboriginal peoples' economic status	1

Question 7 (c) (12 marks)
Outcome assessed: H3.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained and balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the economic independence of their people • Refers to at least one Australian and one international initiative displaying extensive knowledge of how these aim to improve the economic independence of their respective communities 	11–12
<ul style="list-style-type: none"> • Presents a balanced answer that draws out the similarities and/or differences between the initiatives adopted by the two communities to improve the economic independence of their people • Refers to at least one Australian and one international initiative displaying sound knowledge of how these aim to improve the economic independence of their respective communities 	9–10
<ul style="list-style-type: none"> • Presents some comparison that draws out some similarities and/or differences between the initiatives adopted by the two communities to improve the economic independence of their people • Refers to at least one Australian and one international initiative that displays knowledge of how these aim to improve the economic independence of their respective communities 	6–8
<ul style="list-style-type: none"> • Describes at least one initiative from each community with no attempt at comparison with limited reference to how each relates to the improvement of the economic independence of their people 	3–5
<ul style="list-style-type: none"> • Some general statements related to the economic independence of Aboriginal people with little or no reference to an Australian and/or international community 	1–2

Question 8 (a) (10 marks)*Outcome assessed: H2.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent explanation of the relationship between the recognition of native title and the Aboriginal land rights movement• Displays an extensive knowledge of the recognition of native title and the Aboriginal land rights movement with reference to both sources	9–10
<ul style="list-style-type: none">• Provides a coherent explanation of the relationship between the recognition of native title and the Aboriginal land rights movement• Displays a sound knowledge of the recognition of native title and the Aboriginal land rights movement with reference to both sources	7–8
<ul style="list-style-type: none">• Provides an explanation of the relationship between the recognition of native title and the Aboriginal land rights movement• Displays knowledge of the recognition of native title and the Aboriginal land rights movement with reference to both sources	5–6
<ul style="list-style-type: none">• Attempts to make some connection between native title and the Aboriginal land rights movement, but answers will be largely descriptive• Limited reference to sources and/or their own knowledge	3–4
<ul style="list-style-type: none">• General description of Aboriginal land rights movements and/or native title which may refer to sources	1–2

Question 8 (b) (20 marks)

Outcomes assessed: H3.2, H4.1, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well structured answer that clearly identifies the features of both Aboriginal and Non Aboriginal responses to native title and clearly recognises the implications of the diversity of responses for native title legislation • Integrates relevant course concepts appropriately throughout the response eg native title, land rights • Answers are supported with extensive reference to their local Aboriginal Community Case Study 	17–20
<ul style="list-style-type: none"> • Provides a sustained and well structured answer that identifies the features of both Aboriginal and non Aboriginal responses to native title, and recognises some implications of the diversity of responses for native title legislation • Integrates relevant course concepts throughout the response • Answers are supported with reference to their Local Aboriginal Community Case Study 	13–16
<ul style="list-style-type: none"> • Provides a structured response that identifies some features of Aboriginal and non Aboriginal responses to native title, and attempts to recognise some implications of the diversity of responses for native title legislation • Integrates course concepts throughout the response • Answers are supported with some reference to their Local Aboriginal Community Case Study 	9–12
<ul style="list-style-type: none"> • Provides a response that attempts to describe some responses to native title legislation • Uses some course concepts • Makes limited reference to their Local Aboriginal Community Case Study 	5–8
<ul style="list-style-type: none"> • Makes some general statements about native title legislation • May/may not refer to their Local Aboriginal Community Case Study 	1–4

Question 9 (a) (10 marks)*Outcome assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed and coherent explanation of the relationship between national media representation of Aboriginal people and promoting awareness of Aboriginal heritage and identity• Displays an extensive knowledge of national media representation and the promotion of Aboriginal heritage and identity using both sources	9–10
<ul style="list-style-type: none">• Provides a coherent explanation of the relationship between national media representation of Aboriginal people and promoting awareness of Aboriginal heritage and identity• Displays a sound knowledge of national media representation and the promotion of Aboriginal heritage and identity using both sources	7–8
<ul style="list-style-type: none">• Provides an explanation of the relationship between national media representation of Aboriginal people and promoting awareness of Aboriginal heritage and identity• Displays knowledge of national media representation and the promotion of Aboriginal heritage and identity using both sources	5–6
<ul style="list-style-type: none">• Attempts to make some connection between media representation and awareness of Aboriginal heritage and identity but answers will be largely descriptive• Limited reference to sources and/or their own knowledge	3–4
<ul style="list-style-type: none">• General points about media representation and Aboriginal heritage and identity which may refer to sources	1–2

Question 9 (b) (20 marks)
Outcome assessed: H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well structured answer that clearly recognises the implications of the Dreaming and cultural ownership for kinship and family • Integrates relevant course concepts, including the Dreaming, kinship, family and cultural ownership throughout the response • Answers are supported with extensive reference to their Local Aboriginal Community Case Study 	17–20
<ul style="list-style-type: none"> • Provides a sustained and well structured answer that recognises the implications of the Dreaming and cultural ownership for kinship and family • Integrates relevant course concepts throughout the response including the Dreaming, kinship and cultural ownership • Answers are supported with reference to their Local Aboriginal Community Case Study 	13–16
<ul style="list-style-type: none"> • Provides a structured response that recognises some implications of the Dreaming and cultural ownership for kinship and family • Integrates course concepts throughout the response • Answers are supported with some reference to their Local Aboriginal Community Case Study 	9–12
<ul style="list-style-type: none"> • Provides a response that attempts to describe either of the Dreaming and/or cultural ownership with limited reference to kinship and family • Makes a limited use of course concepts • Makes a limited reference to their Local Aboriginal Community Case Study 	5–8
<ul style="list-style-type: none"> • Provides a general description of the Dreaming and/or cultural ownership • Makes no reference or little reference to their Local Aboriginal Community Case Study 	1–4

Question 10 (a) (1 mark)
Outcome assessed: H4.1
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Recognises and names one source or piece of information that could be used in a research project. eg family history, population statistics 	1

Question 10 (b) (1 mark)
Outcome assessed: H4.4
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides one method that is linked to the piece of information identified in A, which is a reasonable method for collecting this information eg interviewing family members eg accessing public records 	1

Question 10 (c) (8 marks)
Outcome assessed: H4.1, H4.2, H4.3, H4.4
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of the factors that need to be taken into account during research to ensure that information used is reliable and reflects a variety of perspectives Clearly identifies methods that can be used to ensure that information used is reliable and reflects a variety of perspectives 	7–8
<ul style="list-style-type: none"> Provides a clear explanation of the factors that need to be taken into account during research to ensure that information used is reliable and reflects a variety of perspectives Identifies some methods that can be used to ensure that information used is reliable and reflects a variety of perspectives 	5–6
<ul style="list-style-type: none"> Provides a description of some factors that need to be taken into account during research that may lead to information used being reliable Describes at least one method that can be used to ensure the reliability of data/information 	3–4
<ul style="list-style-type: none"> Provides a general description of research undertaken Makes little or no reference to methodology used in research 	1–2