

BOARD OF STUDIES  
NEW SOUTH WALES

HIGHER SCHOOL CERTIFICATE EXAMINATION

**2000**  
**ABORIGINAL STUDIES**  
**2 UNIT**

*Time allowed—Three hours  
(Plus 5 minutes reading time)*

**DIRECTIONS TO CANDIDATES**

- **Section I** (20 marks) The question in this Section is **COMPULSORY**.
- **Section II** (40 marks) Attempt **TWO** questions.
- **Section III** (20 marks) Attempt **ONE** question.
- **Section IV** (20 marks) Attempt **ONE** question.
- All questions are of equal value.
- Answer each question in a **SEPARATE** Writing Booklet.
- You may ask for extra Writing Booklets if you need them.

**SECTION I****Marks****CONTEXT**

(20 Marks)

The question in this Section is **COMPULSORY**.

Answer this question in a **SEPARATE** Writing Booklet.

**QUESTION 1**

The stimulus material to accompany this question is attached to this paper.

Using Source *A*, Source *B* and your own knowledge, answer the following questions.

- |     |  |          |
|-----|--|----------|
| (a) | Name and define the doctrine which allowed for Australia to be ‘colonised without the consent of the original inhabitants’. (Source <i>A</i> , lines 11 and 12). | <b>2</b> |
| (b) | Name <b>TWO</b> ‘injustices of the past’. (Source <i>A</i> , line 17).   | <b>2</b> |
| (c) | Identify <b>ONE</b> piece of information from Source <i>A</i> and <b>ONE</b> feature from Source <i>B</i> which portray the land as Aboriginal land.             | <b>2</b> |
| (d) | List <b>THREE</b> events and/or policies which have led to increased independence for Aboriginal peoples.  | <b>3</b> |
| (e) | List <b>THREE</b> ways in which land is important to the struggle for independence for Aboriginal peoples.   | <b>3</b> |
| (f) | Explain why it is important for all Australians to be involved in the Reconciliation process.  | <b>4</b> |
| (g) | Discuss the effectiveness of producing a ‘Declaration for Reconciliation’.   | <b>4</b> |

**SECTION II**  
**ASPECTS—REGIONAL STUDIES**

**Marks**

(40 Marks)

Attempt TWO questions.

Answer each question in a SEPARATE Writing Booklet.

All questions are of equal value.

**QUESTION 2 Cultural Expression**

- |     |   |           |
|-----|---|-----------|
| (a) | List FOUR contemporary types of Aboriginal cultural expression.   | <b>4</b>  |
| (b) | Describe TWO examples of non-Aboriginal influences on contemporary Aboriginal cultural expression.  | <b>6</b>  |
| (c) | Explain the extent to which Aboriginal people are able to express their Aboriginality through cultural expression. In your answer, name and refer to a specific region. | <b>10</b> |

**QUESTION 3 Economic Systems**

- |     |  |           |
|-----|--|-----------|
| (a) | List FOUR ways in which fire was used by Aboriginal peoples.   | <b>4</b>  |
| (b) | Describe TWO examples of contemporary Aboriginal enterprises which promote economic opportunities for Aboriginal people.   | <b>6</b>  |
| (c) | Explain the extent to which Aboriginal economic independence can lead to equality with the rest of the community. In your answer, name and refer to a specific region. | <b>10</b> |

**QUESTION 4 Education**

- |     |   |           |
|-----|---|-----------|
| (a) | List FOUR challenges faced by Aboriginal students forced to follow non-Aboriginal systems of education.   | <b>4</b>  |
| (b) | Describe TWO examples of educational programs and/or initiatives that have been implemented to address the challenges faced by Aboriginal students.               | <b>6</b>  |
| (c) | Explain the extent to which Aboriginal communities can improve educational outcomes for Aboriginal students. In your answer, name and refer to a specific region. | <b>10</b> |

<b>QUESTION 5 Law and Politics</b>	<b>Marks</b>
(a) List FOUR effects on Aboriginal communities of the forced removal of Aboriginal children from their families.	<b>4</b>
(b) Describe TWO examples of Aboriginal political and/or legal structures set up to promote Aboriginal self-determination.	<b>6</b>
(c) Explain the extent to which differing forms of consultation with Aboriginal communities can improve political and legal relationships between Aboriginal and non-Aboriginal Australians. In your answer, name and refer to a specific region.	<b>10</b>
 <b>QUESTION 6 Land Rights</b>	
(a) List FOUR effects of terra nullius on Aboriginal people.	<b>4</b>
(b) Describe TWO examples of federal and/or state legislation promoting Land Rights for Aboriginal people.	<b>6</b>
(c) Explain the extent to which Land Rights legislation can help Aboriginal communities overcome the effects of dispossession and dislocation. In your answer, name and refer to a specific region.	<b>10</b>
 <b>QUESTION 7 Health and Medicine</b>	
(a) List FOUR examples of Aboriginal bush tucker.	<b>4</b>
(b) Describe TWO examples of ways Aboriginal people use their specialised knowledge of the natural environment to maintain health.	<b>6</b>
(c) Explain the extent to which Aboriginal community health programs and/or strategies can overcome the effects of European invasion. In your answer, name and refer to a specific region.	<b>10</b>

**SECTION III**  
**ASPECTS—COMPARATIVE STUDIES**

**Marks**

(20 Marks)

Attempt ONE question.

Both questions are of equal value.

Answer the question in a SEPARATE Writing Booklet.

EITHER

**QUESTION 8**

The path to self-determination differs across indigenous communities. Compare and contrast the progress towards self-determination of the TWO Australian Aboriginal communities you have studied.

**20**

OR

**QUESTION 9**

Choose ONE of the issues listed below. Answer parts (a), (b) and (c) using specific examples from ONE of your Australian regional studies and your international study.

- The bond between the people and the land
- Painting, dance, drama, music, storytelling
- Land ownership and management
- Educational opportunities
- Government policies and legislation
- Diet, health practices and medicine

(a) Outline the importance of this issue to indigenous peoples.

**4**

(b) Identify the Australian regional community and the international community you have studied. Compare the experiences of each community in regard to the issue outlined in part (a).

**6**

(c) Discuss how the TWO communities are responding to this issue in order to achieve self-determination.

**10**

**SECTION IV****Marks****THE SYNTHESIS**

(20 Marks)

Attempt ONE question.

ALL questions are of equal value.

Answer the question in a SEPARATE Writing Booklet.

EITHER

**QUESTION 10**

We have the right to own and control our cultural and intellectual property, including our sciences, technologies, medicine, knowledge of flora and fauna, arts and performances.

PATRICK DODSON,  
*The 4th Vincent Lingiari Memorial Lecture, 1999*

The quotation refers to issues related to Aboriginal cultural ownership. Discuss the importance of these issues in the promotion of Aboriginal heritage and identity, especially in relation to self-determination.

**20**

OR

**QUESTION 11**

The Council for Aboriginal Reconciliation's vision is:

**20**

A united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all.

The work of the Council for Aboriginal Reconciliation is due to come to a close in 2001.

How successful has the Council been in achieving the vision outlined above? In your answer, discuss activities which promote Reconciliation, and explain the ongoing obstacles to Reconciliation.

OR

**QUESTION 12****Marks**

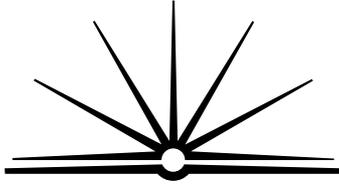
<i>National indicators</i>	<i>All Australians</i>	<i>Aboriginal and Torres Strait Islander Peoples</i>
Life expectancy at birth (males)	75.2 years	56.9 years
Life expectancy at birth (females)	81.1 years	61.7 years
Prevalence of diabetes per 100 000 (males)	36.7	70–88
Prevalence of diabetes per 100 000 (females)	38.8	70–116
Imprisonment rate per 100 000 adults	135	1625
Home ownership rate	71%	31%
Year 12 retention rate	74%	30%
Post-school qualifications	34%	14%
Average unemployment rate	7.5%	34%
Mean annual income	\$22 500	\$14 300

COUNCIL FOR RECONCILIATION.  
*How can we Advance Reconciliation?—Discussion Papers, 1999*

- (a) List FOUR historical reasons which help explain the differences between some of the national indicators for Aboriginal and non-Aboriginal Australians. **4**
- (b) Describe some contemporary factors which maintain the disadvantage reflected by these national indicators. **6**
- (c) Explain some of the steps needed to achieve real and measurable improvements in TWO or more of the following areas—health, employment, education, housing, law and justice. **10**

**End of paper**

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**B O A R D O F S T U D I E S**  
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# **ABORIGINAL STUDIES**

**2 UNIT**

**This stimulus material is for use with Question 1.**

**SOURCE A**

***The Draft Declaration for Reconciliation has been removed at the request of the Council for Aboriginal Reconciliation as the final Declaration has now been issued.***

**SOURCE B**

*Permission to reproduce Source B has not been received.  
Source B was a poster, 'Independence Beyond the Sunset,  
used in the NSW Aboriginal Land Council election in 1999.*

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