VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

Victorian Certificate of Education 2008

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

										Letter
Figures										
Words										

HISTORY: Australian History

Written examination

Friday 7 November 2008

Reading time: 3.00 pm to 3.15 pm (15 minutes)
Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	*Number of questions*	*Number of questions to be answered*	*Number of marks*
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 23 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.

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SECTION A

Instructions for Section A

Section A contains two documents – Document A and Document B. For Question 1 you are to answer **all** questions for EITHER Document A or Document B. 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 well-intentioned plans . . . of the . . . government to assimilate, convert and civilise the Port Phillip Aborigines had failed – not surprisingly for . . . they were quite unrealistic, being based on a false image of the Aboriginal people and a complete failure to recognise the Aborigines' association with their tribal land . . . The Aborigines having no idea of private property and no wish to acquire it, did not want what they regarded as a life of 'unmeaning toil'; regrettably by 1850 the three thousand who survived were . . . few enough to remove from the whites all fear of Aboriginal violence.

A G L Shaw, *A History of the Port Phillip District, Victoria Before Separation*, Melbourne University Press, Melbourne 1996

a. **i.** Identify **two** reasons why Shaw considered the plans of the government to be unrealistic.

2 marks

ii. Explain why many Aborigines might have rejected a life of 'unmeaning toil'.

4 marks

iii. Based on your study of the Port Phillip District/Colony of Victoria, describe how the Aborigines responded to plans to assimilate, convert and civilise them.

6 marks

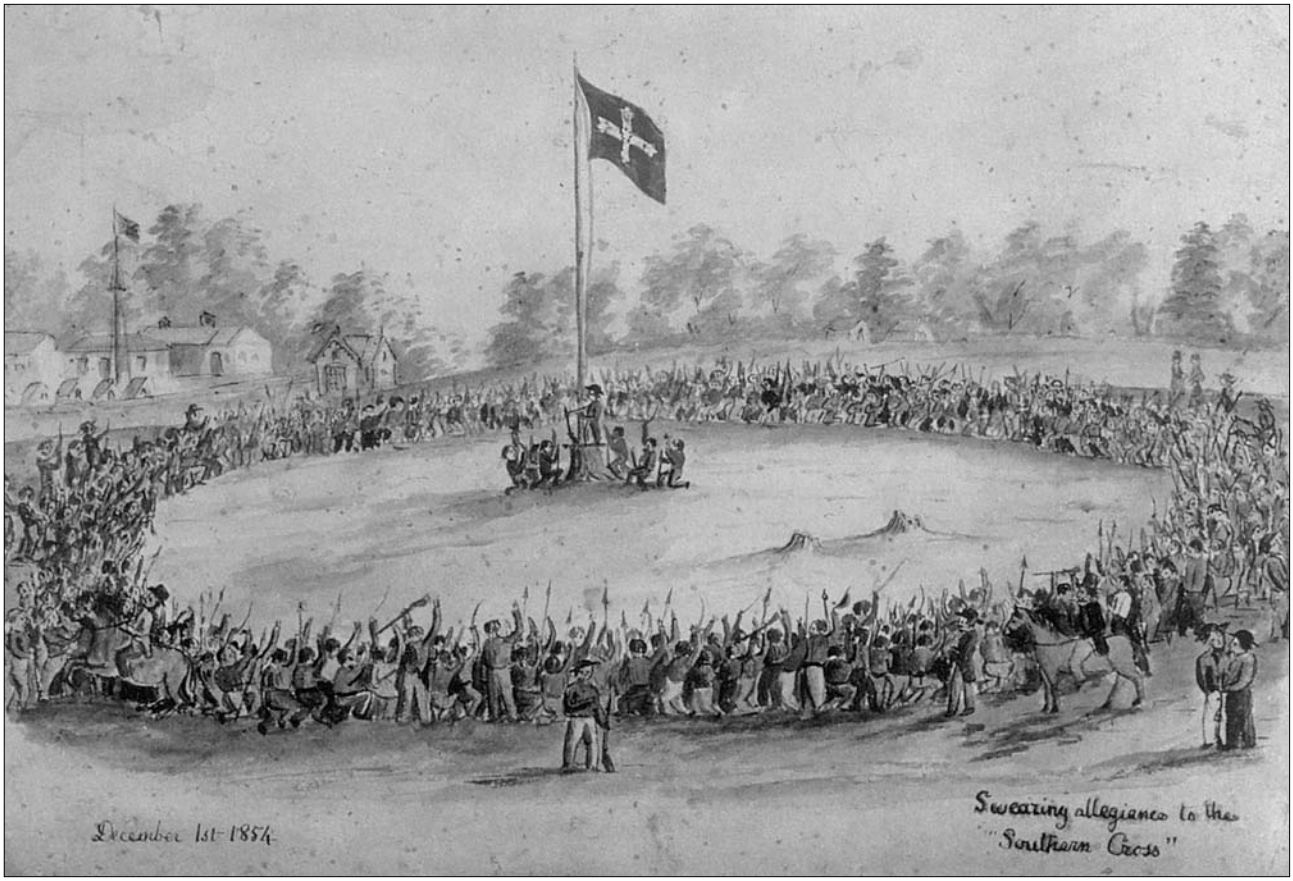
iv. Based on your study of the Port Phillip District/Colony of Victoria, explain the reasons for the decline of the Aboriginal population to three thousand by 1850.

8 marks

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

OR

Document B



Charles Alphonse Doudiet, *Swearing Allegiance to the Southern Cross*, 1854, Ballarat Fine Art Gallery

b. **i.** Identify two signs of protest shown in this representation.

_____

_____

_____

_____

2 marks

ii. Identify and explain two grievances of the miners on the Victorian goldfields against the government.

4 marks

iii. Based on your study of the Port Phillip District/Colony of Victoria, outline the consequences of the Eureka rebellion.

6 marks

iv. Explain the impact of the gold rushes on the development of the Colony of Victoria.

8 marks

Total 20 marks

END OF SECTION A

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 hopes held prior to 1901 which helped create the new nation.

4 marks

b. To what extent was fear responsible for the exclusion of groups from the new nation?

6 marks

c. Discuss the extent to which all Australians benefited from the legislation introduced to the new nation between 1901 and 1914.

10 marks

Total 20 marks

END OF SECTION B

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. 'After a period of early unity, the crisis of World War I produced widespread debate. This resulted in a great deal of change in Australian society.'

To what extent do you agree?

OR

b. 'The effects of the Great Depression fell unequally on Australians, straining the cohesion of Australian society.'

To what extent do you agree?

OR

c. 'The only real unity in Australian society during World War II was enforced by government regulation. There was little genuine cooperation.'

To what extent do you agree?

Total 20 marks

☐ Either **a.**, **b.** or **c.**

SECTION C – continued

END OF SECTION 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, 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 issues 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.**

SECTION D – continued

END OF QUESTION AND ANSWER BOOK

Extra space for responses

Clearly number all responses in this space.

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. **At the end of the examination, place the script book inside the front cover of this question and answer book.**

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 17 before you begin to analyse your Unit 4, Outcome 2 chosen representation.

A. Attitudes to Indigenous rights

. . . There are also positive advantages to voting 'Yes' on the Aboriginal issue. As it stands, the Constitution bars Federal Parliament from making laws on behalf of Aborigines, and it denies them the right to be included in the official count of Australians. A 'Yes' vote will pave the way for improving their health, education and housing; it will give them opportunities to live normal lives. A 'No' vote will frustrate any vigorous programme to end discrimination against Aborigines; it will be a brutal rebuff to the first Australians and bring this country into international disrepute . . .

Article, *The Age*, 26 May 1967

OR

B. Attitudes to the Vietnam War

Nothing the Prime Minister has said can disguise the extent of the debacle which the policy pursued by his government for the past five years has reached. Simply, its South East Asian policy is in ruins. The whole rationale of that policy has crumbled.

. . .

It is time to end trying to save face and start trying to save lives.

So far as Australia is concerned this has become solely the war of a political party – the Liberal Party. It is no longer possible to depict or defend this war in terms of the freedom of the Vietnamese people or the people of Indo-China, a war for freedom or for democracy, a war against China or a war to maintain the American alliance, or any of the other definitions which have been used to extenuate and extend our commitment. It is the war of a party; it is not the war of this nation.

Gough Whitlam, *Commonwealth Parliamentary Debates*, House of Representatives, 22 April 1970

OR

C. Attitudes to the environment

For three years we have argued against the dam, and called on the Federal Government to intervene if necessary to stop it being built. We have taken this stand not because of any animosity to Tasmania or Tasmanians, or because we are indifferent to Tasmania's need for cheap electricity, or because we want to conserve everything, everywhere. The point of our opposition is that the country where the dam would be built is something magnificent. It is a land of grand river valleys as unspoilt as the first Eden, and still remote enough to evoke that sense of awe and wonder that the first explorers might have felt. That is an experience that few places on Earth can now offer, and one that is becoming more rare each year as the Earth's remaining wilderness is destroyed for dollars. Whether you call it our national heritage . . . or . . . the world heritage . . . it is too important for future generations to be thus destroyed. Mankind needs more than just cheap electricity.

Editorial, *The Age*, 7 January 1983

OR

D. Attitudes to immigration

Most Australians will welcome the announcement by the Minister for Immigration, Mr. Opperman, of the new conditions under which non-Europeans will be admitted as settlers. They are an important step in a liberal direction. The old policy was wrong for a number of reasons. It involved racial discrimination of the most blatant kind in a world and an age rightly intolerant of this vicious distinction. It was therefore a slur on Australia's claim to membership of the progressive, liberal international community. It harmed us materially through engendering distrust of us as a nation . . .

. . . The goodwill created by economic aid and the intensifying degree of personal exchange between Asians and Australians has been needlessly offset by the racial immigration policy. Finally, it has been something of an insult to the average Australian to suggest that he is incapable of living and working in reasonable harmony with Asians.

Article, *The Canberra Times*, 11 March 1966

END OF INSERT FOR SECTION D