

STUDENT NUMBER           Letter

# HISTORY: AUSTRALIAN HISTORY

## Written examination

Friday 17 November 2017

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	2	1	20
C	2	1	20
D	5	2	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 correction fluid/tape.
- No calculator is allowed in this examination.

#### Materials supplied

- Question and answer book of 24 pages, including **assessment criteria for Section B** on page 24
- Detachable insert for Sections A and C 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.

#### At the end of the examination

- You may keep the detached insert.

**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**

This section is based on ‘The reshaping of the Port Phillip District/Victoria 1834–1860’.  
 Please remove the insert from the centre of this book during reading time.  
 Refer to Sources 1, 2 and 3 on pages 1 and 2 of the insert when responding to Question 1.  
 Answer **all** questions in the spaces provided.

**Question 1** (20 marks)

- a. What do Source 2 and Source 3 reveal about the traditional Aboriginal way of life and land management practices in the Port Phillip District? 4 marks

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- b. Explain how Source 2 and Source 3 challenge the European understanding about land as expressed in Source 1.

6 marks

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- c. Analyse the outcomes for Aboriginal communities of European pastoralist expansion. In your response, refer to the sources provided and other evidence. 10 marks

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**END OF SECTION A  
TURN OVER**

**SECTION B****Instructions for Section B**

This section is based on 'Making a people and a nation 1890–1920'.  
Write an essay on **one** of the following questions in the space provided.  
Your response will be assessed according to the criteria set out on page 24.

**Question 2** (20 marks)

To what extent was the vision of the new nation as a 'social laboratory' reflected in the Constitution, and in legislative and judicial decisions passed after Federation, up to 1914?

**OR**

**Question 3** (20 marks)

To what extent did World War I significantly add to or disrupt the visions underpinning the new nation?









## SECTION C

### Instructions for Section C

This section is based on ‘Crises that tested the nation 1929–1945’.

Answer **either** Question 4 **or** Question 5 in the spaces provided.

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

Refer to Sources 4 and 5 on page 3 of the insert if you choose to respond to Question 4.

Refer to Sources 6 and 7 on page 4 of the insert if you choose to respond to Question 5.

#### Question 4 (20 marks)

- a.** Explain what Source 4 and Source 5 reveal about the experiences of the unemployed during the Great Depression.

4 marks

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- b.** Using Source 4 and Source 5, and your own knowledge, explain the economic and social consequences of the Great Depression for the Australian people.

6 marks

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b. Using Source 6 and Source 7, and your own knowledge, explain why women in the workplace were seen as a benefit and as a threat during World War II.

6 marks

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**SECTION D****Instructions for Section D**

This section is based on 'Voices for change 1965–2000'.  
Answer **two** of the following questions in the spaces provided.

**Question 6** (10 marks)**Australia's involvement in the Vietnam War**

Explain how the Anti-Conscription movement contributed to change in Australia's involvement in the Vietnam War. Use evidence to support your response.

**Question 7** (10 marks)**Aboriginal land rights**

Explain how concerns about economic development and the loss of individual property rights contributed to debates about Aboriginal land rights. Use evidence to support your response.

**Question 8** (10 marks)**Equality for women**

Explain how the movement for equality for women was influenced by the white middle class demanding change. Use evidence to support your response.

**Question 9** (10 marks)**New patterns of immigration**

Explain the reasons for the demands for change in Australian immigration patterns up to, and including, the resettlement of Indo-Chinese refugees. Use evidence to support your response.

**Question 10** (10 marks)**A global economy**

Explain the extent to which change was achieved by the emergence of enterprise bargaining in 1991 and Australian Workplace Agreements in 1996. Use evidence to support your response.











**Assessment criteria for Section B**

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

**END OF QUESTION AND ANSWER BOOK**





## Insert for Sections A and C

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

### SECTION A

#### Source 1

Extract from a book by Charles Griffith

... the question comes to this: which has the better right – the savage, born in a country, which he runs over, but can be scarcely said to occupy, the representative of a race, which for ages have left unimproved the splendid domains spread out before them ... but of which they may be deemed<sup>1</sup> to have refused the possession; or, the civilized man, who comes to introduce into this unimproved and, hitherto, unproductive country, the industry which supports life, and the arts which adorn it, who will render<sup>2</sup> it capable of maintaining millions of human beings more nearly in that position, which it was intended that man should hold in the scale of creation? I conceive that the original right, whatever it may have been, which the savage possessed, that right, by his *laches*<sup>3</sup>, he has forfeited ... These duties the savage has for centuries neglected, and thus, in my mind, abandoned his inheritance.

Source: Charles Griffith, *The Present State and Prospects of the Port Phillip District of New South Wales*, William Curry, Jun. and Company, Dublin, 1845, pp. 169 and 170

<sup>1</sup>**deemed** – believed, considered

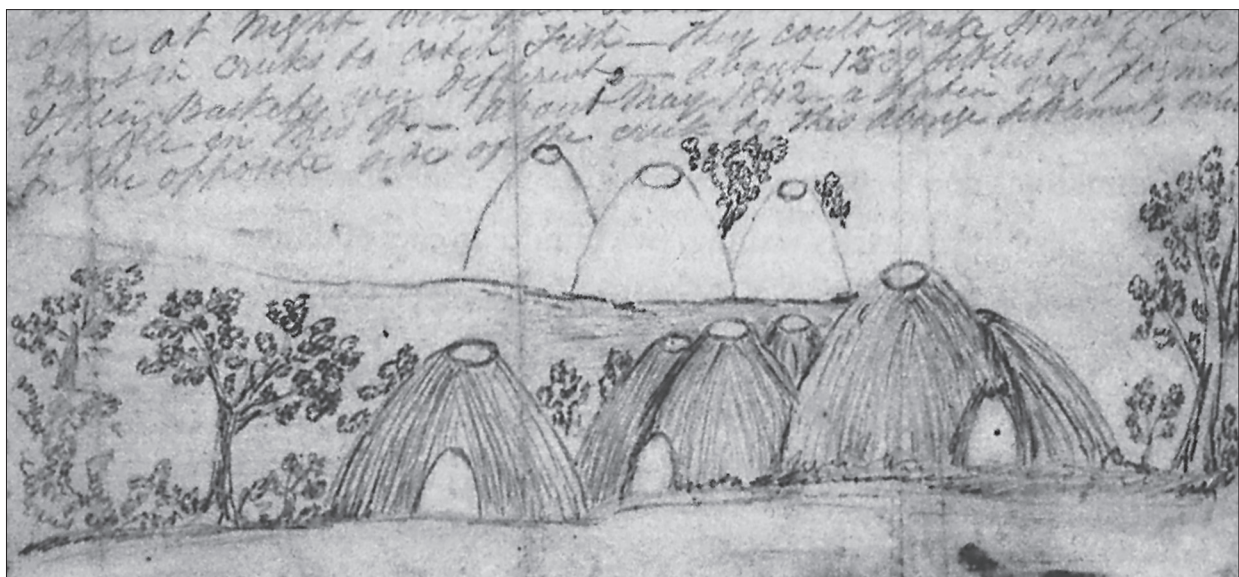
<sup>2</sup>**render** – make

<sup>3</sup>**laches** – delay in asserting a right (or claim)

#### Source 2

Sketch of a village in the Caramut area, in what is now the Western District of Victoria

Blacks, about 50 miles N.E. of Port Fairy, by what is termed the Scrubby Creek, before settlers came among them had a regular Village. My informant who drew this states that there were between 20–30 evidently some of them<sup>1</sup> big enough to hold a dozen people ...



Source: William Thomas, in Brough Smythe Papers, c. 1840; State Library of Victoria, Manuscripts Collection, MS 8781

<sup>1</sup>**them** – houses

**SECTION A – continued  
TURN OVER**

**Source 3**

George Augustus Robinson was Chief Protector of Aborigines, Port Phillip Aboriginal Protectorate, 1839–1849. These extracts are from his journal and were recorded during his travels in what is now the Western District of Victoria.

Saturday 24 April 1841 [near Hexham]

Crossed a creek connecting with the Hopkins [River]. Here I observed a large were<sup>1</sup> [weir] at least 100 yards in length and though the first I had seen, I was assured by its structure and its situation before I reached it that it was the work of the Aboriginal natives ... the native [travelling with Robinson, as a guide] said it was made by black fellows for catching eels when the big water came ... He said they got plenty eels and then showed us how they did it by biting their heads and throwing them on shore. This were [weir] was made of stout sticks, from 2–3 inches thick drove in to the ground and vertically fixed, and other sticks interlaced in an horizontal manner. A hole is left in the centre and a long eel pot made of basket or matting is placed before it and into which the eels gather and are thus taken.

Friday 30 April 1841 [near Moyne River, near Port Fairy]

From conversations I had with the natives it appears that this was a favourite spot. It was the home of several families. [blank] took me to several spots where he had resided and had worns or huts. He also took me to a very fine and large weir and went through, with several other of the natives, the process of taking eels and the particular spot where he himself stood and took them.

Source: ID Clark (ed.), *The Journals of George Augustus Robinson, Chief Protector, Port Phillip Aboriginal Protectorate, Volume Two: 1 October 1840 – 31 August 1841*, Heritage Matters, Ballarat, 2000, pp. 141 and 158

<sup>1</sup>**were** – ‘were’ refers to ‘weir’, which is an enclosure set in a stream as a trap for fish or eels

## SECTION C

Refer to Sources 4 and 5 if you choose to respond to Question 4.

### Source 4

Photograph of sustenance (also known as ‘the susso’) workers at their campsite in the forest in the 1930s



Source: CR Gotts, *Sustenance projects during the depression – campsite in the forest*, photograph, 1921–1940; National Library of Australia

### Source 5

Report from *The Argus*, a Melbourne newspaper

**UNEMPLOYED EVICTED  
REFUSED SUSTENANCE WORK  
DEMONSTRATION FAILS**

**Procession Charged by Police**

Gisborne street from St. Patrick’s Cathedral to the Treasury Buildings, was littered with iron and wooden beds, mattresses, kitchen utensils, and other household material, and was the scene of a miniature battle yesterday afternoon. The articles were dropped there by 50 unemployed men who had been evicted<sup>1</sup> from a block of houses in Fitzroy street, Fitzroy, in the morning, when the men were prevented by the police from marching into the city, and throwing the furniture and other goods on to Parliament House steps ... unemployed men were evicted from the houses because they were several months in arrears<sup>2</sup> with the payment of rent, and had refused to work for sustenance. A large crowd of friends and sympathisers gathered near the houses before the men were evicted ... Fearing violence from sympathisers and the men themselves, 200 police were held in readiness, but only 65 patrolled the scene and adjoining streets.

At 3 o’clock the evicted men’s “secretary” jumped on to a pile of furniture and addressed the men. Immediately the men seized their beds and other material and tried to carry them into Brunswick street ... Ultimately the evicted men were forced back into James street, and they hurled their beds, tables, and sheets of tin on to the ground at the corner and made a barricade, but they did not resist the police, who removed it. Several of the leaders of the evicted men then went as a deputation<sup>3</sup> to the senior police officials, who permitted 50 of the men to carry some of the furniture into Brunswick street ...

As the procession approached the Treasury Buildings the police, who numbered about 50, charged it with batons drawn. For several seconds the marchers stood their ground, but eventually they dropped their burdens on to the tramline and ran away across the Treasury Gardens.

Source: *The Argus*, 9 August 1933

<sup>1</sup>evicted – expelled from house, land

<sup>2</sup>arrears – late in paying

<sup>3</sup>deputation – a small group

Refer to Sources 6 and 7 if you choose to respond to Question 5.

### Source 6

During the war I worked at three Government munitions<sup>1</sup> factories in Melbourne ... I went to work because I had three young children. I found it impossible to manage on my husband's army pay ... I applied to Manpower for a job and they sent me to Maribyrnong. I had to cut the cordite<sup>2</sup> into pieces about three inches long, put the pieces into bags, then seal the bags by hand sewing. For safety reasons we were not allowed to wear rings, hairclips, brooches etc, and we had to change into overalls and special shoes without nails – which were provided. We were allowed to talk as we worked and I enjoyed it. It was regarded as unskilled women's work and I was paid five pounds a week; a good wage for women. We worked a six day week in three shifts, including night shift ... I lived at Noble Park, a long way to the other side of the city and I used to fall asleep in the train ... One night a man followed me. I had to have a few words with him to get rid of him ...

In 1943 my husband died of malaria and scrub typhus in New Guinea. The Government sent me a cheque for a hundred pounds and I was granted a small pension. I could no longer afford to pay board for my kids (so) I took a room with a family in Moonee Ponds. We all slept in one room. My eldest, who was about twelve, mothered the younger ones while I was at work ... At Deer Park we worked with explosives in little huts surrounded by high banks of earth in case of an explosion. The place scared me and I left.

Source: Hazel (Dobson) Donnelly, in Joan Curlewis Papers, c. 1942–1982; State Library of Victoria, Manuscripts Collection, MS Box 1719A/9, MS 11379

<sup>1</sup>**munitions** – military weapons, ammunition, equipment, etc.

<sup>2</sup>**cordite** – an explosive

### Source 7

During the Second World War ... uniforms were ridiculed and condemned.

Due to copyright restrictions,  
this material is not supplied.

Source: M Lake, 'The War over Women's Work', in V Burgmann and J Lee (eds), *A Most Valuable Acquisition: A People's History of Australia since 1788*, McPhee Gribble/Penguin Books, 1988, Fitzroy, pp. 205 and 206

<sup>1</sup>**materialized** – happened

<sup>2</sup>**occasioned** – led to

**END OF INSERT**