
2019 HSC Aboriginal Studies Marking Guidelines

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

Multiple-choice Answer Key

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

Question 6

Criteria	Marks
• Sketches in general terms one Aboriginal peoples' initiative to improve their legal status	3
• Makes a general statement about Aboriginal peoples' initiatives to improve their legal status	2
• Identifies one Aboriginal initiative OR makes a general statement about legal status	1

Sample answer:

The *Uluru Statement from the Heart* is an example of an initiative by Aboriginal people to improve their legal status. This initiative has advanced the idea of a First Nations voice being established in the Australian Constitution and reforms that empower Aboriginal people. A First Nations voice has commonly been understood to mean an Aboriginal representative body in Parliament that collaborates with Government on issues affecting Aboriginal peoples and communities.

Answers could include:

- Aboriginal organisations that generated momentum for the 1967 Referendum
- Native Title Claims: Mabo (1992), Wik (1996).

Question 7

Criteria	Marks
• Demonstrates sound knowledge about ONE way in which Aboriginal peoples have aimed to achieve some level of equality	4
• Demonstrates some knowledge about ONE way in which Aboriginal peoples have aimed to achieve some level of equality	3
• Demonstrates limited knowledge about ONE way in which Aboriginal peoples have aimed to achieve some level of equality	2
• Makes general comments about Aboriginal people and equality	1

Answers could include:

Aboriginal peoples have aimed to achieve equality within the broader community through the Closing the Gap initiative. This initiative has been designed to improve targeted areas in regards to health, education, criminal justice, employment and child mortality. This initiative has seen some improvements in areas and has also implemented programs to increase awareness and access to services that may lead to better outcomes.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates sound knowledge of government initiatives that address discrimination against Aboriginal peoples • Demonstrates sound understanding of how the chosen initiatives attempt to address discrimination 	6
<ul style="list-style-type: none"> • Demonstrates some knowledge of government initiatives that address discrimination against Aboriginal peoples • Demonstrates some understanding of how the chosen initiatives attempt to address discrimination 	4–5
<ul style="list-style-type: none"> • Demonstrates limited knowledge of government initiatives that address discrimination against Aboriginal peoples • Demonstrates limited understanding of how the chosen initiatives attempt to address discrimination 	2–3
<ul style="list-style-type: none"> • Makes general statements about discrimination and/or government initiatives 	1

Sample answer:

The *United Nations Declaration on the Rights of Indigenous Peoples* was adopted by the Australian Government in 2009 as an initiative to build tolerance between Aboriginal and non-Aboriginal peoples, empower Aboriginal people to be proud of their origins and identity and reduce propaganda that incites discrimination. These approaches have had moderate success in affirming human rights and reducing discrimination against Aboriginal people; however, many Aboriginal people still experience high levels of attitudinal, overt and institutional discrimination in various aspects of their lives. Targeted employment opportunities for Aboriginal people have been created to address historical discriminatory practices that limited their life chances, as well as to break the cycle of systemic discrimination against Aboriginal people in the workplace. The creation of scholarships, traineeships and workplace learning opportunities for Aboriginal peoples has resulted in a growing middle class of Aboriginal peoples.

Answers could include:

Discussion of: *Racial Discrimination Act 1975* (Cth)
Native Title Act

Question 9

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> • Demonstrates detailed understanding of the significance of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> in addressing human rights and social justice issues for Aboriginal and other Indigenous peoples • Makes reference to the source to support response 	6–7
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> • Demonstrates sound understanding of the significance of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> in addressing human rights and social justice issues for Aboriginal and other Indigenous peoples • Makes reference to the source to support response 	4–5
<ul style="list-style-type: none"> • Demonstrates some knowledge of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> • Demonstrates some understanding of the significance of the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> in addressing human rights and social justice issues for Aboriginal and other Indigenous peoples • May make reference to source 	2–3
<ul style="list-style-type: none"> • Makes general statements about Aboriginal AND/OR other Indigenous peoples' human rights and/or social justice issues 	1

Sample answer:

The *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP) was endorsed by the United Nations in 2007 and in Australia in 2009. This non-binding document draws on the *Universal Declaration of Human Rights* in improving the social justice and human rights of Aboriginal and Indigenous peoples. UNDRIP is significant because it promotes the human rights, cultures, self-determination, identity, language, health, education and employment of Aboriginal and other Indigenous people, without discrimination. Article 21 of UNDRIP relates to several other articles in promoting education and awareness of Aboriginal and Indigenous peoples' culture, traditions and histories. The significance of UNDRIP is that it can be used by Governments around the world to drive the process of constitutionally recognising Indigenous peoples, acknowledging historical injustices, creating the conditions for reconciliation and prioritising Indigenous advancement in society.

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 10 — Health

Question 10 (a)

Criteria	Marks
• Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on health outcomes	5
• Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on health outcomes	3–4
• Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on health outcomes	2
• Makes general statements about health outcomes AND/OR socioeconomic status	1

Sample answer:

Aboriginal peoples' health outcomes are influenced by socioeconomic status. For instance, limited income can influence access to health care services such as the ability to afford to pay for the doctor's visit or medication. Poor educational attainment may lead to poor lifestyle choices which in turn affect health choices such as smoking, drug and alcohol use. In addition, health literacy influences understanding, accessing and communicating information about an individual's health.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge about initiatives that aim to address Aboriginal and other Indigenous peoples' health needs • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge about initiatives that aim to address Aboriginal and other Indigenous peoples' health needs • Presents a logical and cohesive response using relevant concepts and terms • Makes some reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge about initiatives that aim to address Aboriginal and other Indigenous peoples' health needs • Presents a logical response using relevant concepts and terms • Makes reference to an Australian Aboriginal community AND/OR an international Indigenous community • Makes reference to the source 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about initiatives that aim to address Aboriginal and other Indigenous peoples' health needs • Presents a structured response • May make reference to an Australian Aboriginal community AND/OR an international Indigenous community • May make reference to the source 	3–4
<ul style="list-style-type: none"> • Makes general statements about health issues 	1–2

Answers could include:

- Initiatives should be relevant to the health needs of that community rather than being a blanket approach, as every community has a unique set of needs. These initiatives need to be driven by the community from a grassroots level and be given adequate time to flourish.
- In the Western Arrernte community of Ntaria in Central Australia, the CAAC are running an effective initiative that is relevant to their community's needs. Diabetes is a significant issue within the Ntaria community and they have established a mobile clinic equipped with a dietitian, podiatrist and a diabetes nurse which travels throughout the community to meet the needs of their people.
- Similarly, the Inuit community of Iqaluit, Nunavut, Canada run a health program based around healthy diet focusing on traditional foods as diet related illness was proving to be a big problem for the Inuit people with their limited access to fresh healthy foods. The 'hunters program' teaches traditional hunting skills and encourages the Inuit people to return to their traditional diet of healthy, nutrient rich foods rather than processed foods.

Question 11 — Education

Question 11 (a)

Criteria	Marks
• Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on participation in education	5
• Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on participation in education	3–4
• Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on participation in education	2
• Makes general statements about education AND/OR socioeconomic status	1

Sample answer:

Socioeconomic status influences Aboriginal peoples' participation in education. For instance, limited access to health services affects health which in turn influences the ability to attend school, get a quality education and access work and other employment opportunities. Also this may limit income which may influence the ability to attain tertiary education. Furthermore, living in remote localities may impede access to education and also employment opportunities.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' educational outcomes • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' educational outcomes • Presents a logical and cohesive response using relevant concepts and terms • Makes some reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' educational outcomes • Presents a logical response using relevant concepts and terms • Makes reference to an Australian Aboriginal community AND/OR an international Indigenous community • Makes reference to the source 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' educational outcomes • Presents a structured response • May make reference to an Australian Aboriginal community AND/OR an international Indigenous community • May make reference to the source 	3–4
<ul style="list-style-type: none"> • Makes general statements about education issues 	1–2

Answers could include:

- Quality education affects many aspects of a person's life. It allows people to make choices about how they choose to live, provides them with opportunities and directly affects the lives of future generations.
- The Darkinjung Aboriginal community of the Central Coast have created an Aboriginal school alongside Barker College in the old Yarramalong Public School site. This educational program is unique in the fact that it provides a culturally rich education in which students learn language, music and arts. It provides students with an educational model that celebrates their Aboriginality and Aboriginal students' educational outcomes.
- Similarly, the Lakota people of Pine Ridge have a program run out of the Porcupine school called 'Bridging the Gap – South Dakota reading first initiative'. These programs have tribal members on both the Schools board and within the classroom. Additionally, the Oceti Sakowin program provides training to teachers so that they are more able to address the needs of Lakota students and improve educational outcomes.

Question 12 — Housing

Question 12 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on access to housing 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on access to housing 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on access to housing 	2
<ul style="list-style-type: none"> • Makes general statements about access to housing AND/OR socioeconomic status 	1

Sample answer:

Socioeconomic status influences Aboriginal peoples' access to housing. Examples of socioeconomic status could be access to safe, clean and secure housing that provides sufficient space for extended families. In addition to this, homelessness is a significant issue due to long wait times for public and/or community housing. These issues are interconnected with other socioeconomic status issues such as education, employment and income.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' housing status • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' housing status • Presents a logical and cohesive response using relevant concepts and terms • Makes some reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' housing status • Presents a logical response using relevant concepts and terms • Makes reference to an Australian Aboriginal community AND/OR an international Indigenous community • Makes reference to the source 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about programs and strategies that aim to improve Aboriginal and other Indigenous peoples' housing status • Presents a structured response • May make reference to an Australian Aboriginal community AND/OR an international Indigenous community • May make reference to the source 	3–4
<ul style="list-style-type: none"> • Makes general statements about housing issues 	1–2

Answers could include:

- Aboriginal people, like all Australians, have the right to grow up and live their lives in a safe home and community. Housing status directly affects a person's wellbeing. Local community based initiatives are helping to improve the housing status of the Darkinjung community of Wyong. The Darkinjung Aboriginal Land Council manages a housing program that builds and maintains safe, clean and secure housing for their members. They also have a program that aims to improve home ownership rates where they could own and rent a percentage of a house.
- Similarly, the Maori Housing Strategy of Wellington runs the Te Puni Kokiri program which looks at creating safe, warm and healthy homes for Maori people. It also runs initiatives such as community led housing repair programs.

Question 13 — Employment

Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on employment outcomes 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on employment outcomes 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on employment outcomes 	2
<ul style="list-style-type: none"> • Makes general statements about access to employment outcomes AND/OR socioeconomic status 	1

Sample answer:

Socioeconomic status influences Aboriginal peoples' employment outcomes. For instance, limited educational outcomes such as students not attaining Year 12 HSC completion and tertiary education being significantly lower than non-Aboriginal peoples will then influence their employment outcomes. Also geographical location, remoteness and access to reliable transport services can influence access to employment.

Question 13 (b)

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

Answers could include:

- Bias and stereotyping of Aboriginal people is still relevant and directly affects their access to employment. Racism is still present within Australian society and leads to ignorance and fear in regards to access to employment. This is evident in the Closing The Gap Prime Minister’s report conducted in 2018 which shows that the target to halve the gap in employment by 2018 was not on track despite many successful initiatives being in place.
- Aboriginal people of Western Sydney – traditional lands of the Darug peoples – unemployment rate in 2011 was 20%, 3% higher than the state average.
- Similarly, the Sokaogon Chippewa community of Mole Lake, Wisconsin has 93% unemployment and a large percentage of people within this community live below the poverty line. Wisconsin as a state has an unemployment rate of 6.8%.

Question 14 — Criminal Justice

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on their over-representation in the criminal justice system 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on their over-representation in the criminal justice system 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on their over-representation in the criminal justice system 	2
<ul style="list-style-type: none"> • Makes general statements about the criminal justice system AND/OR socioeconomic status 	1

Sample answer:

Socioeconomic status directly influences Aboriginal peoples' over-representation in the criminal justice system. Issues in regards to access to employment and educational opportunities/engagement; access to health services, including mental health and overcrowded housing influence the use of public space and contact with police. These issues may also influence Aboriginal peoples' knowledge of their representation within the legal system.

Question 14 (b)

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

Answers could include:

- The impacts of bias and stereotyping contribute to the over-representation of Aboriginal people within the criminal justice system. Bias and stereotyping begin with contact with police where Aboriginal people are more likely to be charged with summary offences and be imprisoned for bail offences and minor public nuisance offences. This is a form of over policing and systemic racism.
- In the country town of Tennant Creek located on Warramungu country there are many criminal justice issues that have engulfed Aboriginal communities. The town's average murder rate is higher per 100,000 inhabitants than that of the United States according to NT Government figures. The core problems in Tennant Creek are children being raised in broken families; poor education; poor job prospects and a lack of community support from Aboriginal organisations and Elders. There are worsening levels of alcohol and substance abuse and related crime and violence in the town. They also expressed dissatisfaction with the government's response to their repeated calls for assistance following a spate of Aboriginal suicides.
- The Lakota people of Pine Ridge experience over-representation in the criminal justice system. Sixty percent of juveniles in federal custody are Indigenous Americans. In these systems, there is no juvenile division, no court judges, rehabilitation or probation systems. Indigenous Americans who are in the juvenile system are also shipped to facilities far from their homes causing further isolation.

Question 15 — Economic Independence

Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the socioeconomic status of Aboriginal peoples and its influence on their economic independence 	5
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the socioeconomic status of Aboriginal peoples and its influence on their economic independence 	3–4
<ul style="list-style-type: none"> • Demonstrates some knowledge of the socioeconomic status of Aboriginal peoples and its influence on their economic independence 	2
<ul style="list-style-type: none"> • Makes general statements about economic independence AND/OR socioeconomic status 	1

Sample answer:

Socioeconomic status directly influences Aboriginal peoples' economic independence. Aboriginal peoples suffer grossly disproportionate rates of disadvantage against all measures of socioeconomic status, which affects their prospects of being economically independent. Aboriginal peoples' socioeconomic status may affect their chances of achieving economic independence and thereby impact in areas such as access to housing and employment opportunities.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge about programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge about programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples • Presents a logical and cohesive response using relevant concepts and terms • Makes some reference to an Australian Aboriginal community AND an international Indigenous community • Makes reference to the source to support response 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge about programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples • Presents a logical response using relevant concepts and terms • Makes some reference to an Australian Aboriginal community AND/OR an international Indigenous community • Makes reference to the source 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples • Presents a structured response • May make reference to an Australian Aboriginal community AND/OR an international Indigenous community • May make reference to the source 	3–4
<ul style="list-style-type: none"> • Makes general statements about employment issues 	1–2

Answers could include:

- There has been a 30% increase in the number of Aboriginal people reporting that they are in business. From small start-ups to large companies they are very successful and are employing a large number of Aboriginal staff. Growth in business can change socioeconomic status of Aboriginal peoples and is key to developing strong and sustainable communities.
- The Yawuru people of Broome, Western Australia have been working with the WA government and the Shire of Broome on programs such as the new Liyan Nygan Nyirrwa Centre which is a community centre where people celebrate and participate in events and programs, and the Roebuck Plains Station which leases the station to operate a cattle business. These programs help build capacity, preserve culture and heritage and are providing the Yawuru people with economic independence.
- Similarly, the Métis Nation of Ontario identifies prosperity and economic self-sufficiency within their Nation as their key objective. The Métis Voyageur Development fund (MVDF) was created in 2010 and provides funding and investment for Métis businesses. Successful applicants are supported with financing, business planning and long term support.

Section I — Social Justice and Human Rights Issues

Part C – Global Perspective and Comparative Study

Question 16

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an extensive understanding of the social justice and human rights issues of Aboriginal and other Indigenous peoples • Makes a comprehensive judgement about the impact of international agreements on Aboriginal and other Indigenous peoples' social justice and human rights • Presents a sustained, logical and cohesive response • Integrates references to the Comparative Study, TWO listed topics and Source C 	13–15
<ul style="list-style-type: none"> • Demonstrates a detailed understanding of the social justice and human rights issues of Aboriginal and other Indigenous peoples • Makes a judgement about the impact of international agreements on Aboriginal and other Indigenous peoples' social justice and human rights • Presents a logical and cohesive response • Makes reference to the Comparative Study, TWO listed topics and Source C 	10–12
<ul style="list-style-type: none"> • Demonstrates sound understanding of the social justice and human rights issues of Aboriginal and other Indigenous peoples • Attempts to make a judgement about the impact of international agreements on Aboriginal and other Indigenous peoples' social justice and human rights • Presents a logical response • Refers to a community from the Comparative Study, one or more of the listed topics and may refer to Source C 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the social justice and human rights issues of Aboriginal and other Indigenous peoples AND/OR international agreements on Aboriginal and other Indigenous peoples' social justice and human rights • Refers to a community from the Comparative Study AND/OR one of the listed topics AND/OR Source C 	4–6
<ul style="list-style-type: none"> • Makes general statements about international agreements AND/OR social justice AND/OR human rights • May refer to an Australian Aboriginal or international Indigenous community 	1–3

Answers could include:

- The *International Covenant on Civil and Political Rights (ICCPR)* and the *International Covenant on Economic, Social and Cultural Rights (ICESCR)* have been important in the formal recognition of the rights of all human beings, however they have had a limited impact on the lived experiences of Aboriginal and other Indigenous peoples worldwide. While international agreements have been utilised by Indigenous activists and some communities to attempt to achieve improvements, Indigenous peoples experience exclusion from political and economic power, face systemic discrimination and are over-represented in the most socioeconomically disadvantaged peoples in the world.

Indigenous peoples continue to be dispossessed of their ancestral lands and deprived of the necessary resources for economic and cultural survival. Ultimately Indigenous peoples' outcomes in key socioeconomic indicators such as health, education, housing, employment, contact with the criminal justice system and economic independence depend on the political will of national governments to recognise, uphold and enforce their rights.

- The *International Convention on the Elimination of All Forms of Racial Discrimination 1965* (ICERD) spells out non-discrimination standards across all civil, political, economic, social and cultural rights.
- The *United Nations Declaration on the Rights of Indigenous Peoples* was adopted by 144 nations. It recognises Indigenous peoples' rights to self-determination, culture, identity, language and history, non-discrimination, liberty and security, education, employment, health, participation in decision-making and rights to land and resources.
- Even in developed countries such as Australia, New Zealand and Canada, Indigenous peoples consistently experience disadvantage when compared to the non-Indigenous population in terms of socioeconomic and wellbeing indicators such as health, education, employment, housing, contact with the criminal justice system and economic independence.
- International agreements have successfully raised the profile of Indigenous human rights and social justice issues in the global community. They provide important standards for governments worldwide in their treatment of Indigenous peoples, but they require the commitment of national governments to truly improve the lived experiences of Indigenous communities worldwide.

Section II — Research and Inquiry Methods

Question 17 (a)

Criteria	Marks
• Demonstrates detailed knowledge and understanding of the protocols and methods for effective community consultation	5
• Demonstrates sound knowledge and understanding of the protocols and methods for effective community consultation	3–4
• Demonstrates some knowledge and understanding of the protocols and methods for effective community consultation	2
• Makes general statements about protocols AND/OR community consultation	1

Answers could include:

- Research should recognise that Aboriginal peoples have rights to develop, control and protect their cultural heritage, including knowledge and intellectual property
- Reflects Aboriginal perspectives and attributes cultural ownership
- Respects sensitive issues and secret knowledge
- Accepts the rights of Aboriginal peoples not to answer questions
- Acknowledges the diversity of cultures and knowledge between communities
- Understands the diversity of Aboriginal community structures
- Appreciates and respects cultural sensitivities
- Aboriginal people should be consulted and involved in all decisions affecting them
- Aboriginal peoples' right to prior informed consultation and consent
- Consults with a variety of community people.

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of ethical research practices • Clearly explains their importance when undertaking community consultation • Presents a sustained, logical and cohesive response integrating relevant concepts and terms 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of ethical research practices • Explains their importance when undertaking community consultation • Presents a logical and cohesive response using relevant concepts and terms 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of ethical research practices • Attempts to explain their importance when undertaking community consultation • Presents a logical response using some relevant concepts and terms 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of ethical research practices • May attempt to explain their importance when undertaking community consultation • Uses some relevant concepts and terms 	3–4
<ul style="list-style-type: none"> • Makes general statements about an ethical research practice and/or community consultation 	1–2

Answers could include:

- It is important to recognise and respect the diversity of Aboriginal cultures across Australia in all forms of research, including community consultation, acquiring information and communication of final results.
- Research practices should observe ethical practices, including understanding and appreciating the specific values and protocols of individual communities. Ethical research practices should also include specific research trajectories and timeframes that are relevant to the interests, needs and priorities of Aboriginal peoples and communities. This is important in ensuring that knowledge and research are used to achieve equity for Aboriginal peoples.
- Ethical research practices ensure the continued integrity and maintenance of Aboriginal control of cultural knowledge and supports the development of partnerships with Aboriginal communities.

Section III

Question 18 — Aboriginality and the Land

Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the importance of Country for Aboriginal peoples • Clearly identifies reasons why Aboriginal peoples seek to affirm sovereign title • Presents a sustained, logical and cohesive response applying relevant terms and concepts • Integrates information from the source material and own knowledge 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the importance of Country for Aboriginal peoples • Identifies reasons why Aboriginal peoples seek to affirm sovereign title • Presents a logical and cohesive response using relevant terms and concepts • Refers to the source material and own knowledge 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of the importance of Country for Aboriginal peoples • Attempts to identify reasons why Aboriginal peoples seek to affirm sovereign title • Presents a logical response using some relevant terms and concepts • Refers to the source material and own knowledge 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge or understanding of the importance of Country for Aboriginal peoples AND/OR the reasons why Aboriginal peoples seek to affirm sovereign title • May use some relevant terms and concepts • May refer to the source material AND/OR own knowledge 	3–4
<ul style="list-style-type: none"> • Makes general statements about sovereign title AND/OR Country • May refer to the source 	1–2

Answers could include:

- Importance of Country to Aboriginal people – central to being – culture, family, community, knowledge and learning, laws and customs
- Connection to ancestors
- Sacred sites and spirituality
- Affirms cultural identity
- Land as life giver
- Cultural obligations as caretakers
- Acknowledgment of sovereign title affirms culture and recognises the fallacy of *terra nullius*
- Redress of historical and continuing dispossession and disadvantage
- Provides economic base and promotes self-determination – expression of power
- Recognition of sovereign title and power improve social justice and human rights
- Aboriginal people never ceded sovereign title and struggle for legal recognition of their sovereignty
- Must refer to Source E either explicitly or implicitly.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the responses of the various groups affected by land rights • Makes specific and detailed references to at least ONE Australian 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 responses of the various groups affected by land rights • Makes references to at least ONE Australian 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 responses of the various groups affected by land rights • May make reference to ONE Aboriginal community • Provides a logical response using appropriate concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of the responses of the various groups affected by land rights • May make reference to ONE Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about responses or land rights or native title • May make reference to ONE Aboriginal community 	1–4

Answers could include:

- Aboriginal communities
- Media
- Non-Aboriginal community
- Farmers and pastoralists
- Mining industry
- Government
- Commercial fishing industry
- Tourism industry
- Issues regarding people being unaware/uneducated about how the decisions would affect them
- Media contribution to lack of understanding, exacerbating fear and uncertainty
- Lobbying of governments by various industry groups – eg response to the Wik decision
- Government responses – eg Land Rights legislation, Native Title legislation, Amendments
- Aboriginal communities – use of courts, legislation to claim land rights
- Potential for conflict between Land Councils and traditional owners seeking native title recognition
- Responses will vary depending on community studied
- Must refer to at least one Australian Aboriginal community.

Question 19 — Heritage and Identity

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of key contemporary issues that affect Aboriginal peoples' social and cultural lives • Presents a sustained, logical and cohesive response applying relevant terms and concepts • Incorporates information from the source material 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of key contemporary issues that affect Aboriginal peoples' social and cultural lives • Presents a logical and cohesive response applying relevant terms and concepts • Refers to information from the source material 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of key contemporary issues that affect Aboriginal peoples' social and cultural lives • Presents a logical response using some relevant terms and concepts • Refers to information from the source material 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of key contemporary issues that affect Aboriginal peoples' social and cultural lives • Uses some relevant terms and concepts • May refer to information from the source material 	3–4
<ul style="list-style-type: none"> • Provides some relevant information 	1–2

Answers could include:

Contemporary issues affecting Aboriginal peoples' social and cultural lives include:

- Racial discrimination
- Access to health services
- Poor health
- Levels of employment
- Engagement in Education
- Loss of languages
- Cultural survival (as a minority)
- Aboriginal intellectual and cultural property
- Stereotyping by Aboriginal and non-Aboriginal people based on appearance
- The use of Confirmation of Aboriginality as a tool to exclude some Aboriginal people
- Movement of Aboriginal people throughout Australia.

There are also specific protective and risk factors that have an effect on social and emotional wellbeing and rates of depression affecting Aboriginal peoples' social and cultural lives.

Factors:

- Social connectedness and sense of belonging
- Connection to land, culture, spirituality and ancestry

- Living on or near traditional lands
- Self-determination
- Strong community governance
- Passing on of cultural practice.
- Widespread grief and loss
- Impacts of the Stolen Generations and removal of children
- Unresolved trauma
- Separation from culture and identity issues
- Discrimination based on race and culture
- Economic and social disadvantage
- Physical health problems
- Incarceration
- Violence
- Substance abuse.

The experience of racial discrimination is worth specific focus. Experiencing discrimination creates a feeling of psychological distress that affects Aboriginal peoples' social and cultural lives.

The constant challenge of protecting the human rights of Australian Aboriginal peoples affects Aboriginal peoples' social and cultural lives.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of Aboriginal and non-Aboriginal media representations in the promotion of Aboriginal peoples' heritage and identity • 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 Aboriginal and non-Aboriginal media representations in the promotion of Aboriginal peoples' heritage and identity • 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 Aboriginal and non-Aboriginal media representations in the promotion of Aboriginal peoples' heritage and identity • Provides a logical response using appropriate concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of Aboriginal and non-Aboriginal media representations in the promotion of Aboriginal peoples' heritage and identity 	5–8
<ul style="list-style-type: none"> • Makes general statements about media representations and/or Aboriginal peoples' heritage and identity 	1–4

Answers could include:

- Impact of Aboriginal and non-Aboriginal media representations in promotion of Aboriginal peoples' heritage and identity
- Identify examples of regular Aboriginal representations in the media:
 - NITV
 - Koori Mail
 - Living Black SBS
 - Message Stick
 - Koori Radio
 - Indigenous News.
- The importance of these media outlets is significant to the maintenance and strengthening of Aboriginal heritage and identity
- New technologies (internet – Facebook, Twitter, Instagram, etc) empower Aboriginal voice, assisting in:
 - Accessibility
 - Flexibility
 - Educating the mass audience
 - Unlimited perspectives
 - Diversity.
- Aboriginal and non-Aboriginal films that present Aboriginal perspectives on heritage and identity
- The importance of national media representation of Aboriginal people, promoting an awareness of Aboriginal heritage and identity
- Ownership of media content and production is significant for autonomy

- Examples linked to an Australian Aboriginal community that demonstrate celebrations, acknowledgements and information on how Aboriginal peoples are maintaining and strengthening their heritage
- Through media representations the importance of Aboriginal languages and dance being used to express contemporary Aboriginal identity
- With explicit links to an Aboriginal community(s), identifying how Aboriginal viewpoints and issues are being expressed in the media
- With explicit links to an Aboriginal community(s), identifying through the media how local councils, churches, pre-schools and schools are acknowledging, informing and celebrating Aboriginal heritage and identity.

2019 HSC Aboriginal Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Stolen Generation	H1.2
2	1	Social Justice	H3.3
3	1	Racism and media	H1.3
4	1	First Nations Voice in the Constitution	H1.2, H3.2, H3.3
5	1	Education	H1.2
6	3	Initiative(s) to improve Aboriginal peoples' legal status	H3.3
7	4	Social Justice	H1.2
8	6	Initiatives addressing discrimination against Aboriginal peoples	H3.1
9	7	Significance of UNDRIP on the rights of Indigenous peoples in addressing human rights and social justice issues	H1.2, H1.3, H3.2

Section I Part B

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

Section I Part C

Question	Marks	Content	Syllabus outcomes
16	15	Global Perspective and Comparative Study	H1.2, H3.3, H4.1, H4.3

Section II

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

Section III

Question	Marks	Content	Syllabus outcomes
18 (a)	10	Aboriginality and the Land	H2.2, H3.3
18 (b)	20	Aboriginality and the Land	H1.2, H2.2, H3.2
19 (a)	10	Heritage and Identity	H1.2, H2.1
19 (b)	20	Heritage and Identity	H1.3, H2.1, H2.2