

**2005 HSC Notes from
the Marking Centre
Aboriginal Studies**

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2005 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 2005 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.

This document should be read along with the relevant syllabus, the 2005 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 2005, 240 candidates attempted the Aboriginal Studies examination.

In Section I, Part B, Question 2 – Health was the most popular, attempted by 216 candidates. In terms of popularity this was followed by Question 3 – Education (100) and Question 6 – Criminal Justice (94). Question 4 – Housing, Question 5 – Employment and Question 7 – Economic Independence had less than 28 responses each.

In Section II, the majority of candidates (166) attempted Question 8 – Aboriginality and the Land and showed detailed knowledge and understanding of their Local Community. 81 candidates attempted Question 9 – Heritage and Identity.

In Section III, the diversity of the major projects, and the fulfilment gained by many candidates in the completion of their projects, was obvious. It was also evident that members of Aboriginal communities are generous with their input into candidates' preparation for this course as a whole.

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

- Some candidates did not answer questions in a separate examination booklet.
- Some candidates did not read the examination instructions closely. In Section II only one question is to be answered, not both. Candidates are to attempt either Question 8 or Question 9.
- Candidates need to identify clearly the Aboriginal and/or overseas communities which form the basis of their responses in Section I, Part B and Section II. Within the context of the Aboriginal studies syllabus, a school is not a community.
- Some candidates answered questions for which they were not prepared. The responses to Question 4 and 5 were very weak, and came from individuals rather than whole centres, indicating that these candidates were answering outside their study areas.
- Some candidates were careless with terminology eg writing 'Aboriginal' as 'aboriginal', using the word 'tribe' to describe an Aboriginal community and using the term 'Indian' for 'Native American'.

Section I

Part A

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

Better responses identified initiatives from the sources. They answered parts (c) and (d) directly and used both the sources and their own knowledge in a balanced way. Most candidates identified Aboriginal initiatives that addressed discrimination. Stronger responses discussed the extent that equality had been achieved for both Aboriginal and other Indigenous people.

Weaker responses for (d) made generalised statements about discrimination and equality and/or did not make specific reference to two communities. Often reference was made only to the Aboriginal community.

Candidates should note the allocation of marks throughout the paper when planning their responses.

Part B

Comments on Questions in Part B are restricted to Questions 2, 3 and 6 because the majority of candidates attempted these questions.

Question 2 – Health

- (a) The majority of responses outlined one mainstream government program or strategy that addressed Aboriginal health issues.
- (b) Better responses identified one Aboriginal initiative that addressed Aboriginal health issues and described its impact.

Weaker responses did not describe the impact of the initiative.

- (c) Better responses demonstrated comprehensive knowledge of initiatives being undertaken to improve Aboriginal and other Indigenous peoples' current health status. These responses compared issues and initiatives from different places. They also identified specific indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives.

Weaker responses outlined issues and initiatives without giving specific detail, or referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

Question 3 – Education

- (a) The majority of responses outlined one mainstream government program or strategy that addressed Aboriginal education issues.

- (b) Better responses identified one Aboriginal initiative that addressed Aboriginal education issues and described its impact.

Weaker responses did not describe the impact of the initiative.

- (c) Better responses in (c) demonstrated comprehensive knowledge of initiatives being undertaken to improve Aboriginal and other Indigenous peoples' educational outcomes. These responses compared issues and initiatives from different places. They also identified specific indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives.

Weaker responses outlined issues and initiatives without giving specific detail. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

Question 6 – Criminal Justice

- (a) The majority of responses outlined one mainstream government program or strategy that addressed Aboriginal criminal justice issues.
- (b) Better responses identified one Aboriginal initiative that addressed Aboriginal criminal justice issues and described its impact.

Weaker responses did not describe the impact of the initiative.

- (c) Better responses demonstrated comprehensive knowledge of initiatives being undertaken to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system. These responses compared issues and initiatives from different places. They also identified specific indigenous communities either through language groups or location and gave detailed and specific responses about the initiatives.

Weaker responses outlined initiatives, without giving specific detail, or referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

Section II

Questions 8 and 9

Candidates should keep in mind the rubric for this section and ensure that their responses integrate course concepts and include reference to the Local Aboriginal Community Case Study.

Question 8 – Aboriginality and the Land

- (a) Better responses used Source C and their own knowledge to discuss the challenges in achieving native title. They discussed a wide range of challenges in specific detail.

Weaker responses ignored the source or did not discuss the challenges in achieving native title. Some responses merely paraphrased the article. Other candidates wrote a prepared response on native title which was not relevant to the question.

- (b) Better responses analysed the importance of land and/or water rights to Aboriginal peoples' social and cultural lives with detailed reference to their Local Aboriginal Community Case Study.

Weaker responses showed little analysis, using vague terms about land and water rights, and the social and cultural lives of Aboriginal people. Responses here tended to be generalised descriptions. Of concern was the number of candidates presenting a community outside NSW as a local case study.

Question 9 – Heritage and Identity

- (a) Better responses used the source and their own knowledge to discuss challenges in the renewal and maintenance of Aboriginal languages.

Weaker responses merely summarised the source, while a significant number ignored it or discussed why the revitalisation of Aboriginal languages was necessary. Weaker responses used either the source or their own knowledge. Some responses paraphrased the source.

- (b) Better responses used their Local Community Case Study in analysing the importance of contemporary expressions of Aboriginal heritage and identity to Aboriginal peoples' social and cultural lives. These responses demonstrated a sophisticated level of analysis.

Weaker responses provided little analysis and wrote in general Australia-wide terms, making no attempt to refer to their local community. These responses limited their interpretation of 'contemporary expressions' to the internet, TV and radio.

Section III

Question 10 – Research and Inquiry Methods: Major Project

Candidates' projects covered a diverse range of topics and investigation.

In the better responses, candidates explained how the methods of investigation and resources they used ensured that Aboriginal views/voices were reflected in their major project. They gave specific examples from the major project rather than writing about methods of investigation and resources and Aboriginal perspectives in a generalised way. It was obvious that many candidates had enjoyed and benefited from their consultation with their local community. Nearly all candidates understood the terms used.

Weaker responses simply described their project or wrote about methods of investigation, resources and Aboriginal resources in general terms but did not refer specifically to the project. Some candidates wrote responses to questions asked in previous papers.

Aboriginal Studies

2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I Part A			
1 (a)	2	Social Justice and discrimination	H1.2, H3.3
1 (b)	3	Social Justice and discrimination	H1.2, H3.3
1 (c)	5	Social Justice and equality	H3.3, H4.1
1 (d)	10	Social Justice and equality	H3.3, H4.1, H4.3
Section I Part B			
2 (a)	3	Health <i>learn about</i> • 4	H3.1
2 (b)	5	Health <i>learn about</i> • 5	H3.3, H4.3
2 (c)	12	Health <i>learn about</i> • 8	H1.2, H4.5
3 (a)	3	Education <i>learn about</i> • 4	H3.1
3 (b)	5	Education <i>learn about</i> • 5	H3.3, H4.3
3 (c)	12	Education <i>learn about</i> • 8	H1.2, H4.5
4 (a)	3	Housing <i>learn about</i> • 3	H3.1
4 (b)	5	Housing <i>learn about</i> • 6	H3.3, H4.3
4 (c)	12	Housing <i>learn about</i> • 8	H1.2, H4.5
5 (a)	3	Employment <i>learn about</i> • 3	H3.1
5 (b)	5	Employment <i>learn about</i> • 6	H3.3, H4.3
5 (c)	12	Employment <i>learn about</i> • 8	H1.2, H4.5
6 (a)	3	Criminal Justice <i>learn about</i> • 5	H3.1
6 (b)	5	Criminal Justice <i>learn to</i> • 5	H3.3, H4.3
6 (c)	12	Criminal Justice <i>learn about</i> • 10	H1.2, H4.5
7 (a)	3	Economic Independence <i>learn about</i> • 4	H3.1
7 (b)	5	Economic Independence <i>learn about</i> • 7	H3.3, H4.3
7 (c)	12	Economic Independence <i>learn about</i> • 9	H1.2, H4.5

Question	Marks	Content	Syllabus outcomes
Section II			
8 (a)	10	<i>Learn about</i> Section 1 – Land/water rights <i>Learn to</i> • 1 – Contemporary issues	H2.1, H4.1, H4.3
8 (b)	20	<i>Learn about</i> Section 1 – Land/water rights <i>Learn to</i> • 1 – Contemporary issues	H2.1, H2.3, H4.1, H4.3
9 (a)	10	<i>Learn about</i> Section 1 – Contemporary aspects <i>Learn to</i> • 1 – Contemporary issues	H2.2, H4.1, H4.3
9 (b)	20	<i>Learn about</i> Section 1 – Contemporary aspects <i>Learn to</i> • 1 – Contemporary issues	H2.2, H2.3, H4.1, H4.3
Section III			
10	10	Protocols and community consultation – extended response	H4.2, H4.3, H4.4

2005 HSC Aboriginal Studies Marking Guidelines

Section I, Part A

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

Question 1 (a)

Outcomes assessed: H1.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO Aboriginal initiatives	2
• Identifies ONE Aboriginal initiative	1

Question 1 (b)

Outcomes assessed: H1.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • States ONE initiative from Source A • Indicates TWO features of how the initiative works to overcome the results of discrimination 	3
<ul style="list-style-type: none"> • States ONE initiative from Source A (may be implied) • Provides ONE feature of how the initiative works 	2
<ul style="list-style-type: none"> • States ONE initiative from Source A (may be implied) OR <ul style="list-style-type: none"> • Makes some reference to a feature of an initiative OR <ul style="list-style-type: none"> • Makes some reference to the results of discrimination 	1

Question 1 (c)

Outcomes assessed: H3.3, H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Uses a specific example/information from Source <i>B</i> • Provides detailed features of ways in which the inequality could be overcome 	5
<ul style="list-style-type: none"> • Mentions a specific example from Source <i>B</i> • Provides some features of at least one way in which the inequality could be overcome 	3–4
<ul style="list-style-type: none"> • Makes one or more points about overcoming inequality or about Source <i>B</i> 	1–2

Question 1 (d)

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Identifies several areas in which Aboriginal and other Indigenous peoples have/have not achieved equality • Provides detailed and relevant points relating to Aboriginal and Indigenous peoples' achievement/non-achievement of equality • Uses detailed examples/information from Source A and Source B and extensive knowledge to support response 	9–10
<ul style="list-style-type: none"> • Identifies more than one area in which Aboriginal and other Indigenous peoples have/have not achieved equality • Provides relevant points relating to Aboriginal and Indigenous peoples' achievement/non-achievement of equality • Uses examples/information from Source A and Source B and detailed knowledge to support response 	7–8
<ul style="list-style-type: none"> • Identifies an area in which Aboriginal and other Indigenous peoples have/have not achieved equality • Provides points relating to Aboriginal and Indigenous peoples' achievement/non-achievement of equality • Uses an example/information from Source A and Source B (may be implied) and some knowledge 	5–6
<ul style="list-style-type: none"> • Refers to an area in which Aboriginal and/or other Indigenous peoples have/have not achieved equality • Provides limited points relating to Aboriginal and/or Indigenous peoples' achievement/non-achievement of equality • Uses an example/information from Source A and/or Source B (may be implied) and some own knowledge 	3–4
<ul style="list-style-type: none"> • Provides basic information about Aboriginal and/or other Indigenous peoples' level of equality AND/OR <ul style="list-style-type: none"> • Uses limited information from Source A and/or Source B and/or own knowledge 	1–2

Section I, Part B

Question 2 — Health

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses health issuesIndicates at least TWO features of the program or strategy	3
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses health issuesIndicates at least ONE feature of the program or strategy	2
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses health issues OR <ul style="list-style-type: none">Indicates ONE feature of the program or strategy	1

Question 2 (b)

Outcomes assessed: H3.3, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses health issuesProvides detailed features of the impact of the initiative	4–5
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses health issues AND/OR <ul style="list-style-type: none">Provides one feature of the impact of the initiative	2–3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses health issues OR <ul style="list-style-type: none">Makes limited reference to the impact of the initiative	1

Question 2 (c)

Outcomes assessed: H1.2, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' health issues • Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current health issues • Makes detailed references to similarities and differences between an Australian and international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' health issues • Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current health issues • Makes references to similarities and differences between an Australian and international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current health issues in a structured response • Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies) 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current health issues • Makes limited reference to an Australian or international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Aboriginal and/or other Indigenous peoples' current health issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 3 — Education**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses education issuesIndicates at least TWO features of the program or strategy	3
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses education issuesIndicates at least ONE feature of the program or strategy	2
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses education issues <p>OR</p> <ul style="list-style-type: none">Indicates ONE feature of the program or strategy	1

Question 3 (b)*Outcomes assessed: H3.3, H4.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses education issuesProvides detailed features of the impact of the initiative	4–5
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses education issues <p>AND/OR</p> <ul style="list-style-type: none">Provides a feature of the impact of the initiative	2–3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses education issues <p>OR</p> <ul style="list-style-type: none">Makes limited reference to the impact of the initiative	1

Question 3 (c)

Outcomes assessed: H1.2, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' education issues • Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current education issues • Makes detailed references to similarities and differences between an Australian and international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' education issues • Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current education issues • Makes references to similarities and differences between an Australian and international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current education issues in a structured response • Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies) 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current education issues • Makes limited reference to an Australian or international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Aboriginal and/or other Indigenous peoples' current education issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 4 — Housing

Question 4 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses housing issues Indicates at least TWO features of the program or strategy 	3
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses housing issues Indicates at least ONE feature of the program or strategy 	2
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses housing issues OR <ul style="list-style-type: none"> Indicates ONE feature of the program or strategy 	1

Question 4 (b)

Outcomes assessed: H3.3, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses housing issues Provides detailed features of the impact of the initiative 	4–5
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses housing issues AND/OR <ul style="list-style-type: none"> Provides a feature of the impact of the initiative 	2–3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses housing issues OR <ul style="list-style-type: none"> Makes limited reference to the impact of the initiative 	1

Question 4 (c)

Outcomes assessed: H1.2, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' housing issues • Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current housing issues • Makes detailed references to similarities and differences between an Australian and international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' housing issues • Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current housing issues • Makes references to similarities and differences between an Australian and international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current housing issues in a structured response • Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies) 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current housing issues • Makes limited reference to an Australian or international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Aboriginal and/or other Indigenous peoples' current housing issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 5 — Employment**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses employment issuesIndicates at least TWO features of the program or strategy	3
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses employment issuesIndicates at least ONE feature of the program or strategy	2
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses employment issues <p>OR</p> <ul style="list-style-type: none">Indicates ONE feature of the program or strategy	1

Question 5 (b)*Outcomes assessed: H3.3, H4.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses employment issuesProvides detailed features of the impact of the initiative	4–5
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses employment issues <p>AND/OR</p> <ul style="list-style-type: none">Provides a feature of the impact of the initiative	2–3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses employment issues <p>OR</p> <ul style="list-style-type: none">Makes limited reference to the impact of the initiative	1

Question 5 (c)
Outcomes assessed: H1.2, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' employment issues • Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current employment issues • Makes detailed references to similarities and differences between an Australian and international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' employment issues • Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current employment issues • Makes references to similarities and differences between an Australian and international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current employment issues in a structured response • Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies) 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current employment issues • Makes limited reference to an Australian or international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Aboriginal and/or other Indigenous peoples' current employment issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 6 — Criminal Justice System**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses criminal justice issuesIndicates at least TWO features of the program or strategy	3
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses criminal justice issuesIndicates at least ONE feature of the program or strategy	2
<ul style="list-style-type: none">Identifies ONE mainstream government program or strategy which addresses criminal justice issues <p>OR</p> <ul style="list-style-type: none">Indicates ONE feature of the program or strategy	1

Question 6 (b)*Outcomes assessed: H3.3, H4.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses criminal justice issuesProvides detailed features of the impact of the initiative	4–5
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses criminal justice issues <p>AND/OR</p> <ul style="list-style-type: none">Provides a feature of the impact of the initiative	2–3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative which addresses criminal justice issues <p>OR</p> <ul style="list-style-type: none">Makes limited reference to the impact of the initiative	1

Question 6 (c)

Outcomes assessed: H1.2, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' criminal justice issues • Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current criminal justice issues • Makes detailed references to similarities and differences between an Australian and international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' criminal justice issues • Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current criminal justice issues • Makes references to similarities and differences between an Australian and international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current criminal justice issues in a structured response • Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies) 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Aboriginal and other Indigenous peoples' current criminal justice issues • Makes limited reference to an Australian or international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Aboriginal and/or other Indigenous peoples' current criminal justice issues <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 7 — Economic Independence

Question 7 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses economic independence issues Indicates at least TWO features of the program or strategy 	3
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses economic independence issues Indicates at least ONE feature of the program or strategy 	2
<ul style="list-style-type: none"> Identifies ONE mainstream government program or strategy which addresses economic independence issues OR <ul style="list-style-type: none"> Indicates ONE feature of the program or strategy 	1

Question 7 (b)

Outcomes assessed: H3.3, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses economic independence issues Provides detailed features of the impact of the initiative 	4–5
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses economic independence issues Provides a description of an Aboriginal initiative which addresses economic independence issues AND/OR <ul style="list-style-type: none"> Provides a feature of the impact of the initiative 	2–3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative which addresses economic independence issues OR <ul style="list-style-type: none"> Makes limited reference to the impact of the initiative 	1

Question 7 (c)*Outcomes assessed: H1.2, H4.5***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a sustained, logical and well-structured response that presents a balance of information about Aboriginal and other Indigenous peoples' economic independence issues• Demonstrates extensive knowledge and understanding of Aboriginal and other Indigenous peoples' current economic independence issues• Makes detailed references to similarities and differences between an Australian and international Indigenous community	10–12
<ul style="list-style-type: none">• Provides a sustained, structured and balanced response about Aboriginal and other Indigenous peoples' economic independence issues• Demonstrates sound knowledge and understanding of Aboriginal and other Indigenous peoples' current economic independence issues• Makes references to similarities and differences between an Australian and international Indigenous community	7–9
<ul style="list-style-type: none">• Demonstrates some knowledge and understanding of Aboriginal and other Indigenous peoples' current economic independence issues in a structured response• Makes reference to at least one similarity and/or difference between an Australian and international Indigenous community (may not place equal emphasis on Australian and international case studies)	4–6
<ul style="list-style-type: none">• Demonstrates limited knowledge or understanding of Aboriginal and other Indigenous peoples' current economic independence issues• Makes limited reference to an Australian or international Indigenous community	2–3
<ul style="list-style-type: none">• Recounts basic information about Aboriginal and/or other Indigenous peoples' current economic independence issues <p>AND/OR</p> <ul style="list-style-type: none">• Makes limited non-specific reference to Indigenous communities	1

Section II

Question 8 — Aboriginality and the Land

Question 8 (a)

Outcomes assessed: H2.1, H4.1, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical, well-structured response• Displays extensive knowledge and understanding of native title• Provides detailed examples of the challenges in achieving native title• Makes specific links to Source C	9–10
<ul style="list-style-type: none">• Presents a sustained, structured response• Displays knowledge and understanding of native title• Provides relevant examples of the challenges in achieving native title• Makes links to Source C	7–8
<ul style="list-style-type: none">• Displays knowledge and/or understanding of native title• Provides examples of the challenges in achieving native title• Makes limited reference to Source C (may be implied)	5–6
<ul style="list-style-type: none">• Displays limited knowledge and/or understanding of native title AND/OR <ul style="list-style-type: none">• Provides limited examples of challenges AND/OR <ul style="list-style-type: none">• Makes limited reference to Source C (may be implied)	3–4
<ul style="list-style-type: none">• provides basic information about Aboriginal peoples and/or native title and/or land rights AND/OR <ul style="list-style-type: none">• May make reference to Source C	1–2

Question 8 (b)
Outcomes assessed: H2.1, H2.3, H4.1, H4.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, logical, and well-structured response • Displays extensive knowledge about the importance of land and/or water rights to Aboriginal peoples • Synthesises information and clearly shows the relationship between land and/or water rights and Aboriginal peoples' social and cultural lives • Makes specific and detailed references to examples from the Local Community Case Study 	17–20
<ul style="list-style-type: none"> • Presents a sustained, structured response • Displays detailed knowledge about the importance of land and/or water rights to Aboriginal peoples • Provides detailed information and shows the relationship between land and/or water rights and Aboriginal peoples' social and cultural lives • Makes specific reference to at least one example from the Local Community Case Study 	13–16
<ul style="list-style-type: none"> • Displays knowledge about the importance of land and/or water rights to Aboriginal peoples • Makes reference to the possible relationship/s between land and/or water rights and Aboriginal peoples and their social and cultural lives • Makes reference to the Local Community Case Study 	9–12
<ul style="list-style-type: none"> • Displays limited knowledge about the importance of land and/or water rights to Aboriginal peoples • Makes limited or vague reference to the possible relationship between land and/or water rights and Aboriginal peoples' social and/or cultural lives • Makes limited reference to the Local Community Case Study 	5–8
<ul style="list-style-type: none"> • Provides basic information about land and/or water rights <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited reference to Aboriginal peoples' social and/or cultural lives • May make limited reference to the Local Community Case Study 	1–4

Question 9 — Heritage and Identity

Question 9 (a)

Outcomes assessed: H2.2, H4.1, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, logical and well-structured response • Displays extensive knowledge and understanding about the current status of Aboriginal languages • Provides detailed examples of the challenges involved in the renewal and maintenance of Aboriginal languages • Makes specific links to Source <i>D</i> 	9–10
<ul style="list-style-type: none"> • Presents a sustained, structured response • Displays knowledge and understanding about the current status of Aboriginal languages • Provides relevant examples of the challenges involved in the renewal and maintenance of Aboriginal languages • Makes links to Source <i>D</i> 	7–8
<ul style="list-style-type: none"> • Displays knowledge and/or understanding about the current status of Aboriginal languages • Makes reference to the challenges involved in the renewal and maintenance of Aboriginal languages • Makes limited reference to Source <i>D</i> (may be implied) 	5–6
<ul style="list-style-type: none"> • Displays limited knowledge and/or understanding about the current status of Aboriginal languages <p>AND/OR</p> <ul style="list-style-type: none"> • Makes reference to the challenges involved in the renewal and maintenance of Aboriginal languages <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited reference to Source <i>D</i> (may be implied) 	3–4
<ul style="list-style-type: none"> • Provides basic information about Aboriginal languages <p>AND/OR</p> <ul style="list-style-type: none"> • Provides basic information about the challenges to the renewal and maintenance of Aboriginal languages <p>AND/OR</p> <ul style="list-style-type: none"> • May make limited reference to Source <i>D</i> 	1–2

Question 9 (b)

Outcomes assessed: H2.2, H2.3, H4.1, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, logical, and well-structured response • Displays extensive knowledge about the importance of contemporary expressions of Aboriginal heritage and identity • Synthesises information and clearly shows the relationship between heritage and identity and Aboriginal peoples' social and cultural lives • Makes specific and detailed references to examples from the Local Community Case Study 	17–20
<ul style="list-style-type: none"> • Presents a sustained, structured response • Displays detailed knowledge about the importance of contemporary expressions of Aboriginal heritage and identity • Provides detailed information about the relationships between heritage and identity and Aboriginal peoples' social and cultural lives • Makes specific reference to at least one example from the Local Community Case Study 	13–16
<ul style="list-style-type: none"> • Displays knowledge about the importance of contemporary expressions of Aboriginal heritage and identity • Makes reference to the possible relationships between heritage and identity and Aboriginal peoples' social and cultural lives • Makes reference to the Local Community Case Study 	9–12
<ul style="list-style-type: none"> • Displays limited knowledge about the importance of contemporary expressions of Aboriginal heritage and identity • Makes limited or vague reference to the possible relationships between heritage and identity and Aboriginal peoples' social and/or cultural lives • Makes limited reference to the Local Community Case Study 	5–8
<ul style="list-style-type: none"> • Provides basic information about the importance of contemporary expressions of Aboriginal heritage and/or identity <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited reference to Aboriginal peoples' social and/or cultural lives • May make limited reference to the Local Community Case Study 	1–4

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10

Outcomes assessed: H4.2, H4.3, H4.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, logical and well-structured response • Provides detailed evidence of methods of investigation and resources used in the major research project • Clearly outlines how the methods of investigation and resources were used to reflect Aboriginal perspectives in the major project • Identifies and makes detailed reference to the major project 	9–10
<ul style="list-style-type: none"> • Presents a sustained, structured response • Provides evidence of methods of investigation and resources used in the major research project • Provides evidence of how the methods of investigation and resources were used to reflect Aboriginal perspectives in the major project • Identifies and makes reference to the major project 	7–8
<ul style="list-style-type: none"> • Presents a structured response • Provides limited information of methods of investigation and resources used in the major research project • Provides limited information of how the methods of investigation and resources were used to reflect Aboriginal perspectives in the major project • Identifies and makes some reference to the major project 	5–6
<ul style="list-style-type: none"> • Presents some descriptive information about their project • Presents some information about how methods of investigation and/or resources were used to reflect Aboriginal perspectives 	3–4
<ul style="list-style-type: none"> • Identifies their major project and/or methods of investigation and/or resources <p>AND/OR</p> <ul style="list-style-type: none"> • Makes one or two general points about the major project and/or Aboriginal perspectives 	1–2