

**2003 HSC Notes from
the Marking Centre
Aboriginal Studies**

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2003 HSC NOTES FROM THE MARKING CENTRE ABORIGINAL STUDIES

This document has been produced for the teachers and candidates of the Stage 6 course in Aboriginal Studies. It provides comments with regard to responses to the 2003 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2003 Higher School Certificate Examination, the Marking Guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Aboriginal Studies.

General Comments

In 2003, 246 students attempted the Aboriginal Studies examination. The better responses showed a pleasing engagement with the subject. The quality of analysis in these responses was sophisticated and there was a high degree of cultural sensitivity.

In Section I, Part B, Question 2 – Health was the most popular. 209 students attempted this question. In terms of popularity this was followed by Question 3 – Education and Question 6 – Criminal Justice with equal numbers. Question 4 – Housing, Question 5 – Employment and Question 7 – Economic Independence had less than 30 responses each.

In Section II the majority of candidates attempted Question 9 – Heritage and Identity. The responses in Question 8 – Aboriginality and the Land displayed detailed knowledge and understanding of their local community.

In Section III the diversity of the major projects, and the fulfilment gained by many students in the completion of their projects, was obvious. It was also evident that close community consultation had occurred.

There was a small number of concerns noted by markers. These were as follows:

- Some candidates did not answer questions in a separate examination booklet.
- Some candidates did not read the examination instructions closely. In Section II only one question is to be answered, not both. Candidates are to attempt either Question 8 or Question 9.
- Students need to be reminded to carefully read, and follow, all examination instructions.
- Candidates need to clearly identify the Aboriginal and/or overseas communities which form the basis of their responses in Section I, Part B and Section II.
- Some candidates answered questions outside their study areas and for which they were not prepared. The responses to Question 4 were very weak, and came from individual students from 14 different centres.

- Some candidates were careless with terminology eg writing ‘Aboriginal’ as ‘aboriginal’; the use of the term ‘tribe’ when referring to Australian indigenous communities; writing about ‘scared sites’.

Section I

Part A

Question 1 – Social Justice and Human Rights Issues – A Global Perspective

General Comments

Section I Part A was compulsory, and comprised four short answer questions which asked for responses based on the sources and the students’ own knowledge.

The better responses were able to identify types of racism and social or human rights issues from the sources. They could answer parts (c) and (d) directly and used both the sources and their own knowledge. Better responses in (d) referred to both an Aboriginal and an overseas indigenous study.

Weaker responses tended to describe Source A and/or copy out Source B in (a) and (b). A disturbing feature of some responses this year was to ignore the sources altogether. Weaker responses tended to explain what stereotyping is, without explaining how Aboriginal people challenge stereotyping and bias in (c). In (d) failure to specifically identify communities was common and responses were vague and general. While these responses identified a human rights issue, they were vague about how it was being addressed.

Part B

Questions 2-7

Comments on Questions in Part B are restricted to Questions 2, 3 and 6 because the majority of candidates attempted these questions.

Question 2 – Health

- (a) The majority of responses identified specific and acceptable ways that Aboriginal people use their specialised knowledge of the natural environment to maintain health. Weaker responses concentrated on the pre-colonisation period and did not address the present, despite the verbs ‘use’ and ‘maintain’ contained in the question.
- (b) The better responses could quote statistical information and demonstrate a causal link in bringing about the change in Aboriginal health standards. Poorer responses merely cited statistics – sometimes of dubious authenticity.
- (c) The better responses in (c) demonstrated comprehensive knowledge of the way/s Aboriginal people are asserting their independence through health programs and initiatives. They also identified specific indigenous communities either through language groups or location. Weaker responses outlined programs and initiatives without relating the information to the question of asserting independence. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Navajo, the American Indians, the Maori of New Zealand. It is

important that communities chosen for study are appropriate for all the content dot points in the syllabus.

Question 3 – Education

- (a) The majority of responses identified specific and acceptable ways that Aboriginal peoples transfer and maintain their cultural and social life through education. Weaker responses concentrated on the pre-colonisation period and did not address the present situation.
- (b) The better responses could quote statistical information and demonstrate a causal link in bringing about change in Aboriginal people's participation in education. Poorer responses merely cited statistics – sometimes of dubious authenticity.
- (c) The better responses in (c) demonstrated comprehensive knowledge of the way/s Aboriginal people are asserting their independence through education programs and initiatives. They also identified specific indigenous communities either through language groups or location. Weaker responses outlined programs and initiatives without relating the information to the question of asserting independence. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Navajo, the American Indians, the Maori of New Zealand. It is important that communities chosen for study are appropriate for all the content dot points in the syllabus.

Question 6 – Criminal Justice

- (a) The majority of responses identified specific and acceptable ways that Aboriginal people maintain law and order. Weaker responses concentrated on the pre-colonisation period and did not address the present situation. Other responses described the judicial system in general Australian terms.
- (b) The better responses could quote statistical information and demonstrate a causal link in bringing about change for Aboriginal people in the criminal justice system. Poorer responses merely cited statistics – sometimes of dubious authenticity.
- (c) The better responses in (c) demonstrated comprehensive knowledge of the way/s Aboriginal people are asserting their independence through criminal justice programs and initiatives. They also identified specific indigenous communities either through language groups or location. Weaker responses outlined programs and initiatives without relating the information to the question of asserting independence. Other weaker responses referred to only one community, usually the Australian community. Overseas communities were often referred to in general terms eg the Maori of New Zealand, the Navajo.

Section II

Questions 8 and 9

In 2003 there was a more equal spread between the number of candidates doing these questions. Candidates should keep in mind the rubric for this section and ensure that their responses integrate course concepts and include reference to the Local Aboriginal Community Case Study.

Question 8 – Aboriginality and the Land

- (a) The better responses explained the irony of the source and used their own knowledge, including local examples, to discuss the government's effectiveness in overcoming racism and discrimination relating to land and water claims. They presented a balanced argument. Weaker responses concentrated on the source or their own knowledge which was often vague. They made no judgement on the effectiveness of government policies.
- (b) Better responses analysed the impact of land and water claims and used their Local Aboriginal Case Study in great detail. Their answers focused on major industries. Many could trace the path of quite complex land and water claims from their local case study. Weaker responses showed little analysis. They talked in vague terms about claims and had little idea of what claims applied to their area.

Question 9 – Heritage and Identity

- (a) Better responses used the source and their own knowledge to discuss the effectiveness of government policies in overcoming racism and discrimination in relation to Aboriginal heritage. Weaker responses merely summarised the source. These responses tended to use either the source or their own knowledge and showed little awareness of government policies.
- (b) Better responses used their Local Community Case Study in analysing the impact of the media representations on the wider community's perceptions of Aboriginal peoples. They fully understood each of the terms used in the question and provided cogent analysis. Weaker responses provided little analysis and wrote in general, Australia-wide terms, of national Aboriginal media personalities. These responses had difficulty engaging with the terms of the question.

Section III

Question 10 – Research and Inquiry Methods: Major Project

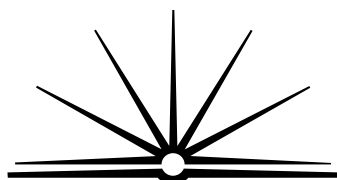
Candidates' projects covered a diverse range of topics and investigation.

- (a) Better responses listed two primary sources correctly. Weaker responses were not specific enough eg books, newspapers, internet. Other responses used the one source, stated in a different way eg community, elders.
- (b) Better responses wrote about their project and the processes they had gone through to ensure cultural differences and sensitivities were respected, and Aboriginal viewpoints expressed. It was obvious that many students had enjoyed and benefited from their consultation with their local community. Weaker responses simply described their project. Some were aware what the question was asking, but could not relate it to their project. Others failed to mention their project.

Aboriginal Studies

2003 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
1 (a)	2	Human Rights and Social Justice	H1.2
1 (b)	2	Human Rights and Social Justice	H1.2
1 (c)	6	Human Rights and Social Justice	H1.3, H4.3
1 (d)	10	Human Rights and Social Justice	H1.2, H3.3, H4.5
2 (a)	3	Health	H3.2
2 (b)	5	Health	H3.2
2 (c)	12	Health	H3.3, H4.1, H4.5
3 (a)	3	Education	H3.2
3 (b)	5	Education	H3.2
3 (c)	12	Education	H3.3, H4.1, H4.5
4 (a)	3	Housing	H3.2
4 (b)	5	Housing	H3.2
4 (c)	12	Housing	H3.3, H4.1, H4.5
5 (a)	3	Employment	H3.2
5 (b)	5	Employment	H3.2
5 (c)	12	Employment	H3.3, H4.1, H4.5
6 (a)	3	Criminal Justice	H3.2
6 (b)	5	Criminal Justice	H3.2
6 (c)	12	Criminal Justice	H3.3, H4.1, H4.5
7 (a)	3	Economic Independence	H3.2
7 (b)	5	Economic Independence	H3.2
7 (c)	12	Economic Independence	H3.3, H4.1, H4.5
8 (a)	10	Aboriginality and Land	H3.1, H3.3
8 (b)	20	Aboriginality and Land	H3.3, H4.1, H4.3
9 (a)	10	Heritage and Identity	H3.1, H3.3
9 (b)	20	Heritage and Identity	H3.3, H4.1, H4.3
10 (a)	2	Research and Inquiry Methods – Major Project	H4.1
10 (b)	8	Research and Inquiry Methods – Major Project	H4.3, H4.4



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Aboriginal Studies Marking Guidelines

Section I

Part A

Question 1 — Social Justice and Human Rights Issues – A Global Perspective

Question 1 (a)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO types of racism from Source <i>A</i>	2
• Identifies ONE type of racism from Source <i>A</i>	1

Question 1 (b)

Outcomes assessed: H1.2

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO Social Justice or Human Rights issues being addressed through the United Nations mentioned in Source <i>B</i>	2
• Identifies ONE Social Justice or Human Rights issue being addressed through the United Nations mentioned in Source <i>B</i>	1

Question 1 (c)*Outcomes assessed: H1.3, H4.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Clearly indicates the main features of two ways Aboriginal peoples challenge stereotyping and biasDemonstrates a sound knowledge and understanding of stereotyping and biasEffectively uses evidence from Sources <i>A</i> and/or <i>B</i> and their own knowledge to support their point(s)	5–6
<ul style="list-style-type: none">Indicates some features of two ways Aboriginal peoples challenge stereotyping and biasDemonstrates a knowledge and/or understanding of stereotyping and biasUses evidence from Sources <i>A</i> and/or <i>B</i> and/or their own knowledge to support their point(s)	3–4
<ul style="list-style-type: none">Limited mention of the ways Aboriginal peoples challenge stereotyping and/or bias AND/OR <ul style="list-style-type: none">Limited knowledge and/or understanding of stereotyping and/or bias AND/OR <ul style="list-style-type: none">Limited use of evidence from Sources <i>A</i> and/or <i>B</i> and/or their own knowledge	1–2

Question 1 (d)
Outcomes assessed: H1.2, H3.3, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of one human rights issue appropriate for both Australian and international Indigenous peoples • Integrates information from Sources <i>A</i> and/or <i>B</i> and their own knowledge to identify the human rights issue • Comprehensively examines the similarities and differences in the approaches/strategies used by both peoples to address the human rights issue • Makes clear and detailed reference to specific examples relevant to both Australian Indigenous peoples and international Indigenous peoples 	9–10
<ul style="list-style-type: none"> • Displays detailed knowledge and understanding of one human rights issue appropriate for both Australian and international Indigenous peoples • Uses information effectively from Sources <i>A</i> and/or <i>B</i> and their own knowledge to identify the human rights issue • Examines similarities and differences in the approaches/strategies used by both peoples to address the human rights issue • Makes clear reference to specific examples relevant to both Australian Indigenous peoples and international Indigenous peoples 	7–8
<ul style="list-style-type: none"> • Displays sound knowledge and understanding of one human rights issue appropriate for both Australian and international Indigenous peoples • Uses information from Sources <i>A</i> and/or <i>B</i> and their own knowledge to identify the human rights issue • Makes limited reference to similarities and/or differences relevant to the human rights issue • Makes limited reference to examples relevant to both Australian Indigenous peoples and international Indigenous peoples 	5–6
<ul style="list-style-type: none"> • Demonstrates some knowledge of one human rights issue appropriate for both Australian and international Indigenous peoples • Uses information from Sources <i>A</i> and/or <i>B</i> and may or may not use their own knowledge to identify the human rights issue • Makes limited reference to similarities and/or differences • Makes limited reference to/generalised description of examples 	3–4
<ul style="list-style-type: none"> • Limited reference to one human rights issue AND/OR <ul style="list-style-type: none"> • Recounts basic information from Sources <i>A</i> and/or <i>B</i> and/or their own knowledge related to human rights AND/OR <ul style="list-style-type: none"> • Expresses a personal point of view about human rights issues 	1–2

Section I**Part B****Question 2 — Health****Question 2 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 2 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Sound knowledge and understanding of Aboriginal health issues • Sound understanding of the use of appropriate statistical information • Makes a clear causal link between the use of statistical information and changes in Aboriginal health	4–5
• Some knowledge and understanding of Aboriginal health issues • Some understanding of the use of appropriate statistical information • Attempts to make causal links between the use of statistical information and changes in Aboriginal health	2–3
• Limited awareness of the importance of statistical information AND/OR • Limited knowledge and/or understanding about Aboriginal health issues AND/OR • Mentions the use of statistical information in Aboriginal health	1

Question 2 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through health programs/initiatives • Demonstrates specific and detailed knowledge and understanding of health issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through health programs/initiatives • Demonstrates sound knowledge and understanding of health issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts health strategies that address Aboriginal health issues • Demonstrates some knowledge and understanding of health issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recounts basic health strategies that address Aboriginal health issues • Demonstrates awareness of health issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Limited use of examples 	3–5
<ul style="list-style-type: none"> • Recalls basic information about health issues in their communities <p>AND/OR</p> <ul style="list-style-type: none"> • Recounts basic health strategies that address Aboriginal health issues <p>AND/OR</p> <ul style="list-style-type: none"> • Limited reference to an Australian Aboriginal community and/or an international Indigenous community <p>AND/OR</p> <ul style="list-style-type: none"> • Expresses a personal point of view about Australian and/or international health issues 	1–2

Question 3 — Education**Question 3 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 3 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Sound knowledge and understanding of Aboriginal education issues • Sound understanding of the use of appropriate statistical information • Makes a clear causal link between the use of statistical information and changes in Aboriginal participation	4–5
• Some knowledge and understanding of Aboriginal education issues • Some understanding of the use of appropriate statistical information • Attempts to make causal links between the use of statistical information and changes in Aboriginal participation	2–3
• Limited awareness of the importance of statistical information AND/OR • Limited knowledge and/or understanding about Aboriginal education AND/OR • Mentions the use of statistical information and/or Aboriginal participation	1

Question 3 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through education programs/initiatives • Demonstrates detailed and specific knowledge and understanding of education issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through education programs/initiatives • Displays sound knowledge and understanding of education issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts education strategies that address Aboriginal education issues • Demonstrates some knowledge and understanding of education issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recounts basic education strategies that address Aboriginal education issues • Demonstrates awareness of education issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Limited use of examples 	3–5
<ul style="list-style-type: none"> • Recalls basic information about education issues in their communities AND/OR • Recounts education strategies that address Aboriginal education issues AND/OR • Limited reference to an Australian Aboriginal community and/or an international Indigenous community AND/OR • Expresses a personal point of view about the Australian and/or international education experience 	1–2

Question 4 — Housing**Question 4 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 4 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Sound knowledge and understanding of Aboriginal housing issues • Sound understanding of the use of appropriate statistical information • Makes a clear causal link between the use of statistical information and changes in Aboriginal peoples' and communities' housing standards	4–5
• Some knowledge and understanding of Aboriginal housing issues • Some understanding of the use of appropriate statistical information • Attempts to make causal links between the use of statistical information and changes in Aboriginal peoples' and communities' housing standards	2–3
• Limited awareness of the importance of statistical information AND/OR • Limited knowledge and/or understanding about Aboriginal housing issues AND/OR • Mentions the use of statistical information about Aboriginal peoples' and communities' housing standards	1

Question 4 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through housing programs/initiatives • Demonstrates detailed and specific knowledge and understanding of housing issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through housing programs/initiatives • Displays sound knowledge and understanding of housing issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts housing strategies that address Aboriginal housing issues • Demonstrates some knowledge and understanding of housing issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recounts basic housing strategies that address Aboriginal housing issues • Demonstrates awareness of housing issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Limited use of examples 	3–5
<ul style="list-style-type: none"> • Recalls basic information about housing issues in their communities AND/OR • Recounts housing strategies that address Aboriginal housing issues AND/OR • Limited reference to an Australian Aboriginal community and/or an international Indigenous community AND/OR • Expresses a personal point of view about Australian and/or international housing issues 	1–2

Question 5 — Employment**Question 5 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 5 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sound knowledge and understanding of Aboriginal employment issues• Sound understanding of the use of appropriate statistical information• Makes a clear causal link between the use of statistical information and how they can bring about change in Aboriginal peoples' and communities' employment status	4–5
<ul style="list-style-type: none">• Some knowledge and understanding of Aboriginal employment issues• Some understanding of the use of appropriate statistical information• Attempts to make causal links between the use of statistical information and how they can bring about change in Aboriginal peoples' and communities' employment status	2–3
<ul style="list-style-type: none">• Limited awareness of the importance of statistical information AND/OR <ul style="list-style-type: none">• Limited knowledge and/or understanding about Aboriginal employment status AND/OR <ul style="list-style-type: none">• Mentions the use of statistical information and/or how they can bring about change in Aboriginal peoples' and communities' employment status	1

Question 5 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through employment programs/initiatives • Demonstrates detailed and specific knowledge and understanding of employment issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through employment programs/initiatives • Displays sound knowledge and understanding of employment issues in both communities • Names and refers to an Australian Aboriginal Community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts employment strategies that address Aboriginal employment issues • Demonstrates some knowledge and understanding of employment issues in both communities • Names and refers to an Australian Aboriginal Community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recounts basic employment strategies that address Aboriginal employment issues • Demonstrates awareness of employment issues in both communities • Names and refers to an Australian Aboriginal Community and an international Indigenous community • Limited use of examples 	3–5
<ul style="list-style-type: none"> • Recalls basic information about employment issues in their communities <p>AND/OR</p> <ul style="list-style-type: none"> • Recounts employment strategies that address Aboriginal employment issues <p>AND/OR</p> <ul style="list-style-type: none"> • Limited reference to an Australian Aboriginal community and/or an international Indigenous community <p>AND/OR</p> <ul style="list-style-type: none"> • Expresses a personal point of view about the Australian and/or international employment issues 	1–2

Question 6 — Criminal Justice System**Question 6 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 6 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sound knowledge and understanding of Aboriginal peoples' issues and the criminal justice system• Sound understanding of the use of appropriate statistical information• Makes a clear causal link between the use of statistical information and the bringing about of changes for Aboriginal peoples in the criminal justice system	4–5
<ul style="list-style-type: none">• Some knowledge and understanding of Aboriginal peoples' issues and the criminal justice system• Some understanding of the use of appropriate statistical information• Attempts to make causal links between the use of statistical information and the bringing about of changes for Aboriginal peoples in the criminal justice system	2–3
<ul style="list-style-type: none">• Limited awareness of the importance of statistical information AND/OR <ul style="list-style-type: none">• Limited knowledge and/or understanding about Aboriginal peoples' issues and the criminal justice system AND/OR <ul style="list-style-type: none">• Mentions the use of statistical information and how it might bring about change for Aboriginal peoples in the criminal justice system	1

Question 6 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through criminal justice programs/initiatives • Demonstrates detailed and specific knowledge and understanding of criminal justice system issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through criminal justice programs/initiatives • Displays sound knowledge and understanding of criminal justice system issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts criminal justice system strategies that address Aboriginal criminal justice system issues • Demonstrates some knowledge and understanding of criminal justice system issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recounts basic criminal justice system strategies that address Aboriginal criminal justice system issues • Demonstrates awareness of criminal justice system issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Limited use of examples 	3–5



Criteria	Marks
<ul style="list-style-type: none">• Recalls basic information about criminal justice system issues in their communities AND/OR <ul style="list-style-type: none">• Recounts criminal justice system strategies that address Aboriginal Criminal justice system issues AND/OR <ul style="list-style-type: none">• Limited reference to an Australian Aboriginal community and/or an international Indigenous community AND/OR <ul style="list-style-type: none">• Expresses a personal point of view about the Australian and/or international criminal justice system issues	1–2

Question 7 — Economic Independence**Question 7 (a)***Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies THREE ways	3
• Identifies TWO ways	2
• Identifies ONE way	1

Question 7 (b)*Outcomes assessed: H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Sound knowledge and understanding of Aboriginal economic independence issues• Sound understanding of the use of appropriate statistical information• Makes a clear causal link between the use of statistical information and changes in Aboriginal peoples' participation in the economy	4–5
<ul style="list-style-type: none">• Some knowledge and understanding of Aboriginal economic independence issues• Some understanding of the use of appropriate statistical information• Attempts to make causal links between the use of statistical information and changes in Aboriginal peoples' participation in the economy	2–3
<ul style="list-style-type: none">• Limited awareness of the importance of statistical information AND/OR <ul style="list-style-type: none">• Limited knowledge and/or understanding about Aboriginal economic independence AND/OR <ul style="list-style-type: none">• Mentions the use of statistical information about Aboriginal peoples' participation in the economy	1

Question 7 (c)
Outcomes assessed: H3.3, H4.1, H4.5
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Makes a clear judgement about how effectively both communities are reasserting their independence through economic programs/initiatives • Demonstrates detailed and specific knowledge and understanding of economic independence issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Competently develops a sustained and balanced argument using a range of specific examples from both communities 	11–12
<ul style="list-style-type: none"> • Makes a judgement about how effectively both communities are reasserting their independence through economic programs/initiatives • Displays sound knowledge and understanding of economic independence issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Develops an argument using examples from both communities 	9–10
<ul style="list-style-type: none"> • Recounts economic independence strategies that address Aboriginal economic independence issues • Demonstrates some knowledge and understanding of economic independence issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Uses examples 	6–8
<ul style="list-style-type: none"> • Recount basic economic independence strategies that address Aboriginal economic independence issues • Demonstrates awareness of economic independence issues in both communities • Names and refers to an Australian Aboriginal community and an international Indigenous community • Limited use of examples 	3–5
<ul style="list-style-type: none"> • Recalls basic information about economic independence issues in their communities <p>AND/OR</p> <ul style="list-style-type: none"> • Recounts economic independence strategies that address Aboriginal economic independence issues <p>AND/OR</p> <ul style="list-style-type: none"> • Limited reference to an Australian Aboriginal community and/or an international Indigenous community <p>AND/OR</p> <ul style="list-style-type: none"> • Expresses a personal point of view about the Australian and/or international economic independence issues 	1–2

Section II

Question 8 — Aboriginality and the Land

Question 8 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding of government policies and their impact on Aboriginal peoples' land/water claims • Clearly identifies experiences of Aboriginal peoples with regard to racism and discrimination • Closely refers to the source and provides detailed information from student's own knowledge to support understanding about land and water claims • Clearly identifies issues, providing points for and against government effectiveness in addressing racism and discrimination in land/water claims 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of government policies and their impact on Aboriginal peoples' land/water claims • Identifies some experiences of Aboriginal peoples with regard to racism and discrimination • Uses sources and information from student's own knowledge to support an understanding of Aboriginal land and water claims • Identifies some issues and provides some points for and against government effectiveness in addressing racism and discrimination in land/water claims 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of government policies and their impact on Aboriginal peoples' land/water claims • Makes limited identification of the experiences of Aboriginal peoples with regard to racism and discrimination • Refers to source and student's own knowledge to illustrate links to land/water for Aboriginal peoples • Makes statements about government effectiveness in addressing racism and discrimination in land/water claims 	5–6
<ul style="list-style-type: none"> • Recounts limited information about government policies • Recalls basic information about Aboriginal peoples' land/water claims • Makes limited reference to the source • Makes statements about discrimination and/or racism 	3–4
<ul style="list-style-type: none"> • Mentions information about land and/or water claims AND/OR <ul style="list-style-type: none"> • Makes indirect reference to the source AND/OR <ul style="list-style-type: none"> • Makes generalised statements about discrimination and/or racism and Aboriginal peoples' links to land and/or water 	1–2

Question 8 (b)
Outcomes assessed: H3.3, H4.1, H4.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Displays extensive knowledge and understanding of Aboriginal land/water claims • Clearly specifies the relationship between land and/or water claims and major industries they are affecting, and the implications these claims have on major industries • Presents a sustained, logical, well-structured and balanced response • Uses specific and detailed examples from their Local Community Case Study 	17–20
<ul style="list-style-type: none"> • Displays detailed knowledge and understanding of Aboriginal land/water claims • Identifies the relationship between land and/or water claims and some major industries, and some implications of these claims • Presents a sustained and coherent response • Uses appropriate examples from their Local Community Case Study 	13–16
<ul style="list-style-type: none"> • Displays knowledge and/or understanding of Aboriginal land/water claims • Recalls information about Aboriginal land/water claims and their effects on major industries • Presents a sustained response • Uses some examples from their Local Community Case Study 	9–12
<ul style="list-style-type: none"> • Displays limited knowledge and/or understanding of Aboriginal land/water claims • Recalls basic information about Aboriginal land/water claims • Recalls basic information about major industries • Refers to the Local Community Case Study. May be implied. 	5–8
<ul style="list-style-type: none"> • Mentions Aboriginal land/water claims <p>AND/OR</p> <ul style="list-style-type: none"> • Limited reference to major industries and/or relationships with Aboriginal people <p>AND/OR</p> <ul style="list-style-type: none"> • Identifies Local Community <p>AND/OR</p> <ul style="list-style-type: none"> • Expresses an opinion about Aboriginal land and/or water claims and/or major industries 	1–4

Question 9 — Heritage and Identity

Question 9 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates clear knowledge and understanding of racism and discrimination and their impact on expressions of Aboriginal peoples' heritage and identity • Clearly identifies governments' policies in addressing racism and discrimination • Closely refers to the source and provides detailed information from student's own knowledge to support understanding of Aboriginal heritage and identity • Clearly identifies issues, providing points for and against government effectiveness in addressing racism and discrimination relating to Aboriginal heritage and identity 	9–10
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of racism and discrimination and their impact on Aboriginal peoples • Identifies governments' policies in addressing racism and discrimination • Uses source and information from student's own knowledge to support an understanding of Aboriginal heritage and identity • Identifies some issues and provides some points for and against government effectiveness in addressing racism and discrimination relating to Aboriginal heritage and identity 	7–8
<ul style="list-style-type: none"> • Demonstrates some knowledge of racism and discrimination • Makes limited identification of governments' policies in addressing racism and discrimination • Refers to source and student's own knowledge, linking strategies to addressing/overcoming racism and discrimination • Makes statements about government effectiveness in addressing racism and discrimination relating to Aboriginal heritage and identity 	5–6
<ul style="list-style-type: none"> • Recounts limited information about racism and discrimination • Recalls basic information about governments' policies in addressing racism and discrimination • Makes limited reference to the source • Makes statements about Aboriginal heritage and identity 	3–4
<ul style="list-style-type: none"> • Mentions information about racism and/or discrimination AND/OR <ul style="list-style-type: none"> • Makes indirect reference to the source AND/OR <ul style="list-style-type: none"> • Makes generalised statements about racism and/or discrimination and/or Aboriginal heritage and identity 	1–2

Question 9 (b)
Outcomes assessed: H3.3, H4.1, H4.3
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Displays extensive knowledge and understanding of media representations of Aboriginal heritage and identity • Clearly specifies the relationship between media expressions of Aboriginal heritage and identity and the impact these expressions have on the wider community's perceptions of Aboriginal people • Presents a sustained, logical, well-structured and balanced response • Uses specific and detailed examples which may be from their Local Community Case Study 	17–20
<ul style="list-style-type: none"> • Displays detailed knowledge and understanding of media representations of Aboriginal people • Identifies the relationship between media expressions of Aboriginal heritage and identity and the impact these expressions have on the wider community's perceptions of Aboriginal people • Presents a sustained and coherent response • Uses appropriate examples which may be from their Local Community Case Study 	13–16
<ul style="list-style-type: none"> • Displays knowledge and understanding of media representations of Aboriginal people • Recalls information about media representations (negative and/or positive) of Aboriginal heritage and identity since the 1960s • Presents a sustained response • Uses some examples which may be from their Local Community Case Study 	9–12
<ul style="list-style-type: none"> • Displays limited knowledge and understanding of media representations of Aboriginal people • Recalls basic information about media representations of Aboriginal people • Recalls basic information about expressions of Aboriginal heritage and identity • May refer to the Local Community Case Study. May be implied. 	5–8
<ul style="list-style-type: none"> • Mentions information about media representations of Aboriginal people <p>AND/OR</p> <ul style="list-style-type: none"> • Limited reference to information about Aboriginal peoples' heritage and identity <p>AND/OR</p> <ul style="list-style-type: none"> • Identifies local community <p>AND/OR</p> <ul style="list-style-type: none"> • Expresses an opinion about Aboriginal heritage and identity and/or media and/or changes in representations 	1–4

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Outcomes assessed: H4.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies TWO examples of primary sources 	2
<ul style="list-style-type: none"> Identifies ONE example of a primary source 	1

Question 10 (b)

Outcomes assessed: H4.3, H4.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Displays detailed knowledge of appropriate research practices and how they were considered in assessing Aboriginal viewpoints Demonstrates that cultural differences and sensitivities were fully understood and addressed within the project Identifies issues and provides points for and/or against, using specific and relevant examples from student's major research project 	7–8
<ul style="list-style-type: none"> Displays knowledge of appropriate research practices and how they were considered in assessing Aboriginal viewpoints Demonstrates that cultural differences and sensitivities were understood and addressed within the project Identifies issues and provides points for and/or against, using examples from student's major research project 	5–6
<ul style="list-style-type: none"> Displays limited knowledge of appropriate research practices and how they were considered in assessing Aboriginal viewpoints Recounts information about the importance of cultural differences and sensitivities within the project Identifies issues and /or provides points for and/or against using limited/non-specific examples from student's major project 	3–4
<ul style="list-style-type: none"> Recounts basic information about research practices AND/OR <ul style="list-style-type: none"> Vague reference to assessing Aboriginal viewpoints AND/OR <ul style="list-style-type: none"> Recounts basic information about the importance of cultural differences and/or sensitivities AND/OR <ul style="list-style-type: none"> Mentions an example from the project Any combination of the above two points would gain TWO marks	1–2