

2009 HSC Aboriginal Studies

Sample Answers

This document contains 'sample answers', or, in the case of some questions, 'answer may include'. These are developed by the examination committee for two purposes. The committee does this:

- (a) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (b) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The 'sample answers' or similar advice, are not intended to be exemplary or even complete responses. They have been reproduced in their original form as part of the examination committee's 'working document'. While the handwritten notes have been typed for legibility, no further editorial change or addition has occurred.

Section I, Part A

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

Question 1 (a)

Answers could include:

- unemployment
- poverty
- poor wellbeing
- low economic status

Question 1 (b)

Answers could include:

- Industry led initiatives could increase range and number of jobs available
- Government responses could increase funding to health programs
- Aboriginal initiatives
- joint initiatives
- employment, health, education, housing

Question 1 (c)***Answers could include:***

Equality could be achieved by:

- closing the gap in life expectancy, economic opportunity
- improving Indigenous participation in education
- repealing laws that discriminate against or disadvantage Indigenous Australians.

Question 1 (d)***Sample answer/Answers could include:***

- Analysis of the nature, tone, subjective language and perspectives in the apologies such as the Canadians seeking forgiveness compared to the Australians saying sorry, subjective / modality in language use such as inflicted, profound(ly), varying views of the future.
- Key issues such as assimilation, stolen generations, reconciliation, loss of culture, heritage and language, degradation, suffering, gap between Indigenous and non-Indigenous social indicators, changing the future, equal opportunities and partnerships.
- Indigenous and non-Indigenous perspectives on the apologies i.e. words vs. action, political expediency, moral issues etc.

Section I, Part B

Question 2 — Health

Question 2 (a)

Answers could include:

- A.M.S – Aboriginal controlled health service
- Aboriginal workers in health areas such as in hospitals
- Community health programs such as transport, nursing, men’s programs

Question 2 (b)

Answers could include:

- Regaining land could provide access to traditional food and medicines
- Access to land leads to improved economic circumstances
- Improved mental and cultural health
- More active lifestyle
- Spiritual and cultural maintenance

Question 2 (c)

Answers could include:

- Indicators of health standards could include
 - infant mortality
 - evidence of diseases such as diabetes
- Relationship between health standards and everyday life needs to be explicit, e.g. multiple health problems can affect the physical, psychological and emotional wellbeing of Indigenous people. This would result in poorer health and quality of life for Indigenous people.

Question 3 — Education

Question 3 (a)

Answers could include:

- Employment of Aboriginal workers such as AEOs, ACLOs provides support to students and staff
- NSW AECG – provides community advice to government
- Aboriginal languages provide opportunities for cultural affirmation
- Celebrations such as NAIDOC, Reconciliation, builds awareness of Aboriginal issues
- Aboriginal Studies course increases cultural awareness

Question 3 (b)

Answers could include:

- Government policies and programs such as the Aboriginal Education and Training Policy (2008), the Aboriginal Education Policy (1996), the Review of Aboriginal Education (2004), have been significant in improving Aboriginal education outcomes
- AEOs, ACLOs and other government funded positions.
- Curriculum issues such as Aboriginal language programs, Aboriginal Studies and Aboriginal perspectives.
- Government funded cultural and extra-curricular programs.
- Impacts on Aboriginal educational outcomes (positive, negative and/or neutral).
- Statistics.

Question 3 (c)

Answers could include:

- Government acknowledgement of the importance placed by school community on Indigenous education. Support programs and initiatives at a local level
- Positive media about Indigenous issues influences opinion on improvements in Indigenous education.
- Political will of the government ensures adequate resourcing
- Government funding could lead to sustainable initiatives.
- Involvement of Indigenous people in key decision making will reflect the needs of Indigenous students
- Social action by general community, for example, ANTAR, GET UP; increased awareness of Indigenous issues in the general community.
- Specific examples from selected communities.

Question 4 — Housing**Question 4 (a)***Answers could include*

- government and / or Aboriginal housing programs, eg, Department of Housing, Local Aboriginal Land Council purchasing properties to house their members.
- other programs that address Aboriginal housing.

Question 4 (b)*Answers could include:*

- Regaining ownership of land provides independence from other sources and therefore promotes self-sufficiency, security, economic independence, pride, achievement and ownership.

Question 4 (c)*Answers could include:*

Culturally appropriate programs can be effective in improving housing because they respond to what Indigenous people want:

- external common kitchen dining areas for family gatherings
- choice
- self determination
- economic independence
- improved housing services
- specific examples from the selected communities.

Question 5 — Employment**Question 5 (a)**

Answers could include:

- Unemployment
- Racism
- Cultural obligations
- Health
- Access and opportunity
- Education

Question 5 (b)

Answers could include:

- Specific employment strategies will improve employment opportunities and the number employed.
- Culturally appropriate employment strategies encourage Aboriginal people to join workforce
- Government policies, programs, funding, increase employment opportunities.
- Political will, legislation, will lead to wider Australian community commitment to improve Aboriginal employment.
- Partnerships between Aboriginal people / communities and business/industry.

Question 5 (c)

Answers could include:

- Regaining land can provide economic independence and can generate employment opportunities.
- Land-based activities can contribute to cultural maintenance and create employment such as eco-tourism.
- Statistics and other indicators of Aboriginal employment status.
- Specific examples from selected communities.

Question 6 — Criminal Justice System

Question 6 (a)

Answers could include:

- Circle sentencing, restorative justice
- Elders
- Consensus decision-making
- Links to cultural aspects of law and order such as Dreaming stories

Question 6 (b)

Sample answer/Answers could include:

- Influence of historical factors such as the role of the police in the stolen generations, implementation of welfare policies
- Over-policing in Aboriginal communities with examples
- Over representation in the criminal justice system
- Role of the judicial system in entrenching police powers

Question 6 (c)

Sample answer/Answers could include:

- Social and political changes needed could include:
 - government policies, programs, funding
 - political will, legislation, commitment
 - the role of the media in reporting on issues involving Indigenous people and the law
 - wider community commitment to reduce Indigenous over-representation in the criminal justice system.
- They could improve the treatment of Indigenous people through:
 - partnerships between Indigenous people/communities and the criminal justice system such as Aboriginal Justice Advisory Committee.
 - indigenous initiatives such as Aboriginal Legal Services.
 - community based initiatives such as circle sentencing, restorative justice.
 - avenues for addressing attitudes towards Indigenous people such as the Anti-Discrimination Board, Human Rights and Equal Opportunities Commission, cross cultural education and training programs, employment requirements, Police Integrity Commission.
- Specific examples from selected communities.

Question 7 — Economic Independence**Question 7 (a)**

Answers could include:

- Employment strategies
- Business/industry partnerships with governments and Aboriginal communities
- Education
- Government legislation leading to specific policies and strategies.

Question 7 (b)

Answers could include:

- Regaining ownership of land provides independence from other sources and therefore promotes self-sufficiency, security of employment, pride in achievement and ownership.

Question 7 (c)

Answers could include:

- Indigenous initiatives such as land councils, employment programs, and enterprises could be successful in gaining economic independence
- Self determination, its relationship to economic independence and the various levels of achievement.
- Impact of education, training and skills development – has been variable.
- Economic independence of individuals and of the community.
- Specific examples from the selected communities.

Section II

Question 8 — Aboriginality and the Land

Question 8 (a)

Answers could include:

- The legislation itself as an achievement.
- The hand back of parks / land to traditional owners / communities.
- Continuous operation despite attempts to dismantle, including negative media coverage.
- Local Aboriginal Land Councils and their programs such as housing, business enterprises.
- Contribution to economic independence, autonomy, self determination.
- Disadvantages of the legislation such as limits on types of land that can be claimed, perceived limited results arising from land councils.

Question 8 (b)

Answers could include:

- Impact of government policies and legislation such as:
 - Land Rights legislation, Native Title Act, amendments to legislation
 - impact of the NT intervention legislation on Land Rights
 - impact of other policies and legislation to do with heritage, climate change, water, ecological sustainability, mining – links to local community case studies
 - Indigenous Land Use Agreements were introduced to overcome perceived deficiencies in the legislation
 - reforms to Native Title Tribunal and other relevant bodies.
- These have varying degrees of impact on Indigenous land and water rights.

Question 9 — Heritage and Identity

Question 9 (a)

Answers could include:

- Aboriginal languages and studies in schools and other institutions contributing to and strengthening identity.
- Connecting ‘traditional’ notions of culture to contemporary adaptations to express emerging Aboriginal identities such as using an Aboriginal language in contemporary music, adapting external art methods to ‘traditional’ stories.
- Various influences on identity such as contemporary African-American music, street wear etc.
- Examples could include celebrations, festivals such as Gaama, Croc Fest, The Deadlys, Survival Day etc, Media such as NITV, ABC / SBS programs, Koori Mail, rural community radio programs etc.
- Role of Aboriginal protocols such as Welcome/Acknowledgement to Country including use of language.

Question 9 (b)

Answers could include:

- Government policies such the Aboriginal Education and Training Policy including Aboriginal Languages and Cultural Education training for teachers have improved Aboriginal education outcomes.
- Funding of visual and performing arts, sports programs, and other specific projects as a result of policies in various government departments have provided cultural opportunities for students.
- Maintaining and protecting cultural knowledge eg copyright and heritage sites
- Government policies and legislation have enabled the maintenance and protection of cultural knowledge e.g. copywrite.
- NSW State Plan and DAA ‘Two Ways Together’ policy and strategic plan – inter-agency support for culturally-based programs has maintained cultural identity across communities.
- There are some negative aspects of government policy on Aboriginal cultural identity such as short term funding, inadequate employment of Aboriginal people, lack of consultation etc.
- Specific examples from the local Aboriginal community.

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Answers could include:

- Appropriate use of primary and secondary sources e.g. artifacts, textbooks
- Surveys e.g. seeking opinions from a range of respondents on a community issue
- Structured interviews e.g. asking sequential questions, open-ended questions

Question 10 (b)

Answers could include:

Culturally appropriate approaches to research could include:

- ongoing community and individual consultation
- seeking permission to ask for and use information
- acknowledging cultural ownership of knowledge
- respect for community cultural practices and obligations
- specific examples pertaining to individual Major Projects.