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 and page 5

Total marks – 100

Section I Pages 2–9
55 marks
This section has three parts, Part A, Part B and Part C

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 Page 10
15 marks
• Attempt Question 18
• Allow about 25 minutes for this section

Section III Pages 11–12
30 marks
• Attempt EITHER Question 19 OR Question 20
• Allow about 1 hour for this section
Section I
55 marks

Part A — Social Justice and Human Rights Issues – A 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 Which of the following is a right available to Australian citizens? 1

☐ (A) To enrol their children in public schools
☐ (B) To access health care
☐ (C) To vote in a Federal election
☐ (D) To obtain a driver’s licence

2 Which of the following is an indicator of socioeconomic status? 1

☐ (A) Participation in sport
☐ (B) Home ownership rates
☐ (C) Number of children in the family
☐ (D) Involvement in community organisations
Use the information provided to answer Questions 3–4.

The Human Development Index combines educational attainment, life expectancy and income into a single measurement between 0 and 1. Note that the higher the HDI, the higher the socioeconomic status of the group.

The graph shows the Human Development Indices for Non-Indigenous and Indigenous Peoples in four countries in 1990/1 and 2000/1.

Source: Cooke et al, 2007, *BMC International Health and Human Rights* Vol 7 No 9

3. In the 2000/1 period, in what country is the Human Development Index highest for Indigenous peoples?

☐ (A) Australia

☐ (B) Canada

☐ (C) New Zealand

☐ (D) United States

4. From the graph, what can be concluded about the socioeconomic status of Indigenous peoples in Australia, Canada, New Zealand and United States?

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5 Briefly explain ONE government’s response to an Indigenous human rights issue.
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6 Australia has signed an international human rights agreement. Which body is responsible for the implementation of the agreement?

   (A) The United Nations
   (B) The State Government
   (C) The Federal Government
   (D) The International Red Cross

7 Which government action is an attempt to improve the human rights of Indigenous Australians?

   (A) The dissolution of the Aboriginal and Torres Strait Islander Commission
   (B) The use of Aboriginal art during the 2000 Sydney Olympic Opening Ceremony
   (C) The Opening of the Commonwealth Parliament with a formal Welcome to Country
   (D) The appointment of the Aboriginal and Torres Strait Islander Social Justice Commissioner
8  Outline ONE initiative that has been taken to address racism against Indigenous peoples.

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9  How does racial discrimination affect Aboriginal peoples’ ability to achieve social justice?

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Assess the effectiveness of ONE Aboriginal political struggle or protest in achieving its goal.
2012 HIGHER SCHOOL CERTIFICATE SPECIMEN EXAMINATION

Aboriginal Studies

Section I (continued)

Part B – A Comparative Study (15 marks)
Attempt ONE question from Questions 11–16
Allow about 25 minutes for this part

Answer parts of the question in separate writing booklets.

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)

(a) Describe ONE government health program or strategy developed to address Aboriginal health issues.

Answer part (b) in a SEPARATE writing booklet.

(b) Analyse the social and political changes necessary to improve Indigenous peoples’ health standards. In your answer, refer to both an Australian Indigenous community and an international Indigenous community.

OR

Question 12 — Education (15 marks)

(a) Describe ONE way that Aboriginal peoples promote their culture through education.

Answer part (b) in a SEPARATE writing booklet.

(b) Why do Aboriginal and other Indigenous peoples face similar challenges in education?

OR

Question 13 — Housing (15 marks)

(a) What social and political changes are needed to improve Aboriginal housing?

Answer part (b) in a SEPARATE writing booklet.

(b) Evaluate the importance of culturally appropriate housing programs for Indigenous peoples. In your answer, refer to both an Australian Indigenous community and an international Indigenous community.

OR
**Question 14 — Employment** (15 marks)

(a) Outline ONE initiative to improve Aboriginal peoples’ access to employment.  

(b) What makes an employment strategy culturally appropriate for Aboriginal people?  

Answer part (c) in a SEPARATE writing booklet.

(c) Why have some strategies to raise employment levels been more successful than others? In your answer, refer to both an Australian Indigenous community and an international Indigenous community.  

**OR**

**Question 15 — Criminal Justice** (15 marks)

(a) Outline ONE culturally appropriate strategy used by Aboriginal communities to address law and order issues.  

Answer part (b) in a SEPARATE writing booklet.

(b) *Colonialism did not die out with the colonies. It remains a feature of criminal justice for Indigenous peoples today.*  

Discuss this statement with reference to both an Australian Indigenous community and an international Indigenous community.  

**OR**

**Question 16 — Economic Independence** (15 marks)

(a) Outline ONE challenge Aboriginal people face in achieving economic independence.  

(b) Describe ONE action that has assisted an international Indigenous community in achieving economic independence.  

Answer part (c) in a SEPARATE writing booklet.

(c) Why have some strategies to encourage economic independence of Indigenous peoples been more successful than others? In your answer, refer to both an Australian Indigenous community and an international Indigenous community.
Section I (continued)

Part C – A Global Perspective and Comparative Study (15 marks)
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)

What has been the impact of international agreements on the experiences of Indigenous peoples?

In your answer, refer to 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 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)
The following is an extract from an article in *The Koori Mail*, 12 January 2011. Use the extract and your own knowledge to answer Question 18.

Rhodes Scholar on the way to a bright future

23-year-old Rebecca Richards, an Adnyamathanha woman, and an anthropologist, is Australia’s first Indigenous person to be awarded a Rhodes Scholarship to study at the University of Oxford, England.

Culturally, Rebecca has been active among her Adnyamathanha people. She has custodial responsibilities for her family site as well as for women’s sites in the Flinders Ranges. …

“...I am an Aboriginal woman. I am aware of the protocols and the issues, and I know that as an anthropologist I will have to tread a very fine line,” she says.

“It’s vital that we continue to study and learn, but it must be done the right way …”

Adapted from *The Koori Mail*, 12 January 2011

(a) What TWO perspectives does Rebecca Richards bring to her study of Aboriginal communities?  

(b) Why does Rebecca Richards say that as an anthropologist she will have to ‘tread a very fine line’?  

Answer part (c) in a SEPARATE writing booklet.

(c) Rebecca Richards refers to ‘the right way’ of studying and learning. Why is it necessary to adopt ‘the right way’ when conducting research involving Aboriginal peoples?
Section III

30 marks  
Attempt EITHER Question 19 OR Question 20  
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:
- 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)

(a) A photograph taken at Noonkanbah, Western Australia in 1981 is shown.

Explain why Aboriginal peoples want sovereign title over their Country. In your answer, refer to the source material and your own knowledge. 10

(b) The media and other groups have responded in various ways to Aboriginal peoples’ struggle for land.

Why have there been a variety of responses to this struggle for land?

In your answer, refer to at LEAST one Aboriginal Community.

OR
Question 20 — Heritage and Identity (30 marks)

(a) In 1966, Australia’s first 1-dollar note used David Daymirringu’s painting *Mortuary Feast* without his prior consent.

Discuss the impact of non-Aboriginal people appropriating expressions of Aboriginal heritage and identity. In your answer, refer to the source material and your own knowledge.

(b) Evaluate the impact of government legislation and policies on the preservation of Aboriginal heritage and identity.

In your answer, refer to at LEAST one Aboriginal Community.

End of paper