

**2002 HSC Notes from  
the Marking Centre  
Aboriginal Studies**

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## 2002 HSC NOTES FROM THE MARKING CENTRE

### ABORIGINAL STUDIES

This document has been produced for the teachers and candidates of the Stage 6 course in Aboriginal Studies. It provides comments with regard to responses to the 2002 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 2002 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.

#### General Comments

In 2002, 395 candidates attempted the Aboriginal Studies examination. The quality of the best responses was indeed pleasing, as too was the degree of analysis and the cultural sensitivity evident in a large number of responses. This was particularly so for Section III, Question 10.

In Section I, Part B, Question 2 – Health, was the most popular by far, as in 2001. Almost all of the candidates who sat the 2002 examination opted to attempt this question. In terms of popularity, this was followed by Question 6 – Criminal Justice. Question 3 – Education – saw a significant decrease in the number of candidates answering this question from 2001. Questions 4 – Housing, 5 – Employment and 7 – Economic Independence were each attempted by less than 30 candidates.

In Section II, the majority of candidates attempted Question 8 – Aboriginality and the Land. Approximately 33% of candidates attempted Question 9 – Heritage and Identity, an increase from 2001. It was pleasing to note both the breadth and depth of a majority of responses, along with the obvious community knowledge and understanding evident in the responses.

The diversity, richness and extent of community consultation undertaken by candidates was evident in candidates' responses in Section III and was noted and commented upon at the Marking Centre during piloting and briefing sessions.

There were a small number of concerns noted. These were as follows:

- Candidates NOT answering each question in a separate examination booklet.
- Candidates NOT reading the examination instructions closely and in some instances, answering ALL questions from the paper. In Section I, Part B, only two questions are to be attempted, not six. Similarly for Section II, which requires candidates to attempt either Question 8 or 9; not both as was the case with several candidates in 2002.
- Candidates not clearly identifying the Aboriginal and/or overseas communities which form the basis of their responses in Section I, Part B and Section II.

## **Section I – Part A**

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

#### **General Comments**

Section I Part A is compulsory, comprising four short answer questions which asked for responses based on the sources.

The better responses were able to discuss the effectiveness of government in addressing discrimination (c), and, in (d), were able to provide comparative analysis in terms of the denial of human rights by way of reference to both an Aboriginal and overseas indigenous study.

Weaker responses tended to lack focus on the role of government in addressing discrimination; rather, they provided an overview of the types of discrimination without dealing with governmental effectiveness. Similarly in (d), the weaker responses could only draw upon generalised or superficial knowledge regarding the denial of human rights for indigenous peoples. Further, such responses did not name or refer to either an Aboriginal or overseas community in terms of comparison.

## **Section I – Part B**

### **Questions 2-7**

#### **General Comments**

Comments on Part (b) are restricted to Questions 2 and 6 because the great majority of candidates attempted these two questions.

### **Question 2 – Health**

- (a) The majority of responses identified specific or acceptable political changes necessary to improve health standards. Weaker responses did not focus on the political nature of change needed, and instead dealt with this in a very generalised manner.
- (b) The better responses related legislature, programs, community initiatives directly to the regaining of land, often mentioning the importance to either ‘mental’ or ‘cultural’ health in the response. Land was also seen in terms of the provision development for communities, hence aiding health education or diet and nutrition through economic ventures. In terms of mental or cultural health, land was seen as important in providing a basis from which to engage in practices of a spiritual or cultural nature.
- (c) The better responses in part (c) provided comprehensive knowledge of progress or otherwise being made in both communities, and further evaluated this according to the specific issues of the question. Better responses provided multiple issues in which to engage in discussion in the response. They also identified specific indigenous communities through either location, language group or specific issues. Weaker responses did not deal with both communities equally. For example, while responses would refer to a specific Aboriginal community, the overseas example was done in very general terms.

Better responses dealt with both comparison and evaluation in a balanced and comprehensive manner. Weaker responses tended to lose focus during the course of the response, and were unable to provide many community specific examples. These responses also tended not to address the degree of progress made by each community in relation to health issues.

### Question 6 – Criminal Justice

- (a) The majority of responses identified political changes required, and these included local, state or national changes.

The better responses in this question identified political changes specifically related to addressing over-representation of Aboriginal people in the criminal justice system. Examples included: (a) improving Aboriginal-police relations through cultural awareness training/ programs; (b) disciplinary programs such as youth conferencing; (c) community policing programs; and (d) increasing the representation of Aboriginal people employed in the criminal justice system.

The weaker responses talked in general terms about what were predominantly social changes which needed to occur, for example better education, more jobs and self-government with little or no reference to the criminal justice system.

Candidates need to be mindful of those key ‘learn about’ dot points in the syllabus and practice in answering these types of questions should be maintained throughout the year to gain familiarity with terms like ‘social’ and ‘political’.

- (b) Better responses drew from a wide-range of examples, some generic, some specific, in answering this part. Weaker responses could not clearly or directly relate the importance of regaining land back to the specific requirements of the question.

Better responses specifically linked the socio-economic and cultural benefits of regaining land to the impact on the criminal justice system and gave detailed examples including the creation of employment and the ongoing socio-economic benefits; the effects of increased self esteem and cultural values; the effects on kinship systems and increased respect for elders and social structures etc.

- (c) Better responses drew upon a range of community-specific examples, along with a thorough understanding of the legislation or political activism behind or driving such progress.

Better responses referred specifically and accurately to two indigenous communities, gave detailed accounts including statistics of criminal justice issues applicable to both communities, gave detailed accounts undertaken by both communities to address problems, and drew conclusions as to the progress achieved.

Weaker responses were more general, less specific in identifying communities and gave fewer, and less detailed examples. A major problem was the failure of many responses to accurately identify their communities, by name and geographical location.

Weaker responses could not clearly identify specific criminal justice issues along with the progress or otherwise made by both communities. In particular, responses contained an imbalance between the treatment of the Aboriginal and overseas examples, often providing

good detail with respect to the selected Aboriginal community, while treating the overseas example in a superficial or generalised manner. Further to this, weaker responses were unable to identify particular areas of progress with respect to either government or community initiatives being undertaken. In some cases, responses were essentially historical, without maintaining a focus from 1967 onwards.

## **Section II**

### **Questions 8 and 9**

#### **General Comments**

Approximately two-thirds of the candidates attempted Question 8.

Candidates should be reminded of the rubric for this section and ensure that their responses integrate the course concepts, include reference to their Local Aboriginal Community Case Study and use the information provided.

#### **Question 8 – Aboriginality and the Land**

- (a) The best responses used the Darkinjung source and linked it to their own community's reasons why land is important. Many used examples from the source in their discussion giving particular reference to Veronica Graf's and Alana Lambert's comments on the significance of land to Aboriginal people as well as linking it to Native title claims in the source or their own communities. Links were made to self-sufficiency and self-determination through the importance of land and the regaining of it.

The weaker responses talked about Aboriginality and the land in broad non-specific terms and gave no community examples and did not refer to the source.

- (b) The best responses used the source, their own knowledge, their local community and the concepts of Aboriginality and land to discuss the impact of government legislation on land and water rights and Native title. They used a range of specific examples from their Local Aboriginal Community Case Study as well as those mentioned in the source to support their answers. Many outlined the specific legislation and its impact on the community.

Weaker responses demonstrated little or no analysis. As a result they talked in a vague way about Aboriginal people and the land. They showed limited knowledge or understanding of the legislation or how it applied to their specific community.

#### **Question 9 – Heritage and Identity**

- (a) The best responses used the Boobera Lagoon at Toomelah source and linked it to their own community's reasons why heritage and identity are important to Aboriginal people. Many used examples from the source in their discussion giving particular reference to Des Williams and his comments on the protest. Many referred to the significance of this site and to Aboriginal peoples' involvement in the protection of sites of significance for Aboriginal people. Links were made to self-sufficiency and self-determination through the importance of

land, Aboriginal identity and the expression of it being important in the protection of heritage and identity.

The weaker responses talked about Aboriginality and cultural expression or importance of regaining the land rather than heritage and identity in broad non-specific terms and gave no community examples and did not refer to the source.

- (b) The best responses used the source, their own knowledge, their local community and the concepts of heritage and identity to discuss the impact of government legislation on the social and cultural lives of Aboriginal people. They used a range of specific examples from their Local Aboriginal Community Case Study as well as those mentioned in the source to support their answers. Many outlined the specific legislation and its impact on the community. Many used and linked cultural expression and self-determination as significant for expression of Aboriginal peoples' social and cultural lives.

Weaker responses talked in a vague way about Aboriginal people and the land and/or heritage and identity. They showed limited knowledge or understanding of the legislation or how it applied to their specific community.

### **Section III**

#### **Question 10 – Research and Inquiry Methods - Major Project**

##### **Specific Comments**

Candidates' projects covered a diverse range of topics and investigations, which ranged from case studies on community issues through to the production of various kinds of media directly related to either a community's cultural expression, or progress being made in health, education, economic independence and sport.

- (a) Better responses gave examples of ethical research practices in choosing a project topic eg obtaining community permission, originality of topic, not infringing copyright, researching a wide range of sources to ensure accuracy and choice.

Weaker responses concentrated on ethical research practices during the process of completing a topic. Some responses merely listed research topics and completely ignored the question.

- (b) Better responses outlined a comprehensive range of reasons for the importance of ongoing community consultation including building strong community bonds, providing multiple perspectives, the importance of establishing trust and mutual respect, the need to provide a wide range of experiences from different viewpoints, understanding cultural sensitivities and protocols etc with reference to methods actually used by students.

Weaker responses concentrated on gaining wider knowledge and viewpoints. Some answers merely outlined topics.

# Aboriginal Studies

## 2002 HSC Examination Mapping Grid

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

## 2002 HSC Aboriginal Studies Marking Guidelines

### Section I Part A

#### Question 1 (a)

*Outcome assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies two human rights issues from Source A	2
• Identifies one human rights issue from Source A	1

#### Question 1 (b)

*Outcomes assessed: H3.1, H3.3*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies two issues important to reconciliation from Source B	2
• Identifies one issue important to reconciliation from Source B	1

**Question 1 (c)**

*Outcomes assessed: H3.1, H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Makes an appropriate judgement on the effectiveness of a government initiative or policy or piece of legislation or judicial process in relation to discrimination towards Indigenous peoples</li> <li>• Displays extensive knowledge and understanding of discrimination and how it impacts on Indigenous peoples</li> <li>• Effectively uses Source <i>A</i> or <i>B</i> to identify and explain the relevant issue of discrimination towards Indigenous peoples</li> </ul>	6
<ul style="list-style-type: none"> <li>• Makes a judgement on the effectiveness of a government initiative or policy or piece of legislation or judicial process in relation to discrimination towards Indigenous peoples</li> <li>• Displays sound knowledge and understanding of discrimination and how it impacts on Indigenous peoples</li> <li>• Uses Source <i>A</i> or <i>B</i> to identify the relevant issue of discrimination towards Indigenous peoples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Limited reference to Source <i>A</i> or <i>B</i></li> <li>• Displays some knowledge and/or understanding of discrimination and how it impacts on Indigenous peoples</li> <li>• Attempts to make a judgement on a government initiative or policy or piece of legislation or judicial process</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Limited or no reference to Source <i>A</i> or <i>B</i> and/or discrimination</li> <li>• General or vague comment about Indigenous peoples</li> </ul>	1

**Question 1 (d)**

*Outcome assessed: H3.3*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Displays extensive knowledge and understanding of Human Rights issues and how the denial of human rights impacts upon Aboriginal and other Indigenous peoples</li> <li>• Integrates information from Sources <i>A</i> and <i>B</i> and their own knowledge to identify Human Rights issues</li> <li>• Comprehensively compares the experiences of Aboriginal peoples and other Indigenous peoples using relevant and specific examples</li> <li>• Displays a detailed and thorough knowledge of the experiences of each community</li> <li>• Identifies both communities with extensive reference to each community</li> <li>• Shows superior skill in integrating information</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Displays detailed knowledge and understanding of Human Rights issues, the impact of their denial and their significance to Aboriginal and other Indigenous peoples</li> <li>• Integrates information from Sources <i>A</i> and <i>B</i> and their own knowledge to identify Human Rights issues</li> <li>• Thoroughly compares the experiences of Aboriginal peoples and other Indigenous peoples using relevant examples</li> <li>• Displays a detailed knowledge of the experiences of each community</li> <li>• Identifies both communities with specific reference to each community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Displays sound knowledge and understanding of Human Rights issues, the impact of their denial and how they relate to Aboriginal and other Indigenous peoples</li> <li>• Uses information from Sources <i>A</i> and/or <i>B</i> and their own knowledge to identify Human Rights issues</li> <li>• Compares the experiences of Aboriginal peoples and other Indigenous peoples using some relevant examples</li> <li>• Displays a sound knowledge of the experiences of each community</li> <li>• Identifies both communities with reference to each community</li> </ul>	5–6

## Question 1 (d) (continued)

Criteria	Marks
<ul style="list-style-type: none"><li>• Displays knowledge of Human Rights issues, and the impact of their denial</li><li>• Uses information from either Sources <i>A</i> and/or <i>B</i> and/or their own knowledge to identify Human Rights issues</li><li>• Recounts the experiences of Aboriginal peoples and other Indigenous peoples</li><li>• Displays a basic knowledge of the experiences of either community</li><li>• Identifies one community</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates awareness of and attempts to recall elementary knowledge of Human Rights issues, and the impact of their denial</li><li>• Little or no reference to any sources</li><li>• Attempts to recount the experiences of Aboriginal peoples and/or other Indigenous peoples</li><li>• Little or no identification of a community</li></ul>	1–2

**Section I****Part B****Question 2 — Health****Question 2 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies THREE political changes	3
• Identifies TWO political changes	2
• Identifies ONE political change	1

**Question 2 (b)***Outcomes assessed: H2.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Displays extensive knowledge and understanding of the importance of regaining land in improving Aboriginal health status • Clearly relates regaining the land to improvement of Aboriginal health status	4–5
• Displays knowledge and understanding of the importance of regaining land in improving Aboriginal health status • Attempts to relate regaining the land to improvement of Aboriginal health status	2–3
• Limited awareness of the importance of either regaining land and/ or its improvement of Aboriginal health status	1

**Question 2 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Comprehensively compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples with regard to the progress of/ or lack thereof in health issues using relevant and specific examples from both communities</li> <li>• Demonstrates extensive knowledge and understanding of health issues in both communities</li> <li>• Draws an appropriate conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples with regard to health issues using relevant examples from both communities</li> <li>• Demonstrates detailed knowledge and understanding of health issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples with regard to health issues using some applicable examples</li> <li>• Demonstrates a sound knowledge and understanding of health issues in both communities</li> <li>• Draws a conclusion about each community OR draws a conclusion about EITHER community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides some specific examples from both communities</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/ or other Indigenous peoples with regard to health issues using some examples</li> <li>• Demonstrates knowledge of health issues of Aboriginal peoples and/ or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and/ or an International Indigenous community</li> <li>• Provides examples from either community</li> </ul>	2–5

## Question 2 (c) (continued)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses opinions about Aboriginal peoples and/or other Indigenous peoples with regard to health issues with minimal supporting evidence</li> </ul> OR <ul style="list-style-type: none"> <li>Demonstrates awareness of and attempts to recall elementary knowledge of health issues of Aboriginal peoples</li> <li>No reference to an Australian Aboriginal community and/or an International Indigenous community</li> </ul>	1

## Question 3 — Education

## Question 3 (a)

*Outcomes assessed: H3.2*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies THREE political changes</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies TWO political changes</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE political change</li> </ul>	1

## Question 3 (b)

*Outcomes assessed: H2.1*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays extensive knowledge and understanding of the importance of regaining land in improving education of outcomes for Aboriginal peoples</li> <li>Clearly relates regaining the land to improvement of education for Aboriginal peoples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of regaining land in improving educational outcomes for Aboriginal peoples</li> <li>Attempts to relate regaining the land to improvement of education for Aboriginal peoples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Limited awareness of the importance of either regaining land and/ or its improvement of educational outcomes for Aboriginal peoples</li> </ul>	1

**Question 3 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples with regard to education, using relevant and specific examples from both communities</li> <li>• Displays extensive knowledge and understanding of education issues in both communities</li> <li>• Draws appropriate conclusions about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples with regard to educational issues, using examples from both communities</li> <li>• Displays detailed knowledge and understanding of educational issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples with regard to education issues, using some examples from chosen communities</li> <li>• Demonstrates a sound knowledge and understanding of educational issues in both communities</li> <li>• Draws a conclusion about each community OR draws a conclusion about EITHER community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides examples from each community</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/ or other Indigenous peoples with regard to educational issues, using examples</li> <li>• Demonstrates knowledge of education issues of Aboriginal peoples and/or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and/or an International Indigenous community</li> <li>• Provides examples from either communities</li> </ul>	2–5

## Question 3 (c) (continued)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses opinions about Aboriginal peoples and/or other Indigenous peoples with regard to education issues, with minimal supporting evidence</li> </ul> OR <ul style="list-style-type: none"> <li>Demonstrates awareness of and attempts to recall elementary knowledge of education issues of Aboriginal peoples OR other Indigenous peoples</li> <li>No reference to an Australian Aboriginal community and/or an International Indigenous community</li> </ul>	1

## Question 4 — Housing

## Question 4 (a)

*Outcomes assessed: H3.2*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies THREE political changes</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies TWO political changes</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE political change</li> </ul>	1

## Question 4 (b)

*Outcomes assessed: H2.1*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays extensive knowledge and understanding of the importance of regaining land in addressing the housing situation for Aboriginal peoples</li> <li>Clearly relates regaining the land to addressing the housing situation for Aboriginal peoples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of regaining land in addressing the housing situation for Aboriginal peoples</li> <li>Attempts to relate regaining the land to addressing the housing situation for Aboriginal peoples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Limited awareness of the importance of either regaining land and/ or addressing the housing situation for Aboriginal peoples</li> </ul>	1

**Question 4 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to housing issues using relevant and specific examples from both communities</li> <li>• Displays extensive knowledge and understanding of housing issues in both communities</li> <li>• Draws appropriate conclusions about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to housing issues using examples from both communities</li> <li>• Displays detailed knowledge and understanding of housing issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples in relation to housing issues using some examples from chosen communities</li> <li>• Demonstrates a sound knowledge and understanding of housing issues in both communities</li> <li>• Draws a conclusion about each community OR draws a conclusion about EITHER community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides examples from each community</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/ or other Indigenous peoples in relation to housing issues using some examples</li> <li>• Demonstrates knowledge of housing issues of Aboriginal peoples and/or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and/or an International Indigenous community</li> <li>• Provides some examples from either community</li> </ul>	2–5

## Question 4 (c) (continued)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses opinions about Aboriginal peoples and/or other Indigenous peoples in relation to housing issues with minimal supporting evidence</li> </ul> OR <ul style="list-style-type: none"> <li>Demonstrates awareness of and attempts to recall elementary knowledge of housing issues of Aboriginal peoples OR other Indigenous peoples</li> <li>No reference to an Australian Aboriginal community and/or an International Indigenous community</li> </ul>	1

## Question 5 — Employment

## Question 5 (a)

*Outcomes assessed: H3.2*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies THREE political changes</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies TWO political changes</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE political change</li> </ul>	1

## Question 5 (b)

*Outcomes assessed: H2.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays extensive knowledge and understanding of the importance of regaining land in improving the employment status of Aboriginal peoples</li> <li>Clearly relates regaining the land to improving the employment status of Aboriginal peoples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of regaining land in improving the employment status of Aboriginal peoples</li> <li>Attempts to relate regaining the land to improving the employment status of Aboriginal peoples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Limited awareness of the importance of either regaining land and/ or improving the employment status of Aboriginal peoples</li> </ul>	1

**Question 5 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to employment issues using relevant and specific examples from both communities</li> <li>• Displays extensive knowledge and understanding of employment issues in both communities</li> <li>• Draws appropriate conclusions about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to employment issues using relevant examples from both communities</li> <li>• Displays detailed knowledge and understanding of employment issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples in relation to employment issues using some examples from chosen communities</li> <li>• Demonstrates a sound knowledge and understanding of employment issues in both communities</li> <li>• Draws a conclusion about each community OR draws a conclusion about EITHER community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides examples from both communities</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/or other Indigenous peoples in relation to employment issues using some examples</li> <li>• Demonstrates knowledge of employment issues of Aboriginal peoples and/or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and/or an International Indigenous community</li> <li>• Provides some examples from either community</li> </ul>	2–5

## Question 5 (c) (continued)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses opinions about Aboriginal peoples and/or other Indigenous peoples in relation to employment issues with minimal supporting evidence</li> </ul> OR <ul style="list-style-type: none"> <li>Demonstrates awareness of and attempts to recall elementary knowledge of employment issues of Aboriginal peoples OR other Indigenous peoples</li> <li>No reference to an Australian Aboriginal community and/or an International Indigenous community</li> </ul>	1

## Question 6 — Criminal Justice

## Question 6 (a)

*Outcomes assessed: H3.2*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies THREE political changes</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies TWO political changes</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE political change</li> </ul>	1

## Question 6 (b)

*Outcomes assessed: H2.1*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays extensive knowledge and understanding of the importance of regaining land in addressing the impact of the criminal justice system on Aboriginal peoples</li> <li>Clearly relates regaining the land in addressing the impact of the criminal justice system on Aboriginal people</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of regaining land in addressing the impact of the criminal justice system on Aboriginal peoples</li> <li>Attempts to relate regaining the land in addressing the impact of the criminal justice system on Aboriginal peoples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Limited awareness of the importance of either regaining land and/ or addressing the impact of the criminal justice system on Aboriginal peoples</li> </ul>	1

**Question 6 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to criminal justice issues using relevant and specific examples from both communities</li> <li>• Displays extensive knowledge and understanding of criminal justice issues in both communities</li> <li>• Draws appropriate conclusions about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to criminal justice issues using examples from both communities</li> <li>• Displays detailed knowledge and understanding of criminal justice issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples in relation to criminal justice issues using some examples from chosen communities</li> <li>• Demonstrates a sound knowledge and understanding of criminal justice issues in both communities</li> <li>• Draws a conclusion about each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides examples from both communities</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/ or other Indigenous peoples in relation to criminal justice issues using examples</li> <li>• Demonstrates knowledge of criminal justice issues of Aboriginal peoples and/or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides some examples from either communities</li> </ul>	2–5

## Question 6 (c) (continued)

Criteria	Marks
<ul style="list-style-type: none"> <li>Expresses opinions about Aboriginal peoples and/or other Indigenous peoples in relation to criminal justice issues with minimal supporting evidence</li> </ul> OR <ul style="list-style-type: none"> <li>Demonstrates awareness of and attempts to recall elementary knowledge of criminal justice issues of Aboriginal peoples OR other Indigenous peoples</li> <li>No reference to an Australian Aboriginal community and/or an International Indigenous community</li> </ul>	1

## Question 7 — Economic Independence

## Question 7 (a)

*Outcomes assessed: H3.2*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies THREE political changes</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies TWO political changes</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies ONE political change</li> </ul>	1

## Question 7 (b)

*Outcomes assessed: H2.1*

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Displays extensive knowledge and understanding of the importance of regaining land in achieving economic independence for Aboriginal peoples</li> <li>Clearly relates regaining the land in achieving economic independence for Aboriginal peoples</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of regaining land in achieving economic independence for Aboriginal peoples</li> <li>Attempts to relate regaining the land in achieving economic independence for Aboriginal peoples</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Limited awareness of the importance of either regaining land and/or achieving economic independence for Aboriginal peoples</li> </ul>	1

**Question 7 (c)**
*Outcomes assessed: H4.5*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Thoroughly compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to economic independence issues using relevant and specific examples from both communities</li> <li>• Displays extensive knowledge and understanding of economic independence issues in both communities</li> <li>• Draws appropriate conclusions about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides an extensive range of specific examples from both communities</li> </ul>	11–12
<ul style="list-style-type: none"> <li>• Compares and evaluates the progress of Aboriginal peoples and other Indigenous peoples in relation to economic independence issues using examples from both communities</li> <li>• Displays detailed knowledge and understanding of economic independence issues in both communities</li> <li>• Draws a conclusion about the progress made by each community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides a range of specific examples from both communities</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Compares the progress of Aboriginal peoples and other Indigenous peoples in relation to economic independence issues using some examples from chosen communities</li> <li>• Demonstrates a sound knowledge and understanding of economic independence issues in both communities</li> <li>• Draws a conclusion about each community OR draws a conclusion about EITHER community relevant to the information presented</li> <li>• Names and refers to an Australian Aboriginal community and an International Indigenous community</li> <li>• Provides examples from both communities</li> </ul>	6–8
<ul style="list-style-type: none"> <li>• Recounts the progress of Aboriginal peoples and/ or other Indigenous peoples in relation to economic independence issues using examples</li> <li>• Demonstrates knowledge of economic independence issues of Aboriginal peoples and/or other Indigenous peoples</li> <li>• Attempts to draw a conclusion about each community OR attempts to draw a conclusion about EITHER community</li> <li>• Limited reference to an Australian Aboriginal community and/or an International Indigenous community</li> <li>• Provides some examples from either community</li> </ul>	2–5

## Question 7 (c) (continued)

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Expresses opinions about Aboriginal peoples and/or other Indigenous peoples in relation to economic independence issues with minimal supporting evidence</li></ul> OR <ul style="list-style-type: none"><li>• Demonstrates awareness of and attempts to recall elementary knowledge of economic independence issues of Aboriginal peoples OR other Indigenous peoples</li><li>• No reference to an Australian Aboriginal community and/or an other International Indigenous community</li></ul>	1

**Section II****Question 8 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates knowledge and understanding of at least two ways in which land is important to Aboriginal people</li><li>• Identifies the experiences of Aboriginal people with regard to their rights to land</li><li>• Clearly identifies the issues raised in the source with reference to Darkinjung</li><li>• Provides information from an Aboriginal perspective</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates sound knowledge of the ways in which land is important to Aboriginal people</li><li>• Identifies some issues raised in the source with reference to the Darkinjung</li><li>• Provides information from an Aboriginal perspective</li></ul>	7–8
<ul style="list-style-type: none"><li>• Demonstrates knowledge about the ways in which land is important to Aboriginal people</li><li>• Identifies an issue raised in the source with reference to the Darkinjung</li><li>• Provides information from an Aboriginal perspective</li></ul>	5–6
<ul style="list-style-type: none"><li>• Recounts information about the ways in which land is important to Aboriginal people</li><li>• Attempts to identify an issue from the source</li><li>• Provides limited information from an Aboriginal perspective</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates awareness of and/or attempts to recall elementary knowledge of the importance of land to Aboriginal people</li></ul> OR <ul style="list-style-type: none"><li>• Limited reference to the source</li></ul> OR <ul style="list-style-type: none"><li>• Presents limited information from an Aboriginal perspective</li></ul>	1–2

**Question 8 (b)***Outcomes assessed: H2.1, H4.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Displays detailed knowledge and understanding of the impact of government legislation relating to land and water rights and native title</li><li>• Critically analyses native title and government legislation to land and water rights</li><li>• Displays detailed knowledge and understanding of the links between water and land rights and native title to Aboriginal people</li><li>• Shows skill in developing a sustained argument using a range of examples from their local community case study</li></ul>	17–20
<ul style="list-style-type: none"><li>• Displays sound knowledge and understanding of the impact of government legislation relating to land and water rights and native title</li><li>• Analyses issues related to native title and government legislation to land and water rights</li><li>• Displays knowledge and understanding of the links between water and land rights and native title to Aboriginal people</li><li>• Develops a sustained argument using examples from their local community case study</li></ul>	13–16
<ul style="list-style-type: none"><li>• Demonstrates knowledge and/or understanding of the impact of government legislation relating to land and water rights and native title</li><li>• Recalls information about native title and government legislation related to land and water rights</li><li>• Demonstrates knowledge and understanding of the links between water and land rights and native title to Aboriginal people</li><li>• Uses examples from their local community case study</li></ul>	9–12

## Question 8 (b) (continued)

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates knowledge and/or understanding of the impact of government legislation relating to land and water rights and native title</li><li>• Identifies some government legislation/native title information as it relates to land and water rights</li><li>• Attempts to draw the links between water and land rights and native title to Aboriginal people</li><li>• Limited use of their local community case study</li></ul>	5–8
<ul style="list-style-type: none"><li>• Demonstrates an awareness of and attempts to recall elementary knowledge and/or understanding of government legislation relating to land and/or water rights and/or Native title</li></ul> AND/OR <ul style="list-style-type: none"><li>• Attempts to draw the links between water and land rights and native title to Aboriginal people</li></ul> AND/OR <ul style="list-style-type: none"><li>• Identifies their local community case study</li></ul>	1–4

**Question 9 (a)**
*Outcomes assessed: H2.3*
**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Displays extensive knowledge and understanding of ways in which the actions of non-Aboriginal people affect the heritage and identity of Aboriginal peoples</li> <li>• Comprehensively evaluates the progress of Aboriginal peoples and their protests</li> <li>• Critically analyses the issues raised in the source</li> <li>• Analyses and synthesises information from a variety of Aboriginal peoples' and non-Aboriginal peoples' perspectives</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Displays detailed knowledge and understanding of ways in which the actions of non-Aboriginal people affect the heritage and identity of Aboriginal peoples</li> <li>• Thoroughly evaluates the progress of Aboriginal peoples and their protests</li> <li>• Competently analyses the issues raised in the source</li> <li>• Analyses information from a variety of Aboriginal peoples' and non-Aboriginal peoples' perspectives</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates a sound knowledge and understanding of ways in which the actions of non-Aboriginal people affect the heritage and identity of Aboriginal peoples</li> <li>• Evaluates the progress of Aboriginal peoples and their protests</li> <li>• Analyses the issues raised in the source</li> <li>• Presents information from a variety of Aboriginal peoples' and non-Aboriginal peoples' perspectives</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of ways in which the actions of non-Aboriginal people affect the heritage and identity of Aboriginal peoples</li> <li>• Recounts the experiences of Aboriginal peoples and their protests</li> <li>• Refers to the issues raised in the source</li> <li>• Presents information from Aboriginal peoples' and/or non-Aboriginal peoples' perspectives</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates awareness of and/or attempts to recall elementary knowledge of the importance of heritage and identity to Aboriginal people</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Limited reference to the source</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Presents information from an Aboriginal or non-Aboriginal perspective</li> </ul>	1–2

**Question 9 (b)**
*Outcomes assessed: H2.2, H4.1*
**MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Displays detailed knowledge and understanding of government legislation relating to Aboriginal social and cultural lives and identity</li> <li>• Critically analyses the applicability of government legislation to Aboriginal social and cultural lives and identity</li> <li>• Displays detailed knowledge and understanding of the links between government legislation and Aboriginal social and cultural lives and identity</li> <li>• Shows skill in developing a sustained argument using a variety of examples from their local community case study</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Displays sound knowledge and understanding of government legislation relating to Aboriginal social and cultural lives and identity</li> <li>• Analyses the effects of government legislation on Aboriginal social and/or cultural lives and identity</li> <li>• Displays a detailed knowledge and understanding of the links between government legislation and Aboriginal social and/or cultural lives and identity</li> <li>• Develops an argument using examples from their local community case study</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of government legislation relating to Aboriginal social and cultural lives and identity</li> <li>• Recounts basic government legislation that affect Aboriginal social and cultural lives and identity</li> <li>• Attempts to draw links between government legislation and Aboriginal social and cultural lives and identity</li> <li>• Uses examples from their local community case study</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of some government legislation relating to Aboriginal social and cultural lives and identity</li> <li>• Identifies some government legislation in relation to Aboriginal social and cultural lives and identity</li> <li>• Attempts to display knowledge of the links between some government legislation and Aboriginal social and cultural lives and identity</li> <li>• Endeavours to develop an argument using a local perspective</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Demonstrates awareness of and attempts to recall elementary knowledge of government legislation relating to Aboriginal social and cultural lives and identity</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Attempts to recount information some government legislation to Aboriginal social and cultural lives and identity</li> </ul> <p>AND/OR</p> <ul style="list-style-type: none"> <li>• Identifies a local community case study</li> </ul>	1–4

### Section III

#### Question 10 (a)

*Outcomes assessed: H4.4*

#### MARKING GUIDELINES

Criteria	Marks
• Lists THREE ethical research practices	3
• Lists TWO ethical research practices	2
• Lists ONE ethical research practice	1

#### Question 10 (b)

*Outcomes assessed: H4.1, H4.2, H4.4*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Displays detailed knowledge of the importance of ongoing community consultation</li> <li>• Assesses the importance of community consultation</li> <li>• Detailed knowledge of appropriate research practices and protocols and their application in undertaking community consultation and fieldwork</li> </ul>	7
<ul style="list-style-type: none"> <li>• Displays detailed knowledge of the importance of ongoing community consultation</li> <li>• Assesses the importance of community consultation</li> <li>• Knowledge of research practices and protocols and their relevance to community consultation and fieldwork</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the importance of ongoing community consultation</li> <li>• Makes some judgement as to the importance of community consultation</li> <li>• Little knowledge of research practices and protocols and their connection with community consultation and fieldwork</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of the importance of ongoing community consultation</li> <li>• Attempts some judgement as to the importance of community consultation</li> <li>• No basic knowledge of research practices and protocols and their importance to community consultation and fieldwork</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates awareness of and attempts to recall elementary knowledge of ongoing community consultation</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Vague mention of the importance of community consultation</li> </ul>	1