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Centre Number

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Student Number

2005
HIGHER SCHOOL CERTIFICATE
EXAMINATION

Aboriginal Studies

General Instructions

- Reading time – 5 minutes
- Working time – 3 hours
- Write using black or blue pen
- Write your Centre Number and Student Number at the top of this page and page 17

Total marks – 100

Section I Pages 2–11

60 marks

This section has two parts, Part A and Part B

Part A – 20 marks

- Attempt Question 1
- Allow about 35 minutes for this part

Part B – 40 marks

- Attempt TWO questions from Questions 2–7
- Allow about 1 hour and 10 minutes for this part

Section II Pages 12–13

30 marks

- Attempt either Question 8 or Question 9
- Allow about 55 minutes for this section

Section III Pages 17–18

10 marks

- Attempt Question 10
- Allow about 20 minutes for this section

Section I
60 marks

Part A – 20 marks

Attempt Question 1

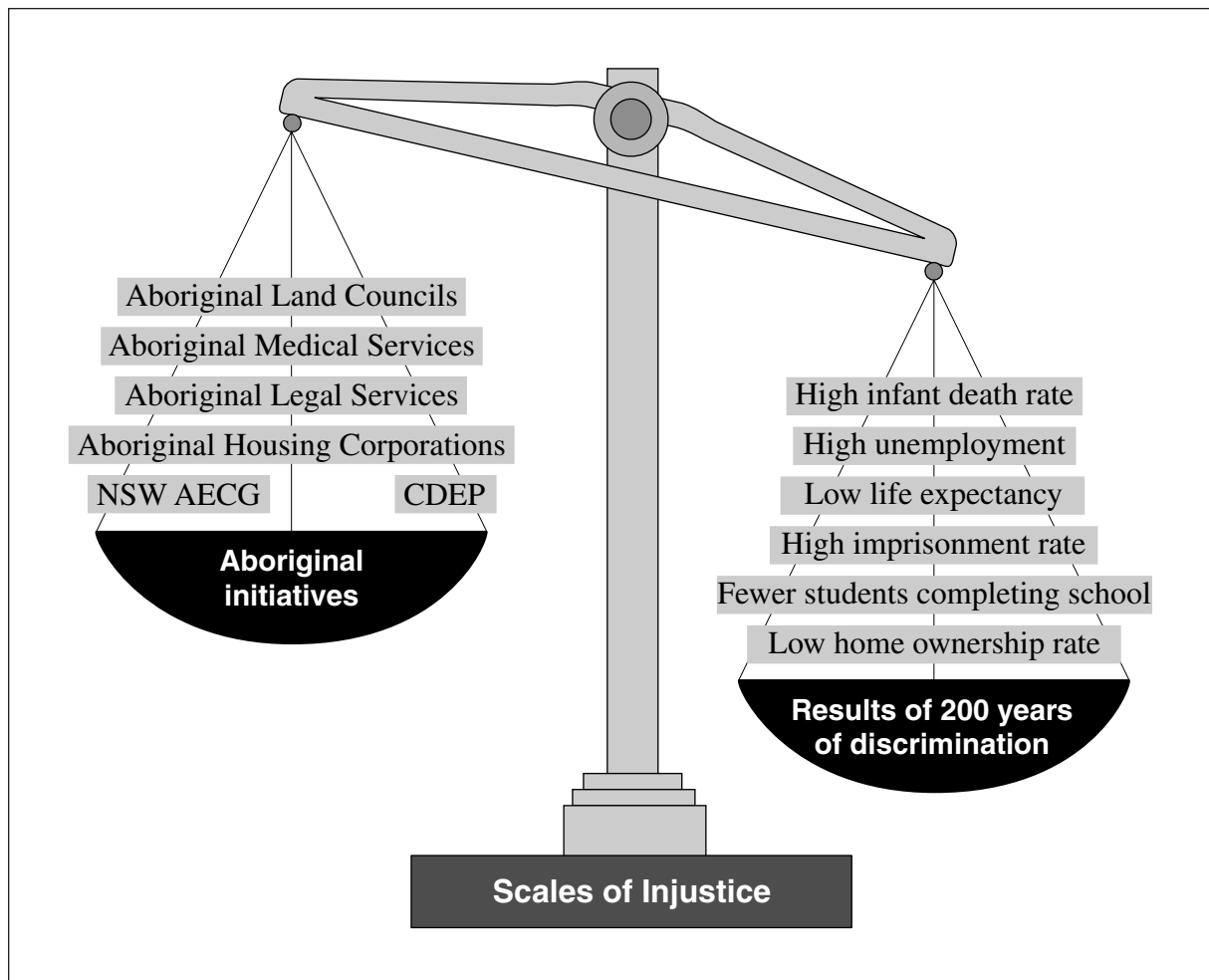
Allow about 35 minutes for this part

Answer the question in the spaces provided.

Question 1 — Social Justice and Human Rights Issues – A Global Perspective (20 marks)

Use Sources A and B and your own knowledge to answer parts (a)–(d).

Source A



Question 1 continues on page 3

Question 1 (continued)

Source B

Call for a treaty

Olga Havnen, of the NSW Aboriginal Land Council, noted the inequities in Australian healthcare, which meant only 74 cents was spent on the health of an Indigenous person for every dollar spent on a non-Indigenous person.

She estimated that an extra \$300 million was needed nationally each year to provide adequate and equitable healthcare services for Indigenous communities.

ALP president Dr Lawrence said Australia's failure to sign a treaty has created 'unacceptable standards' for Indigenous communities in health, education and quality of living. She cited the positive impact of agreements made by Canada, New Zealand and the US with their Indigenous populations.

'A proper treaty, from the whitefellas' side, should be a commitment to better understanding, better education, better cultural acknowledgement and sensitivity, and a great commitment to a two-way process' she said.

Senator Ridgeway, the Democrats' spokesman on Indigenous affairs, said that Indigenous people have to become the dominant players in their own lives.

Adapted from the *Koori Mail*, 22 September 2004
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Question 1 continues on page 4

Question 1 (continued)

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End of Question 1

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Aboriginal Studies

Section I (continued)

Part B – 40 marks

Attempt TWO questions from Questions 2–7

Allow about 1 hour and 10 minutes for this part

Answer each question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- use your knowledge
 - integrate course concepts throughout your response
 - present a sustained, logical and well-structured answer to the question
-

	Marks
Question 2 — Health (20 marks)	
(a) Outline ONE mainstream government program or strategy that addresses Aboriginal health issues.	3
(b) Identify ONE Aboriginal initiative that addresses Aboriginal health issues, and describe its impact.	5
(c) Compare the similarities and differences in health issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	12
 Question 3 — Education (20 marks)	
(a) Outline ONE mainstream government program or strategy that addresses Aboriginal education issues.	3
(b) Identify ONE Aboriginal initiative that addresses Aboriginal education issues, and describe its impact.	5
(c) Compare the similarities and differences in education issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	12

In your answers you will be assessed on how well you:

- use your knowledge
 - integrate course concepts throughout your response
 - present a sustained, logical and well-structured answer to the question
-

	Marks
Question 4 — Housing (20 marks)	
(a) Outline ONE mainstream government program or strategy that addresses Aboriginal housing issues.	3
(b) Identify ONE Aboriginal initiative that addresses Aboriginal housing issues, and describe its impact.	5
(c) Compare the similarities and differences in housing issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	12
 Question 5 — Employment (20 marks)	
(a) Outline ONE mainstream government program or strategy that addresses Aboriginal employment issues.	3
(b) Identify ONE Aboriginal initiative that addresses Aboriginal employment issues, and describe its impact.	5
(c) Compare the similarities and differences in employment issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community.	12

Question 6 — Criminal Justice (20 marks)

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| (a) Outline ONE mainstream government program or strategy that addresses Aboriginal criminal justice issues. | 3 |
| (b) Identify ONE Aboriginal initiative that addresses Aboriginal criminal justice issues, and describe its impact. | 5 |
| (c) Compare the similarities and differences in criminal justice issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. | 12 |

Question 7 — Economic Independence (20 marks)

- | | |
|---|-----------|
| (a) Outline ONE mainstream government program or strategy that addresses Aboriginal economic independence issues. | 3 |
| (b) Identify ONE Aboriginal initiative that addresses Aboriginal economic independence issues, and describe its impact. | 5 |
| (c) Compare the similarities and differences in economic independence issues facing Aboriginal and other Indigenous peoples. In your answer you must refer to an Australian Aboriginal community and an international Indigenous community. | 12 |

Please turn over

Section II

30 marks

Attempt either Question 8 or Question 9

Allow about 55 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- use your knowledge and the information provided
- integrate course concepts throughout your response
- present a sustained, logical and well-structured answer to the question
- use your Local Aboriginal Community Case Study in your answer

Marks

Question 8 — Aboriginality and the Land (30 marks)

- (a) Using Source C and your own knowledge, discuss challenges in achieving native title. 10

Source C

Cape York land rights win

Celebratory dances in the remote Cape York community of Aurukun heralded Federal Court recognition of native title rights in the Wik people's traditional country.

Justice Richard Cooper had earlier handed down two determinations* recognising native title rights of the Wik and Wik Way peoples on more than 1.2 million hectares of land across the central western Cape.

The determinations stem from the High Court's landmark Wik decision in 1996, which found native title could co-exist with pastoral leases.

They follow years of negotiations between traditional owners, pastoralists, commercial fishing interests and State and Federal governments.

Justice Cooper said, 'Through goodwill, the parties have achieved a mutually acceptable agreement which accommodates their particular interests.'

The native title determinations are the first in Queensland to be made over pastoral leases.

Claimant Gladys Tybingoompa said many of the original claimants had passed away since the claim process began.

Adapted from the *Koori Mail*,
20 October 2004

*determinations – *decisions*

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- (b) Analyse the importance of land and/or water rights to Aboriginal peoples' social and cultural lives. In your answer you must refer to your Local Aboriginal Community Case Study. 20

OR

Question 9 — Heritage and Identity (30 marks)

- (a) Using Source *D* and your own knowledge, discuss challenges in the renewal and maintenance of Aboriginal languages. 10

Source *D*

Minding the language: students give voice to endangered words

It's little lunch at Darlington Public school, and between mouthfuls of bread and peanut butter a young Aboriginal student is trying out her newly acquired skills in the Wiradjuri language.

'Nyan,' she says, pointing to her shy, sticky grin. 'Nyan – that's mouth.'

Although her Dhan-gadi family hail from the opposite end of the state to where the Wiradjuri language is spoken, she – as much as any seven-year-old is capable of seeing the bigger picture – knows she is contributing to the revitalisation* of a crucial part of Aboriginal culture under threat of extinction.

Darlington Public, in the inner Sydney suburb of Chippendale, where a quarter of the students are Aboriginal, is part of

a changing tide, precipitated by this country's first Indigenous languages policy.

Today, the NSW Education Minister, Andrew Refshauge, will launch the cornerstone of that policy – a new Aboriginal language syllabus for kindergarten to year 10, expected to be adopted by about 80 schools across the state from the beginning of next year.

Dr Refshauge said, 'We know that language is at the heart of Aboriginal culture and identity – revitalising languages is therefore critical to ensuring Aboriginal cultural identity is strong.'

Adapted from the *Sydney Morning Herald*,
30 July 2004

*revitalisation – *renewal and maintenance*

Reproduced with the permission of The Sydney Morning Herald.

- (b) Analyse the importance of contemporary expressions of Aboriginal heritage and identity to Aboriginal peoples' social and cultural lives. In your answer you must refer to your Local Aboriginal Community Case Study. 20

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