



NSW Education Standards Authority

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Centre Number

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Student Number

2021 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** How are land rights for Aboriginal peoples best defined? **1**
- A. Aboriginal acknowledgement of prior ownership of land
 - B. The legal and moral acknowledgement of prior Aboriginal ownership of land
 - C. Rules for use of land held by the Australian Government for Aboriginal peoples
 - D. The ability of Aboriginal peoples to have cultural use of national parks and waterways
- 2** In 2007, the United Nations Declaration on the Rights of Indigenous Peoples was adopted by the UN General Assembly. **1**
- Which group of countries initially voted against signing the declaration?
- A. South Africa, Japan, Canada, United Kingdom
 - B. United States, New Zealand, Canada, Australia
 - C. United Kingdom, South Africa, Peru, United States
 - D. Australia, South Africa, New Zealand, United States
- 3** Aboriginal people have been denied access to the right to **1**
- A. Country.
 - B. self-determination.
 - C. unique status and culture.
 - D. full constitutional recognition.

- 4** What was one of the results of the 1967 Referendum? **1**
- A. The Commonwealth gained the power to make laws for Aboriginal people
 - B. State and Territory governments maintained the power to make laws for Aboriginal people
 - C. The Commonwealth maintained the power to make laws relating to Aboriginal voting rights
 - D. Aboriginal communities gained the power to make laws relating to social justice and human rights

- 5** Read the following statements. **1**

Statement 1: 'Treaty rights' refers to spoken and informal rights between two groups recognising prior ownership of land.

Statement 2: 'Treaty rights' refers to those legal rights set out within documents defining the relationship between two groups.

Which of the following is correct?

- A. Both statements are true
- B. Both statements are false
- C. Statement 1 is false and statement 2 is true
- D. Statement 1 is true and statement 2 is false

6 Describe the effect on Aboriginal people of ONE of the following forms of racism: **3**

- attitudinal
- institutional
- cultural.

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7 Describe how ONE example of an Aboriginal community response or initiative has improved the human rights of Aboriginal peoples. **3**

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8 Refer to Source A on page 2 of the Source Booklet and your own knowledge to answer Question 8. **4**

What effect have these recommendations had on decreasing the number of Aboriginal deaths in prison custody?

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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 ONE government program or strategy that aims to address the health needs of Aboriginal peoples. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their health outcomes. **12**

OR

Question 11 — Education (15 marks)

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

- (a) Outline ONE government program or strategy that aims to address the education needs of Aboriginal peoples. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their educational achievements and outcomes. **12**

OR

Question 12 — Housing (15 marks)

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

- (a) Outline ONE government program or strategy that aims to address the housing needs of Aboriginal peoples. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their access to housing. **12**

OR

Question 13 — Employment (15 marks)

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

- (a) Outline ONE government program or strategy that aims to address the employment needs of Aboriginal peoples. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their employment outcomes. **12**

OR

Question 14 — Criminal Justice (15 marks)

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

- (a) Outline ONE government program or strategy that aims to address the over-representation of Aboriginal people in the criminal justice system. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their access to the criminal justice system. **12**

OR

Question 15 — Economic Independence (15 marks)

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

- (a) Outline ONE government program or strategy that aims to address the economic inequality of Aboriginal peoples. **3**

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

- (b) Explain how socioeconomic status of Aboriginal and other Indigenous peoples affects their economic independence. **12**

Please turn over

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 success of the initiatives of an Aboriginal community and an international Indigenous community in addressing TWO of the following topics:

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

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

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) Outline THREE methods of appropriate communication with Aboriginal community members while conducting research. **3**

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

- (b) Refer to Source C on page 3 of the Source Booklet and your own knowledge to answer Question 17 (b). **12**

Explain why Aboriginal perspectives, cultural ownership and copyright issues are necessary considerations when applying ethical research practices.

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 the role of Country in Aboriginal peoples' heritage and identity. **10**

In your answer, refer to Source *D* on page 3 of the Source Booklet and your own knowledge.

- (b) To what extent have Aboriginal responses to Native Title legislation and the struggle for land and water rights been successful? **20**

In your answer, refer to at least ONE Australian Aboriginal community.

OR

Question 19 — Heritage and Identity (30 marks)

- (a) Explain the effects of government legislation and policies in protecting and preserving Aboriginal heritage and identity. **10**

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

- (b) Justify the importance of regaining access to Country for Aboriginal peoples' heritage and identity. **20**

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NSW Education Standards Authority

2021 HIGHER SCHOOL CERTIFICATE EXAMINATION

Aboriginal Studies

Source Booklet

Instructions Detach this Source Booklet

Sources
A – E

Source A (page 2)

Source B (page 2)

Source C (page 3)

Source D (page 3)

Source E (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

The following extract summarises the findings of the 1991 Royal Commission into Aboriginal Deaths in Custody.

Recommendations

The report recommended that imprisonment only be a last resort. The report also included recommendations for the calling of medical assistance if the condition of detainee deteriorates; greater collaboration with Indigenous communities; improved access to records; and more broadly, to initiate a process of reconciliation between Aboriginal and non-Aboriginal Australians.

LATROBE UNIVERSITY

The Age of Inquiry: A global mapping of institutional abuse inquiries
<http://www.lib.latrobe.edu.au>

Courtesy of Dr Katie Wright / La Trove University

Source B

The image shows the front page of the Koori Mail newspaper. At the top left is the Australian Aboriginal flag. The title 'Koori Mail' is in large, bold, black letters, with the subtitle 'The Voice of Indigenous Australia' in a smaller, italicized font below it. A black banner below the title contains the text 'THE NATIONAL INDIGENOUS NEWSPAPER – 100% ABORIGINAL-OWNED 100% SELF-FUNDING'. Below this banner, the text 'EDITION 718' is on the left, 'WEDNESDAY, JANUARY 29, 2020' is in the center, and 'PUBLISHED SINCE 1991' is on the right. A red banner at the bottom of the newspaper header contains the phone number '(02) 66 222 666', the website 'www.koorimail.com', and the 'Recommended price \$2.99 (GST-Inclusive)'. The main headline is 'Always was, always will be Aboriginal land' in large, bold, black letters. Below the headline is a photograph of a large crowd of people at a protest. In the foreground, a woman in a yellow top and black pants is running with her arms raised. To her right, a man in traditional Indigenous attire is also running. In the background, a banner reads 'ALWAYS WAS, ALWAYS WILL BE ORIGINAL LAND'. The protest is taking place on a city street with buildings in the background.

Courtesy of Darren Coyne

Source C



Reproduced by permission of the Ngaarda Media Pilbara

Source D

The fish traps at Brewarrina are extraordinary and ancient structure. Why aren't they better protected?



Ngemba man Feli McHughes, 55, who lives in Brewarrina.

Photograph: Grace Tan/*The Guardian*

Ngemba man Feli McHughes explains that the Brewarrina fish traps, called Ngunnhu by the local Ngemba people, have strong spiritual connections to an ancestral being call Baiame who legend says threw his net across the Barwon, thereby creating their design. Along with his sons Boomaoma-nowi and Ghinda-inda-mui, he is said to have built the traps using dug up stones and boulders.

According to the story, Baiame then allocated the traps to different family groups, making them responsible for their use and maintenance. The area became a meeting place for 20-odd nations, who gather each year in a kind of parliamentary meeting.

It was an ideal location: teeming with enough freshwater mussels, emu and crayfish to feed all the elders, men, women and children. They gathered from across the northern basin for corroborees, initiation ceremonies and trade meetings.

An extract adapted from an article in
The Guardian, 9 July 2015

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Source E

Byron Bay’s Bundjalung people celebrate long-awaited land and sea native title determination

A native title claim for areas of land and sea around Byron Bay in northern New South Wales has been approved almost two decades since it was first lodged with the Federal Court.

The Federal Court today delivered the determination at a ceremony in the coastal town of Brunswick Heads.

More than 300 people from across the Bundjalung nation gathered at Torakina Reserve for the historic announcement, which for the first time gives native title rights to the Bundjalung People of Byron Bay.

“Native title is a recognition of people’s rights and interests in land and waters.

It means [the Bundjalung] can continue to be sustained by the ocean, to go out and fish, and beach worm, get pippies – all those things we’ve been able to do, and now we’re having a rubber stamp put on it giving us the thumbs up.”

MS NAT ROTUMAH, NTSCORP Chief Executive

Extract from an article on ABC News, 30 April 2019
<http://www.abc.net.au>

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