

BOARD OF STUDIES
NEW SOUTH WALES

HIGHER SCHOOL CERTIFICATE EXAMINATION

1999
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
(20 Marks)

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) | In Source <i>A</i> , who are the TWO groups that the artist is suggesting will benefit from 'Learning Together'? | 2 |
| (b) | Jack Davis says, 'No need for separation.' (Source <i>B</i> , line 13). Name TWO issues that have separated the two groups. | 2 |
| (c) | List TWO initiatives that will help unite these groups. | 2 |
| (d) | What did the government policy of integration aim to achieve? | 3 |
| (e) | What does the process of reconciliation aim to achieve? | 3 |
| (f) | Explain how Source <i>A</i> and Source <i>B</i> each address the issue of improving race relations in Australia. | 4 |
| (g) | Jack Davis says, 'The past is done.' (Source <i>B</i> , line 20). Explain the extent to which past issues have been resolved. | 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 contemporary Aboriginal performers and/or groups involved in the field of music and/or dance. | 4 |
| (b) | Outline how TWO significant issues affecting Aboriginal communities are presented in contemporary music and/or dance. | 6 |
| (c) | Explain ways in which music and/or dance are promoting an understanding of Aboriginal identity. In your answer, name and refer to a specific region. | 10 |

QUESTION 3 Economic Systems

- | | | |
|-----|--|-----------|
| (a) | List FOUR ways the land provided for Aboriginal people. | 4 |
| (b) | Outline TWO ways contact with non-Aboriginal people has impacted on Aboriginal land use. | 6 |
| (c) | Explain the extent to which Aboriginal communities are achieving economic independence. In your answer, name and refer to a specific region. | 10 |

QUESTION 4 Education

- | | | |
|-----|--|-----------|
| (a) | List FOUR organisations and/or agencies whose main role is to provide educational opportunities for Aboriginal people. | 4 |
| (b) | Outline the roles of TWO of these organisations and/or agencies. | 6 |
| (c) | Explain the extent to which Aboriginal communities are being empowered through education. In your answer, name and refer to a specific region. | 10 |

QUESTION 5 Law and Politics	Marks
(a) List FOUR government policies and/or practices that have impacted on the lives of Aboriginal people.	4
(b) Outline the effects of TWO of these policies and/or practices on Aboriginal communities.	6
(c) Explain the extent to which Aboriginal communities are achieving legal and political equality. In your answer, name and refer to a specific region.	10
 QUESTION 6 Land Rights	
(a) List FOUR reasons why Land Rights are important for Aboriginal people.	4
(b) Outline TWO campaigns in which Aboriginal communities have worked to achieve Land Rights.	6
(c) Explain the ways in which Aboriginal communities are responding to Land Rights legislation. In your answer, name and refer to a specific region.	10
 QUESTION 7 Health and Medicine	
(a) List FOUR practices that helped Aboriginal people maintain good health, prior to invasion.	4
(b) Outline the causes of TWO major health problems currently faced by Aboriginal communities.	6
(c) Explain political and social changes that could improve the health status of Aboriginal communities. In your answer, name and refer to a specific region.	10

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

Compare and contrast the ways in which indigenous communities/peoples are addressing the ongoing effects of their colonial experiences. In your answer, refer to ONE of your Australian regional studies and your international study.

20

OR

QUESTION 9

Choose ONE of the course aspects listed below and answer parts (a), (b) and (c) using specific examples from the TWO Australian Aboriginal communities you have studied.

- Land Rights
- Cultural Expression
- Education
- Economic Systems
- Law and Politics
- Health and Medicine

- (a) List FOUR issues related to the aspect you have chosen. **4**
- (b) Identify the two Australian Aboriginal communities you have studied. Compare the experiences of each community in regard to TWO of the issues listed in part (a). **6**
- (c) Describe how successful each community has been in dealing with these TWO issues. **10**

SECTION IV
THE SYNTHESIS

Marks

(20 Marks)

Attempt ONE question.

ALL questions are of equal value.

Answer the question in a SEPARATE Writing Booklet.

EITHER

QUESTION 10

The tent embassy was set up in 1972 to protest against Aboriginal disadvantage generally, and in particular the McMahon Government's opposition to land rights. Back then it was just a few blue umbrellas and four angry men. The Government tried to evict them, but failed. It was peacefully pulled down three years later, then re-established in 1992.

The embassy has expanded. Now the main structure is decorated with handpainted signs about uranium mining, stolen children, deaths in custody, police harassment in Redfern, and genocide.

From an article reporting a suggestion
that the Tent Embassy be removed.
The Sydney Morning Herald, 30 January 1999

The quotation refers to a number of issues important to Aboriginal peoples. Choose ONE contemporary issue significant to Aboriginal peoples and discuss its development since 1972. In your answer, refer to AT LEAST ONE of the themes of the course listed below.

20

- Aboriginality and land
- Heritage and identity
- Colonialism, racism and prejudice
- Social and political issues

OR

QUESTION 11**Marks**

‘It won’t be good to showcase, of course, the third world conditions our people experience, but we must showcase the culture of our people as the longest surviving indigenous culture in the world’, Dr O’Donoghue said.

‘The Olympics is inclusive, the Olympics is reaching out, the Olympics is for all Australians, and the role of indigenous people is just as important as every other Australian’, NSW Olympics Minister Michael Knight said.

The Koori Mail, 21 October 1998

- | | | |
|-----|--|-----------|
| (a) | What ‘third world conditions’ are being referred to by Dr O’Donoghue? | 4 |
| (b) | Explain the importance of promoting Aboriginal culture at the Sydney Olympic Games. | 6 |
| (c) | Discuss the possible effects that these Games may have on progress towards reconciliation. | 10 |

OR

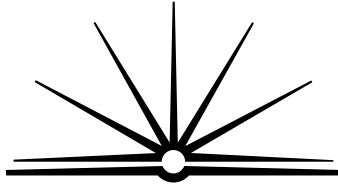
QUESTION 12

Over the last fifty years, Aboriginal peoples have made significant contributions to Australia’s cultural, sporting and political life. **20**

Discuss how these contributions have affected the relationship between Aboriginal and non-Aboriginal Australians.

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B O A R D O F S T U D I E S
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2 UNIT

This stimulus material is for use with Question 1.

SOURCE A

Learning Together



Council for
Aboriginal Reconciliation

'The two hands of different colour symbolise unity and tolerance between racial groups. I included the Aboriginal flag because I felt that they are discriminated against in our society, and it is important to fight such problems of discrimination in Australia.'

Artwork and quotation by a Year 10 student.

Council for Aboriginal Reconciliation

SOURCE B

Integration

Let these two worlds combine,
 Yours and mine.
 The door between us is not locked,
 Just ajar.
 There is no need for the mocking 5
 Or the mocked to stand afar
 With wounded pride
 Or angry mind,
 Or to build a wall to crouch and hide,
 To cry or sneer behind. 10

This is ours together,
 This nation —
 No need for separation.
 It is time to learn.
 Let us forget the hurt, 15
 Join hands and reach
 With hearts that yearn.

Your world and mine
 Is small.
 The past is done. 20
 Let us stand together,
 Wide and tall
 And God will smile upon us each
 And all
 And everyone. 25

JACK DAVID

*'Integration', Spirit Song: a collection of Aboriginal
 poetry, compiled by Lorraine Mafi-Williams, Scholastic
 Australia, 1993*

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