

2020 VCE Australian History examination report

General comments

In 2020 the Australian History examination was based on the *VCE History Adjusted Study Design for 2020 only*. The examination consisted of four sections corresponding with the four Areas of Study, and students were required to answer each section. Sections A and B were worth 20 marks, Section C 25 marks and Section D 15 marks.

Student responses to the analysis and explanation of the sources provided in Sections A and C were generally very good and demonstrated familiarity with the demands of the questions. These were the highest-scoring sections of the exam, though there was quite an evenness about the average scores across the four sections. High-scoring responses to the 10-mark, 15-mark and essay questions were clear, direct and focused, while also offering some of the complexity of the historical material available. A combination of historical knowledge, primary sources and historical interpretations was efficiently used as evidence to support the various arguments. In these responses there was also a clear sequence of ideas. High-scoring essays in Section B demonstrated an ability to sustain a discussion within the parameters of the question. They also displayed an awareness of the need to use precise or qualified language. Many mid-range essay responses relied on broad knowledge of the topic rather than the prescribed use of primary sources as evidence.

Specific information

Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers as an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding resulting in a total more or less than 100 per cent.

Section A

Question 1a.

Marks	0	1	2	3	4	Average
%	2	10	31	37	20	2.7

The question specifically required students to address Aboriginal responses to the transformation of the Port Phillip District/Victoria. The extract from the newspaper article published in 1850 refers to a newspaper article and the photograph taken by Douglas T Kilburn. Most students referred to the difficulty that Mr Kilburn had in encouraging the local Aboriginal people to sit for the photograph, suggesting 'superstitious fear' of 'some misfortune'. Many students also referred to the observation that the Aboriginal people were open to accepting small bribes and were willing to assist the colonisers with chores, such as chopping wood. This was often interpreted as an Aboriginal response that was attempting to build a sense of kinship or reciprocity with the Europeans. High-scoring responses also referred to the photograph, which shows the Aboriginal people in traditional dress, and suggested that this could be evidence of cultural resistance or cultural preference; others suggested that they appear unwilling to be photographed or simply resigned to the photo being taken. High-scoring students addressed the written newspaper article and the photograph. For this four-mark question, it was not necessary to refer to any other information or sources.

The following excerpt from a high-scoring response clearly identifies the details of the source (the author, the type of source, the two separate elements). It remains focused on Aboriginal responses and provides a range of points taken from the source. The points that are made are supported by reference to specific elements of the image, as well as short quotes from the article that are well integrated into the sentence structure and explicitly linked to the question.

Source 1 reveals the retention of cultural values, as expressed by the traditional dress and body painting in Douglas T Kilburn's daguerreotype. The accompanying article also reveals that Aborigines held 'superstitious fear(s)', believing interactions would 'subject them to some misfortune'. This further reveals a response of holding onto tradition and spiritual beliefs. However, as the article details, 'when they wandered into Port Phillip, usually for the purpose of begging', some Aborigines adapted and partially integrated into European culture in order to survive. The writer also contends that 'Aborigines always appeared willing to render any assistance in chopping wood', further revealing Aboriginal responses of servitude.

Question 1b.

Marks	0	1	2	3	4	5	6	Average
%	0	2	11	27	27	23	9	3.9

Students were asked to use Source 2 and their own knowledge to explain the British understanding of the Aboriginal people of the Port Phillip District/Victoria and the doctrine of land 'improvement' adopted by most new settlers. High-scoring responses referred specifically to the negative characterisation of Aboriginal people as 'tribes of savages' in Source 2 and to the use of the term 'wilderness' to explain the British land doctrine. They supported their responses with other evidence from primary sources or historians. Mid-range responses often referred to Aboriginal use of the land rather than 'the British understanding of the Aboriginal people' or only discussed one of the components of the question. Students are encouraged to read questions carefully to ensure that they respond effectively to all parts.

The following high scoring example identifies the specific details of the source and balances the use of that source with a reference to the Book of Genesis and the historian Richard Broome. It follows the demands of the question closely.

B Clutterbuck's commentary of Victoria of 1849 expresses the British doctrine of land 'improvement'; making the land productive. Clutterbuck contends the land 'was a wilderness', inhabited by 'tribes of savages', revealing the inability of European settlers to understand Aborigines' management of land and culture. The British understood the Aborigines to be savages who left the land unproductive; forfeiting their duties to capitalize the land. The Genesis line, 'fill the earth and subdue it' encapsulates the doctrine of land 'improvement' that Clutterbuck draws attention to; 'what a change has taken place'. According to Richard Broome, British 'minds (were) driven by materialism, capitalism, ideas of progress', understanding the land as an economic resource that can be profited on. Clutterbuck's description of the Aboriginal land as a 'once barbarous region' explains the view of British towards the Aborigines; seeing them as a less and unprogressed culture.

Question 1c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	3	1	4	8	15	17	17	14	11	6	3	5.5

Students were asked to analyse the extent to which the aspirations of immigrants to the Port Phillip District/Victoria were achieved by 1860. They were directed to use evidence from Source 3 and their own knowledge in their response. Higher-scoring responses used Source 3 and other primary sources to identify the range of aspirations of these immigrants over time. Many referred to the early immigrants who came for land to attain wealth and political status; the assisted immigrants after the 1840s whose aspirations were for employment, housing and improved health for their families; and, after 1850, the gold seekers. Most importantly, they then attempted to analyse the degree to which the migrants' aspirations were achieved. Low-scoring responses tended to concentrate wholly on Source 3 and did not provide the evaluation demanded by the question.

The following excerpt from a high-scoring response opens with a clear introduction and a first body paragraph that identifies the aspirations of two groups of migrants. These are later evaluated in the response by a consideration of the extent of democratic reforms, the struggle to access land and the rugged nature of bush life. The response concluded with a reference to Geoffrey Serle's *The Golden Age* – that the gains of the migrants had been 'greatly exaggerated'.

Seeking to escape the 'most miserable and filthy conditions' (Frederick Engels) that were in England, many sought to move to Port Phillip to seek a better life and engage in 'material opportunity', however many failed to achieve their aspirations.

Expressed in 'here and there', a cartoon that featured in British magazine, The Punch, many travelling to Port Phillip experienced the significant prosperity which they were seeking. With widespread famine in Ireland and England, many came to Port Phillip to experience 'Australia Felix' (Captain Mitchell) and were able to experience a place where hunger 'was not known' (R.J. Lang). As the gold rush came, more people sought the opportunity to become 'highly prosperous' and escape famine, with a huge population increase from 70,000 to 540,000 in just the space of a few years. Unlike the original migrants, who were mostly assisted, many of these new migrants were highly intelligent and emerged with aspirations to create a 'better England' (Geoffrey Serle), not just achieve prosperity.

Section B

Question chosen	none	2	3
%	2	63	35

Essay

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	2	1	2	2	3	3	4	4	7	4	7	6	9	2	5	8	8	8	6	3	3	11.5

To assist students in structuring their essay, the assessment criteria were printed on the last page of the examination. These included the four most important components of an essay: construction of a coherent and relevant argument, demonstration of historical knowledge, use of historical thinking concepts and the inclusion of evidence in the form of primary sources and historical interpretations.

Students were required to write an essay on either Question 2 or Question 3.

Many students attempted to address the question and establish their argument in the introduction, often using the key words from the essay topic. High-scoring essays argued their point of view in a sequence of well-constructed paragraphs, with accurate detail and a variety of sources as evidence, including simple in-text attribution. Medium-scoring responses tended to rely on providing knowledge of the area rather than the use of sources. Lower-scoring responses presented material prepared for essay questions from previous exams or did not sufficiently engage with the terms of the question.

Question 2 asked students to analyse the extent to which a 'workingman's paradise' and a distinctly Australian national identity were the driving forces in shaping the nation up to 1914. The highest-scoring responses identified a range of influences from both the pre-Federation and post-Federation periods and explained the consequences that resulted from these influences. In discussing the driving force of a 'distinctly Australian national identity', they referred to the developing bush culture, including Australian art, literature, decoration and popular journalism, while also acknowledging the continuing close ties with Britain. Many students agreed that a 'workingman's paradise' and a distinct Australian identity were important in this period, but argued that there were also other factors that led to particular developments in Australia. They referred to the economic depression of the 1890s, the great strikes and the formation of the ALP, industrial legislation and the Harvester Judgement as driving forces. Students also referred to other driving forces such as the notion of a White Australia or the idea of a newly federated Australia as a social laboratory.

Question 3 asked students to analyse the extent to which involvement in World War I created pride, division and suffering in Australian society from 1914–1920. High-scoring responses addressed all three factors in some detail. They usually acknowledged the initial enthusiastic response in 1914, highlighting the unity and pride in the British Empire. Some students also saw the development of the ANZAC Legend in WWI as contributing significantly to an emerging Australian nationalism. Many students referred to political conflict, the conscription issue, sectarianism and industrial disputes to explore the idea of division in society. Most students expressed a clear understanding of the suffering Australians experienced. They referred to the high number of deaths and horrific injuries to Australian soldiers, as well as the isolation, anxiety and grief that continued to affect the lives of these men and their families beyond 1918.

The following extract from a high-scoring response established a clear line of argument through the use of the question's key terms, which was then taken up in the sequential topic sentences of the four body paragraphs.

The fledgling nation of Australia was shaped by various social and political mores, including visions of the country as a 'workingman's paradise' and of a distinctly Australian national identity. While these were significant forces in developing the nation, other ideals were equally as influential, namely that of a White Australia and a social laboratory.

It was the desire of many Australians for their country to be a paradise for working men.

The idea of a unique Australian identity was influential in developing the new nation.

However, the vision of a 'White Australia' was equally as instrumental in the nation's development.

Furthermore, many Australians hoped that the country would be a social laboratory, 'free from the evils of the old world' (Peel and Twomey).

Section C

Question chosen	none	4	5
%	1	37	62

Part a.

Marks	0	1	2	3	4	Average
%	2	4	14	26	54	3.3

Part b.

Marks	0	1	2	3	4	5	Average
%	1	2	16	37	26	17	3.3

Part c.

Marks	0	1	2	3	4	5	6	Average
%	3	3	11	25	26	21	11	3.7

Part d.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	12	5	7	9	10	11	13	12	10	7	5	4.9

Section C required students to answer either Question 4 (using Sources 4, 5 and 6) or Question 5 (using Sources 7, 8 and 9). Question 5 was the more popular question.

Both Questions 4a. and 5a. were handled well, with students using the terms of the question in their answers, identifying and attributing the relevant source for analysis and drawing relevant conclusions supported by evidence from the source. Question 4a. required students to outline the economic policies that Australian governments were advised to follow to manage the expected crisis of the Great Depression, which were suggested in Source 4. There was no need to refer to any other material. High-scoring responses identified the extract from *The Sun* newspaper, which gave the perspective of four economists and outlined the advice that continued spending, especially on planned public works, was the way to counteract an economic downturn. Both direct quotation and paraphrasing of the source were acceptable. Question 5a. asked students to outline the reasons why there was some opposition to the changing role of women during World War II, as suggested by Source 7. High-scoring responses identified the *Sydney Morning Herald* article from July 1942, which summarised an address by the Catholic Archbishop of Melbourne, Dr Daniel Mannix, in which he had expressed opposition to the possibility that young mothers with children would be taken away from their families and directed to war work, necessitating the large-scale provision of nurseries and crèches. Again, both direct quotation and paraphrasing of the source were acceptable, with no need to refer to other material.

Questions 4b. and 5b. asked students to use one source and their own knowledge to explain an aspect of the Area of Study. Most students handled the demands of these questions reasonably well, referring to the source, as well as providing extra information and examples.

Responses to Question 4b. often began by using Source 5 to explain the difficulties faced by some of the unemployed during the Great Depression. They pointed to the forced travel that some of the unemployed experienced as well as highlighting the reliance on government handouts, the formation of shanty towns and the various traumas that they faced as a result of their powerlessness and vulnerability.

The following high-scoring response to Question 4b maintained a direct focus on the explanation required and used Source 5 frequently and efficiently, supplemented with their own knowledge and evidence.

The unemployed often faced substantial difficulties during the Great Depression. Source 5 outlines the negative experiences of the unemployed when searching for work. Often they had 'no choice but to pack a swag' and travel to find work, often abandoning their families in the process of doing so. Additionally the unemployed often had to survive off government relief such as 'food-ration coupons' and if they did not willingly search for work they 'went hungry'. This reveals the extreme desperation, negative wellbeing and hardship the unemployed were often forced to endure. Additionally the unemployed were often forced into shanty towns as they were evicted and often had to do this to prevent homelessness. Additionally, the wellbeing of men was often compromised as they 'felt emasculated' (Mirams) if they were unemployed and had to survive off their wife's income.

Responses to Question 5b. used various examples of difficulties faced by women during World War II. Most used Source 8 (a photograph of queues of women at a butcher's shop in 1944) to highlight the stresses caused by rationing, the anxieties of juggling family commitments and possibly war work, often when many Australian men were away in the Armed Services. The higher-scoring responses included some further detail or complexity, including loneliness, boredom, shortages and a range of anxieties common in a nation at war.

Questions 4c. and 5c. asked students to use two sources and their own knowledge to explain an aspect of the Area of Study. Once again students used the sources well and generally supported their explanation with their own knowledge and evidence.

Question 4c. asked students to explain how the unemployed were supported in managing the crisis of the Great Depression. High-scoring responses used Source 5 to establish the availability of food-ration coupons and Source 6 to illustrate how the Traralgon RSL provided a range of supports for both their members and the local unemployed. They then followed this evidence with examples from their own knowledge of the various schemes, community and family supports, and charities that also provided relief. Question 5c asked students to explain the ways in which the Australian government imposed increasing regulations on the home population to support the war effort. High-scoring responses used Source 8 to establish the imposition of rationing (usually accompanied with some detail of how rationing was extended over the war years) and Source 9 as evidence of the controls imposed by the Manpower Directorate and the accompanying government enforcement. Government controls over censorship, internment, wartime production and post-war reconstruction were all offered as examples of further government actions that sought to create Curtin's 'season of austerity', though other government actions before 1942 were also sometimes included. A sense of the 'increasing' nature of the controls was also a characteristic of the higher-scoring answers.

The following high-scoring response to Question 5c. established a good sense of the increasing nature of the regulations, supported with some very specific knowledge. However, clearer identification of the historical perspectives provided by the sources would have assisted with the effective use of evidence. The final evaluation of the evasion of the regulations was not required by the question.

Introduced by Menzies in July of 1940, rationing regulations imposed on the homefront began with rationing of petrol. A person was limited to about '40 miles per week (Argus, 1940) and, as evidence for the support of this regulation received, there was a mass shift to public transport use. In July of 1940, between 5 and 6:15pm, 53,402 people were seen passing through Flinders St Station. Infiltrating other aspects of Australian lives, as evident in Source 8, rationing resulted in coupons being distributed to families that applied to clothing and food, amongst others.

In addition to rationing, the Manpower Directorate imposed upon Australians in early 1942, promoted support for the war in urging Australians to take up a job that fulfilled the 'intensive labour requirements of the munitions and defence construction industries'. Curtin, Australian Prime Minister at this time, ensured they were 'just as responsible' for 'hastening victory' as the 'man behind the gun.' This 'industrial conscription' imposed the method used to 'juggle and restructure civilian and military labour.' However, as the rationing regulations resulted in some Australians hoarding and engaging in Black market activity to not support the war effort, manpower regulations, especially towards the later years of the war (1943 onwards) saw people 'dodging authorities' and providing 'false information' in order to evade requirements of this civilian conscription. Culminating in 'mounting raids', it became evident that methods employed by the Australian Government, whilst, for the most part, prompted 'unity and support for the war', that war weary Australians grew tired of harsh regulations such as these.

Question 4d. was generally handled well, as students were asked to evaluate the effectiveness of the economic responses of Australian governments to the crisis of the Great Depression. Responses often focused on the various plans of a range of Australian governments at both the federal and state levels, including the plans that were implemented and those that were just proposed. Higher-scoring answers referred specifically to the effectiveness of these responses, providing evidence to support the evaluation.

Question 5d. required students to evaluate the effectiveness of the responses of the Australian people to the crisis of World War II. Student responses varied in their interpretation of how 'effectiveness' might be measured across the time period, though most based their discussion on the levels of commitment, the nature of the sacrifices and the levels of compliance with Government regulation. Some also referred to specific groups in society who were asked to contribute in a more significant manner, such as servicemen and servicewomen, women working in munitions, or Aboriginal and Torres Strait Islander peoples. Others successfully approached the question by looking at different time periods between 1939 and 1945. Both Questions 4d. and 5d. required students to select, edit and organise their material from a large bank of content and to use evidence in their response.

The following extract from a high-scoring response to Question 5d. is a first body paragraph that explored the effectiveness of the Australians' initial responses to the crisis of war and highlighted some of their variety.

Australians' knowledge of the wider world 'was mediated by newspapers' and 'eighty five per cent of these newspapers' came from London (W.M. Ball), meaning a lack of activity on the front line caused a relaxed approach initially. In 1939 the Australian people were told to live as 'business as usual' and they certainly adhered to that, with 78,000 people attending the 1939 VFL grand final. However, some devoted patriots wanted to 'stand shoulder to shoulder with the loyal citizens of Britain' (Pastor Brauer), representing a division. The Australian people still saw the seriousness of the war, showing scenes of 'wild enthusiasm' (McKernan) when the second AIF sailed off in January 1940 and raising over half of the first war loan after the first day (March 2nd). When the French defences broke on May 15th 'leaving Britain on the brink of defeat' (McKernan), the response of Australians increased with effectiveness and on May 23rd 'enlistment rates reached a new daily record' (The Argus) of 1,300.

The response then went on to discuss the high levels of compliance with government regulations and commitment during 1942 and 1943 and concluded with a paragraph about war weariness, increasing divisions and industrial disputes.

Section D

Question chosen	none	6	7	8	9	10
%	4	65	21	6	5	0

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Average
%	5	2	2	3	5	5	5	8	8	9	10	9	10	9	6	5	8.8

Section D asked students to answer one of the five questions listed. Higher-scoring responses addressed the question directly and established a point of view that was argued consistently in a sequential, sustained discussion. All questions demanded an evaluation concerning the relative importance of a factor or factors in bringing about change, how much change actually occurred or the nature of the debates. Most responses addressed the factors nominated by the question and, where appropriate, balanced that discussion with the inclusion of other elements.

Question 6 – Australia's involvement in the Vietnam War

This question was the most popular choice of the five questions offered. It asked students whether the Tet Offensive and the My Lai massacre changed public opinion about the Vietnam War. Many students argued quite effectively that this was the case and displayed detailed knowledge of these two events. High-scoring responses also referred to protest groups such as Save Our Sons, Youth Campaign Against Conscription and the Moratorium movement as influences in shaping public opinion, as well as pointing to conservative influences that maintained a degree of support for involvement in the conflict. Other responses also referred to the influence of the television coverage of events as much as the events themselves.

The following excerpts from a high-scoring response provide an example of a well-sequenced and relevant evaluation with a clear introduction and four appropriately structured body paragraphs. The argument is clearly and confidently reiterated in the concluding section of each paragraph.

The introduction established a relevant line of argument and foreshadowed the other elements of the argument to be presented:

The Tet offensive and the My Lai massacre had drastically changed Australian public opinion about the Vietnam War. However, the anti-war and anti-conscription movements, culminating in the Vietnam Moratoriums, had also significantly contributed to these changing public opinions.

The first body paragraph took up the role of anti-war groups from 1965 through to 1970, concluding:

Although the SOS were initially ridiculed, over the course of the war they gained more support and changed public opinion through their persistent protesting about the immorality of the Vietnam war.

The second body paragraph addressed the impact of the Tet offensive directly, concluding:

President Johnson was constantly preaching the Allies' success in Vietnam, but the Tet offensive destroyed the belief that the war was ending and created 'disillusionment', according to Mirams, as it demonstrated the strength and persistence of the Viet Cong. Hence, the 24% of Australians anti-war in 1967 now raised to 38% in 1968, with the Tet offensive changing public opinion.

The third body paragraph directly addressed the impact of the My Lai massacre, concluding:

Hence, it exposed the hypocrisy of the Australia being involved in the war to aid the South Vietnamese people, changing public opinion about the war as the Vietnam war was not merely protecting the Allies and South Vietnam, but one without any morality or humanity with Gallup polls showing that 51% of Australians were now anti-war in 1969 as Curthoys states that the government 'began to lose their political and moral authority.'

The final body paragraph addressed the impact of the anti-war movement, concluding:

Hence, the Moratorium indicates the change in public opinion as Mirams highlights that a 'wide cross-section of the community' believed that Australia should end their involvement in Vietnam.

Question 7 – Aboriginal land rights

Question 7 asked students to measure the extent to which attitudes to Aboriginal demands to land rights were affected by concerns about economic development and loss of individual property rights. Many responses argued convincingly that attitudes were significantly shifted by those concerns. High-scoring responses also argued that ideas about indigenous rights and justice and concerns for recognition of prior ownership also influenced public opinion. These arguments often emphasised the importance of the Wave Hill walk-off or the Tent Embassy, or gave prominence to particular individuals, such as Eddie Mabo or Paul Keating. High-scoring responses also included some reference to other factors that were influential, such as the public scare campaigns run by mining interests, the conservative activism of some federal and state politicians and the climate of fear and turmoil that followed the Mabo and Wik decisions.

The following paragraph from a high-scoring response uses a combination of knowledge, historical interpretation and primary sources to illustrate the impact of the concerns of pastoral lease holders as a result of the Wik decision.

Pastoral lease holders were also concerned over the certainty of their developments because of the outcome of the Wik case. The High Court ruled that pastoral leases do not extinguish native title, ruling that they can 'co-exist'. Broome contends that 'pastoral leases formed on Wik land can not extinguish native title'. This was significant as '40 per cent' (Broome) of Australia's land was under pastoral lease; threatening the future of pastoral lease holders who demanded 'certainty'. Howard passed the Native Title Amendment Act in 1998, significantly influenced by the economic development concerns. This Act put into effect Howard's ten point plan which, according to Broome, 'extinguished native title on all lands with 'exclusive tenure'', which included mining and pastoral leases. Noel Pearson stated that 'Howard has managed to rip the heart out of the original Native Title legislation', revealing the significance of the amendment and the negative affect it had on Aborigines. Around seven per cent of native title was lost as a result of Howard's amendment, revealing the significance of pastoralist concerns and the impact they had on Aboriginal land rights

Question 8 – Equality for women

This question required students to evaluate the extent to which significant change was made in the 1970s in the quest for equality for women. Most students were able to argue that this was a decade of significant change, with higher-scoring responses also highlighting the limitations of the changes achieved and some even questioning the actual significance of the changes in the long term. Consequently, some discussion of content beyond the 1970s was acceptable if it was linked to the overall argument about that specific decade. Many discussed the role of the Women's Electoral Lobby (WEL) in lobbying for equality for women in education, the workforce and pay, as well as control over reproductive health and economic rights. Other responses discussed the early influences of feminist writers such as Germaine Greer, Kate Millett and Anne Summers or detailed the Equal Pay campaign. Changes in political representation, benefits for single mothers and changes to divorce laws were also discussed. High-scoring responses used this evidence as part of an argument for significant change. Some students pointed to the limitations of the changes (often pointing to the unevenness of impacts across different groups of women) while others emphasised further developments in women's equality beyond the 1970s.

The following introduction to a high-scoring response addresses the question directly, identifies aspects that will be discussed in the response, establishes a clear point of view and uses language in a nicely qualified manner, though the use of the term 'transmogrifying' in relation to women's equality was inappropriate.

It is to a large extent that the transmogrifying impacts of women's quest for equality resulted in change, but the extent to which this was significant is largely contestable. Whilst the 1970s resulted in women gaining greater controls over sexual and reproductive health, equality in the workplace, home and society and the enshrining of equal pay at least on paper, the consequences of these laws and legislations had differing impacts and to some extent revealed what historian Burgmann suggests was 'the white middle class nature of the movement' and disparity of equality.

Question 9 – New patterns of immigration

Question 9 required students to measure the extent to which debates about both the Blainey controversy and the rise of One Nation reflected differing Australian attitudes towards immigration. High-scoring responses were able to demonstrate quite a detailed knowledge of both debates and point to their similarities and differences. Many students were able to outline Blainey's views and analyse the subsequent criticisms. Furthermore, most were able to point to One Nation's electoral success as a key indicator of broader Australian attitudes. High-scoring responses also identified the similarities of the debates, such as some Australians' desire to participate in a debate about immigration and drew conclusions about what both debates revealed about Australian attitudes.

Question 10 – A global economy

Question 10 required students to measure how changes in Australian internal economic policy were effective in strengthening the Australian economy. There were no responses to this question.