



HIGHER SCHOOL CERTIFICATE EXAMINATION

1995
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
CONTEXT

Marks

(20 Marks)

The question in this Section is **COMPULSORY**.
Answer the question in a *separate* Writing Booklet.

QUESTION 1

Read the words of these songs, then answer the questions on page 3.

TOOK THE CHILDREN AWAY

Like the promises they did not keep
And how they fenced us in like sheep
Said to us come take our hand
Set us up on mission land
Taught us to read and write their prayers,
Then they took the children away, took the children away.

ARCHIE ROACH

Mushroom Music, 1990.

BROWN SKIN BABY

My brown skin baby they take him away.
To a children's home a baby came
With new clothes on and a new name.
Day and night he would always say
Mummy, Mummy, why they take me away?

BOB RANDALL

© Bob Randall, 1984.

REAL NAME

Dear God
They have buried our past now
Those pink legislators
And stolen our names
They knew our mothers were black
So they came, and they took us away
And pinned on a label
One that's a lie

CHRIS ROBINSON and JACK DAVIS

Words by Jack Davis, music by Chris Robinson, 1993.
Adapted for the musical *1788 The Great South Land*.

QUESTION 1. (Continued)

Marks

Use the excerpts from the **THREE** songs and your knowledge to answer **ALL** the following parts.

- | | | |
|-----|---|----------|
| (a) | What is meant by a 'brown skin baby'? | 2 |
| (b) | Who are the 'pink legislators'? | 2 |
| (c) | When the children were taken away, where did they go? | 2 |
| (d) | Why were the children given 'new names' when they were taken away? | 3 |
| (e) | 'Like the promises they did not keep
And how they fenced us in like sheep' | 3 |

Explain what the writer means by these two lines.

- | | | |
|-----|--|----------|
| (f) | What attitudes to 'identity' are expressed in these songs? Include references to the songs in your answer. | 4 |
| (g) | How has the removal of children from their families affected Aboriginality? | 4 |

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 ways in which Aboriginal people express their culture. | 4 |
| (b) Describe examples of contemporary Aboriginal cultural expression in a region you have studied. Name and refer to a specific region. | 6 |
| (c) Discuss the ways in which Aboriginal people maintain their identity through cultural expression. | 10 |

QUESTION 3. Economic Systems

- | | |
|---|-----------|
| (a) List FOUR pre-invasion Aboriginal economic activities. | 4 |
| (b) Describe the economic practices of Aboriginal people in a region you have studied. Name and refer to a specific region. | 6 |
| (c) Discuss how invasion and dispossession affected technological and economic practices of Aboriginal people. | 10 |

QUESTION 4. Education

- | | |
|--|-----------|
| (a) List FOUR ways in which Aboriginal people learn from their Elders and their communities. | 4 |
| (b) Describe some ways in which Aboriginal people are involved in education in a region you have studied. Name and refer to a specific region. | 6 |
| (c) Discuss the effects of government and church systems of education on Aboriginal people. | 10 |

QUESTION 5. Law and Politics

- | | |
|--|-----------|
| (a) List FOUR ways in which pre-invasion Aboriginal societies governed themselves. | 4 |
| (b) Describe the effects of government legislation on Aboriginal people in a region you have studied. Name and refer to a specific region. | 6 |
| (c) Discuss the growth of political and civil-rights protests by Aboriginal people. | 10 |

QUESTION 6. Land Rights	Marks
(a) List FOUR ways in which Aboriginal people relate to land.	4
(b) Describe local Aboriginal Land Rights issues in a region you have studied. Name and refer to a specific region.	6
(c) Discuss the implications of Native Title legislation for Aboriginal people.	10
 QUESTION 7. Health and Medicine	
(a) List FOUR introduced diseases that affected Aboriginal people in the first fifty years after invasion.	4
(b) Describe Aboriginal health practices, medicine, and nutrition in a region you have studied. Name and refer to a specific region.	6
(c) Discuss the political and social changes that are needed to improve health services for Aboriginal people.	10

ASPECTS—COMPARATIVE STUDIES**Marks**

(20 Marks)

Attempt ONE question.

Both questions are of equal value.

QUESTION 8

Choose AT LEAST ONE of the following course aspects:

- cultural expression
- economic systems
- education
- law and politics
- Land Rights
- health and medicine.

Compare the experiences of the indigenous peoples in ONE of your Australian regional studies and your international regional study. Name the TWO communities you are comparing and use specific examples to answer the following.

- | | |
|---|-----------|
| (a) Outline the issues involved in the aspect(s) you have chosen. | 4 |
| (b) Compare the experiences in each community. | 6 |
| (c) Discuss the responses of each community. | 10 |

*OR***QUESTION 9****20**

Write an essay on AT LEAST ONE of the following issues:

- Aboriginal languages
- farming and land management
- family separation
- deaths in custody
- High Court decision on Native Title
- mortality rates.

In your essay, compare TWO Australian Aboriginal communities you have studied.

Give specific examples in your answer.

SECTION IV
ASPECTS—THE SYNTHESIS

Marks

(20 Marks)

Attempt ONE question.
All questions are of equal value.

EITHER

QUESTION 10

20

Discuss the relationships between Aboriginal peoples' identities and cultural heritage.

OR

QUESTION 11

20

Australia Day is celebrated on 26 January.

Discuss the relevance of Australia Day to Aboriginal people.

OR

QUESTION 12

20

This course has identified three contributing themes. They are:

- colonialism, racism, and prejudice
- heritage and identity
- social and political issues.

With reference to one of these themes, how has the introduction of Aboriginal Studies into your school impacted on you, your school, and your community?

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