NSW Education Standards Authority

2024 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	C
2	D
3	C
4	D
5	A
6	D

Question 7

Criteria	Marks
• Provides a thorough description of the significance of ONE Aboriginal or other Indigenous peoples' protest movement	4
• Provides a sound description of the significance of ONE Aboriginal or other Indigenous peoples' protest movement	3
• Demonstrates some understanding of the significance of ONE Aboriginal or other Indigenous peoples' protest movement	2
• Provides some relevant information	1

Sample answer:

The 1965 Freedom Ride led by Charles Perkins, and a group of University students went across regional and outback NSW. This protest was effective in drawing attention to systematic and institutional racism faced by Aboriginal peoples and communities such as segregation in schools, exclusion from public facilities and support for the 1967 Referendum.

Question 8

Criteria	Marks
• Provides a comprehensive explanation of how initiatives by Aboriginal peoples aim to improve the social justice outcomes of Aboriginal peoples • Makes detailed reference to a relevant example to support response	7
• Provides a thorough explanation of how initiatives by Aboriginal peoples aim to improve the social justice outcomes of Aboriginal peoples • Makes reference to a relevant example to support response	5-6
• Provides a sound explanation of how initiatives by Aboriginal peoples aim to improve the social justice outcomes of Aboriginal peoples • May refer to an example	3-4
• Demonstrates some understanding of initiatives by Aboriginal peoples and/or how they aim to improve the social justice outcomes of Aboriginal peoples	2
• Provides some relevant information	1

Sample answer:

Aboriginal initiatives in Australia focus on equitable access to education, healthcare, and employment opportunities, aiming to promote self-determination and bridge longstanding gaps for Aboriginal communities, supporting greater social justice outcomes. For instance, the Murdi Paaki Regional Housing Corporation is an Aboriginal initiative in NSW that collaborates with local Aboriginal communities to develop sustainable housing options, empowering individuals and families with stability and dignity. Murdi Paaki housing allows for families and children secure, long-term housing ensuring continuity in education and culturally appropriate kinship/Elder care if needed. They aim to ensure Aboriginal peoples are involved in all levels of decision making, that housing is well maintained (ensuring it is safe and healthy). Further they employ Aboriginal workers on site thereby contributing to broader social justice objectives.

Question 9

Criteria	Marks
• Provides a comprehensive explanation of how ONE government policy, legislation or inquiry has aimed to improve the social justice and human rights of Aboriginal peoples	8
• Provides a thorough explanation of how ONE government policy, legislation or inquiry has aimed to improve the social justice and human rights of Aboriginal peoples	6–7
• Demonstrates a sound understanding of how ONE government policy, legislation or inquiry has aimed to improve the social justice and human rights of Aboriginal peoples	4–5
• Demonstrates some understanding of how government policy, legislation or inquiry has aimed to improve the social justice and human rights of Aboriginal peoples	2–3
• Provides some relevant information	1

Sample answer:

The *Aboriginal Land Rights (Northern Territory) Act 1976* stands as a landmark policy in Australia's efforts to advance social justice and human rights for Aboriginal peoples. By recognising Aboriginal land ownership and granting legal title over some traditional lands, this legislation aimed to redress historical injustices and empower Aboriginal communities. The Act was significant for the Aboriginal land rights movements across the country, supporting cultural continuing, self-determination, and economic development within Aboriginal communities. Furthermore, it established mechanisms for negotiating land rights agreements, facilitating greater autonomy and control over resources. Despite ongoing challenges and criticisms, this policy remains a crucial step towards addressing systemic inequalities and promoting Aboriginal rights in Australia.

Section I — Social Justice and Human Rights Issues
Part B – A Comparative Study

Question 10 — Health

Question 10 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address Aboriginal peoples' health needs	2
• Provides some relevant information	1

Sample answer:

The Indigenous Australians' Health Programme (IAHP) is a government health program that addresses Aboriginal health needs by providing culturally appropriate care and community-led solutions to improve health outcomes.

Question 10 (b)

Criteria	Marks
• Provides a detailed description of a health issue faced by ONE Aboriginal community and by ONE international Indigenous community	4
• Provides a description of a health issue faced by ONE Aboriginal community and by ONE international Indigenous community	3
• Demonstrates some understanding of health issue in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

In the Pitjantjatjara community of Central Australia and the Inuit community of Canada's Nunavut territory, respiratory illnesses like pneumonia and tuberculosis are prevalent due to overcrowded housing, limited access to healthcare services, and environmental factors. Both communities face unique challenges stemming from dislocation and dispossession, highlighting the need for culturally sensitive responsive healthcare interventions addressing respiratory health disparities common to Indigenous populations worldwide.

Question 10 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' health standards • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' health standards • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' health standards • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to improve Aboriginal and/or other Indigenous peoples' health standards • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Wiradjuri Peoples of Dubbo, NSW

Socioeconomic Empowerment:
• Provide access to quality education and employment opportunities.
• Address housing issues and ensure adequate living conditions.

Healthcare Access:
• Increase funding for culturally sensitive responsive healthcare services, eg birthing on Country programs.
• Improve access to preventive care and mental health support.

Cultural Revitalisation:
• Support language preservation and cultural education programs.
• Promote community-led initiatives for traditional healing practices.

International Indigenous Community: Navajo Nation of Tuba City, Arizona, North America

Sovereignty and Resource Management:
• Recognise and respect tribal sovereignty over land and resources.
• Ensure equitable distribution of resources for healthcare and infrastructure.

Cultural Resilience:

- Incorporate Indigenous knowledge and practices into healthcare systems.
- Strengthen community ties and traditional governance structures.

Environmental Justice:

- Address environmental issues affecting Indigenous lands.
- Mitigate the impacts of pollution and promote sustainable development.

Question 11 — Education

Question 11 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address Aboriginal peoples' educational needs	2
• Provides some relevant information	1

Sample answer:

The National Aboriginal and Torres Strait Islander Education Strategy addresses Aboriginal education requirements. It focuses on improving academic achievements through culturally responsive teaching, improved funding for Indigenous schools and community involvement.

Question 11 (b)

Criteria	Marks
• Provides a detailed description of an education issue faced by ONE Aboriginal community and by ONE international Indigenous community	4
• Provides a description of an education issue faced by ONE Aboriginal community and by ONE international Indigenous community	3
• Demonstrates some understanding of an education issue in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

Failures of mainstream education to recognise and implement diverse cultural and linguistic frameworks to meet the needs of Yolngu peoples of North-East Arnhem Land, has resulted in lower academic achievement. Similarly, the Navajo Nation in the United States confronts issues such as underfunded schools, inadequate resources, and a lack of culturally relevant curriculum, resulting in lower graduation rates and limited access to higher education opportunities.

Question 11 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' educational opportunities and outcomes • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' educational opportunities and outcomes • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' educational opportunities and outcomes • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to improve Aboriginal and/or other Indigenous peoples' educational opportunities and outcomes • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Yolngu People of North-East Arnhem Land

Enhanced Cultural Inclusion:
• Incorporate traditional knowledge and language into the curriculum.
• Increase the presence of Aboriginal role models and Elders in educational settings.

Community Empowerment:
• Foster partnerships between schools and Aboriginal communities for mutual decision-making.
• Provide resources for community-led educational initiatives tailored to local needs.

Addressing Socioeconomic Disparities:
• Improve access to quality education through targeted funding and support programs.
• Address socioeconomic barriers such as poverty and inadequate infrastructure that hinder educational attainment.

International Indigenous Community: Te Arawa of Rotorua, New Zealand

Recognition of Indigenous Knowledge:
- Integrate Māori perspectives, language, and cultural practices into educational policies and practices.
- Support the revitalisation of traditional knowledge systems through educational programs.

Equity and Representation:
- Ensure equitable access to education by addressing disparities in funding and resources.
- Increase the representation of Māori educators and leaders in decision-making processes.

Culturally Responsive Pedagogy:
- Implement teaching methods that reflect Māori cultural values and ways of learning.
- Provide professional development opportunities for educators to develop culturally responsive teaching practices.

Question 12 — Housing

Question 12 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address Aboriginal peoples' housing needs	2
• Provides some relevant information	1

Sample answer:

The National Partnership Agreement on Remote Indigenous Housing allocates funds for building and refurbishing homes, improving infrastructure, and promoting community involvement in housing management.

Question 12 (b)

Criteria	Marks
• Provides a detailed description of a housing issue faced by ONE Aboriginal community and by ONE international Indigenous community	4
• Provides a description of a housing issue faced by ONE Aboriginal community and by ONE international Indigenous community	3
• Demonstrates some understanding of housing issue in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

For the Yolngu people in North-East Arnhem Land, housing issues stem from overcrowding due to a shortage of dwellings, exacerbating health and social challenges. Similarly, in the international Indigenous community of the Navajo Nation in the United States, inadequate housing infrastructure and insufficient funding contribute to overcrowded homes and a lack of access to safe and sanitary living conditions.

Question 12 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' housing standards • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' housing standards • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' housing standards • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to improve Aboriginal and/or other Indigenous peoples' housing standards • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Yolngu People of North-East Arnhem Land

Community-led Solutions:
• Empower local Indigenous communities to participate in housing planning and decision-making processes.
• Facilitate partnerships between government agencies and Aboriginal organisations to address housing needs.

Cultural Sensitivity:
• Incorporate Indigenous cultural values and preferences into housing design and construction.
• Promote traditional land management practices that enhance housing sustainability and resilience.

Access to Resources:
• Increase funding and resources for housing infrastructure development and maintenance in remote Aboriginal communities.
• Provide training and employment opportunities for Aboriginal people in construction and housing-related industries.

International Indigenous Community: Navajo Nation of Tuba City, Arizona North America

Infrastructure Investment:

- Allocate sufficient resources for infrastructure development, including water, electricity, and sanitation systems.
- Implement policies to address housing shortages and improve housing quality on reservations.

Land Rights and Ownership:

- Ensure Indigenous land rights and sovereignty to enable self-determination in housing development and management.
- Support initiatives that enable Indigenous peoples to access and utilise their traditional lands for housing purposes.

Collaborative Governance:

- Establish collaborative governance structures involving tribal governments, federal agencies, and local communities to address housing disparities.
- Promote transparency and accountability in housing policies and resource allocation processes.

Question 13 — Employment

Question 13 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address Aboriginal peoples' employment needs	2
• Provides some relevant information	1

Sample answer:

The Indigenous Advancement Strategy provides funding for employment and training initiatives tailored to Aboriginal communities, aiming to reduce unemployment and promote economic participation.

Question 13 (b)

Criteria	Marks
• Provides a detailed description of an employment issue faced by ONE Aboriginal community and by ONE international Indigenous community	4
• Provides a description of a employment issue faced by ONE Aboriginal community and by ONE international Indigenous community	3
• Demonstrates some understanding of employment issue in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

For the Warlpiri people in Central Australia, employment issues stem from limited job opportunities due to geographical isolation and lack of access to training programs, leading to high unemployment rates. Similarly, in the international Indigenous community of the Inuit in Canada's Nunavut territory, employment challenges arise from limited economic diversification, seasonal work patterns, and insufficient access to vocational training, contributing to widespread unemployment and underemployment.

Question 13 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' employment standards • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' employment standards • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' employment standards • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to improve Aboriginal and/or other Indigenous peoples' employment standards • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Warlpiri People of Tanami Desert Region Central Australia

Education and Training:
• Increase access to vocational training programs tailored to local employment needs.
• Provide support for adult education initiatives to enhance skill development and job readiness.

Economic Diversification:
• Support entrepreneurship and small business development within the community.
• Investment by private investors/NGOs/entrepreneurs in sustainable industries that align with traditional knowledge and cultural values.

Cultural Empowerment:
• Promote Aboriginal leadership and decision-making in economic development initiatives.
• Encourage the preservation and revitalisation of traditional skills and occupations.

International Indigenous Community: Inuit in Canada's Nunavut Territory

Vocational Training:
• Expand access to vocational training programs that align with regional employment opportunities.

- Develop partnerships with industry and government to ensure training programs meet market demands.

Economic Infrastructure:
- Invest in infrastructure projects that create job opportunities within the community.
- Support initiatives that promote economic diversification beyond traditional industries.

Land Rights and Resource Management:
- Secure Indigenous land rights to facilitate sustainable resource development and employment creation.
- Implement policies that prioritise Indigenous participation and benefit-sharing in resource extraction projects.

Question 14 — Criminal Justice

Question 14 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address the over-representation of Aboriginal peoples in the criminal justice system	2
• Provides some relevant information	1

Sample answer:

One government program addressing the over-representation of Aboriginal peoples in the criminal justice system is the Indigenous Justice Research Program (IJRP). The IJRP funds research to build a body of evidence to inform improvements to criminal justice policies and responses.

Question 14 (b)

Criteria	Marks
• Provides a detailed description of a criminal justice issue faced by ONE Aboriginal community and by ONE international Indigenous community	4
• Provides a description of a criminal justice issue faced by ONE Aboriginal community and by ONE international Indigenous community	3
• Demonstrates some understanding of a criminal justice in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

For the Wiradjuri people, disproportionate rates of incarceration result from systemic issues such as intergenerational trauma, socioeconomic disadvantage, and over-policing, leading to a cycle of criminalisation. Similarly, in the international Indigenous community of the Lakota Sioux of the Pine Ridge Reservation, high rates of imprisonment stem from historical injustices, including the marginalisation of Indigenous rights, lack of access to culturally appropriate legal representation, and systemic bias within the criminal justice system, exacerbating social inequities.

Question 14 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to address the status Aboriginal and other Indigenous peoples in respect of the criminal justice system • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to address the status Aboriginal and other Indigenous peoples in respect of the criminal justice system • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to address the status Aboriginal and other Indigenous peoples in respect of the criminal justice system • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to address the status of Aboriginal and/or other Indigenous peoples in respect of the criminal justice system • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Wiradjuri People of Dubbo, NSW

Community-led Justice Initiatives:
• Empower local Indigenous communities to develop and implement culturally sensitive justice programs, including the consultation of Elders.
• Support restorative justice practices that prioritise healing and reconciliation over punitive measures.

Culturally Competent Legal Representation:
• Increase access to Indigenous legal services staffed by culturally aware professionals.
• Provide training for law enforcement and judicial personnel on Indigenous cultural protocols and sensitivities.

Addressing Socioeconomic Disparities:
• Tackle root causes of Indigenous over-representation, such as poverty and lack of access to education and employment opportunities.
• Invest in community-based programs that address substance abuse, mental health issues, and trauma.

International Indigenous Community: Oglala Lakota Sioux of the Pine Ridge Reservation

Sovereignty and Self-Determination:

- Uphold tribal sovereignty to allow Indigenous communities to develop and enforce their own justice systems.
- Ensure meaningful participation of Indigenous peoples in decision-making processes related to law enforcement and legal reforms.

Healing and Rehabilitation:

- Prioritise culturally relevant rehabilitation programs that address underlying trauma and promote holistic wellbeing.
- Advocate for diversion programs and alternatives to incarceration that respect Indigenous cultural practices and values.

Systemic Reform:

- Address systemic biases within the criminal justice system through policy reforms and oversight mechanisms.
- Work towards equitable representation of Indigenous peoples within legal institutions and law enforcement agencies.

Question 15 — Economic Independence

Question 15 (a)

Criteria	Marks
• Clearly outlines ONE government program or strategy that aims to address the economic status of Aboriginal peoples	2
• Provides some relevant information	1

Sample answer:

The Indigenous Procurement Policy sets targets for government procurement from Indigenous businesses, fostering economic independence and employment opportunities within Aboriginal communities.

Question 15 (b)

Criteria	Marks
• Provides a detailed description of the economic status of ONE Aboriginal community and ONE international Indigenous community	4
• Provides a description of the economic status of ONE Aboriginal community and ONE international Indigenous community	3
• Demonstrates some understanding of the economic issue in ONE Aboriginal community and/or ONE international Indigenous community	2
• Provides some relevant information	1

Sample answer:

For the Arrernte people in Central Australia, economic issues such as limited access to mainstream employment opportunities and reliance on government welfare contribute to socioeconomic disparities and financial insecurity. Similarly, in the international Indigenous community of the Inuit in Canada's Nunavut territory, economic challenges arise from limited economic diversification, high costs of living, and inadequate infrastructure, hindering sustainable economic development and exacerbating poverty levels.

Question 15 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' economic status • Presents a sustained, logical and cohesive response integrating relevant concepts and terms • Makes detailed references to ONE Aboriginal community and ONE international Indigenous community	9
• Demonstrates a thorough understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' economic status • Presents a logical and cohesive response using relevant concepts and terms • Makes references to ONE Aboriginal community and ONE international Indigenous community	7–8
• Demonstrates a sound understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' economic status • Presents a structured response using relevant concepts and terms • Makes references to ONE Aboriginal community and/or ONE international Indigenous community	5–6
• Demonstrates some understanding of the social changes needed to improve Aboriginal and other Indigenous peoples' economic status • Uses some concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

Australian Aboriginal Community: Arrernte People of Alice Springs, Northern Territory

Education and Skill Development:
• Increase access to quality education and vocational training programs tailored to local employment opportunities.
• Provide support for adult education initiatives to enhance skill development and job readiness.

Entrepreneurship and Business Development:
• Foster entrepreneurship within the community through business incubators, mentorship programs, and access to startup capital.
• Promote economic diversification by supporting Indigenous-owned enterprises and traditional economic activities.

Access to Resources and Infrastructure:
• Improve access to essential services and infrastructure, including transportation, telecommunications, and utilities.
• Address barriers to land ownership and resource utilisation, ensuring equitable access to natural resources for economic development.

International Indigenous Community: Inuit in Canada's Nunavut Territory

Sustainable Development Initiatives:
- Support initiatives that promote sustainable economic development, including renewable energy projects, eco-tourism, and traditional land-based industries.
- Invest in infrastructure development to enhance connectivity and facilitate trade and commerce within the community.

Cultural Preservation and Tourism:
- Promote Indigenous cultural tourism initiatives that generate income while preserving cultural heritage and traditions.
- Empower local artisans and cultural practitioners to participate in the tourism industry and showcase traditional craftsmanship.

Empowerment and Self-Determination:
- Advocate for Indigenous self-determination in economic decision-making processes, ensuring meaningful participation in resource management and economic planning.
- Strengthen Indigenous governance structures to enable community-led development initiatives and resource management.

Section I — Social Justice and Human Rights Issues
Part C – Global Perspective and Comparative Study

Question 16

Criteria	Marks
• Provides a comprehensive analysis of the historical and cultural factors that influence the pursuit of social justice and human rights for Aboriginal and other Indigenous peoples • Provides a comprehensive comparison of ONE Aboriginal community and ONE international Indigenous community, and integrates detailed references to TWO listed topics • Presents a sustained, logical, and cohesive response integrating relevant concepts and terms	13–15
• Provides a thorough analysis of the historical and cultural factors that influence the pursuit of social justice and human rights for Aboriginal and other Indigenous peoples • Provides a sound comparison of ONE Aboriginal community and ONE international Indigenous community, and integrates references to TWO listed topics • Presents a logical and cohesive response using relevant concepts and terms	10–12
• Provides a sound analysis of the historical and/or cultural factors that influence the pursuit of social justice and/or human rights for Aboriginal and other Indigenous peoples • Provides details of ONE Aboriginal community and/or ONE international Indigenous community, and references to ONE or TWO listed topics • Presents a cohesive response using some relevant concepts and terms	7–9
• Demonstrates some understanding of factors that influenced social justice and/or human rights for Aboriginal and other Indigenous peoples • References at least ONE listed topic • Presents a structured response using some relevant concepts and terms	4–6
• Provides some relevant information	1–3

Answer could include:

Historical and cultural factors significantly influence the pursuit of social justice and human rights for Indigenous peoples, impacting various facets of their lives including health, education, housing, employment, criminal justice, and economic independence.

Health

Aboriginal Community:

The Jerrinja/ Wodi Wodi/Wandanian Yuin people of Nowra

• The impacts of policies of protectionism and assimilation such as denying or limiting access of culturally appropriate health, community and Elder support and knowledge, access to and care on Country as well not considering the importance of connection to family, community, and Country to access foods/medicines, knowledge and care required for physical/spiritual/emotional and cultural health.

- Further to this, the impact of these policies also impeded access to adequate health care, as community trust in government run health services had been diminished increasing impact on health outcomes.
- Culturally appropriate practices such as birthing on Country programs (run by Waminda) provide prenatal and antenatal care of mums and bubs, community gardens that promote use of local, Indigenous food and medicines.

International Indigenous Community:

The Eeyou Ishhtee of James Bay Cree, Canada

- Similarly to the negative impacts of historical and cultural factors.
- Canadian Government housing policies that were based around assimilationist (1960s) and hydroelectric development schemes and (1970s) in the Eeyou Ishtee communities of James Bay Canada forced communities off traditional seasonal grounds to live in permanent, substandard, and overcrowded housing and impacting health in several ways.
- Removing people from seasonal fishing, hunting/trapping, and harvesting practices that were beneficial to positive health outcomes.
- The Eeyou Ishtee have obtained semi autonomy controlling their local health clinics and have created a health board, more culturally appropriate means of addressing cultural, physical, spiritual health of community have been adopted including the building of sweat lodges, the building housing that allows for intergenerational living.

Education

Aboriginal Community:

The Jerrinja/WodiWodi Wandandian people of Nowra

- The negative impacts of assimilation including the removal of children from families, the limiting of the transmission of cultural knowledge/language and education law and lore had a significant impact on Aboriginal children's education and connection to Country and community.
- Discriminatory practices also forced many children in the area to receive a Eurocentric education on missions, further alienating them from their cultural sources of education. Children often were only given a basic primary education/early high school education.
- Recent historical and cultural changes that are positively affecting the pursuit of education for Aboriginal people (children and adults) include the work of AEAs in local schools, the work of the Nowra AECG connecting schools and communities, taking students back onto Country and connection to Country programs, Didj and Dance groups in schools and connection to Elders in school and Community.

International Indigenous Community:

Eeyou Ishtee James Bay Canada

- The residential schools program had a terrible impact of the Eeyou Ishtee of James Bay. It impacted the health and wellbeing of many young people, their families and communities. It denied young people access to language and cultural education including the transmission of cultural knowledge and education.
- Young people who were able to return to community were forced into Canadian style schooling systems which forced them to learn in different languages.
- The formation of the James Bay Board of Education has had a positive impact in the pursuit of better educational outcomes by ensuring language (Cree) is spoken in schools and Cree teachers are employed and community consultation is embedded in the system.
- Bush Schools also have a positive impact as they allow young people to connect to Elders who assist them in their reclamation of cultural education.

Section II — Research and Inquiry Methods

Question 17 (a)

Criteria	Marks
• Demonstrates a comprehensive understanding of how researchers effectively reflect the viewpoints of Aboriginal peoples when communicating their findings	6
• Demonstrates a thorough understanding of how researchers effectively reflect the viewpoints of Aboriginal peoples when communicating their findings	5
• Demonstrates a sound understanding of how researchers effectively reflect the viewpoints of Aboriginal peoples when communicating their findings	3-4
• Demonstrates some understanding of how researchers effectively reflect the viewpoints of Aboriginal peoples	2
• Provides some relevant information	1

Sample answer:

It is essential for researchers to consider and effectively reflect Aboriginal peoples' viewpoints in their findings when conducting research about Aboriginal peoples and communities. Researchers can do this by:

- Ensuring permission to share information gathered has been gained.
- Ensuring the information obtained contains Aboriginal peoples' viewpoints, and final research shows evidence of incorporation of knowledge gained through continual community consultation.
- Acknowledging sources when communicating findings.

Question 17 (b)

Criteria	Marks
• Comprehensively proposes protocols necessary for the researcher to ensure they acknowledge the cultural differences and sensitivities of the community • Presents a logical and cohesive response using relevant concepts and terms • Integrates information from the scenario	9
• Thoroughly proposes protocols necessary for the researcher to ensure they acknowledge the cultural differences and sensitivities of the community • Presents a logical response using some relevant concepts and terms • Makes some reference to the scenario	7–8
• Soundly proposes protocols necessary for the researcher to ensure they acknowledge the cultural differences and sensitivities of the community • Presents a structured response applying some relevant concepts and terms • May make reference to the scenario	5–6
• Demonstrates some understanding of community consultation when working with Aboriginal communities	3–4
• Provides some relevant information	1–2

Answers could include:

The researcher has started by respectfully engaging with the community and seeking permission through the initial consultation process (scenario). It is important to understand various historical issues and cultural sensitivities when the researcher is consulting with the community to ensure research is respectful and appropriate.

- Sorry Business – some community members may not always be available, and consideration needs to be given.
- Researchers should always maintain confidentiality.
- Ensuring that language used by participants in conversations/communications is recorded verbatim (with permission/without adjustment), ie Not changing Aboriginal English to standard Australian English.
- The researcher has started the consultation process (scenario) and needs to ensure this is continuous throughout the research project.
- Cultural Load – understanding that community members may have a number of obligations.
- Respecting the primary role that Elders have in family/kinship systems and community
- Unique languages, cultures, experiences of different communities, and recognition of diversity.
- Consequence of the Stolen Generations may mean Aboriginal peoples have not had access to knowledge/culture. Therefore, not assuming all research questions may be answered.
- Research may be retraumatising for community members eg research into Stolen Generations or Health or Criminal Justice areas.
- Each community is diverse with its own unique systems and protocols – the researcher should not assume works or is appropriate in one community will be the same in another.
- The researcher would need to ensure they have considered these various aspects and methods of research to ensure they remain respectful throughout the project (scenario).

Section III

Question 18 — Aboriginality and the Land

Question 18 (a)

Criteria	Marks
• Provides a comprehensive explanation of contemporary issues of Aboriginal peoples' spiritual lives related to the land and water rights movement • Integrates detailed information from Source *A* • Presents a sustained, logical and cohesive response, using relevant concepts and terms	9–10
• Provides a thorough explanation of contemporary issues of Aboriginal peoples' spiritual lives related to the land and water rights movement • Provides detailed reference to Source *A* • Presents a logical and cohesive response, using relevant concepts and terms	7–8
• Provides a sound explanation of contemporary issues of Aboriginal peoples' spiritual lives related to the land and water rights movement • May refer to Source *A* • Presents a logical response, using some relevant concepts and terms	5–6
• Demonstrates some understanding of contemporary issues relating to land and/or water rights movement • Presents a response using some relevant concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

- The spiritual connection of Aboriginal peoples to the land and water in Australia is deeply intertwined with contemporary sociopolitical movements advocating for indigenous rights. This connection faces multifaceted challenges, including environmental degradation, legal disputes over land ownership, and cultural preservation. Understanding these issues requires a comprehensive analysis of their historical context, current challenges, and potential pathways for reconciliation.
- Dreaming stories and cultural practices emphasising the sacred relationship with the land and water, a strong spiritual and cultural connection to the land and sea (Source *A*).
- Land dispossession, forced relocation, and systematic marginalisation impacting Aboriginal spirituality.
- Impact of industrialisation, mining, and deforestation on sacred sites and water sources.
- Climate change exacerbating environmental pressures and threatening cultural landscapes.
- Aboriginal communities leading environmental conservation efforts and advocating for sustainable land management practices. Elaine Chambers states that 'the feet in the 2015 NAIDOC Poster represents the different people, from elders to the young and the stories our elders shared of the significant sites and sacred places, and how all Australians should take the time to learn about our history and stories'.

- Land rights struggles since the 1960s, including the landmark Mabo and Native Title Acts.
- Ongoing disputes over native title recognition, land use agreements, and compensation for past injustices.
- Collaborative efforts between Aboriginal communities and government bodies to address land rights issues.
- Clash between economic development projects and Aboriginal cultural heritage protection.
- Importance of Indigenous Protected Areas and cultural heritage legislation in preserving sacred sites. Sacred sites are important to all Australians as part of our shared histories (Source *A*).
- Revitalisation of traditional knowledge systems and cultural practices as a form of resistance and empowerment.
- Recognition and respect for Aboriginal land and water management practices in policy-making.
- Collaborative governance models integrating Aboriginal ecological knowledge with scientific expertise.
- Education and public awareness initiatives promoting cultural understanding and reconciliation efforts.

Question 18 (b)

Criteria	Marks
• Provides a comprehensive evaluation of the importance of Country to Aboriginal peoples' culture, heritage and identity • Integrates detailed information from Source *B* • Presents a sustained, logical, and cohesive response integrating relevant concepts and terms	17–20
• Provides a thorough evaluation of the importance of Country to Aboriginal peoples' culture, heritage and identity • Provides a detailed reference to Source *B* • Presents a logical and cohesive response using relevant concepts and terms	13–16
• Demonstrates a sound understanding of the importance of Country to Aboriginal peoples' culture, heritage and identity • May refer to Source *B* • Presents a logical response using relevant concepts and terms	9–12
• Demonstrates an understanding of the importance of Country to Aboriginal peoples' culture, heritage and identity • May make reference to Source *B* • Uses some relevant concepts and terms	5–8
• Provides some relevant information	1–4

Answers could include:

- Country holds profound importance in Aboriginal cultures, serving as the cornerstone of identity, spirituality, and connection to ancestral heritage. This relationship encompasses multifaceted dimensions that intertwine with cultural practices, historical narratives, and contemporary struggles for recognition and preservation.
- Source *B* demonstrates that laws come from Country and connect Aboriginal peoples strongly to their cultures.
- Country (as indicated by the source) holds important men's and women's business.
- Dreaming stories and creation narratives embedded in the land's formation.
- Ceremonial practices, song lines, and storytelling traditions passed down through generations.
- Sacred sites and natural landmarks embodying ancestral spirits and cultural significance.
- Intergenerational knowledge transmission through oral histories and cultural practices just like the Mother Mountain known as Gulaga by the Djiringanj Yiun people of Southern New South Wales, this is an important women's place linked to ceremony, childbirth and storytelling.
- Connection to Country allows for the continuing connections between different mobs as demonstrated in Source *B* 'we had to allow other mobs to come down here…'.
- Rituals and ceremonies honouring ancestors and their enduring presence in the land.
- Deep-rooted sense of belonging and identity tied to specific landscapes and ecosystems.
- Language, art, and kinship systems reflecting the interconnectedness with Country.
- Resilience and strength drawn from cultural continuity and connection to ancestral lands.
- Resistance movements and cultural survival strategies to maintain connection.
- Continued struggles for land rights recognition and cultural revitalisation efforts.
- Environmental degradation threatening sacred sites and traditional lands.

Question 19 — Heritage and Identity

Question 19 (a)

Criteria	Marks
• Provides a comprehensive explanation of contemporary issues relating to Aboriginal peoples' cultural lives and identity • Integrates detailed information from Source *C* • Presents a sustained, logical and cohesive response, using relevant concepts and terms	9–10
• Provides a thorough explanation of contemporary issues relating to Aboriginal peoples' cultural lives and identity • Provides detailed reference to Source *C* • Presents a logical and cohesive response, using relevant concepts and terms	7–8
• Provides a sound explanation of contemporary issues of Aboriginal peoples' cultural lives and identity • May refer to Source *C* • Presents a logical response, using some relevant concepts and terms	5–6
• Demonstrates some understanding of contemporary issues relating to Aboriginal peoples' lives and/or identity • Presents a response using some relevant concepts and terms	3–4
• Provides some relevant information	1–2

Answers could include:

- Contemporary issues affecting Aboriginal cultural lives and identity in Australia encompass a complex interplay of socioeconomic, political, and cultural factors. These challenges include ongoing cultural appropriation, marginalisation, and the struggle for cultural preservation amidst globalisation and modernisation.
- Commercial exploitation of Aboriginal cultural symbols and practices without proper acknowledgment or benefit to Aboriginal communities eg copyright and appropriation. Examples include the unauthorised use of Aboriginal art motifs and traditional knowledge in mass-produced goods.
- Misrepresentation in media, fashion, and entertainment industries perpetuating stereotypes and erasing authentic narratives.
- Persistent socio-economic inequalities leading to higher rates of poverty, unemployment, and poor health outcomes among Aboriginal populations.
- Decline of Aboriginal languages due to historical assimilation policies and lack of institutional support for language revitalisation efforts as 'all our languages matter' (Source *C*).
- Source *C* highlights the diversity of Aboriginal and Torres Strait Island nations and languages. This challenges contemporary ideas of cultural and identity homogenisation.
- Erosion of traditional cultural practices and knowledge transmission among younger generations.
- Efforts to reclaim and revitalise languages and cultural traditions through community-led initiatives and education programs. NAIDOC Week poster (Source *C*) highlights efforts to promote language.
- Continued dispossession from ancestral lands due to lack of recognition of native title rights and encroachment by resource extraction industries.

- Environmental degradation and loss of biodiversity threatening sacred sites, traditional hunting grounds, and cultural landscapes.
- Cultural festivals, art exhibitions, and storytelling initiatives celebrating Aboriginal heritage and resilience.
- Collaborative partnerships between indigenous communities, government agencies, and NGOs to support cultural preservation and empowerment.

Question 19 (b)

Criteria	Marks
• Provide a comprehensive evaluation of the importance of affirming diverse expressions of Aboriginal heritage and identity • Integrates detailed information from Source *D* • Presents a sustained, logical and cohesive response integrating relevant concepts and terms	17–20
• Provides a thorough evaluation of the importance of affirming diverse expressions of Aboriginal heritage and identity • Provides a detailed reference to Source *D* • Presents a logical and cohesive response using relevant concepts and terms	13–16
• Demonstrates a sound understanding of the importance of affirming diverse expressions of Aboriginal heritage and identity • May refer to Source *D* • Presents a logical response using relevant concepts and terms	9–12
• Demonstrates an understanding of the importance of affirming diverse expressions of Aboriginal heritage and identity • May make reference to Source *D* • Uses some relevant concepts and terms	5–8
• Provides some relevant information	1–4

Answers could include:

• Contemporary media BLAKOUT hosted by Nooky on JJJ allows young Aboriginal peoples a chance to express themselves musically and share their ideas and diverse expressions of identity.

• Interactive technologies (such as SBS interactive My Grandmother's Lingo and Source *D* give us new ways of expressing and sharing culture and language.

• The ancient languages, highlighted in the meditations, showcase the rich diversity within Aboriginal communities, emphasising that 'all our languages matter and are important to us as Indigenous Australians' (as stated in Source *D*).

• Embracing diverse expressions actively participates in safeguarding the rich tapestry of Aboriginal cultural heritage, and this includes the preservation of languages. The article emphasises that Aboriginal women are incorporating ancient languages into modern mindfulness practices. The collaboration with smiling minds not only preserves linguistic heritage but also underscores the importance of these languages as vital components of cultural practices and is a significant strategy for treating mental health and trauma.

• The affirmation of diverse expressions and languages empowers individuals within Aboriginal communities (Source *D*). The meditations become a tool for self-identification, fostering a profound connection to cultural roots through language.

• Recognising and celebrating diverse expressions of Aboriginal heritage, especially through language, plays a pivotal role in bridging the cultural understanding gap. The collaboration with smiling minds brings these languages to a global audience, contributing to a broader understanding of Aboriginal cultures. The use of ancient languages in modern mindfulness practices, as highlighted in the article, becomes a means of promoting cross-cultural dialogue and dispelling stereotypes.

2024 HSC Aboriginal Studies Mapping Grid

Section I Part A

Question	Marks	Content	Syllabus outcomes
1	1	Life expectancy and socioeconomic status	H3.2
2	1	Sovereignty	H1.2
3	1	Treaty rights	H3.2
4	1	Racism	H1.2
5	1	Racism	H1.3
6	1	Government policies	H3.2
7	4	Aboriginal and other Indigenous peoples' protest movements	H3.3
8	7	Social justice outcomes for Aboriginal peoples'	H3.2
9	8	Government policy – social justice and human rights	H3.2

Section I Part B

Question	Marks	Content	Syllabus outcomes
10 (a)	2	Health	H3.2
10 (b)	4	Health	H1.2, H4.1
10 (c)	9	Health	H3.3, H4.1, H4.3
11 (a)	2	Education	H3.2
11 (b)	4	Education	H1.2, H4.1
11 (c)	9	Education	H3.3, H4.1, H4.3
12 (a)	2	Housing	H3.2
12 (b)	4	Housing	H1.2, H4.1
12 (c)	9	Housing	H3.3, H4.1, H4.3
13 (a)	2	Employment	H3.2
13 (b)	4	Employment	H1.2, H4.1
13 (c)	9	Employment	H3.3, H4.1, H4.3
14 (a)	2	Criminal Justice	H3.2
14 (b)	4	Criminal Justice	H1.2, H4.1
14 (c)	9	Criminal Justice	H3.3, H4.1, H4.3
15 (a)	2	Economic Independence	H3.2
15 (b)	4	Economic Independence	H1.2, H4.1
15 (c)	9	Economic Independence	H3.3, H4.1, H4.3

Section I Part C

Question	Marks	Content	Syllabus outcomes
16	15	Global perspective – comparative study	H1.1, H1.2, H4.1, H4.3

Section II

Question	Marks	Content	Syllabus outcomes
17 (a)	6	Research and inquiry – effective communication – Aboriginal viewpoints	H4.1
17 (b)	9	Research and inquiry – recognition of cultural differences and sensitivities – research	H4.1, H4.2

Section III

Question	Marks	Content	Syllabus outcomes
18 (a)	10	Aboriginality and the land	H1.2, H2.1, H2.2
18 (b)	20	Aboriginality and the land	H2.2
19 (a)	10	Heritage and identity	H2.1
19 (b)	20	Heritage and identity	H2.1