

2016 HSC Aboriginal Studies Marking Guidelines

Section I — Social Justice and Human Rights Issues Part A – The Global Perspective

Multiple-choice Answer Key

Question	Answer
1	C
2	A
3	D
4	C
5	A

Question 6

Criteria	Marks
• Demonstrates knowledge about the impact of ONE socioeconomic indicator on the life expectancy of Aboriginal peoples	3
• Demonstrates some knowledge about the impact of ONE socioeconomic indicator on the life expectancy of Aboriginal peoples	2
• Provides some relevant information	1

Sample answer:*Example of INCOME as a socioeconomic indicator*

Income is a socioeconomic indicator that directly affects life expectancy of Aboriginal peoples. Referring to Source A, developing countries such as Mexico and Panama show disparity. Higher income allows for greater access to housing, specialist health care, services and supports community wellbeing. However, limited income maintains the poverty cycle, results in diminished employment opportunities, and primary health care is accessible only through Medicare. This results in higher rates of preventable diseases and a greater gap in life expectancy.

Answers could include:

- occupation/employment
- housing
- education
- health

Question 7

Criteria	Marks
• Correctly outlines an initiative to improve political status	2
• Attempts to outline an initiative to improve political status	1

Sample answer:*Example of the Tent Embassy or Constitutional Recognition:*

The Tent Embassy was a protest initiative to improve the political representation of Aboriginal peoples and their land rights OR Constitutional Recognition is an initiative to improve political status through addressing discriminatory parts of the Australian Constitution. This initiative for a referendum would remove sections which permit racial discrimination by governments and would recognise First Australians in the preamble.

Answers could include:

Other initiatives could include, but are not limited to:

- NSW Aboriginal Legal Service
- Claim by Mer people for native title rights to the Murray Islands
- Freedom Rides
- 10 year campaign leading to the 1967 referendum
- Wave Hill
- Treaty '88 campaign

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Clearly indicates why achieving recognition of sovereignty is important for Aboriginal and other Indigenous peoples 	4
<ul style="list-style-type: none"> Indicates why achieving recognition of sovereignty is important for Aboriginal and/or other Indigenous peoples 	2–3
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Aboriginal and Indigenous peoples did not cede sovereignty over their land to the various colonial powers and therefore sovereignty is important for Aboriginal and Indigenous peoples in order that they:

- achieve ‘recognition of the uniqueness of their individual identity and history’
- are freely allowed to express and live out a different form of existence
- achieve true native title and land rights which are founded in a continuing sovereignty
- achieve self-government and self-determination whereby they control all aspects of their lives and destiny including their culture, economy, social lives and indigenous political institutions.

Similarly, the issue of *recognition* of sovereignty is central to the question. Sovereignty is about acknowledging law, having representation, recognition of language(s) and traditional land as well as culture. Indigenous Canadians and Maori of New Zealand have better treaties and recognition than Native American peoples.

Question 9

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies the relationship between media representation and attitudes towards Aboriginal Australians Refers to the source and own knowledge to support response 	4–5
<ul style="list-style-type: none"> Identifies the relationship between media representation and attitudes towards Aboriginal Australians May refer to the source 	2–3
<ul style="list-style-type: none"> Provides relevant information 	1

Sample answer:

Stereotyping in the media perpetuates racism against Aboriginal Australians. According to Ernie Dingo the Australian media does not represent Aboriginal Australians equally which he believes is the origin of racism in Australia. He says ‘you can’t paint a black picture if you only use white paint’, which shows that the lack of Aboriginal perspectives in the media maintains stereotypes.

Own knowledge may refer to *Koori Mail*, NITV, SBS news anchors and how Aboriginal people are represented in the media. Ernie Dingo was a celebrity on commercial TV as was Stan Grant who recently gave a speech and wrote a book on similar issues.

Question 10

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of the difficulties that Aboriginal peoples face in achieving access to human rights • Makes clear reference to the source and uses own knowledge 	6
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the difficulties that Aboriginal peoples face in achieving access to human rights • Refers to the source and uses own knowledge 	4–5
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of the difficulties that Aboriginal peoples face in achieving access to human rights • May refer to the source and/or uses own knowledge 	2–3
<ul style="list-style-type: none"> • Makes general statements 	1

Sample answer:

Lack of access to declarations and legal rights prevents Aboriginal peoples from achieving social justice and human rights. The source shows that the UDHR has been inaccessible to communities due to its ‘monolingual’ western language. As Dr Holcombe has found in her research, communities have “not heard the words ‘universal human rights’ before.” This prevents access to essential human rights and the ability to use the language of the UDHR to advocate for further rights.

Some communities have ‘not been widely exposed to that contract of citizenship’ according to Dr Holcombe. The citizenship rights she refers to are not widely known in ‘remote areas especially’ and this is a barrier to social justice as communities are prevented from using these assumed rights to improve the gap.

Own knowledge may include referencing the UNDRIP that is internationally acknowledged and yet is not included in Australian law. Many of the descriptors focus on communal lands (eg Western Australia), the NT intervention and equal access to education. John Pilger’s documentary *Utopia* highlights that every basic human right is being failed in some Australian Aboriginal communities.

References can also be made to the Stan Grant 2016 Australia Day speech.

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 11 — Health

Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in Aboriginal health standards Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in Aboriginal health standards Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about indicators in Aboriginal health standards 	1

Answers could include:

Source *D* references 2010–12 life expectancy as being 10 years less. Two indicators showing improvements have been made:

- Smoking rates have reduced from 51% in 2002 to 41% in 2012 due to Quit Smoking campaigns
- Health services employ 14.6% of Aboriginal peoples making it the largest source of employment

Other improvements can be seen due to the following initiatives:

- Close the Gap
- NCIP, Mothers and babies groups, domestic violence and mental health programs
- Aboriginal Medical Service (AMS)
- Community health, seniors health programs, community transport for appointments
- University and college training for Aboriginal doctors and nurses.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the similarities and differences of the health issues affecting Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> Provides a detailed discussion of the similarities and differences of the health issues affecting Aboriginal and other Indigenous peoples Presents a logical and cohesive response applying relevant concepts and terms Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> Provides a sound discussion of the similarities and differences of the health issues Presents a structured response using some relevant concepts and terms Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of the similarities and differences of health issues Uses some relevant concepts AND/OR terms May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about Australian Aboriginal AND/OR international Indigenous health issues May refer to an Aboriginal or international Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- Remoteness (distance to adequate care)
- Cultural barriers including availability of appropriate personnel
- Lifestyle issues of diabetes, heart disease, drug and alcohol abuse
- Life expectancy statistics including infant mortality
- Access to services catering to physical, psychological and emotional wellbeing eg Headspace

Differences may include:

- The Otitis Media incidence in each community
- Availability of health care (Medicare Aust/NZ is different in cover to Obama care (USA))
- Non-subsidised prescription medication and treatment costs generally
- Nature and type of local health centres
- Initiatives such as Close the Gap
- Availability of baby health clinics, playgroups and support
- Funding models of government and community/costs of health insurance

Question 12 — Education**Question 12 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in Aboriginal educational standards Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in Aboriginal educational standards Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about indicators in Aboriginal educational standards 	1

Answers could include:

Source *D* references Aboriginal people aged 20–24 achieving Year 12 or equivalent (2006 as 47.4% and 2011 as 53.9%).

Other indicators include:

- Improved literacy and numeracy rates
- Increased numbers accessing tertiary education
- Increased numbers accessing traineeships and apprenticeships
- Increased numbers of high school students completing HSC.

Programs and initiatives facilitating these changes are:

- Community perceptions and awareness via NAIDOC/Reconciliation and Sorry days. Celebrating multiculturalism
- AECG and local AECGs providing input into education
- Increased Aboriginal language reclamation and maintenance initiatives including a new Aboriginal Languages course for Stage 6.
- Aboriginal teachers, AEWs, AEOs, ACLOS and student support across all areas of education (student engagement officers)
- Cultural affirmation, local heritage via land councils.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the similarities and differences of the education issues affecting Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> Provides a detailed discussion of the similarities and differences of the education issues affecting Aboriginal and other Indigenous peoples Presents a logical and cohesive response applying relevant concepts and terms Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> Provides a sound discussion of the similarities and differences of education issues Presents a structured response using some relevant concepts and terms Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of the similarities and differences of education issues Uses some relevant concepts and terms May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about Australian Aboriginal AND/OR international Indigenous education May refer to an Aboriginal or international Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- Changes that may have occurred eg pre-1960 Aboriginal children could be excluded from school or did not attend
- Low retention rates (53.9% reach HSC in Aust. in 2011)
- Culturally appropriate education/training of educators
- Location – access from remote and regional areas and incentives to attend school
- Community involvement eg Elders promoting language and culturally appropriate teaching.

Differences may include:

- Educational support eg Australia has Norta Norta/AECG/Traineeships/Scholarships and evidence of the impact of treaties on education elsewhere such as bilingual websites and publications (eg New Zealand), local treaty-based scholarships (eg Canada)
- Numbers of Aboriginal and international Indigenous teachers employed and using culturally appropriate teaching strategies
- University enrolment is low (5–6% Australia) compared to 25% non-Indigenous
- Amount of religious influence in teaching (eg Mormon church in Pacific Islands/Christian Schools as opposed to State and Aboriginal/Indigenous schools)
- Media role and focus of government spending on educational targets

Question 13 — Housing**Question 13 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in Aboriginal housing standards Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in Aboriginal housing standards Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about indicators in Aboriginal housing standards 	1

Answers could include:

Source *D* references where people live (most in regional areas 43.8%). Also projected growth in population to 2031.

- Aboriginal peoples involved in the decision-making process
- Pacific Link and Compass Housing targeting clients of the Aboriginal Housing Authority (AHA)
- Limited access to the market, especially urban areas such as Sydney. Public housing sell offs and issues of homelessness, overcrowding. Improvements come from rental support and provision of affordable housing
- Improvements come from employment, overcoming social problems (including drug and alcohol abuse)
- Federal and State Governments' commitment to funding housing programs. Land Councils directing funds to housing and aged care facilities, eg developing mobile home villages for community use.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the similarities and differences of the housing issues affecting Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> Provides a detailed discussion of the similarities and differences of the housing issues affecting Aboriginal and other Indigenous peoples Presents a logical and cohesive response applying relevant concepts and terms Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> Provides a sound discussion of the similarities and differences of housing issues Presents a structured response using some relevant concepts and terms Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of similarities and differences of housing issues Uses some relevant concepts and terms May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about Indigenous housing issues May refer to an Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- Implementation of sustainable practices
- Role of the United Nations and groups such as Habitat for Humanity in developing basic housing standards
- Reliance on government/welfare for provision
- Lower home ownership rates, poor housing generally (eg water, sewage)
- Availability – homelessness rising, overcrowding, concept of extended family sharing the available resources
- Fracturing of communities as families move
- Involvement of communities in decision-making, design and construction of housing (cultural appropriateness and diversity).

Differences may include:

- Support and funding from other agencies and philanthropy
- Availability of care to enable people to remain at home and on Country
- Levels of community involvement in building and maintaining homes
- Agency ownership (eg Land Council) of property and rental return
- Affordable housing options and self-determination
- The failure of programs that do not meet or involve community needs in areas such as design.

Question 14 — Employment**Question 14 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in Aboriginal employment status Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in Aboriginal employment status Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about the indicators in Aboriginal employment status 	1

Answers could include:

Source *D* references proportions of unemployed people, life expectancy and projections of growth.

- Aboriginal Employment Strategy (AES) with a focus on local community employment, training opportunities and improving skills.
- Aboriginal identified positions in organisations such as all levels of government.
- Western Australian mining programs (Fortescue Mining) aimed at providing opportunities and voices in these organisations have come from local communities working with executives such as Andrew Forrest.
- Federal and State Government funding of programs to support employment and training, eg CDEP (Community Development Employment Program) and local communities (Land Councils funded) training.
- Addressing rural decline and movement from small towns.
- Diversified approach to manufacturing and retail decline and retraining in areas such as health, tourism (see Source *D*; 14.6% in health services).

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the similarities and differences of the employment issues affecting Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> Provides a detailed discussion of the similarities and differences of the employment issues affecting Aboriginal and other Indigenous peoples Presents a logical and cohesive response applying relevant concepts and terms Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> Provides a sound discussion of the similarities and differences of employment issues Presents a structured response using some relevant concepts and terms Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of similarities and differences in employment issues Uses some relevant concepts and terms May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about Indigenous employment issues May refer to an Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- Access to higher education and benefits of quality income
- Overt racism
- High levels of unemployment. Impact of poverty, social dysfunction.

Differences may include:

- Incentives and government initiatives to create jobs eg IPROWD (Federally funded TAFE delivered)
- Acknowledgement of employment needs and commitment to fund/resource
- Sustainability of programs and jobs created
- Levels of involvement in decision making, program design implementation and monitoring, eg CDEP scheme locally
- Levels of social action within the community to acknowledge and improve employment status
- Partnerships, use of land (eg pastoral, mining) for job creation and activities supporting cultural maintenance (eg ecotourism)
- The political will and opportunity. New Zealand/ Canada/ Australia have land rights. Inuit employed in oil, Native Americans struggle in all areas
- The level of awareness, the preservation of heritage, languages and religion all linked to employment.

Question 15 — Criminal Justice**Question 15 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in Aboriginal criminal justice issues Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in Aboriginal criminal justice issues Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about indicators in Aboriginal criminal justice issues 	1

Answers could include:

Source *D* shows the highest rate of imprisonment (15 times higher). What factors aim to reduce this figure?

- The courts using restorative justice and circle sentencing as alternatives
- Aboriginal Legal Service and Aboriginal Justice Advisory Committee
- IPROWD (Indigenous Police Recruitment Our Way Delivered 14 week TAFE program, Federally funded) putting Aboriginal people into policing and breaking down barriers.

Other improvements coming from:

- Focus on traditional law, culture
- Role of Elders in communities and role models
- Media focus on domestic violence and drug issues.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Provides a comprehensive discussion of the similarities and differences of the criminal justice issues affecting Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> • Provides a detailed discussion of the similarities and differences of the criminal justice issues affecting Aboriginal and other Indigenous peoples • Presents a logical and cohesive response applying relevant concepts and terms • Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> • Provides a sound discussion of the similarities and differences of criminal justice issues • Presents a structured response using some relevant concepts and terms • Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates knowledge of similarities and differences in criminal justice issues • Uses some relevant concepts and terms • May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about Indigenous criminal justice issues • May refer to an Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- Over-representation in the criminal justice system
- Low income, lower socioeconomic status
- Drug and alcohol issues
- Low educational standards, high unemployment
- Referencing the cycle of poverty
- The rate of re-offending
- The strength/lack of the Elders and their role in management of community.

Differences may include:

- The level of policing in communities and the participation of different agencies
- The historical role of police (eg Stolen Generations) and whether police are State or locally funded
- Programs such as restorative justice, circle sentencing and acceptance of traditional law (culturally appropriate punishment)
- The legal system itself and levels of support such as the Aboriginal Legal Service
- The availability and response to alcohol (dry communities).

Question 16 — Economic Independence**Question 16 (a)**

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies at least two indicators which are used to measure the change in the levels of Aboriginal economic independence Provides a detailed and relevant description of these indicators to support response Integrates information from the source material 	4–5
<ul style="list-style-type: none"> Identifies at least one indicator which measures the change in the levels of Aboriginal economic independence Provides a relevant description of the indicator to support response May refer to the source 	2–3
<ul style="list-style-type: none"> Makes a general statement about indicators in levels of Aboriginal economic independence 	1

Answers could include:

Source *D* references unemployment data, changing nature of where employment is happening and life expectancy (pressures on ageing population and retirement funding).

- Training and skills development in cultural enterprises including; ecotourism, Aboriginal site management, and training in artefact production (as well as artwork).
- Exploiting natural resources (oil and mineral licenses), pastoral leases and growth in cattle production, agriculture, permaculture and economically viable communities.
- Aboriginal Employment Strategy, breaking welfare cycle and de-skilling, enterprises in mining, eg Fortescue, defence force recruitment, jobs in health and welfare.
- Land issues – selling and leasing to produce income. Pastoral and mining agreements. Diversification of Land Council funds to generate income.

Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a comprehensive discussion of the similarities and differences of the economic independence issues affecting Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to an Australian AND an international Indigenous community 	9–10
<ul style="list-style-type: none"> Provides detailed discussion of the similarities and differences of the economic independence issues affecting Aboriginal and other Indigenous peoples Presents a logical and cohesive response applying relevant concepts and terms Makes reference to an Australian AND an international Indigenous community 	7–8
<ul style="list-style-type: none"> Provides a sound discussion of the similarities and differences of economic independence issues Presents a structured response using some relevant concepts and terms Refers to an Australian AND/OR an international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates knowledge of similarities and differences in economic independence issues Uses some relevant concepts and terms May refer to an Australian AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about Indigenous economic independence issues May refer to an Indigenous community 	1–2

Answers could include:

Communities may experience common factors:

- The impact of European colonisation that has continued from 1960 onwards
- The role of the United Nations in setting policy and monitoring of human rights
- Levels of independence linked to home ownership, employment and educational status
- Value of self-determination and the level of available welfare
- Racism and the associated exclusion from decision making and inclusion of Elders.

Differences may include:

- Targeted government programs to introduce economic enterprises, self-determination
- Land Rights, citizenship, treaties and agreements. Wave Hill walk off in 1965 highlighted plight of low paid workers and the need for agreements
- Availability of mineral, pastoral or other means to produce wealth. Inuit have oil, there is uranium in NT, Lakota Sioux have nothing but a government reserve where virtually nothing grows and opportunities for employment are negligible
- Conversely there are issues of cultural retention for groups that may have gained economic independence.

Section I — Social Justice and Human Rights Issues

Part C – Global Perspective and Comparative Study

Question 17

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive understanding of the ways Aboriginal and other Indigenous peoples have achieved some social equality • Presents a sustained, logical and cohesive response • Integrates detailed references to the Comparative Study and TWO listed topics 	13–15
<ul style="list-style-type: none"> • Demonstrates sound understanding of the ways Aboriginal and other Indigenous peoples have achieved some social equality • Presents a well-structured response • Makes references to the Comparative Study and TWO listed topics 	10–12
<ul style="list-style-type: none"> • Demonstrates understanding of the ways Aboriginal and other Indigenous peoples have achieved some social equality • Presents a structured response • Refers to at least ONE Study and at least ONE of the listed topics 	7–9
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the ways Aboriginal and other Indigenous peoples have achieved some social equality • Refers to ONE Study AND/OR ONE of the listed topics 	4–6
<ul style="list-style-type: none"> • Makes general statements about the ways Aboriginal and other Indigenous peoples have achieved some social equality • May refer to an Indigenous community AND/OR a listed topic 	1–3

Sample answer:

Aboriginal and Indigenous peoples worldwide have been successful in achieving some level of social equality. At an international level, there have been campaigns for recognition and protection of rights. Indigenous peoples have also sought to gain recognition and protection at the domestic government level. For example, these changes are evident in the improvements within social equality for the Darkinjung people of the NSW Central Coast and the Lakota Sioux of North America, in the areas of health and criminal justice.

Improvements within health for both the Darkinjung and Lakota Sioux can be seen through the implementation of community driven organisations and services such as the Eleanor Duncan and the Porcupine health clinics. These culturally-appropriate health services encourage access, support and education to minimise disadvantage. Both communities have seen an increase in overall health since being implemented. These are similar to nationwide programs that have seen a reduction of 10 years in the life expectancy gap of Aboriginal people (as quoted in Source D).

The area of criminal justice has also seen some improvements for both the Darkinjung and Lakota communities. There has been greater awareness of criminal justice and early intervention programs aimed at reducing offending/re-offending and reconnecting people to community. The Darkinjung community has access to the Aboriginal Legal Service and Restorative Justice programs that reflect culturally-appropriate techniques for sentencing. These programs support offenders in navigating the criminal justice system by providing culturally-appropriate services/people/support and often prevent re-offending. Similarly, the Dakota Sioux have the Dakota Plains Legal Service that promotes equal access to justice and improves the lives of the community. They do this by providing legal representation, advocacy and community education.

Section II — Research and Inquiry Methods

Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of issues relating to ownership of Aboriginal art • Provides a detailed and relevant description to support response • Refers to the source 	5
<ul style="list-style-type: none"> • Demonstrates some knowledge of issues relating to ownership of Aboriginal art • Provides a relevant description to support response • May refer to the source 	3–4
<ul style="list-style-type: none"> • Makes general statement(s) about issues relating to ownership of Aboriginal art • May refer to the source 	1–2

Sample answer:

In their answers students could discuss issues around cultural ownership, copyright and Aboriginal perspectives.

For example:

Copyright is a great concern for Aboriginal peoples as their artwork and designs have often been reproduced without any understanding of the cultural significance of the artwork and without the knowledge/permission of the artist. Traditional owners have the responsibility to maintain cultural knowledge and to punish those considered responsible for the breach.

The Carpets case failed to recognise the sacred and religious significance of the artwork. Not only was the artwork being reproduced without consent, but it was also altered. It also failed to recognise the restrictions which Aboriginal law imposes on the reproduction of the artwork. In addition, the reproduction of the artwork on carpets, where it would be walked on, not only opposed the cultural use of the imagery but showed an enormous lack of respect.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a detailed understanding of the features and characteristics that ensure effective and genuine community consultation • Integrates information from the source material and own knowledge • Provides a sustained, logical and cohesive response, integrating relevant concepts and terms 	9–10
<ul style="list-style-type: none"> • Demonstrates an understanding of the features and characteristics that ensure effective and genuine community consultation • Uses the source material and own knowledge • Provides a well structured response, including relevant concepts and terms 	6–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the features and/or characteristics that ensure for effective and genuine community consultation • May refer to the source • Uses some relevant concepts and terms 	3–5
<ul style="list-style-type: none"> • Makes general statements about community consultation 	1–2

Answers could include:

Community consultation is vital to ensuring research is both genuine and effective and the key to all consultation is establishing respectful and mutual relationships. To ensure the project incorporates effective and genuine community consultation, networking with the local community and undertaking the following process is desirable.

Processes could include:

- Understanding of protocols:
 - Respect of culture
 - Respect for ownership of art and cultural expression
 - Sharing material and intellectual property
 - Different types of knowledge
 - Custodianship of aspects of culture
 - Acknowledgement of deceased persons (now and in the future)
- Recognition of cultural sensitivities and differences
- Understanding that community consultation must be on-going
- Permission to share and publish research.

Section III

Question 19 — Aboriginality and the Land

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of responses to Australian Aboriginal land rights and Native Title • Integrates information from the source material and own knowledge • Presents a sustained, logical and cohesive explanation applying relevant terms and concepts 	9–10
<ul style="list-style-type: none"> • Demonstrates sound understanding of responses to land rights and Native Title • Makes reference to the source material and own knowledge • Presents a logical and cohesive explanation including relevant terms and concepts 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of responses to land rights and Native Title • Makes reference to the source material AND/OR own knowledge • Presents a structured explanation using some relevant terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of responses to land rights AND/OR Native Title • May make reference to the source material AND/OR own knowledge • Presents a structured explanation using some relevant terms and concepts 	3–4
<ul style="list-style-type: none"> • Makes general statements about Native Title AND/OR land rights • May refer to source OR own knowledge 	1–2

Answers could include:

Diversity of community opinions on Native Title (eg change of land usage and its impact on socioeconomic indicators).

Source *F* refers to different perspectives, which may be included in the response. These include environmental, local council, farmers and Aboriginal and Torres Strait Islander peoples.

Native Title describes the rights which Aboriginal people have to land and waters according to their customary laws.

‘Land rights’ refers to the evolving struggle of Aboriginal and other Indigenous peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association.

‘Land Rights’ (capitalised) refers to legislation.

- Yirrkala Bark Petition (1963)
- Larrakia Petition (1972)
- Blue Mud Bay High Court decision
- *NT Land Rights Act* (1976)
- Indigenous Protected Areas (IPA)
- Mabo Case
- The introduction of the *Native Title Act* (1993)
- Establishment of the Indigenous Land Council (ILC) by the Government in consultation with Aboriginal people
- Indigenous Land Use Agreements (ILUAs)
- Wik High Court Decision (1996)
- *Native Title Amendment Act* (1998)
- Native Title Amendment Bill (2009)
- Traditional Owners Settlement Bill (2010)

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the difficulties that have influenced Aboriginal peoples' efforts to achieve land rights • Makes specific and detailed references to at least ONE Aboriginal community • Provides a sustained, logical and cohesive response integrating relevant concepts and terms 	17–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the difficulties that have influenced Aboriginal peoples' efforts to achieve land rights • Makes references to at least ONE Aboriginal community • Provides a logical and cohesive response integrating relevant concepts and terms 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of the difficulties that have influenced Aboriginal peoples' efforts to achieve land rights • May make reference to at least ONE Aboriginal community • Provides a logical response integrating relevant concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of issues that have influenced Aboriginal peoples' efforts to achieve land rights • May make reference to at least ONE Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements of issues that have influenced Aboriginal peoples' efforts to achieve land rights • May make reference to at least ONE Aboriginal community 	1–4

Answers could include:

- Native Title Act needs review
- Numerous native title groups
- Lengthy process in claims
- Financial issues
- Inner-council battles
- Proving on-going connection after dispossession
 - Little or no protection from mining companies
 - No veto rights
- Biased arbitration process
- No trust in the negotiations process between Aboriginal Land Councils and Governments
- Difference between exclusive and non-exclusive land use.

Question 20 — Heritage and Identity**Question 20 (a)**

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding of the significance of the Aboriginal flag in the promotion of Aboriginal heritage and identity in Australia • Integrates information from the source material and own knowledge • Presents a sustained, logical and cohesive response integrating relevant terms and concepts 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the significance of the Aboriginal flag in the promotion of Aboriginal heritage and identity in Australia • Makes reference to the source material AND own knowledge • Presents a logical and cohesive response integrating relevant terms and concepts 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of the significance of the Aboriginal flag in the promotion of Aboriginal heritage and/or identity • Makes reference to the source material AND/OR own knowledge • Presents a logical response including appropriate terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of the significance of the Aboriginal flag for Aboriginal peoples • May make reference to the source material AND/OR own knowledge 	3–4
<ul style="list-style-type: none"> • Makes general statements about the Aboriginal flag • May refer to source material 	1–2

Answers could include:

- Meaning of the three colours in the Aboriginal flag
 - Red symbolises the red earth
 - Black the Aboriginal peoples
 - Yellow the sun
- The flag has become widely recognised as the symbol of the unity and identity of Aboriginal peoples. It was designed by an Aboriginal person (Harold Thomas)
- In view of the flag's wide acceptance and importance in Australian society it was proclaimed a 'Flag of Australia' in 1995
- It was the official flag of the Aboriginal Tent Embassy in Canberra (1972) after it was first flown in Adelaide in 1971
- It holds special legal and political status. Its image is subject to copyright
- The flag was originally designed for the land rights movement, and it became a symbol of the Aboriginal peoples of Australia
- Notable events when the flag was flown:
 - Australian Bicentenary March 1988
 - Commonwealth Games 1994
 - Olympics 2000.

Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement on the effect initiatives have had on maintaining Aboriginal peoples' culture • Makes specific and detailed references to at least ONE Aboriginal community • Provides a sustained, logical and cohesive response integrating relevant concepts and terms 	17–20
<ul style="list-style-type: none"> • Makes a judgement on the effect initiatives have had on maintaining Aboriginal peoples' culture • Makes reference to at least ONE Aboriginal community • Provides a logical and cohesive response integrating relevant concepts and terms 	13–16
<ul style="list-style-type: none"> • May make a judgement on the effect initiatives have had on maintaining Aboriginal peoples' culture • May make reference to at least ONE Aboriginal community • Provides a logical response integrating relevant concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge of the effect initiatives have had on maintaining Aboriginal peoples' culture • Makes limited OR no reference to an Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about Aboriginal peoples' culture • Makes limited OR no reference to an Aboriginal community 	1–4

Answers could include:

Students to discuss initiatives in some of the following that assist in maintaining Aboriginal peoples' culture

- Arts
- Economy
- Education
- Health
- History
- Land
- Language
- Law
- People
- Politics and media
- Self-determination
- Sport.

2016 HSC Aboriginal Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Global Perspective	H3.2
2	1	Global Perspective	H1.3
3	1	Global Perspective	H3.3
4	1	Global Perspective	H1.2, H3.1, H3.2
5	1	Global Perspective	H1.2, H3.1
6	3	Socioeconomic indicators	H1.2, H1.3, H3.3
7	2	Political status	H1.1, H1.2, H1.3
8	4	Sovereignty	H1.2, H3.3
9	5	Racial stereotyping	H1.3, H3.1, H3.2
10	6	Human rights issues	H1.2, H3.1, H3.3

Section I Part B

Question	Marks	Content	Syllabus outcomes
11 (a)	5	Health	H1.2, H3.3
11 (b)	10	Health	H1.2, H3.1, H3.2, H4.1
12 (a)	5	Education	H1.2, H3.3
12 (b)	10	Education	H1.2, H3.1, H3.2, H4.1
13 (a)	5	Housing	H1.2, H3.3
13 (b)	10	Housing	H1.2, H3.1, H3.2, H4.1
14 (a)	5	Employment	H1.2, H3.3
14 (b)	10	Employment	H1.2, H3.1, H3.2, H4.1
15 (a)	5	Criminal Justice	H1.2, H3.3
15 (b)	10	Criminal Justice	H1.2, H3.1, H3.2, H4.1
16 (a)	5	Economic Independence	H1.2, H3.3
16 (b)	10	Economic Independence	H1.2, H3.1, H3.2, H4.1

Section I Part C

Question	Marks	Content	Syllabus outcomes
17	15	Global Perspective and Comparative Study	H1.2, H3.1, H3.3, H4.3

Section II

Question	Marks	Content	Syllabus outcomes
18 (a)	5	Research and Inquiry Methods	H4.1, H4.2
18 (b)	10	Research and Inquiry Methods	H4.1, H4.2

Section III

Question	Marks	Content	Syllabus outcomes
19 (a)	10	Aboriginality and the Land	H2.1
19 (b)	20	Aboriginality and the Land	H2.2, H3.2, H3.3
20 (a)	10	Heritage and Identity	H2.1
20 (b)	20	Heritage and Identity	H2.1, H3.3