

**2007 HSC Notes from
the Marking Centre
Aboriginal Studies**

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2007 HSC NOTES FROM THE MARKING CENTRE ABORIGINAL STUDIES

Introduction

This document has been produced for the teachers and candidates of the Stage 6 Aboriginal Studies course. It contains comments on candidate responses to the 2007 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2007 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 in Stage 6.

General Comments

In 2007, 311 candidates attempted the Aboriginal Studies examination.

In Section I, Part B, Health was the most popular question, followed by Criminal Justice and Education. Housing, Economic Independence and Employment each had small candidatures.

In Section II, Question 8, Aboriginality and the Land, and Question 9, Heritage and Identity had similar numbers of candidates.

Responses in Section III demonstrated the diversity of the major projects, and the personal learning that many candidates gained through completing their projects. It was evident that members of Aboriginal communities had a significant and positive impact on the quality of students' work. Once again we acknowledge and thank them for their commitment to this course.

Candidates are reminded to:

- answer each question in a separate examination booklet
- read the examination instructions closely. In Section I, Part B only TWO questions are to be answered. In Section II only ONE question is to be answered: **either** Question 8 **or** Question 9
- identify clearly the Aboriginal and/or overseas communities which form the basis of their responses in Section I, Part B, and in Section II. Within the context of the Aboriginal Studies syllabus, a school is not a community
- answer questions for which they have prepared
- answer the question being asked. They should not present a prepared answer.

Section I

Part A

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

- (a) Most candidates identified two initiatives to achieve social justice.
- (b) Most candidates selected three problem areas faced by Indigenous people.
- (c) Better responses clearly described the results of an initiative from Source A.
- (d) Better responses explained the processes required to address social justice problems faced by Aboriginal and other Indigenous people using Source B and their own knowledge. Weaker responses made general statements about social justice but without referring specifically to both Australian and international Indigenous peoples. Candidates are reminded of the global perspective required in this question.

In the better responses to both (c) and (d), students used the sources and also their own knowledge. Students are reminded to link their answers to the sources. Students should also note the mark value of questions throughout the paper when planning the length of their responses.

Part B

Comments on questions in Part B are restricted to Questions 2, 3 and 6, which most students attempted.

Question 2 – Health

- (a) Better responses outlined one Aboriginal initiative on Aboriginal health issues. Weaker responses contained little detail, and/or referred to government initiatives. Some weaker responses confused ‘initiatives’ with ‘issues’.
- (b) Better responses described Aboriginal health standards and competently used relevant statistics to link socioeconomic status to health, clearly showing cause and effect. Weaker responses that included statistics did not always link them to the description.
- (c) Better responses analysed current Indigenous socioeconomic status and its impact on health. They also identified specific Indigenous communities by either language group or location, and gave detailed and specific information.

Weaker responses either made generalised statements about socioeconomic status without providing specific detail or they referred only to one community, usually the Australian community. Overseas communities were sometimes referred to but only in general terms, eg the Navajo, the American Indians or the Maori. Students are reminded that they should identify specific Indigenous communities. It is important that the communities chosen for study are appropriate for all the syllabus outcomes and content. Some weaker responses showed difficulty in understanding of the term ‘socioeconomic status’.

Question 3 – Education

- (a) Better responses outlined one Aboriginal initiative that addressed Aboriginal education issues. Weaker responses gave little detail, and/or wrote about government initiatives.
- (b) Better responses described the participation of Aboriginal people in education, and outcomes in education, and used relevant statistics. Some of the weaker responses included statistics but did not link them to the description.
- (c) Better responses analysed current Indigenous socioeconomic status and its impact on education. They also identified specific Indigenous communities by either language group or location, in detailed and specific responses.

Weaker responses contained either general statements about education and/or socioeconomic status without giving specific detail, or they referred to only one community – usually the Australian community. In some responses, overseas communities were referred to in general terms, eg the Navajo, the American Indians or the Maori. It is important that communities chosen for study are appropriate for all the syllabus outcomes and content.

Question 6 – Criminal Justice

- (a) Most responses outlined one Aboriginal initiative that addressed Aboriginal criminal justice issues.
- (b) Better responses described the involvement of Aboriginal people in the criminal justice system and included Aboriginal people on both sides of the system. While most responses cited relevant statistics in this question, the weaker responses did not show their relevance.
- (c) Better responses analysed current Indigenous economic status in relation to the criminal justice system. These discussed its importance in relation to the two communities. They also identified specific Indigenous communities by either language group or location; these responses were detailed and specific.

Weaker responses contained general statements about socioeconomic status but without details, or they referred to one community only – usually the Australian community. Overseas communities were sometimes referred to but only in general terms, eg the Navajo, the American Indians or the Maori. It is important that communities chosen for study are appropriate for all the syllabus outcomes and content. Weaker responses included irrelevant material from the Preliminary course.

Section II

Questions 8 and 9

Students 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) Better responses used Sources C and D and their own knowledge to examine in some detail the changes to the Native Title Act.

Weaker responses either ignored the sources, paraphrased the sources or did not examine the changes to the Native Title Act. Some wrote a prepared response on native title which was not relevant to the question.

- (b) Better responses discussed the impact of legislation on Indigenous land rights and native title with detailed reference to their Local Aboriginal Community Case Study. These responses showed a sophisticated understanding of the legislation.

Weaker responses showed little knowledge or understanding of the legislation. These tended to be general descriptions which did little more than mention their Local Aboriginal Community Case Study. Such responses did not clearly link the legislation, its impact and their local community.

Question 9 – Heritage and Identity

- (a) Better responses used the source and their own knowledge to examine the contribution of Aboriginal culture to Australian identity.

Weaker responses merely summarised the sources, while a number ignored them.

- (b) Better responses discussed the impact of legislation on Aboriginal culture and identity and showed a sound knowledge of the relevant legislation.

Weaker responses provided little discussion and wrote in general, Australia-wide terms, making no attempt to refer to their local community. Knowledge and understanding of the legislation was poor in the weaker responses.

Section III

Question 10 – Research and Inquiry Methods: Major Project

- (a) In the better responses, students explained why it was important to consult Aboriginal community members when gathering information for their major project. Weaker responses covered Aboriginal communities in general.

- (b) Stronger responses cited specific examples of their community consultation from their log book and their project.

Weaker responses did not refer either to their log book or project but rather wrote about the project without explaining what they had done or whom they had consulted.

Aboriginal Studies

2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Section I			
Part A			
1 (a)	2	Part 1 Social Justice & Human Rights	H1.2
1 (b)	3	Part 1 Social Justice & Human Rights	H1.2
1 (c)	5	Part 1 Social Justice & Human Rights	H1.2, H3.3
1 (d)	10	Part 1 Social Justice & Human Rights	H1.2, H2.3, H3.3
Section I			
Part B			
2 (a)	3	Part 1 - Health	H3.3
2 (b)	5	Part 1 - Health	H1.2, H2.3
2 (c)	12	Part 1 - Health	H2.3, H4.1, H4.5
3 (a)	3	Part 1 - Education	H3.3
3 (b)	5	Part 1 - Education	H1.2, H2.3
3 (c)	12	Part 1 - Education	H2.3, H4.1, H4.5
4 (a)	3	Part 1 - Housing	H3.3
4 (b)	5	Part 1 - Housing	H1.2, H2.3
4 (c)	12	Part 1 - Housing	H2.3, H4.1, H4.5
5 (a)	3	Part 1 - Employment	H3.3
5 (b)	5	Part 1 – Employment	H1.2, H2.3
5 (c)	12	Part 1 - Employment	H2.3, H4.1, H4.5
6 (a)	3	Part 1 – Criminal Justice	H3.3
6 (b)	5	Part 1 – Criminal Justice	H1.2, H2.3
6 (c)	12	Part 1 – Criminal Justice	H2.3, H4.1, H4.5
7 (a)	3	Part 1 – Economic Independence	H3.3
7 (b)	5	Part 1 – Economic Independence	H1.2, H2.3
7 (c)	12	Part 1 – Economic Independence	H2.3, H4.1, H4.5

Question	Marks	Content	Syllabus outcomes
Section II			
8 (a)	10	Aboriginality & the Land	H3.2
8 (b)	20	Aboriginality & the Land	H2.1, H3.2, H4.1
9 (a)	10	Heritage and Identity	H2.2
9 (b)	20	Heritage and Identity	H2.2, H3.2, H4.1
10 (a)	3	Research & Inquiry Methods	H4.2
10 (b)	2	Research & Inquiry Methods	H4.1, H4.2, H4.3

2007 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: HI.2

MARKING GUIDELINES

Criteria	Marks
• Identifies TWO initiatives from the source to achieve social justice	2
• Identifies ONE initiative from the source to achieve social justice	1

Question 1 (b)*Outcomes assessed: H1.2***MARKING GUIDELINES**

Criteria	Marks
• Selects from the source THREE problem areas faced by Indigenous people	3
• Selects from the source TWO problem areas faced by Indigenous people	2
• Selects from the source ONE problem area faced by Indigenous people	1

Question 1 (c)*Outcomes assessed: H1.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Provides the main features of the result(s) of ONE initiative from Source A	4–5
• Provides detailed information about the result(s) of ONE initiative from Source A	2–3
• Provides some information about an initiative from Source A OR • Makes a general comment about an initiative from Source A	1

Question 1 (d)*Outcomes assessed: H1.2, H2.3, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies processes and clearly demonstrates the relationship between the processes and attempts to address social justice problems• Provides detailed and relevant points about the processes• Makes clear reference to Source <i>B</i>	9–10
<ul style="list-style-type: none">• Identifies processes and demonstrates some relationship between the processes and attempts to address social justice problems• Provides relevant points about the processes• Refers to Source <i>B</i>	7–8
<ul style="list-style-type: none">• Identifies processes and may demonstrate a relationship between the processes and attempts to address social justice problems• Provides relevant points about the processes• Refers to Source <i>B</i> (may be implied)	5–6
<ul style="list-style-type: none">• Refers to a process (may be implied) for addressing social justice problems• Provides limited points about the process• May refer to Source <i>B</i>	3–4
<ul style="list-style-type: none">• Provides basic information about either<ul style="list-style-type: none">– social justice problems and/or– ways of addressing problems and/or– may make reference to Source <i>B</i> (may be implied)	1–2

Section I, Part B

Question 2 — Health

Question 2 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative that addresses an Aboriginal health issueProvides details of ONE of the features of the initiative OR mentions TWO features	3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative that addresses Aboriginal health issuesMentions ONE feature of the initiative	2
<ul style="list-style-type: none">Identifies an Aboriginal initiative that addresses Aboriginal health issues OR <ul style="list-style-type: none">Refers to a feature of an Aboriginal initiative	1

Question 2 (b)

Outcomes assessed: H1.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Displays sound knowledge of Aboriginal health standardsGives at least TWO relevant statistics	4–5
<ul style="list-style-type: none">Displays knowledge of Aboriginal health standards and/orGives TWO relevant statistics	2–3
<ul style="list-style-type: none">Refers to Aboriginal health standards AND/OR <ul style="list-style-type: none">Gives a statistic about health	1

Question 2 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Clearly identifies the relationship between socioeconomic status and the health of Australian and other Indigenous peoples • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes links between socioeconomic status and the health of Australian and other Indigenous peoples • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status and the health of Australian and other Indigenous peoples • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or health • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or health <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 3 — Education

Question 3 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses an Aboriginal education issue Provides details of ONE of the features of the initiative OR mentions TWO features 	3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses Aboriginal education issues Mentions ONE feature of the initiative 	2
<ul style="list-style-type: none"> Identifies an Aboriginal initiative that addresses Aboriginal education issues OR <ul style="list-style-type: none"> Refers to a feature of an Aboriginal initiative 	1

Question 3 (b)

Outcomes assessed: H1.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Displays sound knowledge about the participation and outcomes of Aboriginal people in education Gives at least TWO relevant statistics 	4–5
<ul style="list-style-type: none"> Displays knowledge about the participation and/or outcomes of Aboriginal people in education AND/OR <ul style="list-style-type: none"> Gives TWO relevant statistics 	2–3
<ul style="list-style-type: none"> Refers to the participation and/or outcomes of Aboriginal people in education AND/OR <ul style="list-style-type: none"> Gives a statistic about education 	1

Question 3 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples socioeconomic status • Clearly identifies the relationship between socioeconomic status and the education of Australian and other Indigenous peoples • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes links between socioeconomic status and the education of Australian and other Indigenous peoples • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status and the education of Australian and other Indigenous peoples • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or education • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or education <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 4 — Housing

Question 4 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses an Aboriginal housing issue Provides details of ONE of the features of the initiative OR mentions TWO features 	3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses Aboriginal housing issues Mentions ONE feature of the initiative 	2
<ul style="list-style-type: none"> Identifies an Aboriginal initiative that addresses Aboriginal housing issues OR <ul style="list-style-type: none"> Refers to a feature of an Aboriginal initiative 	1

Question 4 (b)

Outcomes assessed: H1.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Displays sound knowledge about Aboriginal peoples' housing standards Gives at least TWO relevant statistics 	4–5
<ul style="list-style-type: none"> Displays knowledge about Aboriginal peoples' housing standards AND/OR <ul style="list-style-type: none"> Gives TWO relevant statistics 	2–3
<ul style="list-style-type: none"> Refers to Aboriginal peoples' housing standards AND/OR <ul style="list-style-type: none"> Gives a statistic about housing 	1

Question 4 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Clearly identifies the relationship between socioeconomic status and the housing of Australian and other Indigenous peoples • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes links between socioeconomic status and the housing of Australian and other Indigenous peoples • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status and the housing of Australian and other Indigenous peoples • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or housing • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or housing <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 5 — Employment**Question 5 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative that addresses an Aboriginal employment issueProvides details of ONE of the features of the initiative OR mentions TWO features	3
<ul style="list-style-type: none">Identifies ONE Aboriginal initiative that addresses Aboriginal employment issuesMentions ONE feature of the initiative	2
<ul style="list-style-type: none">Identifies an Aboriginal initiative that addresses Aboriginal employment issues OR <ul style="list-style-type: none">Refers to a feature of an Aboriginal initiative	1

Question 5 (b)*Outcomes assessed: H1.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Displays sound knowledge about Aboriginal peoples' employment statusGives at least TWO relevant statistics	4–5
<ul style="list-style-type: none">Displays knowledge about Aboriginal peoples' employment status AND/OR <ul style="list-style-type: none">Gives TWO relevant statistics	2–3
<ul style="list-style-type: none">Refers to Aboriginal peoples' employment status AND/OR <ul style="list-style-type: none">Gives a statistic about employment	1

Question 5 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Clearly identifies the relationship between the socioeconomic status and employment of Australian and other Indigenous peoples • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes links between the socioeconomic status and employment of Australian and other Indigenous peoples • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status and the employment of Australian and other Indigenous peoples • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or employment • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or employment <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 6 — Criminal Justice System

Question 6 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses an Aboriginal criminal justice issue Provides details of ONE of the features of the initiative OR mentions TWO features 	3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses Aboriginal criminal justice issues Mentions ONE feature of the initiative 	2
<ul style="list-style-type: none"> Identifies an Aboriginal initiative that addresses Aboriginal criminal justice issues OR <ul style="list-style-type: none"> Refers to a feature of an Aboriginal initiative 	1

Question 6 (b)

Outcomes assessed: H1.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Displays sound knowledge about the involvement of Aboriginal people in the criminal justice system Gives at least TWO relevant statistics 	4–5
<ul style="list-style-type: none"> Displays knowledge about the involvement of Aboriginal people in the criminal justice system AND/OR <ul style="list-style-type: none"> Gives TWO relevant statistics 	2–3
<ul style="list-style-type: none"> Refers to the involvement of Aboriginal people in the criminal justice system AND/OR <ul style="list-style-type: none"> Gives a statistic about the criminal justice system 	1

Question 6 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Clearly identifies the relationship between the socioeconomic status of Australian and other Indigenous peoples and the criminal justice system • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes links between the socioeconomic status of Australian and other Indigenous peoples and the criminal justice system • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status of Australian and other Indigenous peoples and the criminal justice system • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or involvement in the criminal justice system • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or involvement in the criminal justice system <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Question 7 — Economic Independence

Question 7 (a)

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses an Aboriginal economic independence issue Provides details of ONE of the features of the initiative OR mentions TWO features 	3
<ul style="list-style-type: none"> Identifies ONE Aboriginal initiative that addresses Aboriginal economic independence issues Mentions ONE feature of the initiative 	2
<ul style="list-style-type: none"> Identifies an Aboriginal initiative that addresses Aboriginal economic independence issues OR <ul style="list-style-type: none"> Refers to a feature of an Aboriginal initiative 	1

Question 7 (b)

Outcomes assessed: H1.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Displays sound knowledge about Aboriginal peoples' economic status Gives at least TWO relevant statistics 	4–5
<ul style="list-style-type: none"> Displays knowledge about Aboriginal peoples' economic status AND/OR <ul style="list-style-type: none"> Gives TWO relevant statistics 	2–3
<ul style="list-style-type: none"> Refers to economic status of Aboriginal peoples AND/OR <ul style="list-style-type: none"> Gives a statistic about Aboriginal economic status 	1

Question 7 (c)

Outcomes assessed: H2.3, H4.1, H4.5

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Provides a sustained, logical and well-structured response • Displays extensive knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Clearly identifies the relationship between the socioeconomic status and economic independence of Australian and other Indigenous peoples • Makes detailed references to an Australian and an international Indigenous community 	10–12
<ul style="list-style-type: none"> • Provides a structured and logical response • Displays sound knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Makes the links between the socioeconomic status and economic independence of Australian and other Indigenous peoples • Makes references to an Australian and an international Indigenous community 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge and understanding of Australian and other Indigenous peoples' socioeconomic status • Attempts to make links between socioeconomic status and economic independence of Australian and other Indigenous peoples • Makes reference to an Australian and/or an international Indigenous community 	4–6
<ul style="list-style-type: none"> • Demonstrates limited knowledge and/or understanding of Australian and other Indigenous peoples' socioeconomic status and/or economic independence • Makes limited reference to an Australian or an international Indigenous community 	2–3
<ul style="list-style-type: none"> • Recounts basic information about Australian and/or other Indigenous peoples' socioeconomic status and/or economic independence <p>AND/OR</p> <ul style="list-style-type: none"> • Makes limited non-specific reference to Indigenous communities 	1

Section II

Question 8 — Aboriginality and the Land

Question 8 (a)

Outcomes assessed: H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents a sustained, logical and well-structured response • Displays a thorough understanding of the implications of changes to the <i>Native Title Act</i> • Integrates relevant information from Sources <i>C</i> and <i>D</i> 	9–10
<ul style="list-style-type: none"> • Presents a structured and logical response • Displays a sound understanding of the implications of changes to the <i>Native Title Act</i> • Makes specific links to information from Sources <i>C</i> or <i>D</i> 	7–8
<ul style="list-style-type: none"> • Displays some understanding of the <i>Native Title Act</i> and/or the changes to the <i>Native Title Act</i> • Makes limited reference to Sources <i>C</i> or <i>D</i> (may be implied) 	5–6
<ul style="list-style-type: none"> • Displays limited knowledge of the <i>Native Title Act</i> AND/OR <ul style="list-style-type: none"> • Mentions changes to the <i>Native Title Act</i> (may be implied) AND/OR <ul style="list-style-type: none"> • Makes limited reference to Sources <i>C</i> or <i>D</i> (may be implied) 	3–4
<ul style="list-style-type: none"> • Provides basic information about native title AND/OR <ul style="list-style-type: none"> • May make reference to Source <i>C</i> or <i>D</i> 	1–2

Question 8 (b)*Outcomes assessed: H2.1, H3.2, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured response• Displays extensive knowledge of the positive and/or negative impact of legislation on land rights and native title• Makes specific and detailed references to the Local Community Case Study	17–20
<ul style="list-style-type: none">• Presents a structured and logical response• Displays detailed knowledge of the positive and/or negative impact of legislation on land rights and native title• Makes specific reference to the Local Community Case Study	13–16
<ul style="list-style-type: none">• Displays knowledge of the positive and/or negative impact of legislation on land rights and native title• Makes reference to the Local Community Case Study	9–12
<ul style="list-style-type: none">• Displays limited knowledge of the positive and/or negative impact of legislation on land rights and/or native title• Makes limited reference to the Local Community Case Study	5–8
<ul style="list-style-type: none">• Displays basic information on land rights and/or native title AND/OR <ul style="list-style-type: none">• May make limited reference to the Local Community Case Study	1–4

Question 9 — Heritage and Identity**Question 9 (a)***Outcomes assessed: H2.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured response• Displays a thorough understanding of the contribution of Aboriginal culture to Australian identity• Integrates relevant information from Sources <i>E</i> and <i>F</i>	9–10
<ul style="list-style-type: none">• Presents a structured and logical response• Displays a sound understanding of the contribution of Aboriginal culture to Australian identity• Makes specific links to information from Sources <i>E</i> or <i>F</i>	7–8
<ul style="list-style-type: none">• Displays some understanding of the contribution of Aboriginal culture to Australian identity• Makes limited reference to Sources <i>E</i> or <i>F</i> (may be implied)	5–6
<ul style="list-style-type: none">• Displays limited knowledge of Aboriginal culture AND/OR <ul style="list-style-type: none">• Mentions the contribution of Aboriginal culture to Australian identity AND/OR <ul style="list-style-type: none">• Makes limited reference to Sources <i>E</i> or <i>F</i> (may be implied)	3–4
<ul style="list-style-type: none">• Provides basic information about Aboriginal culture AND/OR <ul style="list-style-type: none">• May make reference to Source <i>E</i> or <i>F</i>	1–2

Question 9 (b)*Outcomes assessed: H2.2, H3.2, H4.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Presents a sustained, logical and well-structured response• Displays extensive knowledge of the positive and/or negative impact of legislation on Aboriginal culture and identity• Makes specific and detailed references to the Local Community Case Study	17–20
<ul style="list-style-type: none">• Presents a structured and logical response• Displays detailed knowledge of the positive and/or negative impact of legislation on Aboriginal culture and identity• Makes specific reference to the Local Community Case Study	13–16
<ul style="list-style-type: none">• Displays knowledge of the positive and/or negative impact of legislation on Aboriginal culture and identity• Makes reference to the Local Community Case Study	9–12
<ul style="list-style-type: none">• Displays limited knowledge of the positive and/or negative impact of legislation on Aboriginal culture and/or identity• Makes limited reference to the Local Community Case Study	5–8
<ul style="list-style-type: none">• Displays basic information on Aboriginal culture and/or identity AND/OR <ul style="list-style-type: none">• May make limited reference to the Local Community Case Study	1–4

Section III

Question 10 — Research and Inquiry Methods – Major Project

Question 10 (a)

Outcomes assessed: H4.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides reasons for the importance of consultation with Aboriginal community members or organisations in gathering information for the major project	3
<ul style="list-style-type: none">Provides a reason for the importance of consultation with Aboriginal community members or organisations in gathering information for the major project	2
<ul style="list-style-type: none">Makes a general statement about community consultation OR the major project	1

Question 10 (b)

Outcomes assessed: H4.1, H4.2, H4.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Provides detailed evidence of Aboriginal community consultationClearly demonstrates how this consultation was reflected in the logbook and project	6–7
<ul style="list-style-type: none">Provides evidence of Aboriginal community consultationDemonstrates how this consultation was reflected in the logbook or project	4–5
<ul style="list-style-type: none">Provides limited evidence about Aboriginal community consultation AND/OR <ul style="list-style-type: none">Limited reference to the logbook or project	2–3
<ul style="list-style-type: none">Makes a general point about Aboriginal community consultation AND/OR <ul style="list-style-type: none">Refers to the logbook or major project	1