



NSW Education Standards Authority

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Centre Number

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Student Number

2020 HIGHER SCHOOL CERTIFICATE EXAMINATION

Aboriginal Studies

General Instructions

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

Total marks: 100

Section I – 55 marks (pages 2–12)

Part A – 25 marks

- Attempt Questions 1–9
- Allow about 45 minutes for this part

Part B – 15 marks

- Attempt ONE question from Questions 10–15
- Allow about 25 minutes for this part

Part C – 15 marks

- Attempt Question 16
- Allow about 25 minutes for this part

Section II – 15 marks (page 13)

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

Section III – 30 marks (page 14)

- Attempt either Question 18 or Question 19
- Allow about 1 hour for this section

Section I — Social Justice and Human Rights Issues
55 marks

Part A – The Global Perspective

25 marks

Attempt Questions 1–9

Allow about 45 minutes for this part

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

- 1** What is the main focus of the Uluru Statement from the Heart? **1**
- A. Land rights
 - B. Constitutional reform
 - C. The elimination of racism
 - D. Improvements in educational outcomes
- 2** Which of the following is an example of a right of citizenship for Aboriginal peoples? **1**
- A. Voting
 - B. Employment
 - C. Economic equality
 - D. Sporting representation
- 3** Refer to Source A on page 2 of the Source Booklet. **1**
- Which of the following statements is true?
- A. Unemployment rates for Aboriginal and Torres Strait Islander peoples were generally increasing with age.
 - B. Unemployment rates were similar for Aboriginal and Torres Strait Islander peoples and non-Indigenous people across all age groups.
 - C. Unemployment rates were higher for Aboriginal and Torres Strait Islander peoples than non-Indigenous people across all age groups.
 - D. Unemployment rates for non-Indigenous people were increasing while unemployment rates for Aboriginal and Torres Strait Islander peoples were decreasing.

- 4** How is sovereignty for Aboriginal peoples best defined? **1**
- A. A declaration of independence
 - B. Supreme power and authority over another individual
 - C. The acceptance of identity determined by your culture
 - D. The legal recognition of ownership of land and territory

- 5** Refer to Source *E* on page 4 of the Source Booklet. **1**

The 2019 United Nations International Year of Indigenous Languages aimed to raise awareness that

- A. all nations must learn an Indigenous language.
- B. loss of language is affecting all global communities.
- C. Indigenous languages are important to the global economy.
- D. loss of language affects Indigenous peoples' basic human rights.

- 6** Outline how ONE socioeconomic indicator reflects Aboriginal peoples' social status. **3**

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- 7** Describe how ONE initiative by Aboriginal peoples has promoted social equality. **3**

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8 Describe how ONE example of an Australian Government initiative has had a positive effect on social justice and human rights issues for Aboriginal peoples.

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Aboriginal Studies

Section I (continued)

Part B – A Comparative Study

15 marks

Attempt ONE question from Questions 10–15

Allow about 25 minutes for this part

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

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

Extra writing booklets are available.

Your answers will be assessed on how well you:

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

Question 10 — Health (15 marks)

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

- (a) Outline how ONE health issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' health. **12**

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

OR

Question 11 — Education (15 marks)

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

- (a) Outline how ONE education issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education. **12**

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

OR

Question 12 — Housing (15 marks)

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

- (a) Outline how ONE housing issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' housing. **12**

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

OR

Question 13 — Employment (15 marks)

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

- (a) Outline how ONE employment issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns. **12**

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

OR

Question 14 — Criminal Justice (15 marks)

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

- (a) Outline how ONE criminal justice issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' experience with the criminal justice system. **12**

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

OR

Question 15 — Economic Independence (15 marks)

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

- (a) Outline how ONE economic issue affects Aboriginal peoples and their communities. **3**

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

- (b) Analyse the effects of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic status. **12**

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

Section I (continued)

Part C – Global Perspective and Comparative Study

15 marks

Attempt Question 16

Allow about 25 minutes for this part

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

Your answer will be assessed on how well you:

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

Question 16 (15 marks)

Compare the social justice experiences of ONE Aboriginal community and ONE international Indigenous community.

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

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

Section II

15 marks

Attempt Question 17

Allow about 25 minutes for this section

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

Your answers will be assessed on how well you:

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

Question 17 — Research and Inquiry Methods (15 marks)

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

- (a) Why is it important to judge the usefulness and reliability of data when undertaking research? **5**

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

- (b) Why is it necessary to use community consultation practices when engaging in research and fieldwork? **10**

Section III

30 marks

Attempt either Question 18 or Question 19

Allow about 1 hour for this section

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

Your answers will be assessed on how well you:

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

Question 18 — Aboriginality and the Land (30 marks)

- (a) Explain how historical events have contributed to the progress of the land rights movement. **10**

In your answer, refer to Source *C* on page 3 of the Source Booklet.

- (b) Why are land and water rights, and native title important for Aboriginal peoples? **20**

In your answer, refer to Source *D* on page 3 of the Source Booklet and at least ONE Australian Aboriginal community.

OR

Question 19 — Heritage and Identity (30 marks)

- (a) Explain the importance of language to Aboriginal peoples' cultures. **10**

In your answer, refer to Source *E* on page 4 of the Source Booklet.

- (b) How is Aboriginal heritage and identity affirmed by a variety of Aboriginal and non-Aboriginal groups? **20**

In your answer, refer to Source *F* on page 4 of the Source Booklet.

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Aboriginal Studies

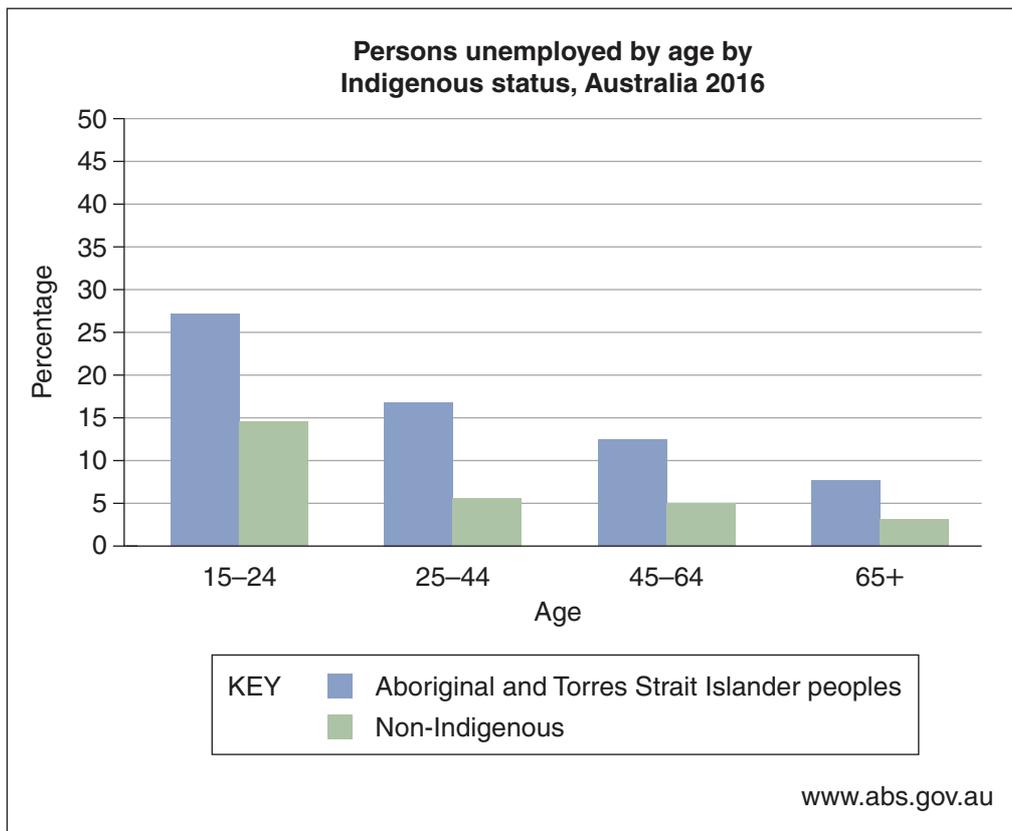
Source Booklet

Instructions Detach this Source Booklet

| | |
|--------------------------|--------------------------|
| Sources A – F | Source A (page 2) |
| | Source B (page 2) |
| | Source C (page 3) |
| | Source D (page 3) |
| | Source E (page 4) |
| | Source F (page 4) |

Aboriginal and Torres Strait Islander people are warned that the following content may contain images and information related to deceased persons.

Source A



Source: ABS Census of Population and Housing, 2016
© Commonwealth of Australia

Source B

Adam Goodes is a powerful voice to teach us that we have to talk about racism to end racism

Goodes showed the strength so many of us have in surviving these [racially motivated] attacks ... But what he suffered is not an unusual experience for Aboriginal and Torres Strait Islander people. We've endured the ugly hand of racism for generations.

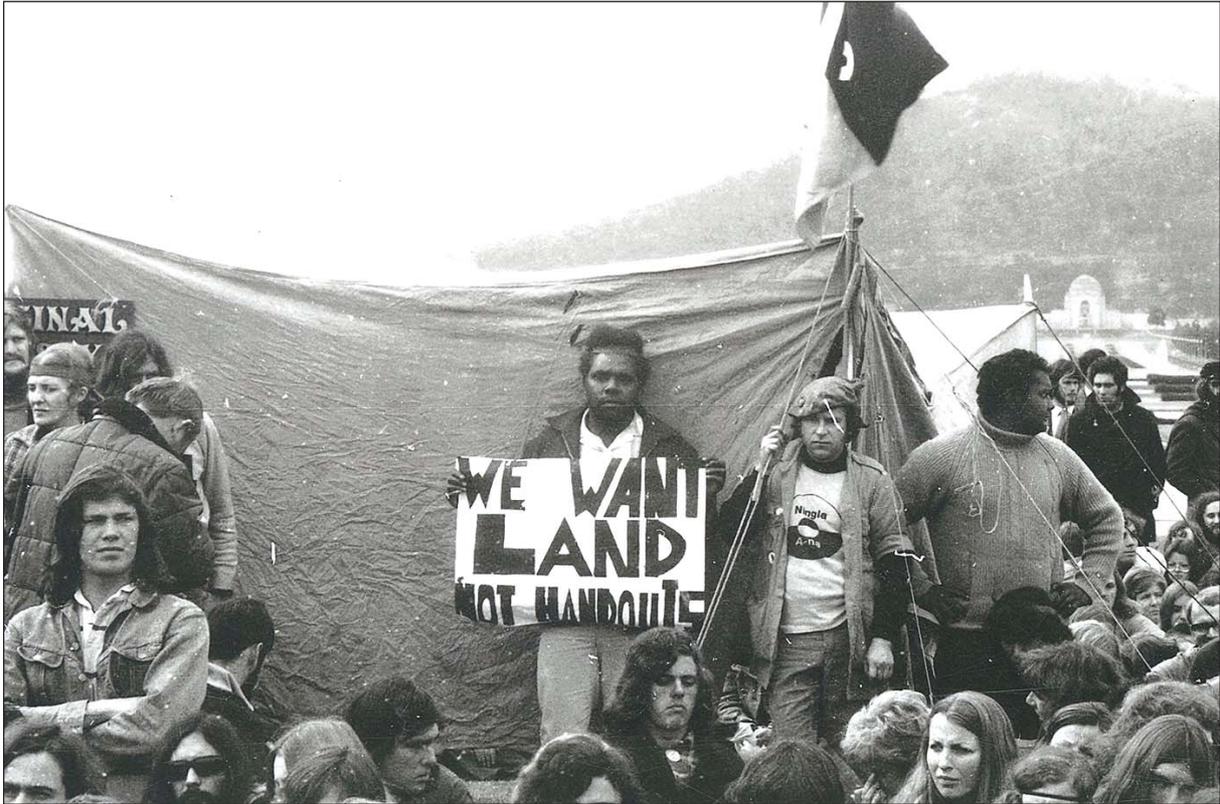
Whether it's in the city or in regional communities and towns, whether we're in public spaces, catching the train, the bus or a flight, getting abused, ignored or refused service or getting followed by security, racism is damaging, it makes us sick and it threatens lives.

Racism is everywhere.

JUNE OSCAR
June Oscar AO is the Aboriginal and Torres Strait Islander
Social Justice Commissioner at the Australian Human Rights Commission,
12 June 2019

Courtesy of Dr June Oscar, Australian Human Rights Commission and *The Guardian News & Media Ltd*

Source C



Alan Sharpley (holding the sign) and John Newfong (far right) at the Aboriginal Tent Embassy in Canberra, along with hundreds of Indigenous and non-Indigenous protestors.
National Library of Australia

Demonstration with 'We want land not handouts' placard at land rights demonstration, Parliament House, Canberra, 30 July 1972. Picture/Creator – Middleton, Ken, (Kenneth Thomas) 1948.
Source: National Library of Australia. <https://nla.gov.au/nla.obj-149418663/view>

Source D

Shifting ground: why land rights and native title have not delivered social justice

The claim for land has always been more than just a desire to reclaim soil. There was always the desire to be able to exercise traditional obligations to lands that Aboriginal people have a cultural and spiritual attachment with. But there has also been an understanding that land is the source of life and of sustainability.

LARISSA BEHRENDT and NICOLE WATSON
The Journal of Indigenous Policy – Issue 8

Reproduced with permission by Larissa Behrendt and Nicole Watson

Source E

Why Indigenous Languages?



knowledge



peace



rights



inclusion



diversity

Adapted from the
2019 International Year of Indigenous Languages website

Reproduced with permission from the UNESCO
<https://en.iyil2019.org>

Source F

**SYDNEY**

Designed by: Cheryl Davison

Story: The jersey designed by Cheryl Davison tells a dreamtime story of a beautiful white swan that was attacked by fellow swans until it was bloodied and left without feathers. A black crow came to the rescue of the swan, tended to its wounds and gave it some of its own black feathers to ensure it wasn't cold.



www.afl.com.au

Courtesy of Cheryl Davison, Artist