



**Victorian Certificate of Education
2006**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

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HISTORY: Australian History
Written examination

Friday 3 November 2006

Reading time: 11:45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	1	1	20
B	1	1	20
C	1	1	20
D	1	1	20
			Total 80

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
 - Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
 - No calculator is allowed in this examination.
- Materials supplied**
- Question and answer book of 20 pages. There is a detachable insert for Section D in the centrefold.
 - Additional space is available at the end of the book if you need extra paper to complete an answer.
- Instructions**
- Detach the insert from the centre of this book during reading time.
 - Write your **student number** in the space provided above on this page.
 - All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A

Instructions for Section A

Answer **EITHER a. OR b.** for Question 1. The question is based on Unit 3 Outcome 1: A new land: Port Phillip District/Colony of Victoria 1830–1860.

Question 1

Answer the questions which follow **one** of the following documents (Document A **or** Document B).

EITHER

Document A

The treatment of the natives is a matter of great difficulty. There is nothing which it is possible to do which will place them in as good a position as they were before your arrival. [From] the moment a ship casts¹ anchor on their shore may be dated their degradation and downfall . . . The difficulty of knowing what to do arises from this, the savage does not want to be civilized, he cares not for your broad cloths, your silks or your cottons. The only advantage he wishes to derive from the connexion are arms² to procure him his food with greater ease . . . or intoxicating liquors . . . The best thing he can do is fly³ from civilization and this is what they have done in this country which is luckily large enough for them to do so. A nation cannot at once become civilized – it must be a long and gradual process.

1 throws 2 guns 3 escape

Charles James Griffith, pioneer Port Phillip, diary entry 1840–1

- a. i. According to Griffith, why was ‘the treatment of the natives a matter of great difficulty’?

2 marks

- ii. When does Griffith believe the ‘process of degradation and downfall’ of the Aborigines commenced? Briefly explain how **one** aspect of Aboriginal life changed after this time.

4 marks

- iii. According to Griffith, what did the ‘savages’ see as the advantages to them of European settlement? From your study this year, were these always an advantage? Explain briefly.

6 marks

- iv. Based on your study of the impact of European settlement on Aboriginal communities of the Port Phillip District/Colony of Victoria, how did the Aborigines respond to the spread of civilisation? Give specific examples to support your argument.

8 marks

Do not attempt Document B if you have completed the questions for Document A.

OR

Document B

Melbourne 1 June 1854

The growth of Melbourne during the twelve months that we have been up the country is something absolutely marvellous. Here is a town which in 1851 counted only 23,000 inhabitants, which now counts nearly 80,000. And this is only in accordance with the general growth of the colony, the whole population at that period being only 90,000, and now being calculated at 250,000.

On whatever side of Melbourne you take your walks you are met by the same evidence of rapid and unparalleled growth . . .

The work of improvement is wonderful in the streets . . . New water-works and gas-works are in progress, new railways and electric telegraphs. The water of the Yarra, saturated with the filth of the town, is to cease to poison the people. Pure and excellent water from the river Plenty is being brought a distance of twenty-five miles, a gigantic reservoir being formed there for securing a regular supply . . .

William Howitt, *Land, Labour and Gold*, or *Two Years in Victoria with Visits to Sydney and Van Diemen's Land*, 1855

- b. i.** According to Howitt, what were **two** improvements made to the town of Melbourne by 1854?

2 marks

- ii.** From your knowledge of the Port Phillip District/Colony of Victoria, give **two** reasons why the colony had grown so rapidly by 1854.

4 marks

iii. Identify **two** cultural, political or social changes that had occurred in the District of Port Phillip and/or Colony of Victoria up to 1860. Briefly explain the reasons for the changes.

6 marks

- iv. Based on your study of the District of Port Phillip and/or Colony of Victoria up to 1860, to what extent had people's vision of the future of the colony been changed? In your answer, refer to specific examples.

8 marks

Total 20 marks

SECTION B

Instructions for Section B

Answer the following questions relating to Unit 3, Outcome 2: Nation, race and citizen 1888–1914.
In each case you must support your views with specific information and evidence.

Question 2

- a. Identify and explain **two** specific Acts of legislation that were introduced between 1901 and 1914 in order to extend benefits to citizens of Australia.

4 marks

- b. Identify and explain **two** ideas about who could be called **Australian** that developed in the late 19th century.

6 marks

- c. How did the hopes and fears of Australian citizens shape ideas about national identity and culture in the period 1888–1914?

10 marks

Total 20 marks

**END OF SECTION B
TURN OVER**

Working space

SECTION C

Instructions for Section C

In essay form answer either **a.**, **b.** or **c.** for Question 3. This question is based on Unit 4, Outcome 1: Testing the new nation 1914–1950.

Question 3

a. ‘During World War I, deep divisions in Australian society were clearly revealed and these could not be resolved.’

To what extent do you agree?

OR

b. ‘The Great Depression saw the cohesion of Australian society severely tested and redefined.’

To what extent do you agree?

OR

c. ‘World War II saw many people question old beliefs and argue for change.’

To what extent do you agree?

Total 20 marks

Either **a.**, **b.** or **c.**

SECTION D

Instructions for Section D

Remove the insert from the centre of this book before answering this section.

Analyse **one** of the representations, **A.**, **B.**, **C.** or **D.** This question is based on Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Question 4

Analyse **one** of the documents, images, commentaries or quotations in the insert relating to Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Your response should include

- identification of the attitudes reflected in the representation. Use evidence from the representation to support your comments
- evaluation of the degree to which the representation reflects attitudes about the issue that you have studied, at that particular point in time
- analysis of changing attitudes in relation to this issue. To support your comments, use evidence from the other point in time that you have studied.

4 + 8 + 8 = 20 marks

Either **A.**, **B.**, **C.** or **D.**

Insert for Section D

Please remove from the centre of this book during reading time.

Make sure that you read the instructions at the top of page 15 before you begin to analyse your Unit 4, Outcome 2 chosen representation.

A. Attitudes to Indigenous rights

Due to a wise provision in our Constitution the Aborigines who link us with the prehistoric past have remained free in their nomadic state. Now progress requires that they be counted, which clearly means controlled, put on an electoral roll, be fined if they don't vote, submit an income tax return and generally come under all the controls that go with civilised progress. For the sake of their freedom I feel I must vote 'No' a second time, and so preserve their independence a little longer.

Letter to editor, *Advertiser*, 22 May 1967

OR

B. Attitudes to the Vietnam War

[This letter was in response to a previous letter to the editor about university lecturers who did not cancel classes to allow students to attend the moratorium rallies.]

The Vietnam conflict is no longer a mere "bush war"*, but possesses all the potential of falling into a world wide war. How can academics afford to remain silent when a global conflict may be just around the corner? Furthermore, the fact that most Australians are apathetic towards the conflict does not absolve thinking individuals from outwardly committing themselves and showing their alarm by participating in the moratorium.

Letter to editor, *Australian*, 8 May 1970

* local or small war

OR

C. Attitudes to the environment

The Lake Pedder National Park, if destroyed by the Huon-Serpentine impoundment*, will exemplify the worst form of environmental law making. No open discussion or land-use tribunal to determine the best use of the land was held before the submission was presented to parliament. There was no independent assessment of the environmental impact of the scheme on the area. There was only one study commissioned, but this was by the HEC**, who were preparing to destroy Lake Pedder. At no stage were conservationists or environmentalists invited to assist the Commission in the early phases of planning for the scheme. The whole approach has been one of least direct financial cost. Social costs have not been taken into account. This is simply not good enough. The Age of the Environment has arrived . . .

If Lake Pedder is lost no national park, no wildlife sanctuary in Australia remains free from the danger of destruction.

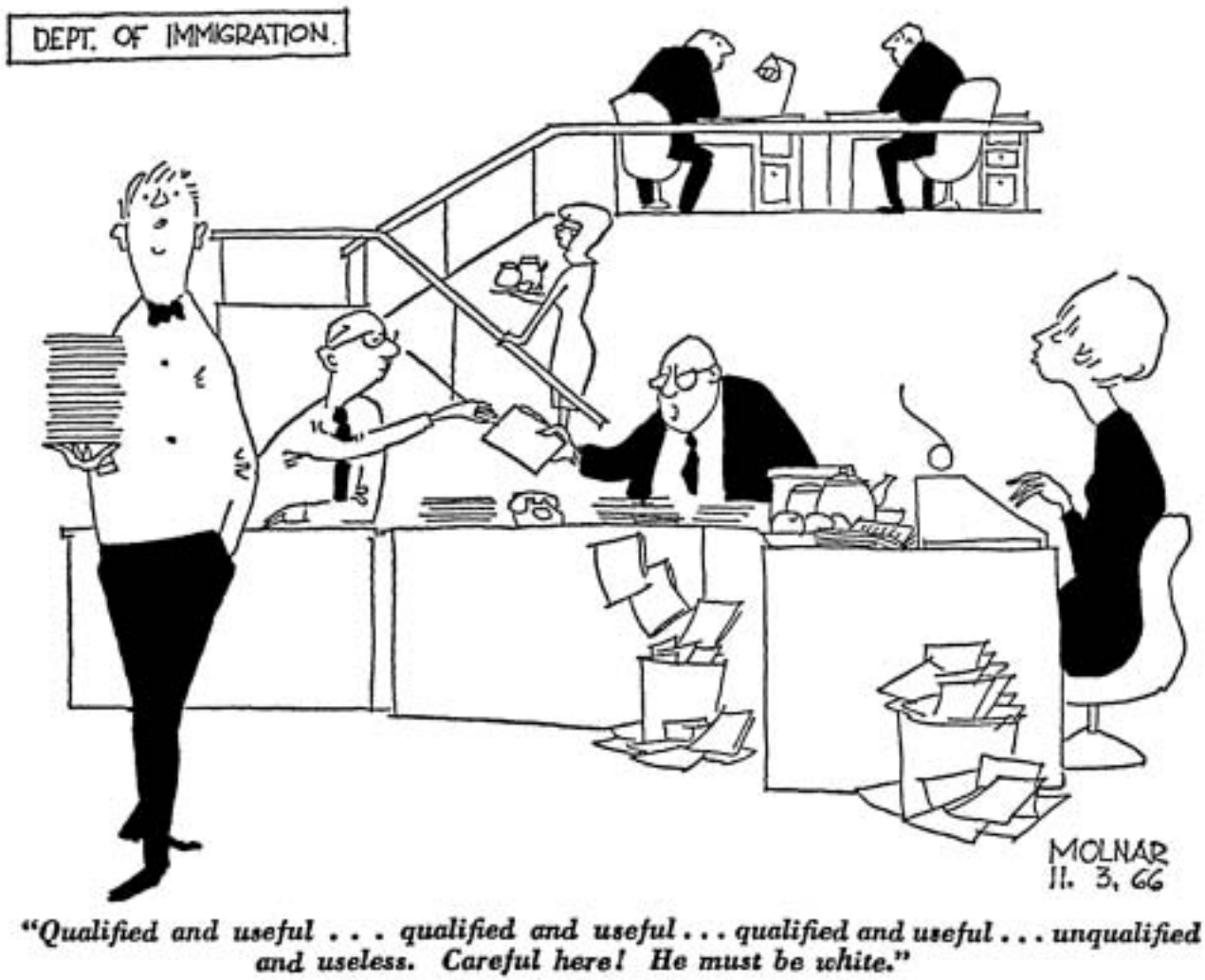
David Johnston, *Lake Pedder, Why a National Park Must be Saved*, Lake Pedder Action Committees of Victoria and Tasmania and the Australian Union of Students, 1972, pp. 92-93

* dam

** Hydro Electricity Commission

OR

D. Attitudes to immigration



Cartoon, *Sydney Morning Herald*, 11 March 1966