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## 2018 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	D
2	B
3	B
4	A
5	C
6	C

## Question 7

Criteria	Marks
<ul style="list-style-type: none"> <li>Clearly demonstrates knowledge and understanding of the National Apology</li> <li>Clearly explains the effect of the National Apology on Aboriginal peoples' status</li> <li>Makes clear reference to the source material</li> </ul>	5
<ul style="list-style-type: none"> <li>Demonstrates sound knowledge and understanding of the National Apology</li> <li>Explains the effect of the National Apology on Aboriginal peoples' status</li> <li>Makes reference to the source material</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Provides some relevant information and understanding of the National Apology</li> <li>May make general statement about the source material</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a general statement about the National Apology</li> </ul>	1

### Sample answer:

The National Apology to the Stolen Generations in 2008 was a first step intended to significantly improve the status of Aboriginal peoples. The *Koori Mail* cover shows courageous members of the Stolen Generations and their families, who heard for the first time that the highest levels of government were both responsible and sorry for treatment of Aboriginal Australians that was carried out in its name. The National Apology was based on the idea that being truthful about the wrongs of the past and seeking to put them right was the first step in achieving improvements in human rights and social justice. All too often, social justice and improvements in socioeconomic status have not followed. However, recognition of past wrongs as per the National Apology is a necessary precondition for the improved status of Aboriginal peoples.

### Answers could include:

- Acknowledges past experiences of Aboriginal peoples
- Ability to start healing process and closure
- Acknowledgement and apology for wrongdoings
- Move towards reconciliation
- Relationship to trauma and how the past has affected and continues to affect Aboriginal peoples
- Effects on and improvements to mental health
- Kevin Rudd delivers from the status of Prime Minister
- Canberra delivery point, as the national capital and in the national parliament
- Stolen Generations were able to hear an apology within their lifetime
- May include parts of the speech
- Not just an admission of guilt, but an expression of sorrow
- The Healing Foundation
- Stolen Generations
- Trans-generational trauma.

## Question 8

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear explanation of why the lack of constitutional recognition is problematic</li> <li>Makes clear reference to the source material</li> </ul>	6
<ul style="list-style-type: none"> <li>Provides a sound explanation of why the lack of constitutional recognition is problematic</li> <li>Makes reference to the source material</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Provides a general statement about constitutional recognition</li> <li>May make reference to the source material</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Provides some relevant information about constitution</li> </ul>	1

**Answers could include:**

- May quote section 51 or the preamble of the Australian Constitution
- 1967 referendum
- Understanding of racism
- Connection to health issues
- Understanding of the Constitution
- Lack of acknowledgement continues a racial divide in the nation
- Suggestion of how to move forward and why it is important
- Socioeconomic status
- Discrimination
- Human rights
- United Nations Declaration
- The Universal Declaration of Human Rights.

## Question 9

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear description of the importance of sovereignty to Aboriginal and Torres Strait Islander peoples</li> <li>Makes reference to the source material</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides a description of sovereignty</li> <li>May make reference to the source material</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a general statement about sovereignty</li> </ul> AND/OR <ul style="list-style-type: none"> <li>May make general statement about the source material</li> </ul>	1

**Answers could include:**

- Aboriginal peoples have never ceded sovereignty
- Acknowledgement of sovereignty allows self-determination
- Sovereignty allows economic development for communities
- Sovereignty acknowledges Aboriginal peoples as first nations peoples of Australia
- Land and sea/water conservation and preservation
- Sovereignty allows greater protection of sacred sites
- Connection to Country
- Aboriginal initiatives such as this source highlight the need for sovereignty for social equality and socioeconomic status
- Political independence
- Understanding of sovereignty and sovereign peoples
- Territorial integrity
- Land rights AND/OR Land Rights Act
- Answer may include reference to previous Aboriginal initiatives and the need for greater sovereignty such as Mabo, Tent Embassy
- Tent Embassy 'corroboree for sovereignty'
- Moral implications.

## Question 10

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies an international Indigenous public protest</li> <li>Clearly describes the impact of the protest to improve social status</li> <li>Makes clear reference to the source material</li> </ul>	5
<ul style="list-style-type: none"> <li>Identifies an international Indigenous public protest</li> <li>Describes the impact of the protest to improve social status</li> <li>Makes reference to the source material</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Provides general description of an international Indigenous protest</li> <li>May make a general statement about social status</li> <li>May make reference to the source material</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes a general statement AND/OR</li> <li>A general statement about the source material</li> </ul>	1

### **Answers could include:**

- The source shows Native American protests to racist stereotypical representations of them used as a sports mascot. This initiative highlights the social inequalities experienced by Native Americans.
- This source shows a protest initiative which is effective in comparing positive representations of Native Americans compared to stereotypes which are disgraceful, disrespectful, shameful and damage culture.
- May refer to any international Indigenous initiative which improves social and economic status such as the Maori protest movement at Pakaitore in 1995, Dakota Pipeline 2016–2017, Clyde River Inuit Protest against seismic tests 2016, Khoi San Protest at ANC Conference 2017, New Ainu Association of Hokkaido campaign 1984–1997, Free West Papua Protest.
- May discuss any Indigenous organisation which aims to improve social status.

## 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"> <li>• Demonstrates a clear understanding of Aboriginal peoples' health status</li> <li>• Provides a clear description of social or political changes necessary to improve Aboriginal peoples' health status</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' health status</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' health status</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' health</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

**Sample answer:**

There have been some social and political changes to address Aboriginal health outcomes, such as removal of discriminating clauses, recognition of citizenship, self-determination and establishment of Aboriginal organisations. While these are significant changes, more is needed to address the gap in Aboriginal peoples' health status. This includes better resourcing of community controlled, culturally appropriate and accessible programs. These programs need a more holistic approach to recognise the interconnection between land, community wellbeing and health to address the higher incidences of smoking-related illnesses, renal failure, diabetes, infant mortality and communicable diseases.

**Answers could include:**

Candidates may focus on previous changes that have made some progress, but show that further change is required, for example show how the 1967 Referendum changed the political status and socially enabled Aboriginal peoples to be employed in various health services. An ongoing change necessary from this is the need for greater participation of Aboriginal staff in support and delivery of health programs. Aboriginal role models are active in advertising improvements in lifestyle by focusing on community health.

### Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community health initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a sound comparison of the effectiveness of community health initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community health initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community health initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community health initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

**Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address health issues.
- The creation of AMS in 1971 met the specific needs of Aboriginal peoples' who shared the common experience of remoteness, historical distrust of government, racism, cultural barriers and other social disadvantage.
- The Central Australian Aboriginal Congress is a community run organisation, which delivers a number of clinics and health services to remote communities, such as Alukura Women's health service, Social and Emotional Wellbeing service and remote health service. These target holistic issues for social, emotional, cultural and physical wellbeing and are delivered by Aboriginal staff. To address lifestyle issues such as diabetes, heart disease, mental health, drug and alcohol abuse some programs come with the cultural barriers of appropriate personnel funding models. For example, Medicare for Australia and New Zealand has provided for far greater community-based initiatives than has US health care. Canada has had some success with centres such as the Porcupine Clinic. New Zealand has better language support through Maori run health clinics which can communicate health issues directly to Maori patients.
- Closing the Gap initiatives and statistical evidence can support answers. Roeburne in WA had appalling statistics in domestic and child abuse. The community purchased the local hotel to stem alcohol consumption.

## Question 12 — Education

### Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of Aboriginal peoples' education status</li> <li>• Provides a clear description of social or political changes necessary to improve Aboriginal peoples' education status</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' education status</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' education status</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' education status</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### **Sample answer:**

There have been some social and political changes to address Aboriginal education status, such as removal of discriminating clauses, recognition of citizenship, self-determination and establish Aboriginal organisations. While these are significant changes, more is needed to address the gap in Aboriginal peoples' education status. This includes better resourcing of community controlled, culturally appropriate and accessible education programs. Programs need a more holistic approach to recognise the interconnection between land, community wellbeing and employment to address cultural affirmation, local heritage and educational attainment. 'Literacy for Life Strategy' from Closing the Gap and involvement of Aboriginal role models are needed to support learning and school attendance.

#### **Answers could include:**

Increased Aboriginal language reclamation, support from NSW AECG and programs such as Norta Norta are funding dependent and comparisons can be made with international communities. Repeal of the Aborigines Protection Act of 1909 paved the way for inclusion of Aboriginal students in school and the Referendum of 1967 gave rise to greater educational advancement. Retention rates are still an issue and may be compared with international communities.

## Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community education initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community education initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community education initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community education initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community education initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

### **Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address education issues.
- Culturally appropriate education and training of educators generally, community involvement with Elders promoting language and cultural awareness. Pre-1960 Aboriginal children could be excluded from school. NAPLAN results have Aboriginal student results recorded separately.
- AECG met the specific needs of Aboriginal peoples' who shared the common experience of remoteness, historical distrust of government, racism, cultural barriers and other social disadvantage. Aboriginal Engagement Officers address issues such as attendance, low educational outcomes and retention rates.
- University enrolment is around 5–6% for Aboriginal students compared to 25% for non-Aboriginal HSC students. Comparisons can be made with the level of discrimination and the role of religious education in various Australian and International communities and the community initiatives that address these issues. Local language dialects are also an issue to be addressed. Comparisons can be made with language use in international schools, such as New Zealand Te Reo Maori schools, Inuit language schools and churches as well.

## Question 13 — Housing

### Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of Aboriginal peoples' housing status</li> <li>• Provides a clear description of social or political changes necessary to improve Aboriginal peoples' housing status</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' housing status</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' housing status</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' housing</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### **Sample answer:**

There have been some social and political changes to address housing, such as removal of discriminating clauses, recognition of citizenship, self-determination and establishment of Aboriginal organisations. While these are significant changes, more is needed to address the gap in Aboriginal peoples' housing. This includes better resourcing of community controlled, culturally appropriate and accessible housing programs. Programs need a more holistic approach to recognise the interconnection between land, community wellbeing and employment linked to local Aboriginal Land Councils and corporations purchasing state owned housing and developing low income housing projects.

#### **Answers could include:**

- Pacific Link Housing oversees Department of Housing properties and negotiates the sale of land in housing estates which the NSW state government is undertaking in conjunction with private developers.
- Limited access to the housing market creates issues of homelessness and overcrowding which can be addressed by initiatives to provide rental support and affordable housing. Comparisons may be made in providing on-Country housing both in Australia and internationally.
- Addressing issues such as unemployment, clear link to housing commitment, aged care facilities, mobile homes and the involvement of Aboriginal and Indigenous peoples in the decision-making process.

### Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community housing initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a sound comparison of the effectiveness of community housing initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community housing initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community housing initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community housing initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

**Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address housing status.
- Community employment in building and maintaining homes, role of local Aboriginal Land Councils and other agencies in addressing low home ownership rates and the state of housing generally. Communities are fractured as families move; level of reliance on government welfare and sustainability of housing as communities become smaller.
- Community consultation and employment in building and maintaining homes, role of the United Nations in developing basic housing standards and overcoming the need for basic services such as water and sewerage.
- Comparisons can be drawn between Australian Aboriginal community and international Indigenous community initiatives, such as; Maori Housing Strategy, the Social Housing Reform Program, National Affordable Housing Agreement, Stronger Futures in Northern Territory – focus on housing and Habitat for Humanity.

## Question 14 — Employment

### Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of Aboriginal peoples' employment prospects</li> <li>• Provides a clear description of social and political changes necessary to improve Aboriginal peoples' employment prospects</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' employment prospects</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' employment prospects</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' employment prospects</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### **Sample answer:**

There have been some social and political changes to address employment, such as removal of discriminating clauses, recognition of citizenship, self-determination and establishment of Aboriginal organisations. While these are significant changes, more is needed to address the gap in Aboriginal peoples' employment. This includes better resourcing of community controlled, culturally appropriate and accessible employment programs. Programs need a more holistic approach to recognise the interconnection between land, community wellbeing and health to address the poverty cycle and unemployment rates. This also includes the employment of Aboriginal people across all sectors with health being a major employer (14.6% Aboriginal staff).

#### **Answers could include:**

Discrimination has been legislated against, but government funding is still required to drive programs such as AES (Aboriginal Employment Strategy). With Aboriginal unemployment at three times the national average, changes include CDEP (Community Development Employment Program), empowering local communities to provide training and offers of employment. Aboriginal identified positions as targeted employment are across all levels of government. Socially minded executives, such as Andrew Forrest, have given local communities a voice and employment in their companies. However, regional centres have less opportunity than the city and more social changes are required to address this divide.

### Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community employment initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community employment initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community employment initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community employment initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community employment initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

**Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address employment access.
- Town of Roebourne in WA: the community has a focus on tourism in Aboriginal art and culture to proof itself against the end of the mining boom.
- AES (Aboriginal Employment Strategy) has local focus on employment, training opportunities and improving skills. It is 100% Aboriginal managed, national and a not-for-profit recruitment company.
- Comparisons can be drawn between Australian Aboriginal community and international Indigenous community initiatives, such as: development of partnerships, regaining land, cultural programs and ecotourism employment. USA has major economic considerations, as have other countries, in the downturn of manufacturing and associated industries which would normally have absorbed Indigenous members into their workforce. Incentives and government initiatives such as the federally funded and CSU delivered IProwd (Indigenous Police Recruitment Our Way) to employ Aboriginal police officers.

## Question 15 — Criminal Justice

### Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of Aboriginal peoples' criminal justice outcomes</li> <li>• Provides a clear description of social or political changes necessary to improve Aboriginal peoples' criminal justice outcomes</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' criminal justice outcomes</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' criminal justice outcomes</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' criminal justice outcomes</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### **Sample answer:**

There have been some social and political changes to address criminal justice issues, such as removal of discriminating clauses, recognition of citizenship, self-determination and establishment of Aboriginal organisations.

It is important to have better resourcing of community controlled, culturally appropriate and accessible criminal justice programs. Programs need a more holistic approach to recognise the interconnection between land, community wellbeing and health to address the poverty cycle and unemployment rates which are a major contributor to criminal justice issues. This also includes the employment of Aboriginal people in IProwd (Indigenous Police Recruitment Our Way) which enables Aboriginal peoples to train and put an Aboriginal perspective to policing in communities.

#### **Answers could include:**

Consensus decision-making and focus on traditional law are well supported by partnerships with groups such as the Aboriginal Justice Advisory Committee and Legal Service. Socially the PCYC forms an important part of community in building positive relationships with local police and Elders. Restorative justice and circle sentencing initiatives are positive changes. 27% of the overall prison population are Aboriginal people. Social and political change includes addressing low socioeconomic status, high-risk illegal activity exacerbated by drug and alcohol abuse, low educational backgrounds and weakened links to community.

Discrimination has been legislated against, but government funding is still required to drive programs which address the poverty cycle that contributes to criminal justice issues, such as AES (Aboriginal Employment Strategy). With Aboriginal unemployment at three times the national average, changes include CDEP (Community Development Employment Program), empowering local communities to provide training and offers of employment. Over-representation in the justice system is a critical problem.

### Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community criminal justice initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a sound comparison of the effectiveness of community criminal justice initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community criminal justice initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community criminal justice initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community criminal justice initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

**Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address criminal justice issues.
- Community-based initiatives need to address the traditional distrust of police which was highlighted by issues relating to The Stolen Generations and mistreatment of young people by church and other institutional groups. Comparisons can be drawn between international Indigenous initiatives and Australian Aboriginal initiatives, such as ALS (Aboriginal Legal Service) and government funded community initiatives such IProwd (Indigenous Police Recruitment Our Way) to employ Aboriginal police officers. Inclusion of community members in court proceedings, education programs and legal support. Restorative justice and Nunavat, RCMP (Mounties) policy strategies. AES (Aboriginal Employment Strategy) has local focus on employment, training opportunities and improving skills. This has a role in addressing the cycle of poverty and the rate of reoffending.
- Comparisons can be drawn between Australian Aboriginal community and international Indigenous community initiatives, such as: development of partnerships, regaining land, cultural programs and ecotourism employment. Land gives better opportunities for self-determination and reducing criminal justice issues. It also enables Elders to play a greater role in community management. Programs such as restorative justice, circle sentencing and the acceptance of traditional law as a culturally appropriate punishment.

## Question 16 — Economic Independence

### Question 16 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of Aboriginal peoples' economic independence</li> <li>• Provides a clear description of social or political changes necessary to improve Aboriginal peoples' economic independence</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of Aboriginal peoples' economic independence</li> <li>• Provides a sound description of one social or political change necessary to improve Aboriginal peoples' economic independence</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Makes general statement(s) about social or political changes and their relevance to Aboriginal peoples' economic independence</li> </ul>	2
<ul style="list-style-type: none"> <li>• Provides some relevant information</li> </ul>	1

#### **Sample answer:**

There have been some social and political changes to address economic independence, such as removal of discriminating clauses, recognition of citizenship, self-determination and establishment of Aboriginal organisations.

It is important to have better resourcing of community-controlled, culturally appropriate and accessible economic development and business opportunities. These opportunities need a more holistic approach to recognise the interconnection between land, community wellbeing and health to address the poverty cycle and unemployment rates which are a major contributor to economic independence. This includes involvement in cattle stations, eg Delta Downs which has one million acres and is managed and operated by Aboriginal workers.

#### **Answers could include:**

Changes such as Mundine Means Business (SKY News program) which features Indigenous owned businesses aimed at getting Aboriginal peoples involved in the real economy. The social change is that it encourages people to use the resources around them to support family and community. Since the 1970s the problem has been with 'sit-down-money' which needs to be socially addressed. Business is not about abandoning culture. Greater representation in government, such as Indigenous Bolivian president (Evo Morales) has allowed Indigenous Bolivians to build architecture and fashion enterprises which celebrate culture and build greater economic independence.

Discrimination has been legislated against, but government funding is still required to drive programs which address the poverty cycle that contributes to economic independence issues, such as AES (Aboriginal Employment Strategy). With Aboriginal unemployment at three times the national average, changes include CDEP (Community Development Employment Program), empowering local communities to provide training and offers of employment.

### Question 16 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides an extensive comparison of the effectiveness of community economic independence initiatives</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to an Australian AND an international Indigenous community</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a sound comparison of the effectiveness of community economic independence initiatives</li> <li>Presents a logical and cohesive response applying relevant concepts and terms</li> <li>Makes reference to an Australian AND an international Indigenous community</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Provides a comparison of the effectiveness of community economic independence initiatives</li> <li>Presents a structured response using some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Provides a limited description of community economic independence initiatives</li> <li>Uses some relevant concepts and terms</li> <li>Refers to an Australian AND/OR an international Indigenous community</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about Aboriginal or Indigenous community economic independence initiatives</li> <li>May refer to an Aboriginal or Indigenous community</li> </ul>	1–2

**Answers could include:**

- Reference to specific Australian Aboriginal community and international Indigenous community initiatives that address economic independence issues eg town of Roebourne in WA: community purchased the town.
- Post-1965 as a result of European colonisation the economic status of Aboriginal peoples has suffered due to institutional strategies of lack of consultation, limited training and access to education, long-term under/unemployment and welfare dependence.
- Comparisons can be drawn between Australian Aboriginal community and international Indigenous community initiatives, such as Wave Hill Walk-off 1966, which saw award wages granted. Targeted government programs to introduce self-determination and economic enterprise. Indigenous Landholder Services (ILS) is a collaborative partnership to improve land management and sustainable employment. Additionally, comparisons can be made about the role of a range of community initiatives in addressing factors that contribute to poverty. Poverty is more than lack of income; it is also about lack of education and poor health. 1992 Mabo/Native Title decisions empowered communities to begin self-determination.
- Native Americans have limited welfare and high levels of poverty with very little control over their lands. Dakota Sioux have no mineral, pastoral or other means to create wealth compared to the Inuit, who have benefited from oil, land rights and a government apology. Inuit oil flows through Dakota Sioux lands in a pipeline they had no choice about.

## 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"> <li>• Demonstrates extensive understanding of how human rights and social justice experiences of Aboriginal and other Indigenous peoples are a result of colonisation</li> <li>• Presents a sustained, logical and cohesive response</li> <li>• Integrates detailed references to the Comparative Study and TWO listed topics</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates sound understanding of how human rights and social justice experiences of Aboriginal and other Indigenous peoples are a result of colonisation</li> <li>• Presents a well-structured response</li> <li>• Makes reference to the Comparative study and TWO listed topics</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Demonstrates understanding of how human rights and social justice experiences of Aboriginal and other Indigenous peoples are a result of colonisation</li> <li>• Presents a structured response</li> <li>• Refers to at least one community AND at least ONE of the listed topics</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Demonstrates limited understanding of how human rights and social justice experiences of Aboriginal and other Indigenous peoples are a result of colonisation</li> <li>• Refers to one community AND/OR one of the listed topics</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Makes general statements about human rights and social justice experiences AND/OR consequences of colonisation</li> <li>• May refer to a community</li> </ul>	1–3

**Answers could include:**

- Reference to specific human rights and/or social justice experiences for relevant communities that are consequences of colonisation.
- Specific reference to the current experiences present in the Australian Aboriginal and international Indigenous communities.
- Australian Aboriginal and international Indigenous communities have experienced different human rights and social justice experiences as a result of negotiated treaties, experiences with dislocation from land and cultural genocide. This has an ongoing impact due to the interconnection between land, health, community relationships and social and cultural wellbeing.
- Frequently colonisation implemented discriminatory policies that attempted to force Aboriginal and other international Indigenous communities to assimilate and integrate with Western systems. This has had a lasting effect on communities and answers could reference specific examples of this, eg current life-expectancy gap, educational attainment levels, accessible housing, employment rates, representation in the criminal justice system and economic independence rates.
- Australian Aboriginal and international Indigenous communities have experienced lasting colonial racism and discrimination which impacts human rights and/or social justice experiences. Answers could reference specific examples of this, eg access to health care, education, housing, employment, experiences in criminal justice and achievement of economic independence.

## Section II — Research and Inquiry Methods

### Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear explanation of the importance of incorporating Aboriginal viewpoints when researching and communicating information</li> <li>Demonstrates a clear understanding of Aboriginal viewpoints</li> </ul>	5
<ul style="list-style-type: none"> <li>Provides sound explanation of the importance of incorporating Aboriginal viewpoints when researching and communicating information</li> <li>Provides a relevant description to support response</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statement(s) about Aboriginal viewpoints when researching and/or communicating information</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

It is important to reflect Aboriginal viewpoints when undertaking any research and communicating information. Not acknowledging Aboriginal past when researching and organising a national event such as the 1988 Bicentennial celebrations results in protest and marginalises the first peoples of Australia while maintaining past colonial traditions. The absence of Aboriginal viewpoints can perpetuate this disregard for communities and prevents participation in important research that directly affects Aboriginal peoples.

OR

When research is undertaken appropriately with communities, it is essential that the views of Aboriginal people and communities are communicated in the final information. This ensures the research is ethically undertaken and is not exploitative. It creates more genuine and accurate information that can be used by communities for reciprocal research. Additionally, by including Aboriginal viewpoints it acknowledges that Australian Aboriginal communities are diverse and there is more than one view that should be communicated.

### Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear and detailed explanation why research addresses cultural differences and sensitivities as a consultation protocol</li> <li>Integrates information from the source material and own knowledge to support explanation</li> <li>Presents a sustained, logical and cohesive explanation applying relevant terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a clear explanation why research addresses cultural differences and sensitivities as a consultation protocol</li> <li>Integrates information from the source material and own knowledge</li> <li>Presents a logical and cohesive argument applying relevant terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>May provide an explanation why research addresses cultural differences and sensitivities as a consultation protocol</li> <li>Refers to the source material AND/OR their own knowledge</li> <li>Presents a structured response applying some relevant terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates a limited understanding why research addresses cultural differences and sensitivities as a consultation protocol</li> <li>May refer to the source material AND/OR their own knowledge</li> <li>Attempts to use some relevant terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about research, cultural differences and sensitivities AND/OR consultation protocol</li> <li>May refer to source OR own knowledge</li> </ul>	1–2

**Answers could include:**

- Examples of past research in Australia which has both positively and negatively impacted Aboriginal communities. This could include the Northern Territory Intervention, investigation into juvenile justice centres eg Don Dale detention centre.
- Aboriginal people have been the most researched people in the world and have not always benefited from this research, when reciprocal research is not a consultation protocol.
- Past research has been carried out by non-Aboriginal people and as a result they need to address the cultural differences to avoid applying western knowledge systems to Indigenous knowledge. Additionally, it is important to address the cultural differences between diverse communities.
- How some of past research has been invasive, undertaken without permission and without regard to their right to participate, or not. All of which does not follow ethical community consultation protocols. This could include theft of Aboriginal knowledge, artefacts and remains by museums, exploitation of Aboriginal art eg Carpets case, Australian ‘souvenirs’.

## Section III

### Question 19 — Aboriginality and the Land

#### Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear description of the impact of media representations of the struggle for land rights and/or native title on Aboriginal and non-Aboriginal peoples</li> <li>Integrates information from the source material and own knowledge to support judgement</li> <li>Presents a sustained, logical and cohesive response, applying relevant terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides a description of the impact of media representations of the struggle for land rights and/or native title on Aboriginal and non-Aboriginal peoples</li> <li>Integrates some information from the source material and own knowledge to support judgement</li> <li>Presents a logical and cohesive response, applying relevant terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>May provide a description of the impact of media representations of the struggle for land rights and/or native title on Aboriginal and non-Aboriginal peoples</li> <li>Makes reference to the source material AND/OR their own knowledge</li> <li>Presents a structured response applying some relevant terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of the impact of media representations of the struggle for land rights AND/OR native title on Aboriginal and non-Aboriginal peoples</li> <li>May refer to the source material AND/OR their own knowledge</li> <li>Attempts to use some relevant terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about media representations</li> <li>May refer to source OR own knowledge</li> </ul>	1–2

#### **Answers could include:**

Media representations often focus on generalised perceptions. They are usually an oversimplified concept, images and opinions. Many times the beliefs shown are reflective of a minority's experience rather than understanding the complexity of Aboriginal peoples' lived experiences. The consistent use of incomplete and inaccurate representations can be harmful as they can lead to racism and prejudice.

This is reflected in media representations of the land rights movements through:

- Not enough focus in mainstream media on positive cases of land rights claims that have resulted in empowerment of the Aboriginal community.
- Further dividing societal views on land rights by focusing on fear rather than reconciliation.
- There is a lack of evaluation of the policies of land rights working towards fair use of land, but rather on the vested interests of stakeholders.
- The fear mongering around land rights claims and representations of these cases and protests focus on out-dated stereotypes.

### Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear and comprehensive evaluation of government responses, including legislation and policies, to the land rights movement</li> <li>• Provides a specific and detailed reference to at least ONE Aboriginal community to support their judgement</li> <li>• Provides a well-structured, logical and cohesive response integrating relevant concepts and terms</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of government responses, including legislation and policies, to the land rights movement</li> <li>• Refers to at least ONE Aboriginal community</li> <li>• Provides a logical and cohesive response integrating relevant concepts and terms</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Attempts to evaluate government responses, including legislation and policies, to the land rights movement</li> <li>• May make reference to at least ONE Aboriginal community</li> <li>• Provides a logical response integrating relevant concepts and terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes government responses to the land rights movement</li> <li>• May make reference to at least ONE Aboriginal community</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about government responses AND/OR the land rights movement</li> <li>• May make reference to at least ONE Aboriginal community</li> </ul>	1–4

**Answers could include:**

- The land rights campaign as a fundamental piece of social reform as well as a tool of empowerment.
- The significance of policies and legislation that have facilitated the formal legislative land rights responses.
- Contribution of Land Councils to the economic independence and self-determination of communities.
- Recognition of custodianship and connection to country.
- Strengthening cultural connection by maintaining custodial relationships and identity.

Examples of policies and legislation may include:

- *Aboriginal Affairs Act 1973*
- *Aboriginal Land Rights Act 1976*
- *Aboriginal and Torres Strait Islander Commission Act 1989*
- *Native Title Act 1993*
- *Native Title Amendment Act 1998*
- *Northern Territory National Emergency Response Act 2007.*

## Question 20 — Heritage and Identity

### Question 20 (a)

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a clear description of the impact of representations of Aboriginal identity on Aboriginal and non-Aboriginal peoples</li> <li>Integrates information from the source material and own knowledge to support judgement</li> <li>Presents a sustained, logical and cohesive response, applying relevant terms and concepts</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Provides an description of the impact of representations of Aboriginal identity on Aboriginal and non-Aboriginal peoples</li> <li>Integrates some information from the source material and own knowledge to support judgement</li> <li>Presents a logical and cohesive response, applying relevant terms and concepts</li> </ul>	7–8
<ul style="list-style-type: none"> <li>May provide a description of the impact of representations of Aboriginal identity on Aboriginal and non-Aboriginal peoples</li> <li>Makes reference to the source material AND/OR their own knowledge</li> <li>Presents a structured response applying some relevant terms and concepts</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of the impact of representations of Aboriginal identity on Aboriginal and non-Aboriginal peoples</li> <li>May refer to the source material AND/OR their own knowledge</li> <li>Attempts to use some relevant terms and concepts</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Makes general statements about representations of Aboriginal identity</li> <li>May refer to source OR own knowledge</li> </ul>	1–2

#### **Answers could include:**

Media representations often focus on generalised perceptions. They are usually an oversimplified concept, images and opinions. Many times the beliefs shown are reflective of a minority's experience rather than understanding the complexity of Aboriginal peoples' lived experiences. The consistent use of incomplete and inaccurate representations can be harmful as they can lead to racism and prejudice.

This is reflected in representations of Aboriginal people's identity through:

- Not enough focus on positive role models in the Aboriginal community.
- Further dividing society with a focus on blame and fear rather than reconciliation.
- Aboriginal communities being represented in a stereotypical manner in a public forum doesn't present the complexity of Aboriginal identity.
- It can be isolating for Aboriginal people to not have identity accurately displayed in a public forum. This leads to further misunderstandings of the multiple ways an Aboriginal person can affirm their Aboriginality.

## Question 20 (b)

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a clear and comprehensive evaluation of the effect of community initiatives to reclaim and maintain Aboriginal peoples' languages and culture</li> <li>• Provides a specific and detailed reference to at least ONE Aboriginal community to support their judgement</li> <li>• Provides a well-structured, logical and cohesive response integrating relevant concepts and terms</li> </ul>	17–20
<ul style="list-style-type: none"> <li>• Demonstrates an evaluation of the effect of community initiatives to reclaim and maintain Aboriginal peoples' languages and culture</li> <li>• Refers to at least ONE Aboriginal community</li> <li>• Provides a logical and cohesive response integrating relevant concepts and terms</li> </ul>	13–16
<ul style="list-style-type: none"> <li>• Attempts to evaluate the effect of community initiatives to reclaim and maintain Aboriginal peoples' languages AND/OR culture</li> <li>• May make reference to at least ONE Aboriginal community</li> <li>• Provides a logical response integrating relevant concepts and terms</li> </ul>	9–12
<ul style="list-style-type: none"> <li>• Describes community initiative(s) to reclaim and maintain Aboriginal peoples' languages AND/OR culture</li> <li>• May make reference to at least ONE Aboriginal community</li> </ul>	5–8
<ul style="list-style-type: none"> <li>• Makes general statements about community initiative(s) AND/OR language and culture</li> <li>• May make reference to at least ONE Aboriginal community</li> </ul>	1–4

### **Answers could include:**

- The value of language and how it is inherent to Aboriginal peoples' heritage and identity
- The connection of language to Country and how it is a foundation of culture
- Language is a tool of learning that is valued by the Aboriginal community
- The role of initiatives to reclaim language and how these strengthen pride and identity through affirmation of cultural identity
- The reclamation of Aboriginal language is crucial because they are critically endangered. There are currently only sixty languages considered 'alive' and in use as a first language
- Role and scope of specific language program eg, the OCHRE Nests program
- Teaching Aboriginal languages at school
- Examples of language community initiatives:
  - Dharug Dalang language website
  - Living Archive of Aboriginal Languages
  - Aboriginal Language and Culture Nests (five nests in NSW)
  - NSW Aboriginal Language Research and Resource Centre
  - Master-Apprentice Language Learning Program, Alice Springs
  - Miromaa – computer program
  - Many Rivers Aboriginal Language Centre
  - Murrumbidgee Aboriginal Language and Culture Co-operative.

# 2018 HSC Aboriginal Studies Mapping Grid

## Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Similarities in socioeconomic status of Indigenous peoples	H1.1, H3.3
2	1	Socioeconomic status	H1.3, H3.2
3	1	Aboriginal initiatives to improve Aboriginal and Indigenous peoples' social justice from a global perspective	H1.2, H3.3
4	1	Initiatives promoting social, economic and political independence	H1.2, H3.2, H3.3
5	1	Aboriginal initiatives to improve status	H1.2
6	1	Global legal application/actions promoting economic and political independence	H3.3
7	5	Government initiatives to address the status of Aboriginal peoples	H3.1, H3.3
8	6	Addressing racism/discrimination and reconciliation (source based)	H1.3, H3.1
9	3	Government policies/legislation (source based)	H3.2
10	5	International initiatives that promote social and economic status (source based)	H3.2, H3.3

## Section I Part B

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

**Section I  
Part C**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
17	15	Global perspective and comparative study	H1.2, H3.1, H3.3, H4.3

**Section II**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
18 (a)	5	Research and inquiry methods	H4.1, H4.2, H4.3
18 (b)	10	Research and inquiry methods	H4.1, H4.2

**Section III**

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
19 (a)	10	Aboriginality and the land	H2.2
19 (b)	20	Aboriginality and the land	H2.2, H3.2
20 (a)	10	Heritage and identity	H2.1
20 (b)	20	Heritage and identity	H2.2, H3.2