



NSW Education Standards Authority

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Centre Number

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Student Number

**2022** HIGHER SCHOOL CERTIFICATE EXAMINATION

# Aboriginal Studies

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## 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

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## Total marks: 100

### Section I – 55 marks (pages 2–12)

#### Part A – 25 marks

- Attempt Questions 1–8
- Allow about 45 minutes for this part

#### Part B – 15 marks

- Attempt ONE question from Questions 9–14
- Allow about 25 minutes for this part

#### Part C – 15 marks

- Attempt Question 15
- Allow about 25 minutes for this part

### Section II – 15 marks (page 13)

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

### Section III – 30 marks (page 14)

- Attempt either Question 17 or Question 18
- 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 1–8

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.

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- 1** Which set of socioeconomic indicators highlights the inequality between Aboriginal peoples and non-Aboriginal people in Australia? **1**
- A. Sport, health and language
  - B. Housing, education and employment
  - C. Culture, incarceration and hospitalisation
  - D. Family breakdown, religion and economic independence
- 2** Which pair of rights does citizenship aim to protect? **1**
- A. Civil and human
  - B. Civil and political
  - C. Moral and human
  - D. Moral and political
- 3** Which of the following has never been surrendered to the government by Aboriginal peoples? **1**
- A. Sovereignty
  - B. Treaty rights
  - C. Religious rites
  - D. Constitutional rights

**4** Read the following statements. **1**

Statement 1: The Universal Declaration of Human Rights is legally binding and holds formal legal status in each nation.

Statement 2: The Universal Declaration of Human Rights outlines fundamental human rights that are to be universally protected.

- 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.

**5** Many Australians support and treat Aboriginal peoples with dignity and respect, with the firm expectation that Aboriginal peoples will have the same opportunities to thrive and prosper as non-Aboriginal peoples. **1**

This statement is an expression of

- A. moral rights.
- B. social status.
- C. social justice.
- D. community consultation.

**6** Refer to Source A on page 2 of the Source Booklet and your own knowledge to answer Question 6. **4**

Describe how *Closing the Gap* aims to improve social justice for Aboriginal peoples.

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## Aboriginal Studies

### Section I (continued)

#### Part B – A Comparative Study

15 marks

Attempt ONE question from Questions 9–14

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.

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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 9 — Health (15 marks)

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

- (a) Outline ONE Aboriginal initiative that addresses health issues. **3**

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

- (b) Assess the health status of Aboriginal and other Indigenous peoples. **12**

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

**OR**

**Question 10 — Education** (15 marks)

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

- (a) Outline ONE Aboriginal community-based initiative that addresses issues in education. **3**

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

- (b) Assess the educational outcomes of Aboriginal and other Indigenous peoples. **12**

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

**OR**

**Question 11 — Housing** (15 marks)

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

- (a) Outline ONE Aboriginal community-based program that improves housing. **3**

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

- (b) Assess the housing status of Aboriginal and other Indigenous peoples. **12**

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

**OR**

**Question 12 — Employment** (15 marks)

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

- (a) Outline ONE Aboriginal initiative that improves access to employment. **3**

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

- (b) Assess the employment status of Aboriginal and other Indigenous peoples. **12**

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

**OR**

**Question 13 — Criminal Justice (15 marks)**

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

- (a) Outline ONE Aboriginal initiative that addresses over-representation in the criminal justice system. **3**

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

- (b) Assess the status of Aboriginal and other Indigenous peoples within the criminal justice system. **12**

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

**OR**

**Question 14 — Economic Independence (15 marks)**

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

- (a) Outline ONE Aboriginal initiative that improves economic independence. **3**

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

- (b) Assess the economic status of Aboriginal and other Indigenous peoples. **12**

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

## **Section I (continued)**

### **Part C – Global Perspective and Comparative Study**

**15 marks**

#### **Attempt Question 15**

**Allow about 25 minutes for this part**

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

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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 15 (15 marks)**

What changes are necessary to improve the social justice outcomes for Aboriginal and other Indigenous peoples?

In your answer, compare ONE Australian Aboriginal community and ONE international Indigenous community. Different communities may be chosen for each topic.

You are to address TWO of the following topics:

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

## Section II

**15 marks**

**Attempt Question 16**

**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.

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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 16 — Research and Inquiry Methods (15 marks)**

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

- (a) (i) What is the difference between quantitative and qualitative data? **2**
- (ii) Outline the purpose of quantitative and qualitative methodologies when conducting fieldwork with Aboriginal communities. **4**

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

- (b) Explain collaborative research methodologies that are appropriate to use when working with Aboriginal peoples. **9**

In your answer, make reference to Source *D* on page 4 of the Source Booklet.

## Section III

**30 marks**

**Attempt either Question 17 or Question 18**

**Allow about 1 hour for this section**

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

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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 — Aboriginality and the Land (30 marks)**

- (a) Discuss the implications of non-Aboriginal responses for the land rights movement and native title. **10**

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

- (b) Explain how gaining land and water rights and native title has affected the socioeconomic status of Aboriginal peoples. **20**

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

**OR**

### **Question 18 — Heritage and Identity (30 marks)**

- (a) Explain the importance of heritage and identity to Aboriginal peoples' socioeconomic status. **10**

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

- (b) Explain the effects that government legislation and policies from the 1960s have had on Aboriginal peoples' heritage and identity. **20**

**End of paper**

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**2022** HIGHER SCHOOL CERTIFICATE EXAMINATION

# Aboriginal Studies

## Source Booklet

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**Instructions** Detach this Source Booklet

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**Sources**  
**A – F**

**Source A** (page 2)

**Source B** (page 2)

**Source C** (page 3)

**Source D** (page 4)

**Source E** (page 4)

**Source F** (page 4)

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

## Source A

The new National Agreement on Closing the Gap acknowledges that Aboriginal and Torres Strait Islander peoples must determine, drive and own their desired outcomes, alongside all governments.

Adapted from 2022 *Closing the Gap* website

## Source B



**Indigenous peoples are culturally distinct societies and communities. Although they make up 6% of the global population, they account for about 15% of the extreme poor.**  
*(World Bank 2019)*

**Indigenous women are 26% more likely to work in the informal sector than non-Indigenous women.**  
*(ILO 2020)*

**Globally, 47% of all Indigenous peoples in employment have no education, compared to 17% of their non-Indigenous counterparts. This gap is even wider for women.**  
*(ILO 2020)*

Adapted from [www.graduatewomen.org](http://www.graduatewomen.org)

Courtesy of Graduate Women International

## Source C

### **60% of Aboriginal and Torres Strait Islander Peoples Believe Australia Is a Racist Country: Report**

Over half of all Aboriginal and Torres Strait Islander peoples have encountered at least one case of racial discrimination in the past six months, a 20% jump from 2018, the latest two-year survey measuring attitudes to reconciliation in Australia reveals.

Alongside increased experiences of racism, the number of Australia's First People who believe Australia is a generally racist country grew from 43% in 2018 to 60% in 2020.

Just under half of Australia's non-Indigenous population agree.

'More Australians now agree with the statement that "Australia is a racist country", a rise across the board in understanding how racism operates', Reconciliation Australia CEO Karen Mundine said in a statement, before explaining the most common forms of racial discrimination are associated with police interactions, real estate agents and service in shops.

MADELEINE KECK

Extract from an article in *Global Citizen*

1 December 2020

Permission for text granted by Global Citizens.org.  
Approval granted for Images by kind permission of Reconciliation Australia and Matt Hrkac Photography

**Source D**

| Livelihood values of Indigenous customary fishing   |   |   |   |  |   |   |   |
|---|---|---|---|--|---|---|---|
| Short interview   |   |   |   |  |   |   |   |
|                      |   |  |  |  |  |   |   |
| Manymak   |   | Ganga manymak   | Yaka marngi   | Yaka   | Yakan yan   |   |   |
| Strongly agree  |   | Agree   | Not sure  | Disagree   | Strongly disagree   |   |   |
| Darra ga djältirri guyalil ga maypalil bili:<br>I go fishing and collect shellfish because I want to: |   |   |  |   |  |  |  |
| Gurrupan  |  | Share   |   |  |   |   |   |
| Nhini dawala  |  | Be healthy  |   |  |   |   |   |
| Rrambani gurrutumirr  |  | Be with family  |   |  |   |   |   |
| Yolnu name  |   |   | Interviewed by  |  |   |   |   |
| English name  |   |   | Interview location  |  |   |   |   |
| Age   |   |   | Date  |  |   |   |   |
| Place of residence  |   |   | Phone   |  |   |   |   |
| Nation or clan  |   |   | Email   |  |   |   |   |

Permission granted by the Australian Institute of Aboriginal and Torres Strait Islander Studies

**Source E**

What happened to land rights was that the mining industry was too powerful, the pastoral industry was too powerful and the Commonwealth government didn't have the will to stand up to those vested interest groups.

PAUL COE, Aboriginal activist, Wiradjuri Nation

Courtesy of Dr. Gary Foley

**Source F**

Worimi and Gumbaynggirr Elder, Auntie Lyn Davis says, 'to be Aboriginal is to feel the oldness of the trees, to truly hear the birds when they sing. It is to live with Country – to live as Country'. Auntie Lyn believes, 'when our connection to land is severed, we are people without purpose'.

GEMMA POL  
Extract from an article in *Common Ground*, 22 January 2021

Courtesy of Common Ground First Nation