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## 2022 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        | B      |
| 3        | A      |
| 4        | C      |
| 5        | C      |

## Question 6

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Provides a clear description of how Closing the Gap aims to improve social justice for Aboriginal peoples</li> <li>Makes clear reference to Source A</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Provides a description of how Closing the Gap aims to improve social justice for Aboriginal peoples</li> <li>Makes reference to Source A</li> </ul>             | 3     |
| <ul style="list-style-type: none"> <li>Attempts a description of how Closing the Gap aims to improve social justice for Aboriginal peoples</li> <li>May make reference to Source A</li> </ul>          | 2     |
| <ul style="list-style-type: none"> <li>Makes a general statement about Closing the Gap</li> </ul>  | 1     |

### Sample answer:

Closing the Gap aims to address the life expectancy gap as well as gaps in outcomes such as education and employment. As outlined in Source A, governments will consult Aboriginal peoples and their communities. The National Agreement recognises that communities need to 'drive and own' (Source A) the targets. This ownership of desired outcomes should lead to an improvement in social justice.

## Question 7

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Comprehensively explains the barriers to social equality that Indigenous peoples face</li> <li>Integrates Source B and own knowledge</li> </ul>          | 6     |
| <ul style="list-style-type: none"> <li>Soundly explains the barriers to social equality that Indigenous peoples face</li> <li>Makes reference to Source B and own knowledge</li> </ul>          | 4–5   |
| <ul style="list-style-type: none"> <li>Attempts to explain the barriers to social equality that Indigenous peoples face</li> <li>May make reference to Source B and/or own knowledge</li> </ul> | 2–3   |
| <ul style="list-style-type: none"> <li>Makes general statements about social equality</li> </ul>  | 1     |

### Sample answer:

Indigenous peoples globally face many barriers to social equality. Indigenous peoples are disproportionately represented in statistics about poverty, as they account for 15% of the world's extreme poor despite making up only 6% of the population as indicated in Source B. This cycle of poverty is fuelled by a lack of access to education, employment and health care. This is reflected in Source B, which states that 47% of Indigenous peoples in the workforce have no education, compared to 17% of non-Indigenous peoples. This lack of education is a barrier for Indigenous peoples to access employment opportunities which would provide financial equality. The barrier is greater for Indigenous women. The inequality in education and employment has further negative effects on access to safe housing and healthcare, resulting in further inequality in society.

## Question 8

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Makes an informed judgement about the effects of racism on Aboriginal peoples' human rights</li> <li>Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>Integrates Source C and own knowledge</li> </ul>    | 9–10  |
| <ul style="list-style-type: none"> <li>Makes a judgement about the effects of racism on Aboriginal peoples' human rights</li> <li>Presents a logical response integrating relevant concepts and terms</li> <li>Makes reference to Source C and own knowledge</li> </ul>                   | 7–8   |
| <ul style="list-style-type: none"> <li>Attempts to make a judgement about the effects of racism on Aboriginal peoples' human rights</li> <li>Presents a structured response with some relevant concepts and terms</li> <li>May make reference to Source C and/or own knowledge</li> </ul> | 5–6   |
| <ul style="list-style-type: none"> <li>Describes the effects of racism on Aboriginal peoples' human rights</li> <li>Limited use of some relevant concepts and terms</li> <li>May make limited reference to Source C and/or own knowledge</li> </ul>                                       | 3–4   |
| <ul style="list-style-type: none"> <li>Makes a general statement about racism and/or Aboriginal peoples' human rights and/or the source</li> </ul>  | 1–2   |

### **Answers could include:**

- Racism has a detrimental impact on human rights of Aboriginal peoples.
- Racism can directly or indirectly exclude people from accessing services or participating in employment, education, social activities, and can occur at a systemic or institutional level through policies, conditions and practices.
- Continuing legacy of historical racially-discriminatory laws and government policies, resulting in intergenerational social and economic disadvantage.
- Source references could include; Discrimination affects access to housing due to attitudes of real estate agents; Access to fair treatment in criminal justice system affected by systemic and attitudinal racism associated with interactions with police. Statistics from source indicate that discrimination due to racism is increasing.
- Links between racism and poor physical and mental health, reduced life expectancy and productivity. Racism is associated with anxiety, depression, suicide and other health outcomes which are reflected in gaps in socioeconomic outcomes.

## Section I — Social Justice and Human Rights Issues

### Part B – A Comparative Study

#### Question 9 — Health

#### Question 9 (a)

| Criteria  | Marks |
|---|-------|
| • Clearly outlines ONE Aboriginal initiative that addresses health issues | 3     |
| • Outlines ONE Aboriginal initiative that addresses health issues         | 2     |
| • Makes a general statement about health / a health initiative            | 1     |

**Sample answer:**

The Australian Indigenous Doctors' Association (AIDA) is an initiative that contributes to equitable health outcomes by increasing the presence of Aboriginal peoples in the health workforce and advocating for a health service that is culturally safe and inclusive.

### Question 9 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Makes a comprehensive judgement about the health status of Aboriginal and other Indigenous peoples</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to ONE Australian Aboriginal community and ONE international Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>• Makes a clear judgement about the health status of Aboriginal and other Indigenous peoples</li> <li>• Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and ONE international Indigenous community</li> </ul>                             | 7–9   |
| <ul style="list-style-type: none"> <li>• Makes some judgement about the health status of Aboriginal and other Indigenous peoples</li> <li>• Presents a structured response using relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and/or ONE international Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge of the health status of Aboriginal and other Indigenous peoples</li> <li>• May use some relevant concepts and terms</li> <li>• May make reference to an Australian Aboriginal community and/or one international Indigenous community</li> </ul>  | 3–4   |
| <ul style="list-style-type: none"> <li>• Makes general statements about Australian Aboriginal and/or other Indigenous peoples' health status</li> </ul>   | 1–2   |

**Answers could include:**

- The health outcomes for Indigenous peoples are lower than non-Indigenous peoples worldwide. In Australia, the life expectancy gap is 8.6 years for men and 7.8 years for women; in Canada the gap for Inuit peoples is 14 years for men and 10 years for women.
- Health issues are more prevalent in Aboriginal communities in Australia, and this is exacerbated in remote communities due to the lack of access to health care services. Cardiovascular disease is 1.2 times more prevalent.
- Disparity in health status for communities is due to various social determinants including underlying chronic diseases, inadequate income and overcrowded housing. Ongoing impact also of dispossession of Country and institutional racism by healthcare providers contributes to poor health status.
- Answers will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement of health status.

## Question 10 — Education

### Question 10 (a)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Clearly outlines ONE Aboriginal community-based initiative that addresses issues in education</li> </ul> | 3     |
| <ul style="list-style-type: none"> <li>Outlines ONE Aboriginal community-based initiative that addresses issues in education</li> </ul>         | 2     |
| <ul style="list-style-type: none"> <li>Makes a general statement about education / a community-based education initiative</li> </ul>            | 1     |

**Sample answer:**

The Aboriginal Education Consultative Group (NSW AECG) is a not-for-profit Aboriginal organisation that provides support, advice and guidance regarding all matters that are relevant to schools, teachers, students and education. Local AECG members provide a community viewpoint and work collaboratively with individuals to ensure an equal partnership is formed and Aboriginal students, teachers, community members and Elders are recognised, and their contributions valued.

## Question 10 (b)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Makes a comprehensive judgement about the educational outcomes of Aboriginal and other Indigenous peoples</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>• Makes a clear judgement about the educational outcomes of Aboriginal and other Indigenous peoples</li> <li>• Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul>                             | 7–9   |
| <ul style="list-style-type: none"> <li>• Makes some judgement about the educational outcomes of Aboriginal and other Indigenous peoples</li> <li>• Presents a structured response using relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and/or ONE other Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about the educational outcomes of Aboriginal and other Indigenous peoples</li> <li>• May use some relevant concepts and terms</li> <li>• May make reference to an Australian Aboriginal community and/or one other Indigenous community</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• Makes general statements about Australian Aboriginal and/or other Indigenous peoples in education</li> </ul>  | 1–2   |

### **Answers could include:**

- There have been some improvements in Aboriginal education outcomes, with the target to have 95% of four-year-olds enrolled in early education on track except in the Northern Territory. For Northern Territory communities only 22% Year 12 completion rate.
- Good education is key for socioeconomic advancement.
- Entrenched low parental and student expectations are major contributors to poor levels of attendance and engagement.
- Remoteness plays a role in the level of literacy and numeracy in communities. For instance, for Year 3 Indigenous students fewer than 45% in remote areas are above national minimum standards in reading compared to more than 75% in urban areas.
- Statistics from Dakota point to 54% of Native American students graduating, compared with 85% of students from all backgrounds. Too few students from schools on the Standing Rock Indian Reservation score high enough results to be reported. However, some school districts have begun to implement educational standards which encourage Lakota language, culture and history.
- Educational achievement is adversely impacted when the education system is not responsive to culture, and when there are not enough Indigenous teachers, reducing the emotional and educational connections.
- Answers will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement about educational outcomes.

## Question 11 — Housing

### Question 11 (a)

| Criteria  | Marks |
|---|-------|
| • Clearly outlines ONE Aboriginal community-based program that improves housing | 3     |
| • Outlines ONE Aboriginal community-based program that improves housing         | 2     |
| • Makes a general statement about housing / a community-based program           | 1     |

**Sample answer:**

The Aboriginal Housing Company Limited is an independent Aboriginal organisation located in Redfern. The AHC provides low-income social housing, affordable housing and assistance with letters to support housing applications for Aboriginal and Torres Strait Islander peoples. This company provides support to Aboriginal and Torres Strait Islander peoples to ensure access to clean, livable and suitable housing.

## Question 11 (b)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Makes a comprehensive judgement about the housing status of Aboriginal and other Indigenous peoples</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>• Makes a clear judgement about the housing status of Aboriginal and other Indigenous peoples</li> <li>• Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul>                             | 7–9   |
| <ul style="list-style-type: none"> <li>• Makes some judgement about the housing status of Aboriginal and other Indigenous peoples</li> <li>• Presents a structured response using relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and/or ONE other Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about the housing status of Aboriginal and other Indigenous peoples</li> <li>• May use some relevant terms and concepts</li> <li>• May make reference to an Australian Aboriginal community and/or one international Indigenous community</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• Makes general statements about the housing status of Australian Aboriginal and/or other Indigenous peoples</li> </ul>   | 1–2   |

### **Answers could include:**

The Aboriginal community of Redfern located on Gadigal land has been striving for more social and affordable housing.

- The gentrification of inner Sydney city suburbs has meant that the historically working-class suburbs such as Redfern have become highly desirable locations. The significant increases in rental prices have locked out many Aboriginal people. Many Aboriginal community members who reside in social housing in Redfern continue to live there.
- Similarly, the Aboriginal services they access are still there. However, many Aboriginal people who grew up there still view Redfern as their home but can't afford to live there.
- Consequently, Aboriginal people working in Aboriginal services cannot afford to live in the community where they work. Other Aboriginal people in the area who are starting employment and training on modest incomes also find they must leave the community due to the cost of living there today.

The Oglala Lakota Sioux of the Pine Ridge Reservation have experienced mixed success in their efforts to improve the housing status of their people.

- 97 percent of the Pine Ridge population lives far below the poverty line. Members of the Oglala Lakota Sioux tribe lack resources and amenities needed for daily living.

- The housing status in Pine Ridge Reservation is shocking. These are some of the conditions the Oglala Lakota Sioux tribes face every day:
  - There is an estimated average of 17 people living in a home that may only consist of two or three rooms.
  - Most homes lack appliances such as stoves, fridges and furniture, and beds, causing many to sleep on dirt floors.
  - At least 60 percent of the homes on Pine Ridge Reservation need to be demolished and replaced due to infestation of potentially fatal black mould.
- Answers will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement about housing status.

## Question 12 — Employment

### Question 12 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Clearly outlines ONE Aboriginal initiative that improves access to employment</li> </ul>                  | 3     |
| <ul style="list-style-type: none"> <li>Outlines ONE Aboriginal initiative that improves access to employment</li> </ul>                          | 2     |
| <ul style="list-style-type: none"> <li>Makes a general statement about employment / an Aboriginal initiative that improves employment</li> </ul> | 1     |

**Sample answer:**

Yilabara Solutions is a 100% owned and controlled Aboriginal organisation that delivers various employment and training services. This initiative supports Aboriginal and Torres Strait Islander jobseekers, potential employers, businesses, organisations and community members. The initiative provides employment opportunities specifically for Aboriginal community members.

## Question 12 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Makes a comprehensive judgement about the employment status of Aboriginal and other Indigenous peoples</li> <li>• Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes detailed reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>• Makes a thorough judgement about the employment status of Aboriginal and other Indigenous peoples</li> <li>• Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul>                          | 7–9   |
| <ul style="list-style-type: none"> <li>• Makes some judgement about the employment status of Aboriginal and other Indigenous peoples</li> <li>• Presents a structured response using relevant concepts and terms</li> <li>• Makes reference to ONE Australian Aboriginal community and/or ONE other Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about the employment status of Aboriginal and other Indigenous peoples</li> <li>• May use some relevant concepts and terms</li> <li>• May make reference to an Australian Aboriginal community and/or one other Indigenous community</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>• Makes general statements about the employment status of Aboriginal and/or other Indigenous peoples</li> </ul>  | 1–2   |

### **Answers could include:**

- Social justice issues and barriers to education have a significant impact on employment opportunities, with employment rate of Aboriginal peoples consistently showing an increase with higher levels of education.
- Employment provides direct economic benefit to Aboriginal peoples, including financial security, increased social mobility and access to higher standards of living.
- Targets that address employment status are outlined in *Closing the Gap*, demonstrating a need to address the issue.
- In 2018, the employment rate of Aboriginal peoples was 49%, compared to 75% for non-Aboriginal Australians, highlighting the significant inequity in rates.
- Over the past decade, the employment rate of Aboriginal peoples has increased slightly, from 48.2% to 49.1%. However, this slight increase has not closed the gap in outcomes.
- Answers will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement of employment status.

## Question 13 — Criminal Justice

### Question 13 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"><li>Clearly outlines ONE Aboriginal initiative that addresses over-representation in the criminal justice system</li></ul>   | 3     |
| <ul style="list-style-type: none"><li>Outlines ONE Aboriginal initiative that addresses over-representation in the criminal justice system</li></ul>   | 2     |
| <ul style="list-style-type: none"><li>Makes a general statement about the criminal justice system / an Aboriginal initiative that addresses over-representation in the criminal justice system</li></ul> | 1     |

**Sample answer:**

The Aboriginal Legal Service (ALS), established in Redfern in 1970 to counter the injustices faced by Aboriginal peoples, offers support and free legal advice to Aboriginal peoples in the Sydney area. Along with doing legal work in criminal law, children's care, protection law and family law, ALS provides representation in court, and further support to tackle the over-representation of Aboriginal peoples in the criminal justice system.

### Question 13 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Makes a comprehensive judgement about the status of Aboriginal and other Indigenous peoples within the criminal justice system</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>Makes a clear judgement about the status of Aboriginal and other Indigenous peoples within the criminal justice system</li> <li>Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>Makes reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul>                             | 7–9   |
| <ul style="list-style-type: none"> <li>Makes some judgement about the status of Aboriginal and other Indigenous peoples within the criminal justice system</li> <li>Presents a structured response using relevant concepts and terms</li> <li>Makes reference to ONE Australian Aboriginal community and/or ONE other Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>Demonstrates limited knowledge about the status of Aboriginal and other Indigenous peoples within the criminal justice system</li> <li>May use some relevant concepts and terms</li> <li>May make reference to an Australian Aboriginal community and/or one other Indigenous community</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>Makes general statements about the status of Australian Aboriginal and/or other Indigenous peoples with regard to the criminal justice system</li> </ul>   | 1–2   |

**Answers could include:**

- Aboriginal peoples are significantly over-represented in the criminal justice system. Despite making up approximately 3% of the population, Aboriginal peoples make up more than 29% of Australia’s prison population.
- Aboriginal youth are over-represented in the juvenile justice system, making up 5.2% of detainees in the NSW system despite making up 2.9% of the state’s population.
- This over-representation has increased since the RCIADIC, with Aboriginal peoples being incarcerated at 14 times the rate of non-Indigenous peoples.
- Over-representation of Indigenous peoples is due to the lack of assistance to provide understanding of the legal system, the lack of interpretive services and a lack of support throughout court proceedings.
- Colonisation, past government policies, ongoing discrimination and racism have also contributed to the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system.
- For the Oglala Lakota Sioux of Pine Ridge Reservation, 8 out of 10 families are affected by alcohol and up to two-thirds of adults live with alcoholism. These high levels of substance abuse, along with lack of appropriate services, leads to higher levels of contact with the criminal justice system and recidivism.
- Answer will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement about their status with regard to the criminal justice system.

## Question 14 — Economic Independence

### Question 14 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Clearly outlines ONE Aboriginal initiative that improves economic independence</li> </ul>                                 | 3     |
| <ul style="list-style-type: none"> <li>Outlines ONE Aboriginal initiative that improves economic independence</li> </ul>   | 2     |
| <ul style="list-style-type: none"> <li>Makes a general statement about economic status / an Aboriginal initiative that improves economic independence</li> </ul> | 1     |

**Sample answer:**

The Gumatj Aboriginal Corporation encourages business development and the creation of jobs in the Gulyangara community in the NT. As a means of improving economic independence, Gumatj employment opportunities include a timber mill and housing construction. Furthermore, after recently securing a 99-year lease on their own land, Gumatj also engages in contemporary commercial mining practices.

### Question 14 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Makes a comprehensive judgement about the economic status of Aboriginal and other Indigenous peoples</li> <li>Presents a sustained, logical and cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul> | 10–12 |
| <ul style="list-style-type: none"> <li>Makes a clear judgement about the economic status of Aboriginal and other Indigenous peoples</li> <li>Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>Makes reference to ONE Australian Aboriginal community and ONE other Indigenous community</li> </ul>                             | 7–9   |
| <ul style="list-style-type: none"> <li>Makes some judgement about the economic status of Aboriginal and other Indigenous peoples</li> <li>Presents a structured response using relevant concepts and terms</li> <li>Makes reference to ONE Australian Aboriginal community and/or ONE other Indigenous community</li> </ul>   | 5–6   |
| <ul style="list-style-type: none"> <li>Demonstrates limited knowledge about the economic status of Aboriginal and other Indigenous peoples</li> <li>May use some relevant concepts and terms</li> <li>May make reference to an Australian Aboriginal community and/or one other Indigenous community</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>Makes general statements about the economic status of Australian Aboriginal and/or other Indigenous peoples</li> </ul>   | 1–2   |

**Answers could include:**

- Indigenous peoples have higher unemployment rates, lower household incomes and are more likely to receive a government pension or allowance as a main source of income, when compared to non-Indigenous counterparts.
- High unemployment and the ongoing impacts of colonialism have caused low income in Aboriginal homes.
- Anangu in the Mutitjulu Community have had to endure economic marginalisation, despite the joint management with National Parks and the potential provided by the nearby five-star resort town Yulara. For example, Anangu receive only a quarter of park entry fees. They have, however, been able to use these fees to support community health and education initiatives.
- The Te Arawa Māori of Rotorua are major stakeholders and contributors to economic growth of the region. Iwi and mana whenua collaborate with local council and invest in ventures. However, poverty has an impact on Māori more significantly than non-Māori, eg 13% of Te Arawa Māori children live in material hardship. Māori are more likely to suffer low incomes and job loss at higher rates than non-Māori.
- Answers will include references to both an Australian Aboriginal community AND an international Indigenous community, drawing on examples and/or statistics which support judgement of economic status.

## Section I — Social Justice and Human Rights Issues

### Part C – Global Perspective and Comparative Study

#### Question 15

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge about the changes necessary to improve the social justice outcomes for Aboriginal and other Indigenous peoples</li> <li>• Presents a sustained, logical and cohesive response</li> <li>• Makes a comprehensive comparison of at least ONE Aboriginal community and ONE international Indigenous community</li> <li>• Integrates detailed references to TWO listed topics</li> </ul> | 13–15 |
| <ul style="list-style-type: none"> <li>• Demonstrates detailed knowledge about the changes necessary to improve the social justice outcomes for Aboriginal and other Indigenous peoples</li> <li>• Presents a logical and cohesive response</li> <li>• Makes a comparison of at least ONE Aboriginal community and ONE international Indigenous community</li> <li>• Integrates references to TWO listed topics</li> </ul>                                    | 10–12 |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge about the changes necessary to improve the social justice outcomes for Aboriginal and other Indigenous peoples</li> <li>• Presents a logical response</li> <li>• Makes reference to at least ONE Aboriginal community and/or ONE international Indigenous community</li> <li>• Makes references to TWO listed topics</li> </ul>   | 7–9   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge about the changes necessary to improve the social justice outcomes for Aboriginal and other Indigenous peoples</li> <li>• Presents a structured response</li> <li>• May refer to an Aboriginal community and/or an international Indigenous community</li> <li>• May refer to TWO listed topics</li> </ul>  | 4–6   |
| <ul style="list-style-type: none"> <li>• Makes a general statement about social justice for Aboriginal and/or other Indigenous peoples</li> </ul>   | 1–3   |

**Answers could include:**

References to a specific Australian Aboriginal community and an international Indigenous community that address any two topics. Different communities may be referred to for each topic.

*Health*

- Important for health services to recognise Aboriginal concepts for social and emotional wellbeing, mental health and healing practices, and to strengthen Aboriginal leadership and influence.
- Governments need to fund and provide more resources to enable coordinated approaches driven by community to address issues intertwined with health such as overcrowded housing, infrastructure, employment. In remote communities, for example

Arrernte, 51% of Aboriginal households live in overcrowded housing. A coordinated and well-funded approach driven by the Central Australian Aboriginal Congress would ensure community specific programs and responses can bring about improved social justice outcomes. Similarly, for the Te Arawa Māori of Rotorua, implementation of the 2030 Toi Ora Strategy, which is focused on preserving knowledge systems and strong governance, must be supported by the Bay of Plenty government health board to improve health outcomes.

### *Education*

- Engagement with culture and language has been proven to improve education outcomes for Aboriginal and other Indigenous peoples. To improve outcomes, culture must be embedded in the curriculum, and schools should be able to adapt to circumstances of the communities eg attendance rates better in the wet season, compensate with longer holidays in dry season. For example, Kuku Yalanji is being taught at Mossman State School, and as a result the school has seen a significant improvement in enrolment, engagement and behaviour. Highlighting the importance and link between culture and educational outcomes, similar language programs in Aboriginal and other Indigenous communities may also see an improvement in educational outcomes.
- Language to be embedded. Comparatively, while language is embedded in a more widespread manner in New Zealand, outcomes for the Te Arawa Māori of Rotorua are still lower than non-Indigenous counterparts. Teacher education programs should focus on producing qualified Māori speaking teachers and ensure initiatives that are Māori driven.

## Section II — Research and Inquiry Methods

### Question 16 (a) (i)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Accurately notes the difference between quantitative and qualitative data</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>Provides some relevant information about quantitative and qualitative data</li> </ul> | 1     |

**Sample answer:**

The difference between quantitative and qualitative data is that one is based on collated facts and figures and the other is subjective and open to interpretation based on opinion, experiences and interpretations. Qualitative relates to measuring the quality and quantitative to measuring the quantity.

### Question 16 (a) (ii)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>Clearly outlines the purpose of quantitative and qualitative methodologies when conducting fieldwork with Aboriginal communities</li> </ul> | 4     |
| <ul style="list-style-type: none"> <li>Outlines the purpose of quantitative and qualitative methodologies when conducting fieldwork with Aboriginal communities</li> </ul>         | 3     |
| <ul style="list-style-type: none"> <li>Briefly outlines the purpose of quantitative and/or qualitative methodologies</li> </ul>  | 2     |
| <ul style="list-style-type: none"> <li>Provides relevant information</li> </ul>  | 1     |

**Sample answer:**

Qualitative and quantitative methodologies are used for different purposes when conducting fieldwork with Aboriginal peoples. The purpose of quantitative data is to acquire statistical information as it is countable, measurable and relates to numbers, and can be gathered when asking community members how many, how much or how often. Qualitative data is used to understand the 'what', 'how' and 'why', and can be gathered when conducting fieldwork with Aboriginal peoples through observation, consultation and interviews, therefore allowing for individual experiences and interpretations to be shared.

### Question 16 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Clearly explains the collaborative research methodologies that are appropriate to use when working with Aboriginal peoples</li> <li>Presents a logical and cohesive response integrating relevant concepts and terms</li> <li>Integrates and makes clear reference to Source <i>D</i> and own knowledge</li> </ul> | 8–9   |
| <ul style="list-style-type: none"> <li>Explains collaborative research methodologies that are appropriate to use when working with Aboriginal peoples</li> <li>Presents a cohesive response integrating relevant concepts and terms</li> <li>Makes detailed reference to Source <i>D</i> and/or own knowledge</li> </ul>                                  | 6–7   |
| <ul style="list-style-type: none"> <li>Attempts to explain collaborative research methodologies that are appropriate to use when working with Aboriginal peoples</li> <li>Presents a structured response that may use some relevant concepts and terms</li> <li>Makes some reference to Source <i>D</i> and/or own knowledge</li> </ul>                   | 4–5   |
| <ul style="list-style-type: none"> <li>Outlines why collaboration is appropriate when working with Aboriginal peoples</li> <li>May refer to Source <i>D</i> and/or own knowledge</li> </ul>   | 2–3   |
| <ul style="list-style-type: none"> <li>Provides relevant information</li> </ul>   | 1     |

**Answers could include:**

- Early, genuine and respectful community engagement and consultation are pivotal to success when working with Aboriginal peoples.
- Adopting a collaborative approach to working with Aboriginal peoples creates a two-way learning, guiding and teaching experience which ensures all participants can gain from their involvement and build their capacity.
- Source *D* is a clear example of collaboration between researchers and an Aboriginal community. It includes visuals, language and cultural awareness as to the wide-ranging reasons community members value customary fishing.
- The questionnaire in Source *D* allows for a range of perspectives to be collected and considered and collates qualitative and quantitative data.
- It is essential to repeatedly revisit your approaches ensuring that collaboration is consistent and respectful practices are acknowledged.

## Section III

### Question 17 — Aboriginality and the Land

#### Question 17 (a)

| Criteria   | Marks |
|--|-------|
| <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the implications of non-Aboriginal responses for the land rights movement and native title</li> <li>• Integrates information from Source <i>E</i> and own knowledge</li> <li>• Presents a sustained, logical and cohesive response, applying relevant terms and concepts</li> </ul> | 9–10  |
| <ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the implications of non-Aboriginal responses for the land rights movement and native title</li> <li>• Makes reference to Source <i>E</i> and own knowledge</li> <li>• Presents a logical and cohesive response, applying relevant terms and concepts</li> </ul>                          | 7–8   |
| <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the implications of non-Aboriginal responses for the land rights movement and native title</li> <li>• Makes reference to Source <i>E</i> and/or own knowledge</li> <li>• Presents a structured response, applying some relevant terms and concepts</li> </ul>                                  | 5–6   |
| <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the implications of non-Aboriginal responses for the land rights movement and/or native title</li> <li>• May make reference to Source <i>E</i> and/or own knowledge</li> <li>• Presents a response using some relevant terms and concepts</li> </ul>  | 3–4   |
| <ul style="list-style-type: none"> <li>• Makes general statements about non-Aboriginal responses and/or their implications for the land rights movement and/or native title</li> </ul>   | 1–2   |

#### **Answers could include:**

- Positive implications eg 1970s government responses – Whitlam and Lingiari, Woodward Royal Commission – recognition of the need to appropriately recognise land rights. Legal findings and legislation eg Mabo, Aboriginal Land Rights Acts, Native Title Act have allowed for some achievement of social justice, legal status, benefits of being on Country. Recently there have been examples of agreements to best practice related to native title and maximising economic development opportunities
- Negative implications eg government and media responses have fuelled public anxiety against land rights and promising to legislate to protect mining projects in NT and WA after Mabo decision. Native Title Amendment Acts sought to limit negotiation rights of Aboriginal communities
- Government responses that limited land rights due to pressure from pastoral and mining industries (Source *E*) and resulted in amendments to the Native Title Act which limited rights of communities
- Powerful mining industry (Source *E*) saw Native Title Act as being a considerable threat to their industry. Companies often disregard Aboriginal peoples as traditional owners, refusing to negotiate with communities and pressure government about the negotiation laws slowing down investment, leading to amendments which take away veto and negotiation rights eg Ranger Mine. Destruction of sacred sites – Juukan Gorge
- Pastoralist industry (Source *E*) responded to the Wik decision with the ‘take your backyard away’ campaign, creating hysteria rooted in racism and prejudice.

**Question 17 (b)**

| <b>Criteria</b>  | <b>Marks</b> |
|--|--------------|
| <ul style="list-style-type: none"> <li>• Demonstrates extensive knowledge and understanding of land and water rights and native title</li> <li>• Provides a comprehensive explanation about the effects of gaining land and water rights and native title on the socioeconomic status of Aboriginal peoples</li> <li>• Makes specific and detailed references to at least ONE Australian Aboriginal community</li> <li>• Provides a sustained, logical, and cohesive response integrating relevant concepts and terms</li> </ul> | 17–20        |
| <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of land and water rights and native title</li> <li>• Provides a thorough explanation about the effects of gaining land and water rights and native title on the socioeconomic status of Aboriginal peoples</li> <li>• Makes detailed references to at least ONE Australian Aboriginal community</li> <li>• Provides a logical and cohesive response integrating relevant concepts and terms</li> </ul>                                   | 13–16        |
| <ul style="list-style-type: none"> <li>• Demonstrates some knowledge and understanding of land and/or water rights and/or native title</li> <li>• Provides some explanation about the effects of gaining land and/or water rights and/or native title on the socioeconomic status of Aboriginal peoples</li> <li>• May make reference to ONE Aboriginal community</li> <li>• Provides a logical response using appropriate concepts and terms</li> </ul>   | 9–12         |
| <ul style="list-style-type: none"> <li>• Demonstrates limited knowledge or understanding of land and/or water rights and/or native title and/or the effects of these on the socioeconomic status of Aboriginal peoples</li> <li>• May make reference to ONE Aboriginal community</li> <li>• Provides a response using some concepts and terms</li> </ul>   | 5–8          |
| <ul style="list-style-type: none"> <li>• Provides relevant information</li> <li>• May make reference to ONE Aboriginal community</li> </ul>  | 1–4          |

**Answers could include:**

- Land and water rights and native title rights can empower Aboriginal communities
- Native title determinations recognise deep and abiding connection to struggle, and contribute to overcoming the inequalities which have been caused by dispossession from land
- Example – native title and ILUA Yamatiji Nation determination included a \$450 million economic package to enhance opportunities
- Benefits of tourism, enabled by land and water rights – communities reap the benefits – both economic and cultural
- Land rights give power to land councils to make decisions which improve socioeconomic status of communities eg Central Land Council – community controlled medical and education services.

## Question 18 — Heritage and Identity

### Question 18 (a)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides a comprehensive explanation of the importance of heritage and identity to Aboriginal peoples' socioeconomic status</li> <li>Integrates information from Source <i>F</i> and own knowledge</li> <li>Presents a sustained, logical and cohesive response, applying relevant terms and concepts</li> </ul> | 9–10  |
| <ul style="list-style-type: none"> <li>Provides a through explanation of the importance of heritage and identity to Aboriginal peoples' socioeconomic status</li> <li>Makes reference to Source <i>F</i> and own knowledge</li> <li>Presents a logical and cohesive response, applying relevant terms and concepts</li> </ul>                           | 7–8   |
| <ul style="list-style-type: none"> <li>Provides some explanation of the importance of heritage and identity to Aboriginal peoples' socioeconomic status</li> <li>Makes reference to Source <i>F</i> and/or own knowledge</li> <li>Presents a structured response, applying some relevant terms and concepts</li> </ul>                                  | 5–6   |
| <ul style="list-style-type: none"> <li>Provides a limited explanation of the importance of heritage and identity to Aboriginal peoples' socioeconomic status</li> <li>May make reference to Source <i>F</i> and/or own knowledge</li> <li>Presents a response using some relevant terms and concepts</li> </ul>   | 3–4   |
| <ul style="list-style-type: none"> <li>Makes general statements about Aboriginal heritage and/or identity</li> <li>May refer to Source <i>F</i> or own knowledge</li> </ul>   | 1–2   |

#### **Answers could include:**

- Heritage and identity are closely linked with outcomes of socioeconomic status
- An understanding of Aboriginal heritage and identity can promote understanding and reconciliation as well as breaking stereotypes therefore allowing for further opportunities
- Alternatively, a lack of awareness of Aboriginal heritage and identity can restrict Aboriginal socioeconomic status and opportunities
- Source *F*: Auntie Lyn refers to the importance of connection to Country, how this is intrinsic to identity, and how a disconnect with culture can have negative consequences on sense of belonging and purpose. Continual disconnect from traditional lands and intergenerational trauma contribute to negative health outcomes
- Connection to culture allows for pride, autonomy, and a sense of identity, which in turn can have a positive impact on wellbeing and lead to positive health outcomes
- The success of community-driven initiatives in improving socioeconomic status proves importance of culture and Indigenous knowledge eg language programs in schools promote attendance, Aboriginal community-controlled and run health organisations and employment opportunities ensure cultural competence
- Expression of heritage and identity through language and the promotion of this can have significant positive impacts.

## Question 18 (b)

| Criteria  | Marks |
|---|-------|
| <ul style="list-style-type: none"> <li>Provides a comprehensive explanation of the effects of government legislation and policies from the 1960s on Aboriginal peoples' heritage and identity</li> <li>Provides a sustained, logical and cohesive response integrating relevant terms and concepts</li> <li>Makes specific and detailed references to government legislation and policies from the 1960s</li> </ul> | 17–20 |
| <ul style="list-style-type: none"> <li>Provides a thorough explanation of the effects of government legislation and policies from the 1960s on Aboriginal peoples' heritage and identity</li> <li>Provides a logical and cohesive response integrating relevant terms and concepts</li> <li>Makes detailed references to government legislation and policies from the 1960s</li> </ul>                              | 13–16 |
| <ul style="list-style-type: none"> <li>Provides some explanation of the effects of government legislation and policies from the 1960s on Aboriginal peoples' heritage and identity</li> <li>Provides a logical response integrating relevant terms and concepts</li> <li>May make reference to government legislation and policies from the 1960s</li> </ul>  | 9–12  |
| <ul style="list-style-type: none"> <li>Demonstrates limited knowledge of government legislation and policies from the 1960s and may attempt to relate to Aboriginal peoples' heritage and identity</li> <li>Provides a response which may use some terms and concepts</li> </ul>  | 5–8   |
| <ul style="list-style-type: none"> <li>Makes general statements about government legislation and policies and/or Aboriginal heritage and identity</li> </ul>  | 1–4   |

### **Answers could include:**

- Government legislation and policies have had significant impacts, both positive and negative, on Aboriginal heritage and identity
- Legislation and policies can be related to Country, land, culture, identity etc
- Legislation protects identified sites by enforcing strict penalties for damage, however issues surrounding identification of sacred sites/issues of tangible vs intangible evidence
- Positive impact: allows for the legal recognition of Aboriginal peoples in the management of land and cultural sites eg the Environmental Protection and Biodiversity Conservation Act 1999 (Uluru)
- Negative impact: failure of legislation to protect sacred sites and issues surrounding proper consultation eg Section 18 of the Aboriginal Heritage Act 1972 (WA)
- On-going negative impact of past government policies on identity, language, culture eg lasting effects of Stolen Generations.

# 2022 HSC Aboriginal Studies Mapping Grid

## Section I Part A

| Question | Marks | Content  | Syllabus outcomes |
|----------|-------|--|-------------------|
| 1        | 1     | Socioeconomic indicators   | H3.2              |
| 2        | 1     | Citizenship rights   | H1.2              |
| 3        | 1     | Sovereignty  | H3.3              |
| 4        | 1     | Universal declaration of human rights  | H3.1              |
| 5        | 1     | Social justice   | H1.2              |
| 6        | 4     | Social equality  | H3.1              |
| 7        | 6     | Closing the gap – improving the social justice and human rights of Aboriginal and other Indigenous peoples | H1.2              |
| 8        | 10    | Racism and its effects on human rights and social justice  | H1.2, H1.3        |

## Section I Part B

| Question | Marks | Content               | Syllabus outcomes |
|----------|-------|-----------------------|-------------------|
| 9 (a)    | 3     | Health                | H3.3              |
| 9 (b)    | 12    | Health                | H3.2, H4.1        |
| 10 (a)   | 3     | Education             | H3.3              |
| 10 (b)   | 12    | Education             | H3.2, H4.1        |
| 11 (a)   | 3     | Housing               | H3.3              |
| 11 (b)   | 12    | Housing               | H3.2, H4.1        |
| 12 (a)   | 3     | Employment            | H3.3              |
| 12 (b)   | 12    | Employment            | H3.2, H4.1        |
| 13 (a)   | 3     | Criminal Justice      | H3.3              |
| 13 (b)   | 12    | Criminal Justice      | H3.2, H4.1        |
| 14 (a)   | 3     | Economic Independence | H3.3              |
| 14 (b)   | 12    | Economic Independence | H3.2, H4.1        |

## Section I Part C

| Question | Marks | Content   | Syllabus outcomes |
|----------|-------|---|-------------------|
| 15       | 15    | Improvement of social justice – comparative study | H3.1, H3.2, H3.3  |

**Section II**

| <b>Question</b> | <b>Marks</b> | <b>Content</b>                    | <b>Syllabus outcomes</b> |
|-----------------|--------------|-----------------------------------|--------------------------|
| 16 (a) (i)      | 2            | Quantitative and qualitative data | H4.1                     |
| 16 (a) (ii)     | 4            | Quantitative and qualitative data | H4.1                     |
| 16 (b)          | 9            | Research methodologies            | H4.2                     |

**Section III**

| <b>Question</b> | <b>Marks</b> | <b>Content</b>             | <b>Syllabus outcomes</b> |
|-----------------|--------------|----------------------------|--------------------------|
| 17 (a)          | 10           | Aboriginality and the Land | H1.1, H2.2               |
| 17 (b)          | 20           | Aboriginality and the Land | H2.2, H4.1               |
| 18 (a)          | 10           | Heritage and Identity      | H2.2, H3.2               |
| 18 (b)          | 20           | Heritage and Identity      | H3.2, H4.1               |