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Centre Number

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Student Number

2013
HIGHER SCHOOL CERTIFICATE
EXAMINATION

Aboriginal Studies

General Instructions

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

Total marks – 100

Section I Pages 2–12

55 marks

Part A – 25 marks

- Attempt Questions 1–10
- Allow about 45 minutes for this part

Part B – 15 marks

- Attempt ONE question from Questions 11–16
- Allow about 25 minutes for this part

Part C – 15 marks

- Attempt Question 17
- Allow about 25 minutes for this part

Section II Pages 13–14

15 marks

- Attempt Question 18
- Allow about 25 minutes for this section

Section III Pages 15–16

30 marks

- Attempt either Question 19 or Question 20
- Allow about 1 hour for this section

Section I — Social Justice and Human Rights Issues

55 marks

Part A – The Global Perspective

25 marks

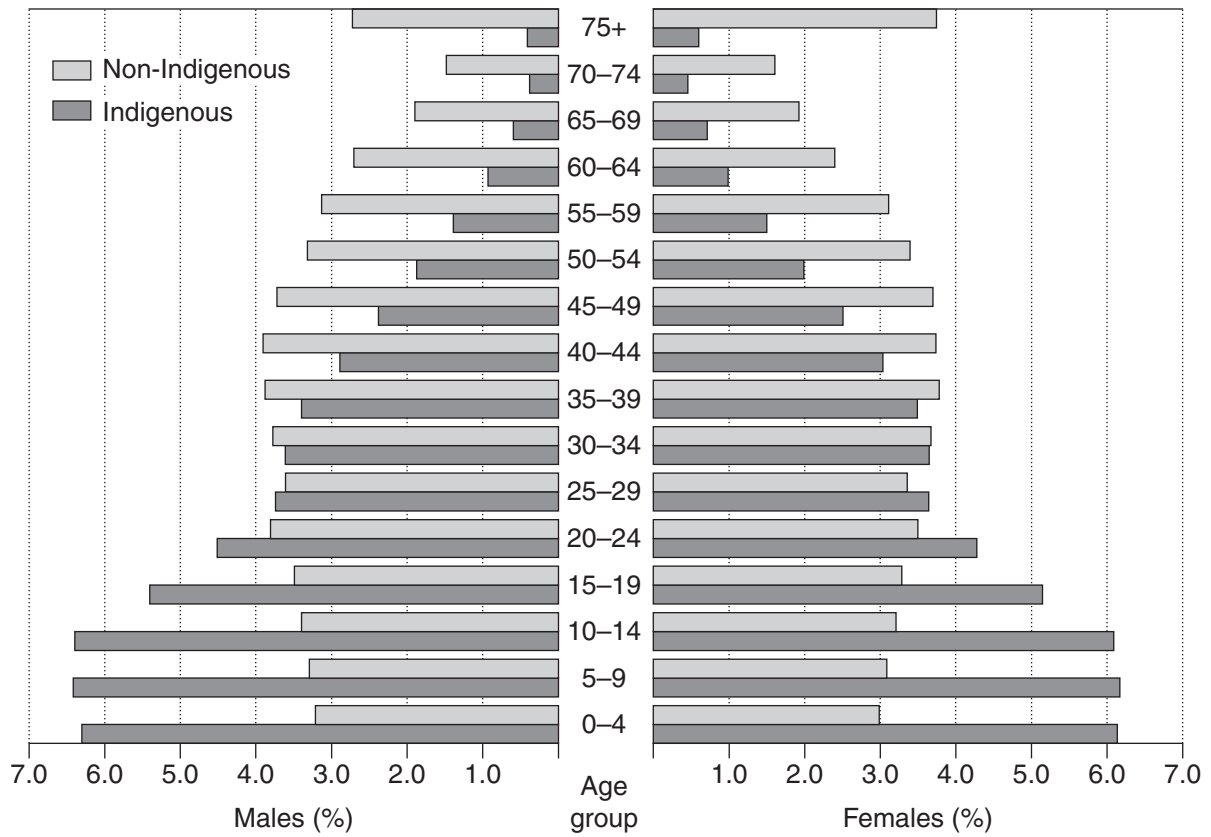
Attempt Questions 1–10

Allow about 45 minutes for this part

For multiple-choice questions, fill in the response oval next to the alternative that best answers the question. For other questions, answer in the spaces provided. These spaces provide guidance for the expected length of response.

- 1 What was the significance of the Mabo decision for Aboriginal people? **1**
- (A) It legislated the right to vote in elections.
 - (B) It recognised prior ownership of the land.
 - (C) It created equal employment opportunities.
 - (D) It provided greater access to health services.
- 2 How is social justice for Aboriginal people best defined? **1**
- (A) People having equal access to housing
 - (B) The participation of people in decision making
 - (C) The acknowledgement of prior ownership of land
 - (D) The principle that favours measures aimed at addressing inequities

3 The graph shows the Indigenous and non-Indigenous population profile of Australia, June 2006.



Australian Bureau of Statistics

What information does the graph provide about Indigenous Australians compared to non-Indigenous Australians?

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4 Outline ONE government initiative that attempts to address the life expectancy differences between Indigenous and non-Indigenous Australians. **3**

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5 What is the significance of the *Racial Discrimination Act 1975* (Cth) for Aboriginal people? **4**

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- 6** Which of the following is an example of a ‘Closing the Gap’ initiative? **1**
- (A) Establishing Local Land Councils
 - (B) Achieving health equality for Aboriginal people
 - (C) Gaining land rights for Aboriginal communities
 - (D) Improving the political status of Aboriginal people

- 7** Which of the following terms best describes the process of addressing Aboriginal and Torres Strait Islander peoples’ disadvantage? **1**
- (A) Assimilation
 - (B) Integration
 - (C) Reconciliation
 - (D) Self-determination

- 8** Which of the following shows the correct chronological order of events? **1**
- (A) Gurindji walk off, Mabo decision, Native Title legislation, Wik decision
 - (B) Mabo decision, Gurindji walk off, Wik decision, Native Title legislation
 - (C) Wik decision, Native Title legislation, Mabo decision, Gurindji walk off
 - (D) Gurindji walk off, Native Title legislation, Wik decision, Mabo decision

9 Describe how ONE government policy or piece of legislation has addressed the legal status of Aboriginal peoples in Australia. **4**

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10

Social justice is what faces you in the morning. It is awakening in a house with adequate water supply, cooking facilities and sanitation. It is the ability to nourish your children and send them to school where their education not only equips them for employment but reinforces their knowledge and understanding of their cultural inheritance. It is the prospect of genuine employment and good health: a life of choices and opportunity, free from discrimination.

MICK DODSON

*Annual Report of the Aboriginal and Torres Strait Islander
Social Justice Commissioner, 1993*

With reference to the source provided, describe an initiative that has been used by governments to address issues of social justice.

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Aboriginal Studies

Section I (continued)

Part B – Comparative Study

15 marks

Attempt ONE question from Questions 11–16

Allow about 25 minutes for this part

Answer part (a) of the question in a writing booklet.

Answer part (b) of the question in a SEPARATE writing booklet.

Extra writing booklets are available.

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

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 11 — Health (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Explain why initiatives that address Aboriginal health issues should be culturally appropriate. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) How effective have government programs been in addressing the health status of Aboriginal and other Indigenous peoples? **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

OR

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

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 12 — Education (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe a culturally appropriate initiative that has been effective in improving Aboriginal education outcomes. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Explain the impact of government programs on the educational outcomes of Aboriginal and other Indigenous peoples. **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

OR

Question 13 — Housing (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe a culturally appropriate initiative which addresses Aboriginal housing issues. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) How effective have government programs been in addressing Aboriginal and other Indigenous peoples' housing issues? **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

OR

Question 14 — Employment (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe a culturally appropriate initiative to improve the status of Aboriginal employment. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) Explain the impact of government programs on the current employment status of Aboriginal and other Indigenous peoples. **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

OR

Question 15 — Criminal Justice (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Describe Aboriginal peoples' initiatives in developing culturally appropriate programs that address criminal justice issues. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) How effective have government programs been in addressing the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system? **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

OR

Question 16 — Economic Independence (15 marks)

Answer part (a) of the question in a writing booklet.

- (a) Explain how culturally appropriate initiatives can improve the economic status of Aboriginal people. **5**

Answer part (b) of the question in a SEPARATE writing booklet.

- (b) How effective have government programs been in providing for the economic independence of Aboriginal and other Indigenous peoples? **10**

In your response, refer to both an Australian Indigenous community and an international Indigenous community.

Section I (continued)

Part C – Global Perspective and Comparative Study

15 marks

Attempt Question 17

Allow about 25 minutes for this part

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

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

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 17 (15 marks)

Evaluate the impact of racism on Aboriginal and other Indigenous peoples from the 1960s onwards.

In your answer, refer to both an Australian Indigenous community and an international Indigenous community and TWO of the following topics:

- Health
- Education
- Housing
- Employment
- Criminal justice
- Economic independence.

Section II

15 marks

Attempt Question 18

Allow about 25 minutes for this section

Answer parts (a) and (b) of the question in a writing booklet.

Answer part (c) of the question in a SEPARATE writing booklet.

Extra writing booklets are available.

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

- demonstrate knowledge and understanding relevant to the question
 - communicate using relevant concepts and terms
 - present a sustained, logical and cohesive response
-

Question 18 — Research and Inquiry Methods (15 marks)

Please turn over

Question 18 — Research and Inquiry Methods (15 marks)

Taungurung alive in dictionary

Lee Healy spent four years researching, consulting and writing for the Taungurung dictionary, launched last month at the Koorie Heritage Trust by the Taungurung Clans Aboriginal Corporation (TCAC) and the Victorian Aboriginal Corporation for Languages (VACL).

‘For Taungurung people past, present and future, here is the document you have been waiting for: Liwik-nganjin-al nguladhan – Yaawinbu yananinon (our ancestors’ language – enjoy the journey),’ Ms Healy writes in the foreword to the dictionary.

...

The dictionary project began in 2001 with a group of

people: the Daungwurrung Elders Committee, VACL and language worker Bill Nicholson Jr.

Over time, Garry Hansen, Aunty Judy Monk (now passed away) and eventually Lee Healy took over the main language worker role.

Ms Healy decided that to properly recover Taungurung language, she needed to go back to 19th century records.

She had to learn how people with ‘English-speaker ears’ heard the sounds of the old language, how they spelt the sounds according to their own understanding, and how to work backwards from those spellings to rediscover what the sounds really were.

She also had to learn about the differences in meanings between Aboriginal languages and English and how Taungurung meanings were represented in English by the white collectors.

The Taungurung dictionary’s main purpose is to return the language and cultural knowledge back to the community.

...

The dictionary is dedicated to Elders Aunty Judy Monk-Slattery-Patterson, Uncle Brian Patterson and Aunty Joyce Moate-Patterson.

Extract from *The Koori Mail*
21 March 2012

Answer parts (a) and (b) of the question in a writing booklet.

- (a) What resources and methods of investigation did the author, Lee Healy, use? **2**
- (b) What difficulties may the author have experienced in conducting the research? **3**

Answer part (c) of the question in a SEPARATE writing booklet.

- (c) The author undertook a long process to ensure the dictionary language was correct. Explain the ethical practices that should be used to ensure research is reliable and reflects Aboriginal perspectives. **10**

Section III

30 marks

Attempt either Question 19 or Question 20

Allow about 1 hour 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:

- demonstrate knowledge and understanding relevant to the question
- communicate using relevant concepts and terms
- present a sustained, logical and cohesive response

Question 19 — Aboriginality and the Land (30 marks)

Refer to the following sources and use your own knowledge to answer Question 19.

Source A



Image from the Tent Embassy Canberra
The Koori Mail, 8 February 2012

Source B

Gary Foley, a leading Indigenous activist from the 1970s and now a historian ... emphasised the importance of Aboriginal resistance after the First Fleet arrived indicating that there is a common thread which runs through all the 20th Century Aboriginal resistance organisations to the Tent Embassy.

Extract from *GLW* issue 843, 4 July 2010

- (a) Describe the efforts made by Aboriginal peoples to reassert their sovereign title to Country. **10**
- (b) Assess the effect on Australian Indigenous communities of land and water rights legislation and cases AND/OR native title legislation and cases. **10**

In your answer, refer to at least ONE Australian Indigenous community. **20**

OR

Question 20 — Heritage and Identity (30 marks)

Refer to the following sources and use your own knowledge to answer Question 20.

Source C

Through our art, our performance and our music we show that Indigenous culture today is fresh, contemporary, vibrant, innovative and above all relevant.

RHODA ROBERTS
The Koori Mail, 8 October 1997

Source D — Poster



- (a) Describe the importance of Aboriginal peoples' culture in contemporary Australian society. **10**
- (b) Analyse the ways in which Aboriginal people have affirmed and expressed cultural identity. **20**

In your answer, refer to at least ONE Australian Indigenous community.

End of paper