



NSW Education Standards Authority

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Centre Number

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Student Number

2018 HIGHER SCHOOL CERTIFICATE EXAMINATION

Aboriginal Studies

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black pen
- A Source Booklet is provided at the back of this paper
- Write your Centre Number and Student Number at the top of this page

Total marks: 100

Section I – 55 marks (pages 2–13)

Part A – 25 marks

- Attempt Questions 1–10
- Allow about 45 minutes for this part

Part B – 15 marks

- Attempt ONE question from Questions 11–16
- Allow about 25 minutes for this part

Part C – 15 marks

- Attempt Question 17
- Allow about 25 minutes for this part

Section II – 15 marks (page 14)

- Attempt Question 18
- Allow about 25 minutes for this section

Section III – 30 marks (page 15)

- Attempt either Question 19 or Question 20
- Allow about 1 hour for this section

Section I — Social Justice and Human Rights Issues
55 marks

Part A – The Global Perspective

25 marks

Attempt Questions 1–10

Allow about 45 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question. For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

- 1** Which of the following best represents Aboriginal peoples' connection to Country? **1**
- A. Ownership
- B. Land preservation
- C. Responsibility for looking after traditional lands
- D. Understanding and respecting the land, as custodians
- 2** Which of the following is an indicator of socioeconomic status? **1**
- A. Marital status
- B. Ownership of a home
- C. Participation in a sporting club
- D. Membership of a political party
- 3** Why was the Tent Embassy established in 1972? **1**
- A. To issue Aboriginal passports
- B. To highlight the issue of Aboriginal land rights
- C. To raise awareness of housing shortages for Aboriginal peoples
- D. To gain greater representation for Aboriginal peoples in parliament

- 4** What was the aim of the *Bringing them Home* report (1997)? **1**
- A. To address the separation of Aboriginal and Torres Strait Islander children from their families.
 - B. To address the dispossession of land from Aboriginal and Torres Strait Islander peoples.
 - C. To address the political independence of Aboriginal and Torres Strait Islander peoples in the census.
 - D. To address the housing of Aboriginal and Torres Strait Islander peoples on missions.
- 5** *Close the Gap* is best described as a campaign to **1**
- A. establish local land councils.
 - B. establish land rights for Aboriginal communities.
 - C. achieve health equality for Aboriginal peoples.
 - D. achieve criminal justice equity for Aboriginal peoples.
- 6** Which of the following was directly motivated by land being mined without Aboriginal consultation? **1**
- A. The Wik claim
 - B. The Mabo claim
 - C. The Yirrkala petitions
 - D. The Wave Hill walkoff

7 Using Source *A* on page 2 of the Source Booklet and your own knowledge, explain how the National Apology has affected the status of Aboriginal peoples.

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8 Using Sources *B* and *C* on page 3 of the Source Booklet and your own knowledge, explain why the absence of constitutional recognition is problematic.

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- 9** Using Source *D* on page 4 of the Source Booklet and your own knowledge, describe the importance of sovereignty for Aboriginal and Torres Strait Islander peoples. **3**

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- 10** Using Source *E* on page 5 of the Source Booklet and your own knowledge, describe the impact of an international Indigenous public protest to improve social status. **5**

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Aboriginal Studies

Section I (continued)

Part B – A Comparative Study

15 marks

Attempt ONE question from Questions 11–16

Allow about 25 minutes for this part

Answer part (a) of the question in a writing booklet.

Answer part (b) of the question in a SEPARATE writing booklet.

Extra writing booklets are available.

Your answers will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 11 — Health (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' health status. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' health issues. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

OR

Question 12 — Education (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' education status. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' education issues. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

OR

Question 13 — Housing (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' housing status. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' housing issues. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

OR

Question 14 — Employment (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' employment prospects. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' access to employment. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

OR

Question 15 — Criminal Justice (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' criminal justice outcomes. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' criminal justice issues. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

OR

Question 16 — Economic Independence (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe social or political changes necessary to improve Aboriginal peoples' economic independence. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Compare the effectiveness of community initiatives addressing Aboriginal and other Indigenous peoples' economic independence. **10**

In your response, refer to both an Australian Aboriginal community and an international Indigenous community.

Section I (continued)

Part C – Global Perspective and Comparative Study

15 marks

Attempt Question 17

Allow about 25 minutes for this part

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

Your answer will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 17 (15 marks)

Explain how current human rights and social justice experiences of Aboriginal and other Indigenous peoples are a result of colonisation.

In your answer, name and refer to both an Australian Aboriginal community and an international Indigenous community and TWO of the following topics:

- Health
- Education
- Housing
- Employment
- Criminal justice
- Economic independence.

Section II

15 marks

Attempt Question 18

Allow about 25 minutes for this section

Answer the question in TWO SEPARATE writing booklets. Use one writing booklet to answer part (a) of the question. Use the other writing booklet to answer part (b) of the question. Extra writing booklets are available.

Your answers will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 18 — Research and Inquiry Methods (15 marks)

Answer part (a) of the question in a SEPARATE writing booklet.

- (a) Explain the importance of incorporating Aboriginal viewpoints when researching and communicating information. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Why should the research process address cultural differences and sensitivities as a consultation protocol? **10**

In your response, refer to Source *F* on page 6 of the Source Booklet and your own knowledge.

Section III

30 marks

Attempt either Question 19 or Question 20

Allow about 1 hour for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

Your answers will be assessed on how well you:

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 19 — Aboriginality and the Land (30 marks)

- (a) Describe the impact of media representations of the struggle for land rights and/or native title on Aboriginal and non-Aboriginal peoples. **10**

In your answer, refer to Source *G* on page 6 of the Source Booklet and your own knowledge.

- (b) Evaluate the effects of government responses, including legislation and policy, on the land rights movement. In your answer, refer to at least ONE Australian Aboriginal community. **20**

OR

Question 20 — Heritage and Identity (30 marks)

- (a) Describe the impact of representations of Aboriginal identity on Aboriginal and non-Aboriginal peoples. **10**

In your answer, refer to Source *H* on page 6 of the Source Booklet and your own knowledge.

- (b) Evaluate the effects of community initiatives to reclaim and maintain Aboriginal peoples' languages and culture. In your answer, refer to at least ONE Australian Aboriginal community. **20**

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Aboriginal Studies

Source Booklet

Instructions Detach this Source Booklet

Sources A – H	Source A (page 2)
	Source B (page 3)
	Source C (page 3)
	Source D (page 4)
	Source E (page 5)
	Source F (page 6)
	Source G (page 6)
	Source H (page 6)

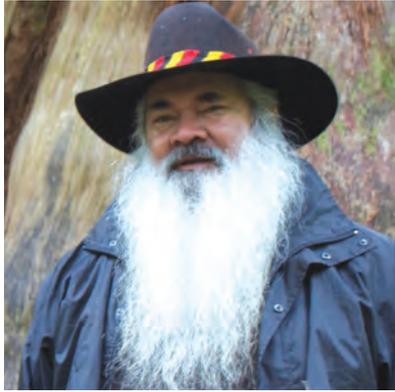
Source A



These courageous women, all either members of the Stolen Generations or the daughters of them, will be amongst thousands of Indigenous people expected to gather in Canberra today to hear the Prime Minister Kevin Rudd lead the Parliament in a national apology to the Stolen Generations. From left, Northern Territory Stolen Generations Aboriginal Corporation chairperson Cynthia Sariago, Patsy Raymond, Netta Cahil McCarthy and Irene McLennan.

Image from the Koori Mail 'The Voice of Indigenous Australia', Edition 419, Koori Mail, 13 February 2008

Source B



Professor Patrick Dodson,
Co-chair of the Expert Panel on
Constitutional Recognition

What are Aboriginal leaders saying?

'We're gathered to take a remarkable step forward. Forward to a nation that acknowledges its history, its heritage, in its founding document. Forward to a nation who stands up to be counted as opponents of racism and proponents of recognition.'

© Sam Beebe
<https://flickr.com/photos/sbeebe/>

Source C

Aboriginal and Torres Strait Island peoples are not mentioned in the constitution.

The constitution still allows racial discrimination – not just against Aboriginal and Torres Strait Island peoples but against anyone.

AUSTRALIAN HUMAN RIGHTS COMMISSION

© Australian Human Rights Commission

Source D

In 2017 the Ngunnawal Elders claimed the Lobby Restaurant in Canberra and adjoining rose gardens in an act of sovereignty.

This material cannot be displayed, due to copyright issues.

The eviction notice issued to the National Capital Authority
at the Lobby Restaurant

Source *E*

This material cannot be displayed, due to copyright issues.

Source F

There has been a long history of research conducted on Aboriginal and Torres Strait Island peoples. There has been a plethora of reports, books, articles and theses generated. Some of these have been useful and informed policy and programs that have impacted positively the lives of Aboriginal and Torres Strait Islander peoples. Some have not.

Aboriginal and Torres Strait Islander peoples have generally been the objects of Indigenous research in Australia as has our art, dance, stories, artefacts, music and bodies. It is often said that Australia's Aboriginal peoples are the most researched people in the world or referred to as the most researched group in the world. Historically, the vast majority of this research has been carried out by non-Aboriginal people. Some of this research has been invasive into Aboriginal and Torres Strait Island peoples lives and communities, and has been undertaken without permission and without regard to Aboriginal and Torres Strait Island peoples' rights to participate, or not to participate. In some circumstances communities have not been aware that non-Aboriginal people have undertaken research while within their communities.

BRONWYN FREDERICKS

*Making an impact researching with Australian
Aboriginal and Torres Strait Islander peoples, 2008*

Abstract from *Making an impact researching with Australian Aboriginal and Torres Strait Islander peoples*, © Bronwyn Fredericks

Source G

'The Bulletin's *Land Rights: How Much is Too Much?* cover story in December 2007 is a representation which did not convey the historical dispossession of land use and extinguishment. Such political and media reactions brought further confusion and hostility to an already complex and heated debate.'

RUTH McCAUSLAND

*Special Treatment – The Representation of
Aboriginal and Torres Strait Islander People in the Media*

Courtesy of Dr Ruth McCausland

Source H

'The whole point to all my writing is to portray the positive stories about Aboriginal peoples, because everyone else is doing a great job with the negative.'

ANITA HEISS

Am I Black Enough for You?

'Interview: Anita Heiss' by Tim Elliott, 07/04/12, © The Sydney Morning Herald.
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