

2020 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	B
2	A
3	C
4	D
5	D

Question 6

Criteria	Marks
• Outlines clearly how ONE socioeconomic factor reflects Aboriginal peoples' social status	3
• Outlines briefly how ONE socioeconomic factor reflects Aboriginal peoples' social status	2
• Makes a general statement	1

Sample answer:

Income is a socioeconomic indicator that directly reflects the social status of Aboriginal people especially when examining issues of racism and discrimination. Higher income allows for greater access to housing, specialist health care, services, and supports community well-being. However, limited income maintains the poverty cycle, results in diminished employment opportunities, and primary health care is accessible only through Medicare.

Answers could include:

Employment, occupation, housing, education or health.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Describes in detail how ONE initiative by Aboriginal peoples has promoted social equality 	3
<ul style="list-style-type: none"> Outlines ONE initiative by Aboriginal peoples that has promoted social equality 	2
<ul style="list-style-type: none"> Makes a general comment about how Aboriginal peoples promote social equality 	1

Sample answer:

One initiative by Aboriginal peoples that promotes social equality is NAIDOC week. Celebrations held across Australia recognise the history, culture and achievements of Aboriginal peoples. The 2020 theme for NAIDOC week was 'Always was, Always will be' which recognises that First Nations people have always occupied and cared for this continent. This promotes an inclusive celebration and promotion of Aboriginal culture.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Describes in detail how ONE Australian Government initiative has positively affected social justice and human rights issues for Aboriginal peoples 	4
<ul style="list-style-type: none"> Provides a sound description of how ONE Australian Government initiative has positively addressed social justice and human rights issues for Aboriginal peoples 	3
<ul style="list-style-type: none"> Provides some description of ONE Australian Government initiative that has positively addressed social justice and human rights issues for Aboriginal peoples 	2
<ul style="list-style-type: none"> Makes a general statement about a social justice and human rights issue for Aboriginal peoples 	1

Sample answer:

One positive example of an Australian Government initiative is the Closing the Gap initiative which aims to improve the lives of all Aboriginal and Torres Strait Islander Australians. The Prime Minister has to report on targets for health, education and employment every year, meaning that there is a continual focus on goals from government and community groups. In the 2020 report, the Prime Minister reported that two targets are on track: most Aboriginal children aged four years old are enrolled in early childhood education; and halving the gap in Year 12 attainment by 2020.

Question 9

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of social justice and human rights issues in relation to Aboriginal and other Indigenous peoples • Demonstrates detailed understanding of the relationship between these issues and Aboriginal and other Indigenous peoples' lived experiences • Presents a logical and cohesive response integrating relevant concepts and terms • Integrates references to Source <i>B</i> 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge of social justice and human rights issues in relation to Aboriginal and other Indigenous peoples • Demonstrates sound understanding of the relationship between these issues and Aboriginal and other Indigenous peoples' lived experiences • Presents a logical response integrating relevant concepts and terms • Makes reference to Source <i>B</i> 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of social justice and human rights issues in relation to Aboriginal and other Indigenous peoples • Demonstrates some understanding of the relationship between these issues and Aboriginal and other Indigenous peoples' lived experiences • Presents a structured response with some relevant concepts and terms • May make reference to Source <i>B</i> 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge of social justice and human rights issues in relation to Aboriginal and other Indigenous peoples • Demonstrates limited understanding of the relationship between these issues and Aboriginal and other Indigenous peoples' lived experiences • May use some relevant concepts and terms • May make limited reference to Source <i>B</i> 	3–4
<ul style="list-style-type: none"> • Makes a general statement about Aboriginal AND/OR Indigenous peoples AND/OR social justice AND/OR human rights 	1–2

Answers could include:

- From Source *B*: racism is an issue for Aboriginal peoples living in both city and country areas, both overtly and covertly. Racism has serious health implications and can threaten lives as Adam Goodes explains.
- Racism makes it impossible for social justice to be achieved.
- Poverty is a central issue for Indigenous peoples globally. The cycle of poverty has a negative impact on levels of housing, education, employment and health. Indigenous peoples represent approximately 5% of the world's population but make up 15% of the world's extreme poor.
- For some Indigenous peoples, eg in Australia, full recognition of land rights and sovereignty is still to be achieved. These experiences are different in countries such as NZ with the Treaty of Waitangi/Waitangi Day. Recognition of land rights/treaty rights is an important step in equality.

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 10 — Health

Question 10 (a)

Criteria	Marks
• Sketches in general terms how ONE health issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE health issue	2
• Makes a general statement about health	1

Sample answer:

The preventable disease of diabetes affects Aboriginal people in Australia. Diabetes is an underlying cause of death for 1 in 5 Aboriginal peoples. Diabetes has significant social and economic impacts on Aboriginal communities.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' health Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' health Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' health Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health Presents a structured response May make reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about health issues 	1–2

Answers could include:

- Factors contributing to Aboriginal and other Indigenous peoples' health can be attributed to the historical effects of colonialism that have affected traditional ways of life and connections to the land and culture. Colonialism since the 1960s has consequences that affect the current health status of Aboriginal and other Indigenous peoples. Forced removal of children continues to affect Aboriginal and other Indigenous peoples' mental health, including suicide, and perpetuates the cycle of poverty that leads to poor nutrition and related health issues.
- These effects on Aboriginal and other Indigenous people can be to their physical, social and/or emotional wellbeing.
- According to ABS data the life expectancy of Aboriginal people is lower than the non-Aboriginal population.
- Answers will include references to an International Indigenous community.

Question 11 — Education

Question 11 (a)

Criteria	Marks
• Sketches in general terms how ONE education issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE education issue	2
• Makes a general statement about education	1

Sample answer:

Education issues that affect Aboriginal people and their communities include inappropriate teaching materials and a lack of Aboriginal role models. Teaching materials need to recognise Aboriginal knowledge's ways of learning. Aboriginal role models are important to provide support and strengthen networks within communities.

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' education Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' education Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' education Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education Presents a structured response May make limited reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about education issues 	1–2

Answers could include:

- Since the 1960s colonialism has had many effects on Aboriginal and other Indigenous peoples. Government policies, actions and attitudes towards Aboriginal people and other Indigenous peoples have created intergenerational educational disadvantage.
- The 1967 Referendum marked a significant shift in Australia aiming to improve the social and economic circumstances of Aboriginal people. There has been a move from exclusion and segregation to greater cultural inclusiveness and this has improved education opportunities.

- Some other effects of colonialism since the 1960s are:
 - Systematic exclusion of Aboriginal peoples and other Indigenous peoples from mainstream society
 - The denial of Aboriginal peoples from access to land, culture, language, employment and schooling
 - Forced separation has had a negative impact on the educational outcomes of children
 - Racism has been an undercurrent creating poor educational outcomes
 - Many educational policies up to the 1970s explicitly or implicitly incorporated racist ideology
 - The perpetuation of the colonial narrative in school resources.
- Other factors that affect Aboriginal and other Indigenous peoples' education are:
 - Geographical dispersion of the population
 - High degree of chronic health conditions.

- Answers will include references to an international Indigenous community.

Question 12 — Housing

Question 12 (a)

Criteria	Marks
• Sketches in general terms how ONE housing issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE housing issue	2
• Makes a general statement about housing	1

Sample answer:

Overcrowded homes lead to a wide range of issues affecting all areas of Aboriginal peoples' lives such as domestic violence, suicide, poor mental health, poor hygiene, lack of safety and disease spread.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' housing Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' housing Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' housing Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing Presents a structured response May make limited reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about housing issues 	1–2

Answers could include:

- The ongoing effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing are still experienced today.
- The history of forced resettlement on reserves, the placing of thousands of children in institutions and the loss of land and culture are evident in the disadvantages still affecting Aboriginal and other Indigenous peoples.
- Aboriginal peoples had little choice regarding housing and were forced into cities, rural centres and pastoral stations. The coming together in settlements and missions of many different groups with different languages and customs also affected Aboriginal peoples and their housing that created tensions and many Aboriginal people are on waiting lists with housing organisations.
- Answers will include references to an international Indigenous community.

Question 13 — Employment

Question 13 (a)

Criteria	Marks
• Sketches in general terms how ONE employment issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE employment issue	2
• Makes a general statement about employment	1

Sample answer:

Youth unemployment is one issue that affects Aboriginal peoples and their communities. This is the highest rate for unemployment and this can lead to social and economic disadvantage being perpetuated throughout the adult life of Aboriginal people with flow on impacts to families.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' employment Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' employment Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' employment Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns Presents a structured response May make limited reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about employment issues 	1–2

Answers could include:

- Bias and stereotyping originating from the colonial period have been perpetuated in employment environments since the 1960s. This has directly affected Aboriginal access to employment.
- The effects of colonialism since the 1960s on employment have been experienced more acutely in remote areas. In very remote areas fewer Aboriginal people were employed compared to urban areas.
- The (NSW) North West Wiradjuri Language and Culture Nest 'Community Portrait Report' shows that fewer Aboriginal people are in the labour force, compared to non-Aboriginal people. Thus, Aboriginal people on the traditional Wiradjuri lands experienced significantly higher rates of unemployment and lower rates of labour force participation.
- Answers will include references to an international Indigenous community.

Question 14 — Criminal Justice

Question 14 (a)

Criteria	Marks
• Sketches in general terms how ONE criminal justice issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE criminal justice issue	2
• Makes a general statement about criminal justice	1

Sample answer:

Recidivism (repeat offending) is a criminal justice issue affecting Aboriginal people and their communities. The proportion of prisoners with a prior record of imprisonment by Aboriginal and Torres Strait Islander status is far higher than for non-Indigenous people. The increased statistical likelihood of Aboriginal and Torres Strait Islander peoples to have repeated contact with the criminal justice system affects individuals, families and communities in a negative manner.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' experience with the criminal justice system Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' experience with the criminal justice system Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' experience with the criminal justice system Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' experience with the criminal justice system Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' experience with the criminal justice system Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' experience with the criminal justice system Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' experience with the criminal justice system Presents a structured response May make limited reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about criminal justice issues 	1–2

Answers could include:

- Since the 1960s colonialism has had many effects on Aboriginal and other Indigenous peoples. Government policies, actions and attitudes towards Aboriginal and other Indigenous peoples have generated intergenerational issues in relation to the criminal justice system.
- Government policies toward Aboriginal and Indigenous peoples created a wide range of socio economic disadvantages and it was from this that increased contact with the criminal justice system occurred. Aboriginal and Indigenous peoples were also heavily monitored by law enforcement authorities and the relationship between such authorities and Aboriginal people was often negative and unproductive.

- Some more specific effects of colonialism since the 1960s are:
 - Limited representation of Aboriginal and Indigenous peoples in the legal profession (for example as solicitors, barristers, judges etc). This may have acted to limit the fair representation of Aboriginal and Indigenous peoples before the criminal justice system and impacted upon access to equitable proceedings.
 - Limited representation of Aboriginal and Indigenous peoples in law enforcement agencies. Similarly, very few Aboriginal and Indigenous community and/or liaison officers positioned within police stations existed prior to the mid 1990s and specific initiatives aimed to accommodate for Aboriginal and Indigenous peoples in contact with law enforcement agencies were lacking.
 - Aboriginal and Indigenous deaths in custody have historically been a significant issue. This remains a concern in the contemporary period.
 - Youth offending and imprisonment have been significant issues and remain a concern in the contemporary period.
- Answers will include references to an international Indigenous community.

Question 15 — Economic Independence

Question 15 (a)

Criteria	Marks
• Sketches in general terms how ONE economic issue affects Aboriginal peoples and their communities	3
• Sketches in general terms ONE economic issue	2
• Makes a general statement about an economic issue	1

Sample answer:

Business ownership affects Aboriginal peoples and their communities as only a small percentage of Aboriginal people in Australia are self-employed or involved with Indigenous enterprises. This results in a lack of autonomy and self-sufficiency.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> Clearly identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic status Demonstrates detailed knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' economic status Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	10–12
<ul style="list-style-type: none"> Identifies components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic status Demonstrates sound knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' economic status Presents a logical and cohesive response using relevant concepts and terms Makes reference to ONE Australian Aboriginal community AND ONE international Indigenous community 	7–9
<ul style="list-style-type: none"> Identifies some components of the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic status Demonstrates some knowledge of the relationship between colonialism and Aboriginal and other Indigenous peoples' economic status Presents a logical response using relevant concepts and terms May make reference to ONE Australian Aboriginal community AND/OR ONE international Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic status Presents a structured response May make limited reference to an Australian Aboriginal community AND/OR an international Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about economic status 	1–2

Answers could include:

The effects of colonialism since the 1960s on Aboriginal and other indigenous peoples' economic independence has been significant. Effects can be seen in the following areas:

- Income – business ownership – economic status. Lack of economic programs and strategies to support Aboriginal and Indigenous peoples' economic development
- Social and political factors/structures do not allow for Aboriginal and Indigenous business development
- Answers will include references to an international Indigenous community
- Intergenerational welfare dependence as a result of limited economic opportunity, particularly in remote areas.

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 similarities and differences of the social justice experiences of ONE Aboriginal community and ONE international Indigenous community • Presents a sustained, logical and cohesive response • Integrates detailed references to TWO listed topics 	13–15
<ul style="list-style-type: none"> • Demonstrates a detailed understanding of the similarities and differences of the social justice experiences of ONE Aboriginal community and ONE international Indigenous community • Presents a logical and cohesive response • Integrates references to TWO listed topics 	10–12
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the similarities and differences of the social justice experiences of ONE Aboriginal community and ONE international Indigenous community • Presents a logical response • Integrates references to TWO listed topics 	7–9
<ul style="list-style-type: none"> • Demonstrates some understanding of the social justice experiences of ONE Aboriginal community and/or ONE international Indigenous community • Presents a structured response • May integrate references to TWO listed topics 	4–6
<ul style="list-style-type: none"> • Makes general statements about social justice experiences AND/OR human rights • May refer to an Australian Aboriginal or international Indigenous community 	1–3

Answers could include:

- Social justice experiences vary for different indigenous peoples, however across the majority of international Indigenous communities, social justice outcomes are at a lower level of attainment than non-indigenous counterparts.
- Education: Educational achievements such as basic levels of literacy and completion of Year 12 are affected by the recognition of, and speaking of, language. For example Te Arawa Maori of Rotorua – improvement has been made in the revitalisation of *te reo*, using it in all schools and partnerships with *iwi* in an effort to improve achievement of Maori students. Compared to Aboriginal languages in Australia – not taught widely nationwide, nor are they compulsory eg Dharug language (Western Sydney) is only taught in schools that choose to do so. The lack of language recognition has an adverse impact on achievement and school attendance.
- Economic independence: Waitangi Tribunal in NZ facilitated financial compensation to *iwis*, allowing for the Tahu of South Island to invest in business ventures eg Ngai Tahu Seafoods. The self-generated funds for these ventures are then redistributed to *iwis*, allowing for a greater level of economic independence. Compared with Indigenous Business Australia, for the Gadigal people (Sydney) – this is a Commonwealth government funded initiative which focuses on empowering Aboriginal people and their families. It has had some success but the focus is more individual rather than on the independence of the community as a whole.

Section II — Research and Inquiry Methods

Question 17 (a)

Criteria	Marks
• Provides a detailed explanation of the importance of judging the usefulness and reliability of data while undertaking research	5
• Provides a sound explanation of the importance of judging the usefulness and reliability of data while undertaking research	3–4
• Provides some explanation of the importance of judging the usefulness and/or reliability of data while undertaking research	2
• Makes general statements about reliability and/or usefulness of data	1

Sample answer:

It is important to assess the usefulness and reliability of data when you are researching both primary and secondary sources because they must be reputable, respectful and true. This includes verifying that Aboriginal perspectives are authentic and permission has been granted and protocols followed to use sources. A source is reliable if you know where the source has come from (its provenance). Data should also be judged for propaganda and bias so that research is accurate and respectful. Secondary source material may be false and misleading. Misinformed individuals and/or groups may incorrectly share inaccurate information and this is very disrespectful to Aboriginal people and their knowledge. Usefulness depends on the purpose you are using the source for.

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a clear explanation of community consultation practices and fieldwork and why consultation practices are necessary in this process Presents a logical and cohesive response integrating relevant concepts and terms 	9–10
<ul style="list-style-type: none"> Provides a sound explanation of community consultation practices and fieldwork and why consultation practices are necessary in this process Presents a logical response integrating relevant concepts and terms 	7–8
<ul style="list-style-type: none"> Provides some explanation of community consultation practices and fieldwork and why consultation practices are necessary in this process Presents a structured response that integrates relevant concepts and terms 	5–6
<ul style="list-style-type: none"> Provides some detail about community consultation practices and fieldwork and attempts to explain why consultation practices are necessary in this process Uses some relevant concepts and terms 	3–4
<ul style="list-style-type: none"> Makes general statements about community consultation AND/OR community based research and fieldwork 	1–2

Answers could include:

- Community consultation includes working in partnership and collaboration with Aboriginal peoples and communities.
- Seeking primary information ensures that research is accurate, true and honest.
- Information shared during fieldwork research remains the intellectual property of the person who shared it.
- Using ethical research practices and following protocol is essential. When researching, it is important to remain respectful of all persons and their individual contributions. Listening to and learning from community members demonstrates respect.
- It is important to research a range of different opinions and perspectives and include a variety of viewpoints to gain a clearer and deeper understanding of the complexity and diversity within Aboriginal communities.
- Investigating books, websites, magazines and articles that are written in consultation and/or collaboration with Aboriginal people and communities are examples of recommended sources to investigate as this process follows the correct protocol and ethical research practices.
- Understanding and appreciating the specific values and protocols of individual 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 historical events related to the land rights movement • Clearly explains how historical events have contributed to the progress of the land rights movement • Presents a logical and cohesive response applying relevant terms and concepts • Integrates information from the source material 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of historical events related to the land rights movement • Explains how historical events have contributed to the progress of the land rights movement • Presents a logical response using relevant terms and concepts • Makes detailed reference to the source material 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of historical events related to the land rights movement • Attempts to explain how historical events have contributed to the progress of the land rights movement • Presents a structured response using some relevant terms and concepts • Refers to the source material 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of historical events related to the land rights movement AND/OR how they have contributed to the land rights movement • May use some relevant terms and concepts • May refer to the source material 	3–4
<ul style="list-style-type: none"> • Makes general statements about historical events AND/OR the land rights movement • May refer to the source 	1–2

Answers could include:

- Historical events since the 1960s have contributed to the land rights movement by attracting political and public attention as well as legal changes.
- Source C is an image of the Tent Embassy (1972). It was important as a way of applying pressure on government, a place of protest and symbolism, as well as awareness raising in Aboriginal and non-Aboriginal communities.
- 1966 Wave Hill Walk off by Gurindji people, striking for better conditions on the pastoral station as well as recognition that the land was Gurindji. Resulted in the symbolic handback by Prime Minister Gough Whitlam.
- Yirrkala Bark Petition (1963): Gove Land Rights Case – events involving Yolgnu people. While connection to land was recognised, the final Court decision stated that the land could not be legally returned.

- Woodward Royal Commission which led to the *Aboriginal Land Rights Act (NT) 1976* – resulted in over 50% of NT being returned to Aboriginal peoples.
- 1985 Uluru Handback – pledge by government to hand over title to the Anangu people.
- 1992 Mabo case overturned concept of *Terra Nullius*, leading to Aboriginal communities being able to claim Native Title.
- 1996 First successful resolution of a Native Title application on mainland Australia by Mary-Lou Buck on behalf of the Dunghutti.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of land and water rights, and native title • Clearly identifies reasons why land and water rights, and native title are important to Aboriginal peoples • Makes specific and detailed references to at least ONE Australian Aboriginal community AND the source • 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 land and water rights, and native title • Identifies reasons why land and water rights, and native title are important to Aboriginal peoples • Makes detailed references to at least ONE Australian Aboriginal community AND the source • 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 land AND/OR water rights, AND/OR native title • Attempts to identify reasons why land AND/OR water rights, AND/OR native title are important to Aboriginal peoples • May make reference to ONE Aboriginal community AND the source • Provides a logical response using appropriate concepts and terms 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge or understanding of land AND/OR water rights, AND/OR native title AND/OR reasons for their importance to Aboriginal peoples • May make reference to ONE Aboriginal community AND/OR the source • Provides a structured response using some concepts and terms 	5–8
<ul style="list-style-type: none"> • Makes general statements about land and/or water rights and/or native title • May make reference to ONE Aboriginal community AND/OR the source 	1–4

Answers could include:

- Source *D*: Land is more than reclamation – it is about understanding that land is the source of life
- Central to culture, family, law, customs, knowledge
- Redress of historical dispossession
- Source of life and sustainability – access to rivers and river care; bush knowledge; sustainability practices
- Health benefits
- Cultural and spiritual attachment – rights to work and practice cultural ceremonies on Country
- Water rights – eg Murray Darling; Northern Territory. Sustainable fishing, economic benefits
- Economic base – eg land rights/land councils, self-determination of development of land
- Native Title – voice of Elders/community in decisions over land, eg mining
- Responses will vary depending on community studied.

Question 19 — Heritage and Identity

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of the importance of language to Aboriginal peoples' cultures • Presents a sustained, logical and cohesive response using relevant terms and concepts • Incorporates information from the source material 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the importance of language to Aboriginal peoples' cultures • Presents a logical and cohesive response using 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 the importance of language to Aboriginal peoples' cultures • 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 the importance of language to Aboriginal peoples' cultures • 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:

Language is important for the following areas:

- Cultural retention
- Communication (both written and verbal)
- Land and water, and sea management
- Diversity: acknowledgment by both Aboriginal and non-Aboriginal communities
- Social inclusion
- Inclusion including poverty reduction
- Human rights and freedoms in a legal, political and psychological sense
- Peace and sustainable community/national relations
- Cultural knowledge proliferation and survival
- Historical records and translation.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of how Aboriginal heritage and identity is affirmed by a variety of Aboriginal and non-Aboriginal groups • Provides a sustained, logical and cohesive response integrating relevant concepts and terms • Integrates detailed information from the source material 	17–20
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of how Aboriginal heritage and identity is affirmed by a variety of Aboriginal and non-Aboriginal groups • Provides a logical and cohesive response integrating relevant concepts and terms • Integrates information from the source material 	13–16
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of how Aboriginal heritage and identity is affirmed by a variety of Aboriginal and/or non-Aboriginal groups • Provides a logical response using appropriate concepts and terms • Refers to information from the source material 	9–12
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of how Aboriginal heritage and identity is affirmed by a variety of Aboriginal and/or non-Aboriginal groups • Provides a structured response using some concepts and terms • May refer to information from the source material 	5–8
<ul style="list-style-type: none"> • Makes general statements about how Aboriginal heritage and identity is affirmed by a variety of Aboriginal and/or non-Aboriginal groups • May use information from the source 	1–4

Answers could include:

- Aboriginal heritage and identity is affirmed by both Aboriginal and non-Aboriginal groups
- Identify examples of prominent groups or manifestations:
 - (AFL) Australian Football League with the annual ‘Indigenous Round’
 - The (NRL) National Rugby League and the ‘Indigenous All Stars’ game
 - The Koori Knockout Rugby League competition
 - The National Rugby Union (Wallabies) use of the Indigenous jersey
 - Bangarra Dance Theatre
 - The Sydney Festival or other cultural festivals. For example the ‘Setting the Agenda for 2020’ initiative of the Sydney Festival
 - Permanent collections of Aboriginal art in public galleries such as the Art Gallery of New South Wales, the Museum of Contemporary Art (MCA) and the National Gallery of Australia
 - The display of Aboriginal art in private galleries such as the Aboriginal and Pacific Art Gallery, APY Gallery, Boomalli Aboriginal Artists’ Co-Op
 - Regional cultural centres such as the Armidale and region Aboriginal Cultural Centre and keeping place, the Brewarrina Aboriginal Cultural Museum, Mehi Gallery Moree
 - Various NAIDOC week representations of culture, heritage and identity.

- The importance of these Aboriginal and non-Aboriginal groups/organisations/institutions is significant to the continued affirmation, maintenance and strengthening of Aboriginal heritage and identity
- New technologies (internet – Facebook, Twitter, Instagram, etc) empower Aboriginal voice, assisting in:
 - Accessibility
 - Flexibility
 - Educating a mass audience
 - Unlimited perspectives
 - Diversity.
- The above technologies can provide platforms by which Aboriginal heritage and identity can be expressed and affirmed
- Relevant media organisations act to express and affirm Aboriginal heritage and identity. Examples of such media outlets include:
 - NITV
 - Koori Mail
 - Living Black SBS
 - Message Stick
 - Koori Radio
 - Indigenous News.
- Aboriginal and non-Aboriginal films that present Aboriginal perspectives on heritage and identity act to affirm it
- Expressions of Aboriginal languages and dance can be used to express and affirm contemporary Aboriginal heritage and identity
- Examples of the media reporting on how local councils, churches, pre-schools and schools are acknowledging, informing and celebrating Aboriginal heritage and identity, thus affirming it.

2020 HSC Aboriginal Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	The Global Perspective – political initiatives	H3.3
2	1	The Global Perspective – citizenship	H1.2
3	1	The Global Perspective – unemployment rates	H1.2
4	1	Sovereignty	H1.2
5	1	The Global Perspective – UN social justice	H3.3
6	3	Socio economic indicators	H1.2
7	3	Initiatives promoting social equality	H3.3
8	4	Government initiatives addressing social justice and human rights issues	H3.2
9	10	Social justice and human rights related to the lived experiences of Aboriginal and other Indigenous peoples	H1.2

Section I Part B

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

Section I Part C

Question	Marks	Content	Syllabus outcomes
16	15	Social justice experiences of Aboriginal and other Indigenous peoples	H1.2, H4.3

Section II

Question	Marks	Content	Syllabus outcomes
17 (a)	5	Processing information	H4.1
17 (b)	10	Community consultation practices when engaging in research and fieldwork	H4.1, H4.2

Section III

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