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Centre Number

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Student Number

**2002**  
**HIGHER SCHOOL CERTIFICATE**  
**EXAMINATION**

# Aboriginal Studies

## General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of this page and page 9

**Total marks – 100**

**Section I** Pages 2–6

**60 marks**

This section has two parts, Part A and Part B

Part A – 20 marks

- Attempt Question 1
- Allow about 35 minutes for this part

Part B – 40 marks

- Attempt TWO questions from Questions 2–7
- Allow about 1 hour and 10 minutes for this part

**Section II** Pages 7–8

**30 marks**

- Attempt either Question 8 or Question 9
- Allow about 55 minutes for this section

**Section III** Pages 9–10

**10 marks**

- Attempt Question 10
- Allow about 20 minutes for this section

**Section I**  
**60 marks**

**Part A – 20 marks**

**Attempt Question 1**

**Allow about 35 minutes for this part**

Answer the questions in the spaces provided.

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**Question 1 — Social Justice and Human Rights Issues – A Global Perspective**  
(20 marks)

Use Sources A and B and your own knowledge, to answer parts (a) to (d).

Source A

Everyone has a fair idea of what human rights means. Everyone knows you have the right to live a safe, healthy life free from fear of persecution, hunger, torture and homelessness. Human rights are about having the opportunity to live as we would choose to live, without gross interference or violation, and having reasonable means to do so.

The most basic of all rights is our right to life. It includes everything essential for human survival and security: the right to freedom from any form of genocide, the right to freedom from violence and the right to adequate food, shelter and health care.

Human rights aren't something you have to earn. They are not something you have and others don't. We all have human rights by virtue of our birth and human dignity. They are not something governments can give us or take away from us.

From the National Community Education Program,  
*Tracking Your Rights*, 1998

Source B

The Committee on the Elimination of Racial Discrimination has recognised that measures that seek to protect the culture and identity of Indigenous peoples may constitute legitimate differential treatment and therefore be non-discriminatory. The Committee has recognised that Indigenous peoples worldwide:

*Have been, and are still being, discriminated against, deprived of their human rights and fundamental freedoms and in particular that they have lost their land and resources . . . Consequently the preservation of their culture and their historical identity has been and still is jeopardised.*

From the Committee on the Elimination of Racial Discrimination,  
*General Recommendation XXIII – Indigenous peoples*, United Nations, August 1997

**Question 1 continues on page 3**





## Aboriginal Studies

### Section I (continued)

#### Part B – 40 marks

Attempt TWO questions from Questions 2–7

Allow about 1 hour and 10 minutes for this part

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

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In your answers you will be assessed on how well you:

- use your knowledge
  - integrate course concepts throughout your response
  - present a sustained, logical and well-structured answer to the question
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	<b>Marks</b>
<b>Question 2 — Health</b> (20 marks)	
(a) Identify THREE political changes necessary to improve Aboriginal peoples' health standards.	<b>3</b>
(b) Explain the importance of regaining land in improving the health status of Aboriginal peoples.	<b>5</b>
(c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous health issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	<b>12</b>
<b>Question 3 — Education</b> (20 marks)	
(a) Identify THREE political changes necessary to improve Aboriginal peoples' education opportunities.	<b>3</b>
(b) Explain the importance of regaining land in improving education for Aboriginal peoples.	<b>5</b>
(c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous education issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	<b>12</b>

**Question 4 — Housing (20 marks)**

- (a) Identify THREE political changes necessary to improve Aboriginal peoples' housing standards. **3**
- (b) Explain the importance of regaining land in addressing the housing situation for Aboriginal peoples. **5**
- (c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous housing issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. **12**

**Question 5 — Employment (20 marks)**

- (a) Identify THREE political changes necessary to improve Aboriginal peoples' employment status. **3**
- (b) Explain the importance of regaining land in improving the employment status of Aboriginal peoples. **5**
- (c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous employment issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. **12**

**Question 6 — Criminal Justice (20 marks)**

- (a) Identify THREE political changes necessary to address over-representation of Aboriginal peoples in the criminal justice system. **3**
- (b) Explain the importance of regaining land in addressing the impact of the criminal justice system on Aboriginal peoples. **5**
- (c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous criminal justice issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. **12**

**Question 7 — Economic Independence (20 marks)**

- (a) Identify THREE political changes necessary to improve Aboriginal peoples' economic status. **3**
- (b) Explain the importance of regaining land in achieving economic independence for Aboriginal peoples. **5**
- (c) Compare and evaluate the progress made in addressing Aboriginal and Indigenous economic independence issues. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. **12**

## Section II

30 marks

Attempt either Question 8 or Question 9

Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- use your knowledge and the information provided
- integrate course concepts throughout your response
- present a sustained, logical and well-structured answer to the question
- use your Local Aboriginal Community Case Study in your answer

Marks

### Question 8 — Aboriginality and the Land (30 marks)

#### Land plan raises vital funds

In her criticism of the Darkinjung Land Council's development proposal for North Entrance, Alana Lambert (Letters, 12 February) has captured the general ignorance about Aboriginal land rights in NSW.

She tells us that the land at North Entrance was claimed in a successful Native Title bid and that 'the great emotional and spiritual bond [to this land] seems to have vanished'. This is wrong.

The land was claimed under the NSW Aboriginal Land Rights Act (ALRA), not Native Title. Under the ALRA, land is given to Aboriginal people as compensation for land that was stolen, just as any other victim of crime would be compensated — not because it is 'sacred'. As this site was a former rubbish tip and sand mine, any significant sites have

long since been destroyed. Under the Native Title legislation, however, land claimed must be of cultural significance.

She goes on to say this land is environmentally sensitive. However, it was in a very degraded state when it was granted to the Land Council. Under the ALRA, the claimant becomes the owner of the land. They have the same rights and same restrictions as any other private landholder.

We face daily calls to become self-sufficient. This is what we want. If the development at North Entrance goes ahead, not only will vital funds be raised to assist Aboriginal people in this endeavour, but the whole community will benefit through tourism.

VERONICA GRAF,  
Secretary, NSW Aboriginal  
Land Council, Parramatta

*Daily Telegraph*, page 33, 14 February 2002

- (a) With reference to the Darkinjung Land Council's development proposal, explain the different ways in which land can be important to Aboriginal peoples. **10**
- (b) Analyse the impact of government legislation relating to land and water rights and native title. Use your Local Aboriginal Community Case Study in your answer. **20**

OR

## Question 9 — Heritage and Identity (30 marks)

## Sinking feeling on Boobera Lagoon

The Aboriginal people of Toomelah were ready to celebrate on 1 July, when a declaration was due to come into force banning water skiing and power boating from Boobera Lagoon. Their celebration became a protest, after the Federal Minister for Environment and Heritage, Senator Robert Hill, postponed the ban until 1 May 2002.

Boobera Lagoon is one of the largest permanent bodies of water in the Goondiwindi-Boggabilla region on the Queensland–New South Wales border. The lagoon [a cultural object] is sacred to Aboriginal people and also home to the Goondiwindi Water Skiing Club. The fight to protect the lagoon from desecration began with an application lodged in 1994 under the *Aboriginal and Torres Strait Islander Heritage Protection Act 1984*.

Senator Hill said his decision to allow a further delay would give ‘more time for local water skiers to establish an alternative recreational facility’.

Senator Hill said the declaration confirmed Boobera Lagoon should be protected.

‘Although the submissions demonstrate the deep disappointment of many local people in a

decision to prohibit water skiing — this decision has been made and is not being reconsidered. The only issue I reconsidered was the commencement date’, Senator Hill said.

Despite Senator Hill’s assurances there would be no further extensions, Julie Whitton, local Aboriginal land councillor and traditional owner, expressed the whole community’s frustration.

‘We have waited for over two years only to have our hopes shattered at the last minute. If non-Aboriginal people respect our culture they should be fair dinkum and back off.’

‘They have had over 30 years to find another site,’ Ms Whitton said.

‘Aboriginal people have used the proper processes to seek protection for our heritage. We have shown patience while waiting out the two years between the declaration and the implementation and watching a further two years of damage inflicted on our heritage site.’ ATSIIC Commissioner Des Williams said the skiers and boat users, mostly Queenslanders, should be able to go without their recreation for a year or two.

Adapted from *ATSIIC News*, page 25, September 2000

- (a) With reference to the Aboriginal community’s protest at Toomelah, explain how the return of cultural objects affects the heritage and identity of Aboriginal peoples. **10**
- (b) Analyse the impact of government legislation on Aboriginal social and cultural lives and identity. Use your Local Aboriginal Community Case Study in your answer. **20**

# Aboriginal Studies

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Centre Number

## Section III

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Student Number

10 marks

Attempt Question 10

Allow about 20 minutes for this section

Answer the question in the spaces provided.

Marks

### Question 10 — Research and Inquiry Methods – Major Project (10 marks)

- (a) List THREE ethical research practices that could be used when choosing a topic for the project. **3**

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- (b) Assess the importance of ongoing community consultation to the development of your project. **7**

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Question 10 continues on page 10

