



## **ABORIGINAL AND INTERCULTURAL STUDIES STAGE 2 SAMPLE EXAMINATION**

Section 7 of the *New WACE Manual: General Information 2006–2009* outlines the policy on WACE examinations.

Further information about the WACE Examinations policy can be accessed from the Curriculum Council website at

[http://newwace.curriculum.wa.edu.au/pages/about\\_wace\\_manual.asp](http://newwace.curriculum.wa.edu.au/pages/about_wace_manual.asp).

The purpose for providing a sample examination is to provide teachers with an example of how the course will be examined. Further finetuning will be made to this sample in 2007 by the examination panel following consultation with teachers, measurement specialists and advice from the Assessment, Review and Moderation (ARM) panel.

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Western Australian Certificate of Education, External Examination  
Question/Answer Booklet

**ABORIGINAL AND  
INTERCULTURAL  
STUDIES**  
WRITTEN PAPER  
STAGE 2

Please place your student identification label in this box

Student Number: In figures

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In words

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***Time allowed for this paper***

Reading/planning time before commencing work: Ten minutes  
Working time for paper: Two hours and 30 minutes

***Material required/recommended for this paper***

**To be provided by the supervisor**

This Question/Answer Booklet

**To be provided by the candidate**

Standard items: Pens, pencils, eraser or correction fluid, highlighter, ruler, printed English language dictionary (non electronic and not a thesaurus)

Special items: Nil

***Important note to candidates***

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

**Structure of this paper**

Section	Suggested working time	Number of questions available	Number of questions to be attempted	Marks available
Section One	40 minutes	4	4	20
Section Two	40 minutes	4	4	20
Section Three	70 minutes	2	2	30
[Total marks]				70

**Instructions to candidates**

1. The rules for the conduct of Curriculum Council examinations are detailed in the *Student Information Handbook*. Sitting this examination implies that you agree to abide by these rules.
2. Write your answers in Standard Australian English in the spaces provided in this Question/Answer Booklet. A blue or black ball point or ink pen should be used.
3. You must be careful to confine your responses to the specific questions asked and to follow any instructions that are specific to a particular question.
4. Spare answer pages may be found at the end of this booklet. If you need to use them, indicate in the original answer space where the answer is continued (i.e. give the page number).

**SECTION ONE**

This section has **FOUR** questions. Answer **ALL** questions.

Study the sources carefully and answer the questions that follow in the spaces provided.

Allow approximately 40 minutes for this section [20 marks].

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**Source A**

Quote from Bardi woman, 1998:

Being an Aboriginal person from the Kimberley is about knowing where you come from. For me it's knowing my mother's country, Bardi country. After that it's knowing where that places you with regard to other Kimberley people and how they see themselves. So family and country are important for your identity.

Saltwater people, river people, desert people – each of these people maintains their own distinctiveness. Through this, we acknowledge our diversity.

**Question 1**

Using source A, identify two factors that influence personal culture identity.

[2 marks]

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## SECTION TWO

This section has **FOUR (4)** questions. Answer **ALL** questions.

Allow approximately 35 minutes for this section *[20 marks]*.

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### Source C

In 1975 Australia, through the United Nations, agreed to the International Convention on the Elimination of All Forms of Racial Discrimination (CERD). The Commonwealth Racial Discrimination Act (RDA) is Australia's response to CERD. The Act applies throughout Australia, to all people regardless of their age or where they live. It makes racial discrimination against the law and aims to ensure that everyone is treated equally regardless of their race, colour, descent, or national or ethnic origin.

### Question 5

Using source C, identify two ways in which this act can protect people or cultural groups from discrimination.

*[2 marks]*

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## SECTION THREE

This section has **TWO (2)** questions. Answer **BOTH** questions.

Allow approximately 70 minutes for this section [30 marks].

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### Read source E and respond to question 9

#### Source E

An extraordinary piece of North West history has been played out on stage. It's the story of the first ever strike action taken by Aboriginals.

On May Day 1946 more than 800 Aboriginal people went on strike. They walked off pastoral stations, chiefly in the Pilbara but also in the Kimberley and Gascoyne, in protests over the lack of wages. They were demanding more than just flour, sugar and tea for their work – they wanted pay respect.

The strike lasted for years and despite its huge social significance it has remained a little known chapter in the state's history. The more famous Wave Hill strike occurred 20 years later in the Northern Territory.

The few remaining members of the 1946 strike travelled from the Pilbara to Perth with their families for the opening night of the play "Yandy". It was an emotional reconnection with the past and the theatre was filled with laughing and crying.

Black Swan Theatre Company's production of "Yandy" has some familiar names in indigenous theatre; Ningilli Lawford-Wolf, who is originally from Fitzroy Crossing, and David Ngoombujarra. Several members of the Pilbara's Yandeyarra community make their stage debut, and others contributed by teaching songs and dances from traditional country.

Directed by multi-talented indigenous artist Rachael Maza, "Yandy" is the result of two and a half year's work by West Australian author and journalist Jolly Read.

The play was born out of a biography called "Kangkushot" she wrote several years ago. It detailed the life of Pilbara Aboriginal leader and former stockman Peter Coppin

His nickname is Kangkushot and he played a prominent role in the strike of the years following.

Now aged in his 80's Peter Coppin flew to Perth for Yandy's opening night and watched a 23 year old actor play himself.

Jolly Read says the Yandy story is far from over and there is talk of it touring regional areas as well as the possibility of being made into a movie.

[From: Mills, 2004]













This spare page has been provided for additional workings

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## ACKNOWLEDGEMENTS

### SECTION ONE

**Source A:** Bardi woman. (1998). [Quote]. In Bird, C., Smith, J., Akerman, K., & Smith, M. (Eds). (2005). *Katta Djinoong: First peoples of Western Australia: Teacher resource*. Perth: Western Australian Museum, p. 100.

**Source B:** Williams, A. (2003). Heritage and identity [Mixed media artwork]. In Bird, C., Smith, J., Akerman, K., & Smith, M. (Eds). (2005). *Katta Djinoong: First peoples of Western Australia: Teacher resource*. Perth: Western Australian Museum, p. 102.

### SECTION TWO

**Source D:** Adapted from: Conference of Education Systems Chief Executive Officers. (2000). *Racism. No way! : Australian legislation and international law*. Retrieved August, 2007, from <http://www.racismnoway.com.au/cgi-bin/printversion/printversion.pl?conf=conf.xml&file=/library/legislation/index-Internat.html>.

### SECTION THREE

**Source E:** Mills, V. (Presenter). (2004, October 22). *Strike at the heart of Indigenous rights* [Transcript]. Retrieved October, 2006, from ABC Kimberley WA website: <http://www.abc.net.au/kimberley/stories/s1225215.htm>.  
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**ABORIGINAL AND INTERCULTURAL STUDIES  
ORAL ASSESSMENT SECTION OF EXTERNAL EXAMINATION**

Time allocation: 30 minutes

15 minutes preparation time and 15 minutes discussion and presentation *[30 marks]*.

Students respond orally to a question such as:

Identify an issue you have studied that involved interaction between cultural groups in Australia. Outline how you used your skills of inquiry to plan the investigation. Include a comment on your findings and discuss the strengths and weaknesses of the process you used.

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