

2021 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	B
3	D
4	A
5	C

Question 6

Criteria	Marks
• Clearly describes the effect of ONE form of racism on Aboriginal people	3
• Demonstrates an understanding of the effect of ONE form of racism on Aboriginal people	2
• Makes a general statement about racism	1

Sample answer:

Attitudinal racism often manifests itself through unconscious bias or prejudice which has a negative effect on the social justice and human rights of Aboriginal people. It limits their ability to access education, health, housing, employment and equality before the law.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Describes ONE example of how an Aboriginal community response or initiative has improved the human rights of Aboriginal peoples 	3
<ul style="list-style-type: none"> Outlines how an Aboriginal community response or initiative has improved the human rights of Aboriginal peoples 	2
<ul style="list-style-type: none"> Makes a general statement about an Aboriginal community response AND/OR initiative AND/OR human rights 	1

Sample answer:

In 1965, a group of students from Sydney University embarked on a journey to draw attention to the living conditions of Aboriginal people. This initiative was driven by Charles Perkins and their mission was to shine a light on social justice and racism concerns / experiences of Aboriginal people, resulting in improved human rights.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> Shows a clear understanding of the effect that the recommendations have had on decreasing Aboriginal deaths in prison custody Makes reference to the source and own knowledge 	4
<ul style="list-style-type: none"> Shows some understanding of the effect that the recommendations have had on decreasing Aboriginal deaths in prison custody Uses own knowledge and/or the source 	2–3
<ul style="list-style-type: none"> Makes a general statement on Aboriginal deaths in prison custody 	1

Sample answer:

Source A highlights recommendations that could reduce deaths in prison custody. However, lack of implementation of recommendations has meant that the RCIADIC has had no effect in decreasing the number of Aboriginal deaths in prison custody. Deaths in prison custody have not decreased.

Question 9

Criteria	Marks
<ul style="list-style-type: none"> Provides detailed explanation on how protests can contribute to improving social justice and human rights for Aboriginal and other Indigenous peoples Makes detailed reference to Source <i>B</i> 	9–10
<ul style="list-style-type: none"> Provides a sound explanation on how protests can contribute to improving social justice and human rights for Aboriginal and other Indigenous peoples Makes sound reference to Source <i>B</i> 	7–8
<ul style="list-style-type: none"> Demonstrates some knowledge about protests as they apply to the social justice and human rights of Aboriginal and other Indigenous peoples Makes some reference to Source <i>B</i> 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about protests as they apply to the social justice AND/OR human rights of Aboriginal people AND/OR other Indigenous peoples May make limited reference to Source <i>B</i> 	3–4
<ul style="list-style-type: none"> Makes a general statement about protests AND/OR social justice AND/OR human rights May make reference to Source <i>B</i> 	1–2

Answers could include:

Protests can contribute to improving social justice and human rights for Aboriginal and other Indigenous peoples as they primarily act to bring attention to both contemporary and historic issues. They provide a place where people can meet in person and voice their concerns. Communication can come through speeches, banners, song and dance such as that seen in Source *B*. The communication delivered during protests generally forms a consistent and accepted narrative which acts to deliver a strong message to governments, policy makers, legal representatives and private entities/corporations. The narrative delivered generally seeks to pressure those relevant people/groups to enact change on matters relating to social justice and human rights. Protests can differ in content and message; however, all communication remains significant. As seen in Source *B*, the protestors were clearly asserting Aboriginal sovereignty rights and given the publication date, most likely on Australia Day also known as Invasion Day. The significance of this protest brings the matter of a lack of legal recognition of Aboriginal sovereignty rights to the national consciousness and pressures policy makers to change positions on this. Source *B* seeks to change the national conversation around Australia Day and encourage greater acknowledgement of the social justice and human rights issues of land rights and historical reality of Aboriginal peoples not ceding sovereignty over traditional lands.

Other Indigenous peoples such as the Oglala Lakota from the Pine Ridge Reservation have protested against the ongoing occupation of their lands and dishonoured treaties. The 1973 Siege of Wounded Knee was a pivotal protest against Government neglect and inaction. It sought to draw attention to the plight of the Oglala Lakota peoples and thereby improve social justice and human rights outcomes.

Section I — Social Justice and Human Rights Issues

Part B – A Comparative Study

Question 10 — Health

Question 10 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines the main features of ONE government program or strategy that aims to address the health needs of Aboriginal peoples 	3
<ul style="list-style-type: none"> Outlines ONE government program or strategy that aims to address the health needs of Aboriginal peoples 	2
<ul style="list-style-type: none"> Makes a general statement about the health needs of and/or a program for Aboriginal peoples 	1

Sample answer:

Closing the Gap is an Australian government strategy that aims to reduce disadvantage and improve the life outcomes of Aboriginal peoples. It aims to achieve equality in health status and life expectancy between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians.

Question 10 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the relationship between socioeconomic status and the health outcomes of Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the relationship between socioeconomic status and the health outcomes of Aboriginal and other Indigenous peoples • Presents a logical and cohesive response integrating relevant concepts and terms • Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between socioeconomic status and the health outcomes of Aboriginal and other Indigenous peoples • Presents a structured response using relevant concepts and terms • Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about how socioeconomic status of Aboriginal and other Indigenous peoples affects their health outcomes • May use some relevant concepts and terms • May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about socioeconomic status AND/OR health outcomes 	1–2

Answers could include:

- Socioeconomic status has a very important role to play in Aboriginal peoples' health outcomes. A lower socioeconomic status is clearly associated with poor health. Poor education and literacy affect access to information, poor income affects access to health services and medicines, poor infant diet affects chronic diseases and poverty later in life. Limited income can influence access to health care services such as the ability to afford to pay for the doctor's visit, medication or ambulance services. Poor educational attainment may lead to poor lifestyle choices, which in turn affect health choices such as smoking, drug and alcohol use, negatively affecting health. Smoking is associated with lower socioeconomic status; overcrowding in housing affects illness. Health literacy influences understanding, accessing and communicating information about an individual's health.
- The effects of socioeconomic status on Aboriginal and other Indigenous people can be detrimental to their physical, mental and/or emotional health.
- 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, eg the health status of Indigenous peoples worldwide varies according to their unique historical, political, and economic circumstances. Disparities in health between Māoris and non-Indigenous have been evident for all of the colonial history of New Zealand. Explanations for these differences involve a complex mix of components associated with socioeconomic factors impacting the availability of health care.

Question 11 — Education

Question 11 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines the main features of ONE government program or strategy that aims to address the education needs of Aboriginal peoples 	3
<ul style="list-style-type: none"> Outlines ONE government program or strategy that aims to address the education needs of Aboriginal peoples 	2
<ul style="list-style-type: none"> Makes a general statement about the education needs of and/or program for Aboriginal peoples 	1

Sample answer:

Programs such as NSW Government’s Aboriginal Education Policy and more specifically the Partnership Agreement 2020–2030, Walking Together, Working Together, seek to improve Aboriginal student outcomes by facilitating collaborative working relationships between the NSW Department of Education and the NSW Aboriginal Education Consultative Group (NSW AECG).

Question 11 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates detailed knowledge of the relationship between socioeconomic status and the educational achievements and outcomes of Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> Demonstrates sound knowledge of the relationship between socioeconomic status and the educational achievements and outcomes of Aboriginal and other Indigenous peoples Presents a logical and cohesive response integrating relevant concepts and terms Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge of the relationship between socioeconomic status and the educational achievements and outcomes of Aboriginal and other Indigenous peoples Presents a logical response using relevant concepts and terms Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about how socioeconomic status of Aboriginal and other Indigenous peoples affects their educational achievements and outcomes May use some relevant concepts and terms May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about socioeconomic status AND/OR educational achievements or outcomes 	1–2

Answers could include:

- Educational achievements and outcomes can be directly affected by the socioeconomic status of children and young people. The relationship between these areas is a key focus area of the Melbourne Declaration on the Educational Goals for Young Australians. Within the Declaration, Education Ministers of relevant states and territories acknowledged that educational outcomes for Indigenous children and young people are substantially behind those of other students in key areas of enrolment, attendance, participation, literacy, numeracy, retention and completion. This could be due to factors such as poor housing, lack of income dedicated to educational purposes, poor early childhood education outcomes and health factors. Intergenerational disadvantage in regards to education is also a factor. The relationship between the education attainment of parents and their children can be observed, and as such, many children of parents with low educational attainment will experience this themselves.
- In the inner-city Sydney suburb of Redfern, the Jarjum College has a mission to educate Aboriginal and Torres Strait Islander children (of various Nations/communities, including Wiradjuri, Darug, Cadigal) who are not participating or coping in mainstream schools as a result of their domestic circumstances/status. The flow-on effects of low socioeconomic status on the educational outcomes of children attending school include those relating to domestic violence, substance abuse, overcrowding of housing, imprisonment of a parent(s) and low levels of education for a parent(s). The school seeks to provide a stable and supportive educational environment that is fully funded and provides all meals, uniforms, resources and transport required.
- The Oglala Lakota people of South Dakota within the United States of America have enshrined constitutional rights which demand that the state government provide equal opportunity to education for all of its citizens. Yet for decades Native American Oglala Lakota – who make up 9% of the population – have been left behind by a system that fails to meet their needs and has resulted in generations of Oglala Lakota suffering the consequences of inadequate educational achievement. The systematic failure to properly educate Oglala Lakota students can be seen as being due to socioeconomic factors that have affected Oglala Lakota people and communities for decades: generational poverty, high unemployment, substance abuse, high incarceration rates and reduced life expectancy.

Question 12 — Housing

Question 12 (a)

Criteria	Marks
• Clearly outlines the main features of ONE government program or strategy that aims to address the housing needs of Aboriginal peoples	3
• Outlines ONE government program or strategy that aims to address the housing needs of Aboriginal peoples	2
• Makes a general statement about the housing needs of and/or program for Aboriginal peoples	1

Sample answer:

Services Our Way provides Aboriginal specialist staff and a culturally appropriate service providing wrap-around support for vulnerable Aboriginal and Torres Strait Islander families, empowering them to improve their wellbeing and achieve their goals.

Question 12 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the relationship between socioeconomic status and access to housing for Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the relationship between socioeconomic status and access to housing for Aboriginal and other Indigenous peoples • Presents a logical and cohesive response integrating relevant concepts and terms • Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between socioeconomic status and access to housing for Aboriginal and other Indigenous peoples • Presents a structured response using relevant concepts and terms • Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about how socioeconomic status of Aboriginal and other Indigenous peoples affects their access to housing • May use some relevant concepts and terms • May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about socioeconomic status AND/OR access to housing 	1–2

Answers could include:

The socioeconomic status of Aboriginal and other Indigenous peoples clearly impacts their access to housing. Examples of socioeconomic status could be access to safe, clean and secure housing that provides sufficient space for extended families. Being homeless is a significant issue due to long wait times for public and/or community housing. Living in overcrowded homes leads 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. These issues are interconnected with other socioeconomic status issues such as education, employment and income.

Answers will include reference to an international Indigenous community, eg Ngai Thau Māori have generally the lowest incomes and have suffered financial impacts from rising rents and housing insecurity. The impact on Ngai Thau Māori of the lowest incomes includes crowded housing conditions, increased poverty and homelessness. Poor housing and homelessness in turn affect Ngai Thau Māori health, education and other social aspects. Over 50% of Ngai Thau Māori households were renting in 2001, and 32% of Ngai Thau Māori owned or partly owned their home, compared to about 60% of *pakeha*. In 2020, rates of severe housing deprivation were highest among young Ngai Thau Māori, while overall, severe housing deprivation prevalence rates for Ngai Thau Māori were close to four and six times the European rate.

Question 13 — Employment

Question 13 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines the main features of ONE government program or strategy that aims to address the employment needs of Aboriginal peoples 	3
<ul style="list-style-type: none"> Outlines ONE government program or strategy that aims to address the employment needs of Aboriginal peoples 	2
<ul style="list-style-type: none"> Makes a general statement about the employment needs of and/or program for Aboriginal peoples 	1

Sample answer:

The Indigenous Australian Government Development Program (IAGDP) is a 15-month entry level employment and development program for Aboriginal people who are interested in working in the Australian Public Service. This program aims to improve employment opportunities, experiences and outcomes for Aboriginal people.

Question 13 (b)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates detailed knowledge of the relationship between socioeconomic status and the employment outcomes of Aboriginal and other Indigenous peoples Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> Demonstrates sound knowledge of the relationship between socioeconomic status and the employment outcomes of Aboriginal and other Indigenous peoples Presents a logical and cohesive response integrating relevant concepts and terms Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge of the relationship between socioeconomic status and the employment outcomes of Aboriginal and other Indigenous peoples Presents a structured response using relevant concepts and terms Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> Demonstrates limited knowledge about how the socioeconomic status of Aboriginal and other Indigenous peoples affects their employment outcomes May use some relevant concepts and terms May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> Makes general statements about socioeconomic status AND/OR the employment outcomes 	1–2

Answers could include:

- Socioeconomic status affects the employment status of Aboriginal and other Indigenous peoples in many ways. Many employment roles have minimum literacy and numeracy requirements and as such, a candidate for employment needs to meet such requirements. This may not be achieved if a person has not achieved access to minimum standards of education due to their socioeconomic status. Furthermore, they may not be able to access job advertisements, write cover letters/CVs, communicate effectively in job interviews and appropriately assess their suitability for an advertised role if appropriate educational attainment has not been achieved.
- Housing status affects the employment status of Aboriginal and other Indigenous peoples as it dictates the proximity of a person to their desired place of employment. Aboriginal or other Indigenous peoples living in remote communities, often on traditional lands, can have difficulty in participating in the contemporary economy and paid employment in the nations/states they inhabit. Many industries and businesses do not have a presence in such remote communities and as such, gaining employment within them can be difficult. An example of this can be seen in relation to Aboriginal populations in very remote areas of NSW. According to the 'Community Portrait' report compiled by the NSW Government's Aboriginal Affairs Department, in 2016 the Aboriginal workforce participation in Very Remote Australia (NSW) was 27%, with 135 people out of work. This is 32% lower than the average for non-Aboriginal adults in the region and 19% lower than the average for Aboriginal adults in NSW. Counter to this, in the Northern Territory town of Borroloola, higher socioeconomic indicators relating to education and health care led to high participation in both governmental and private employment roles and also many job vacancies. The town has developed an economy in which many jobs exist, in some cases surplus to worker supply.
- The Ngai Tahu iwi (tribe) of the South Island (Te Waipounamu) New Zealand (Aotearoa) seeks to mitigate the lower socioeconomic status of many of its community by providing all iwi members with access to the Nga Pukenga employment website. This website connects iwi members to the Te Runanga Group which is the Ngai Tahu commercial enterprise group. Within this group, various employment opportunities, employment related scholarships, or governance opportunities are advertised. This can lead to increased employment outcomes for Ngah Tahu iwi members in the seafood, farming, tourism and property enterprises of the group.

Question 14 — Criminal Justice

Question 14 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines the main features of ONE government program or strategy that aims to address the over-representation of Aboriginal people in the criminal justice system 	3
<ul style="list-style-type: none"> Outlines ONE government program or strategy that aims to address the over-representation of Aboriginal people in the criminal justice system 	2
<ul style="list-style-type: none"> Makes a general statement about the over-representation of and/or program for Aboriginal people in the criminal justice system 	1

Sample answer:

The Indigenous Police Recruiting Our Way Delivery (IPROWD) strategy is a New South Wales (NSW) Government response to the over-representation of Aboriginal peoples in the criminal justice system. From the release of the Royal Commission into Aboriginal Deaths in Custody/Muirhead Commission Report (1991), a central strategy for addressing Aboriginal over-representation in the criminal justice system has been to increase the employment status of Aboriginal people within this system.

Question 14 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the relationship between socioeconomic status and access to the criminal justice system for Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the relationship between socioeconomic status and access to the criminal justice system for Aboriginal and other Indigenous peoples • Presents a logical and cohesive response integrating relevant concepts and terms • Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between socioeconomic status and access to the criminal justice system for Aboriginal and other Indigenous peoples • Presents a structured response using relevant concepts and terms • Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about how the socioeconomic status of Aboriginal and other Indigenous peoples and how it affects their access to the criminal justice system • May use some relevant concepts and terms • May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about socioeconomic status AND/OR access to the criminal justice system 	1–2

Answers could include:

- Socioeconomic independence status affects Aboriginal and other Indigenous peoples in their access to the criminal justice system as the high cost of legal services is often prohibitive for many people on lower incomes or government welfare. Most matters within the criminal justice system require legal representation or at least advice, and while Aboriginal legal services offer high quality legal support for Aboriginal peoples, they are often overwhelmed with demand and cannot appropriately represent all those who seek it.
- Educational attainment can affect involvement in the criminal justice system for Aboriginal and other Indigenous peoples as higher levels of education often lead to gainful employment and lower rates of criminal behaviour.
- The Commonwealth Government’s House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs found in 2011 that a strong correlation existed between expulsion and poor outcomes in secondary school education and incarceration in the criminal justice system.
- The Australian Bureau of Statistics provides an imprisonment rate for Aboriginal and Torres Strait Islander men of 4.7 per cent — more than 10 times the rate of the general male population. In the town of Bourke within Ngemba Country of Far Western NSW, the NSW Police Force are working with local Aboriginal community leaders to resolve issues relating to socioeconomic status and involvement with the criminal justice system. The

Maranguka Justice Reinvestment project is the broad Aboriginal-led initiative working within the town to address socioeconomic factors leading to Aboriginal involvement in the criminal justice system such as the diagnosis of disabilities within the schooling system, access to learner driver programs and training, domestic violence prevention and youth offending. In Dubbo, NSW, the Project Walwaay seeks to address the alarming statistic of 86 per cent of all youth charges in the police district being against Aboriginal young people in 2018. The project seeks to address causal factors within this statistic such as the lack of police liaison officers, the lack of appropriate transport to schooling and productive activities such as the PCYC, lack of cultural training by Elders, nutritional and sporting services.

- The Ngai Tahu iwi (tribe) of the South Island (Te Waipounamu) of New Zealand (Aotearoa) suffer from disproportionately high rates of victim status due to crimes committed against community members. Overall, Māori (33%) were more likely than the New Zealand average (24%) to have experienced 1 or more offences in 2013. The New Zealand Ministry of Justice found that the link between Māori living in areas of deprivation had a direct link to Māori being victims of crime. Factors such as housing, health and employment status all contribute to this deprivation status.

Question 15 — Economic Independence

Question 15 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Clearly outlines the main features of ONE government program or strategy that aims to address the economic inequality of Aboriginal peoples 	3
<ul style="list-style-type: none"> • Outlines ONE government program or strategy that aims to address the economic inequality of Aboriginal peoples 	2
<ul style="list-style-type: none"> • Makes a general statement about the economic inequality of and/or program for Aboriginal peoples 	1

Sample answer:

Indigenous Business Australia (IBA) is a Commonwealth Government program that addresses the economic inequality of Aboriginal peoples in multiple ways. It assists Aboriginal peoples with home ownership by providing low interest loans to eligible individuals/families. It provides advice and a consulting service for Aboriginal peoples seeking to start their own business.

Question 15 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates detailed knowledge of the relationship between socioeconomic status and the economic independence of Aboriginal and other Indigenous peoples • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed reference to ONE Aboriginal community and ONE other Indigenous community 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge of the relationship between socioeconomic status and the economic independence of Aboriginal and other Indigenous peoples • Presents a logical and cohesive response integrating relevant concepts and terms • Makes reference to ONE Aboriginal community and ONE other Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of the relationship between socioeconomic status and the economic independence of Aboriginal and other Indigenous peoples • Presents a structured response using relevant concepts and terms • Makes reference to ONE Aboriginal community AND/OR ONE other Indigenous community 	5–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge about how the socioeconomic status of Aboriginal and other Indigenous peoples and how it affects their economic independence • May use some relevant concepts and terms • May make reference to an Aboriginal community AND/OR one other Indigenous community 	3–4
<ul style="list-style-type: none"> • Makes general statements about socioeconomic status AND/OR economic independence 	1–2

Answers could include:

- Health status of Aboriginal peoples can affect economic independence as it can determine if a person is fully able to enter gainful employment and work the hours either the person or organisation requires. Health status affects the type of job a person can complete and the frequency of their completion of it. Health status in both a physical and mental sense is very important to a person’s ability to sustain long-term employment and access the remuneration needed to sustain mortgage or rental payments on accommodation/housing. The lack of ability to work in a desired or needed job can therefore directly affect a person’s ability to become economically independent in relation to housing and also the provision of adequate food and clothing for themselves and any dependants.
- Education status of Aboriginal peoples can affect economic independence, as it is generally the means by which a person is accepted into employment roles. A higher level of education gained by a person can lead to more job opportunities and access to higher paying roles. Educational status also influences skill levels held by a person and this has a direct relationship to the type and nature of a job they can access. Education status can allow for a person to understand all elements of a job and therefore retain that job for longer. This in turn allows for greater consistency in regard to income and the ability of the person to be economically independent.

- Housing status of Aboriginal peoples can affect economic independence as if a person is not able to meet rental or mortgage repayments, they are not able to own their own home/dwelling. The person is therefore reliant on government housing options and thus is not economically independent in regard to this area. One of the most important indicators of economic independence is home ownership as it generally leads to a more secure home life for the person and their dependants. Home ownership can also lead to capital gains and/or home investment opportunities and without home ownership, none of these are possible.
- The economic independence of the Ngai Tahu iwi (tribe) of the South Island (Te Waipounamu) New Zealand (Aotearoa) has been positively affected by socioeconomic status in regards to employment. The Te Runanga Group offers Ngai Tahu iwi members assisted employment in a variety of enterprises such as those relating to fishing, commercial property, tourism and farming. This has led to higher employment outcomes and therefore consistent income and ability to gain full economic independence.

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"> Comprehensively compares the success of the initiatives of an Aboriginal community and an international Indigenous community Presents a sustained, logical and cohesive response Integrates extensive references to TWO listed topics 	13–15
<ul style="list-style-type: none"> Thoroughly compares the success of the initiatives of an Aboriginal community and an international Indigenous community Presents a logical and cohesive response Integrates detailed references to TWO listed topics 	10–12
<ul style="list-style-type: none"> Compares the success of the initiatives of an Aboriginal community and an international Indigenous community Presents a logical response Integrates some references to TWO listed topics 	7–9
<ul style="list-style-type: none"> Recounts the success of the initiatives of an Aboriginal community and/or an international Indigenous community Presents a structured response May integrate references to TWO listed topics 	4–6
<ul style="list-style-type: none"> Makes a general statement about a community initiative(s) May refer to an Aboriginal community AND/OR an Indigenous community 	1–3

Answers could include:

Reference to specific Australian Aboriginal community initiatives and international Indigenous community initiatives that address any two topics:

Health: The Central Australian Aboriginal Congress is a community run organisation which delivers a number of clinics and health services to remote communities, such as Alukura Women’s health service, Social and Emotional Wellbeing service and remote health service. These target holistic issues for social, emotional, cultural and physical wellbeing and are delivered by Aboriginal staff. To address issues such as diabetes, heart disease, mental health, drug and alcohol abuse some programs come with the cultural barriers of appropriate personnel funding models. Pine Ridge Reservation at South Dakota USW has had some success with centres such as the Porcupine Clinic.

Education: Culturally appropriate education and training of educators generally, community involvement with Elders promoting language and cultural awareness. AECG met the specific needs of Aboriginal peoples who shared the common experience of remoteness, historical distrust of government, racism, cultural barriers and other social disadvantage. Aboriginal Engagement Officers address issues such as attendance, low educational outcomes and retention rates. University enrolment is around 5–6% for Aboriginal students compared to 25% for non-Aboriginal HSC students.

Comparisons can be made with the level of discrimination and the role of religious education in various Australian and Indigenous communities and the community initiatives that address these issues. Local language dialects are also an issue to be addressed.

Comparisons can be made with language use in international schools, such as New Zealand Te Reo Māori schools, for example, the Ngati Whakaue board has 19 active grant policy areas with the biggest areas being tertiary support, numeracy and literacy projects in schools and the Ngati Whakaue Education Taumata initiatives. New policy initiatives include dive training, an engineering cadetship with Rotorua Lakes Council, access to iPads in schools and increased support for Te Reo Māori language provision.

Section II — Research and Inquiry Methods

Question 17 (a)

Criteria	Marks
<ul style="list-style-type: none"> Clearly outlines THREE methods of appropriate communication with Aboriginal community members while conducting research 	3
<ul style="list-style-type: none"> Outlines TWO methods of appropriate communication with Aboriginal community members while conducting research 	2
<ul style="list-style-type: none"> Identifies ONE method of appropriate communication with Aboriginal community members while conducting research 	1

Sample answer:

Three methods of communication with Aboriginal community members while conducting research are writing letters, making phone calls, emails, accessing the internet eg Zoom during COVID-19 pandemic and other appropriate technologies, having face-to-face interviews with Elders and community consultation.

Question 17 (b)

Criteria	Marks
<ul style="list-style-type: none"> Provides a detailed explanation of why Aboriginal perspectives, cultural ownership and copyright are important considerations while conducting research Demonstrates detailed knowledge and understanding of ethical research practices Presents a sustained, logical and cohesive response integrating relevant concepts and terms Makes clear reference to Source C 	10–12
<ul style="list-style-type: none"> Provides a sound explanation of why Aboriginal perspectives, cultural ownership and copyright are necessary considerations while conducting research Demonstrates sound knowledge and understanding of ethical research practices Presents a logical and cohesive response integrating relevant concepts and terms Makes reference to Source C 	7–9
<ul style="list-style-type: none"> Attempts to explain or describe why Aboriginal perspectives, cultural ownership and copyright are necessary considerations while conducting research Demonstrates some knowledge and understanding of ethical research practices Presents a logical response using some relevant concepts and terms Makes some reference to Source C 	5–6
<ul style="list-style-type: none"> Outlines why Aboriginal perspectives and/or cultural ownership and/or copyright are necessary considerations while conducting research Demonstrates limited knowledge and understanding of ethical research practices May use some relevant concepts and terms May make reference to Source C 	3–4

<ul style="list-style-type: none"> • Makes general statements about ethical research practices and/or Aboriginal perspectives and/or cultural ownership and/or copyright 	<p>1–2</p>
---	------------

Answers could include:

- Respectfully listening to Aboriginal people to ensure the understanding and maintenance of Aboriginal cultural knowledge. This supports the development of partnerships with Aboriginal communities.
- Gain consent from individuals/communities/Elders prior to sharing information.
- Information obtained from yarns and general conversations or interviews belongs to the person who shared it and therefore permission to publish any information needs to be gained.
- Consultation with the Aboriginal community that you are researching is an exchange of information. Consultation ensures an authentic approach to research practices, respecting protocol / communities and individuals.
- Recognition and protection of any and all information shared with you from an Aboriginal person. Appropriate acknowledgement ensures a respectful relationship is built and maintained and copyright is adhered to.
- Reference to the use of secondary sources eg evaluating reliability, privileging Aboriginal-authored works.
- Aboriginal perspectives are necessary when applying ethical research practices as they can provide insights into issues of cultural ownership.
- As seen in Source C, the perspective of the traditional custodians of the mining site was one of devastation at the destruction of this important cultural site.

Section III

Question 18 — Aboriginality and the Land

Question 18 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the role of Country in Aboriginal peoples' heritage and identity • Integrates information from Source <i>D</i> and own knowledge • Presents a sustained, logical and cohesive response, applying relevant terms and concepts 	9–10
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the role of Country in Aboriginal peoples' heritage and identity • Makes reference to Source <i>D</i> and own knowledge • Presents a logical and cohesive response, applying relevant terms and concepts 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the role of Country in Aboriginal peoples' heritage and identity • Makes reference to Source <i>D</i> and/or own knowledge • Presents a structured response, applying some relevant terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates limited understanding of the role of Country in Aboriginal peoples' heritage and/or identity • May make reference to Source <i>D</i> and/or own knowledge • Presents a descriptive response using some relevant terms and concepts 	3–4
<ul style="list-style-type: none"> • Makes general statements about the role of Country in Aboriginal peoples' heritage and/or identity • May refer to Source <i>D</i> OR own knowledge 	1–2

Answers could include:

- For Aboriginal peoples the role of Country is extremely important as it provides the link to land and water and therefore identity. Country denotes a close association among a set of individuals, kinship ties, ancestral links and Dreaming stories.
- Country is important for Aboriginal peoples because of the location of sacred sites which have ancestral and Dreaming significance. From these sites come the stories, behaviours and responsibilities that are all part of Country for Aboriginal peoples. These stories bind Aboriginal peoples to their land and Country. The Dreaming Tracks mapped out Country and guided the journey across it.
- As per Source *D*, Country is central to Aboriginal peoples' self-identification because of religious and spiritual connections to that language and/or geographical area. Country is the historical, economic, spiritual and religious connection to land.
- The Brewarrina Aboriginal fish traps are significant to Aboriginal peoples' heritage and identity, through their significance to hunting and fishing.

Question 18 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive judgement of the success of Aboriginal responses to Native Title legislation and the struggle for land and water 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"> • Makes a clear judgement of the success of Aboriginal responses to Native Title legislation and the struggle for land and water rights • Refers 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"> • Attempts to make a judgement of the success of Aboriginal responses to Native Title legislation and the struggle for land and water rights • May make reference to at least ONE Australian Aboriginal community • Provides a logical response integrating relevant concepts and terms 	9–12
<ul style="list-style-type: none"> • Describes Aboriginal responses to Native Title legislation and the struggle for land and water rights • May make reference to at least ONE Australian Aboriginal community 	5–8
<ul style="list-style-type: none"> • Makes general statements about Native Title legislation and/or land and/or water rights • May make reference to at least ONE Aboriginal community 	1–4

Answers could include:

- Native Title describes the rights which Aboriginal people have to land and waters according to their customary laws. 'Land rights' refers to the evolving struggle of Aboriginal and other Indigenous peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association. 'Land Rights' (capitalised) refers to legislation by Aboriginal peoples which has had a significant effect on the struggle for land and water rights.
 - The land rights campaign. It is a fundamental piece of social reform as well as a tool of empowerment.
 - Land Councils have significantly contributed to the economic independence and self-determination of communities.
 - Recognition of custodianship and connection to Country.
 - Strengthening cultural connection by maintaining custodial relationships and identity.
- Diversity of community opinions and Aboriginal responses on Native Title (eg change of land usage and its impact on socioeconomic indicators).
- Yirrkala Bark Petition (1963)
 - Blue Mud Bay High Court decision
 - NT Land Rights Act (1976)
 - Indigenous Protected Areas (IPA)
 - Mabo decision (1992)
 - The introduction of the Native Title Act (1993)

- Establishment of the Indigenous Land Council (ILC) by the Government in consultation with Aboriginal people
- Indigenous Land Use Agreements (ILUAs)
- Wik High Court Decision (1996)
- Native Title Amendment Act (1998)
- Native Title Amendment Bill (2009)
- Traditional Owners Settlement Bill (2010).

Question 19 — Heritage and Identity

Question 19 (a)

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the effects of government legislation and policies in protecting and preserving Aboriginal heritage and identity • Integrates information from Source <i>E</i> and own knowledge • Presents a sustained, logical and cohesive response, applying relevant terms and concepts 	9–10
<ul style="list-style-type: none"> • Demonstrates a sound understanding of the effects of government legislation and policies in protecting and preserving Aboriginal heritage and identity • Integrates some information from Source <i>E</i> and own knowledge • Presents a logical and cohesive response, applying relevant terms and concepts 	7–8
<ul style="list-style-type: none"> • Demonstrates some understanding of the effects of government legislation and policies in protecting and preserving Aboriginal heritage and identity • Makes reference to Source <i>E</i> and/or own knowledge • Presents a structured response applying some relevant terms and concepts 	5–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the effects of government legislation and policies in protecting and preserving Aboriginal heritage and identity • May refer to Source <i>E</i> and/or own knowledge • Presents a descriptive response using some relevant terms and concepts 	3–4
<ul style="list-style-type: none"> • Makes general statements about Aboriginal heritage and/or identity • May refer to Source <i>E</i> or own knowledge 	1–2

Answers could include:

- Prevents damage to heritage and identity sites by enforcing strict penalties for doing harm and/or damage
- Generally, allows for Aboriginal access to sites of heritage and identity significance
- Requires Aboriginal people be consulted when an Aboriginal Heritage Impact Permit (AHIP) is required
- Allows for an Aboriginal culture and heritage reform working party to be formed that acts to advise the government on options for the protection and management of Aboriginal culture and heritage in NSW
- Allows for the legal recognition of Aboriginal people in the process of the management of their culture and heritage as understood and culturally determined by them
- Allows for the protection and management of NSW Aboriginal culture and heritage through a streamlined and flexible regulatory system which balances the protection of Aboriginal culture and heritage with the economic development needs of Aboriginal communities and NSW generally
- Links Aboriginal culture and heritage protection with NSW natural resource management and planning processes

- Clearly delineates and streamlines responsibilities for NSW government agencies and Aboriginal organisations with culture and heritage management and protection functions in NSW
- Ensures that effective mechanisms are in place for the protection of Aboriginal culture and heritage with clearly defined roles and responsibilities for the Aboriginal community, heritage professionals, government and industry
- Reference to the National Parks and Wildlife Act 1974 and its ability to provide for ministerial oversight in order to protect physical sites of significance.

Question 19 (b)

Criteria	Marks
<ul style="list-style-type: none"> • Makes a comprehensive judgement of the importance of regaining access to Country for 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"> • Makes a clear judgement of the importance of regaining access to Country for Aboriginal peoples' heritage and identity • Provides a logical and cohesive response integrating relevant concepts and terms 	13–16
<ul style="list-style-type: none"> • Attempts to make a judgement of the importance of regaining access to Country for Aboriginal peoples' heritage and identity • Provides a logical response integrating relevant concepts and terms 	9–12
<ul style="list-style-type: none"> • Describes the importance of regaining access to Country for Aboriginal peoples' heritage and identity • May make reference to the source and own knowledge 	5–8
<ul style="list-style-type: none"> • Makes general statements about the importance of regaining Country and/or Aboriginal peoples' heritage and identity 	1–4

Answers could include:

- Spirituality to be practised and perpetuated between generations
- Allows for Aboriginal people to live on Country either in permanent, semi, or non-permanent dwellings
- Allows for access to sacred sites and other sites of cultural significance
- Allows for traditional activities such as fishing, hunting, aquaculture and agriculture to occur
- Cultural activities such as initiation ceremonies, painting, carving, or any other artistic activity can occur
- Important as it allows for the use and continuation of traditional languages to occur
- Allows for the practical application of traditional lore and leads to its perpetuation
- Provides links to family/kinship structures and understanding.

2021 HSC Aboriginal Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Definition of land rights	H3.1
2	1	International declaration addressing Indigenous human rights and social justice	H3.3
3	1	Social justice and human rights	H3.2
4	1	The result of the 1967 referendum	H3.3
5	1	Treaty rights	H1.2
6	3	Racism faced by Aboriginal people	H1.2
7	3	Social justice and human rights	H3.3
8	4	Aboriginal Deaths in Custody	H3.1
9	10	Aboriginal and other Indigenous responses and initiatives to improve their legal and political status, including political struggle and protest	H3.3

Section I Part B

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

Section I Part C

Question	Marks	Content	Syllabus outcomes
16	15	Aboriginal and Indigenous peoples' initiatives that address factors that impact Aboriginal and Indigenous peoples	H3.3

Section II

Question	Marks	Content	Syllabus outcomes
17 (a)	3	Methods of communication	H4.2
17 (b)	12	Aboriginal perspectives, cultural ownership and copyright issues when undertaking ethical research	H4.1 H4.2

Section III

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