

STUDENT NUMBER           Letter

# HISTORY: AUSTRALIAN HISTORY

## Written examination

Tuesday 24 November 2020

Reading time: 2.00 pm to 2.15 pm (15 minutes)

Writing time: 2.15 pm to 4.15 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	2	1	20
C	2	1	25
D	5	1	15
			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 28 pages, including **assessment criteria for Section B** on page 28
- Detachable insert for Sections A and C in the centrefold
- Additional space is available at the end of the book if you need extra space 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. Describe what Source 1 reveals about Aboriginal responses to the transformation of the Port Phillip District/Victoria as a result of British settlement. 4 marks

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- b. Using Source 2 and your own knowledge, explain the British understanding of the Aboriginal people of the Port Phillip District/Victoria, and of the doctrine of land ‘improvement’ that was adopted by most new settlers.

6 marks

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**c.** Using Source 3 and your own knowledge, analyse the extent to which the aspirations of immigrants moving to the Port Phillip District/Victoria were achieved by 1860. Use evidence to support your response.

10 marks

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**END OF SECTION A  
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**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 assessment criteria set out on page 28.

**Question 2** (20 marks)

‘The visions of a “workingman’s paradise” and of a distinctly Australian national identity were the driving forces in shaping the new nation up to 1914.’

To what extent do you agree?

**OR**

**Question 3** (20 marks)

‘Involvement in World War I created pride, division and suffering in Australian society.’

To what extent do you agree?

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Question no.

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**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, 5 and 6 on pages 2 and 3 of the insert if you choose to respond to Question 4.  
Refer to Sources 7, 8 and 9 on page 4 of the insert if you choose to respond to Question 5.

**Question 4** (25 marks)

- a. Using Source 4, outline the economic policies that Australian governments were advised to follow to manage the expected crisis of the Great Depression. 4 marks

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- b. Using Source 5 and your own knowledge, explain the difficulties faced by some of the unemployed during the Great Depression.

5 marks

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**OR**

*Do not attempt Question 5 if you have completed Question 4.*

**Question 5** (25 marks)

- a. Using Source 7, outline the reasons why there was some opposition to the changing role of women during World War II.

4 marks

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**b.** Using Source 8 and your own knowledge, explain the difficulties faced by many women during World War II.

5 marks

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- c. Using Source 8 and Source 9, and your own knowledge, explain the ways in which the Australian Government imposed increasing regulations on the home population to support the war effort.

6 marks

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**END OF SECTION C  
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**SECTION D****Instructions for Section D**

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

**Question 6** (15 marks)

**Australia's involvement in the Vietnam War**

To what extent did the Tet Offensive and the reporting of the My Lai massacre change Australian public opinion about the Vietnam War? Use evidence to support your response.

**OR**

**Question 7** (15 marks)

**Aboriginal land rights**

To what extent were attitudes to Aboriginal demands for land rights affected by concerns about economic development and loss of individual property rights? Use evidence to support your response.

**OR**

**Question 8** (15 marks)

**Equality for women**

To what extent was significant change achieved in the 1970s in the quest for equality for women? Use evidence to support your response.

**OR**

**Question 9** (15 marks)

**New patterns of immigration**

To what extent did debates about both the Blainey controversy (1984) and the rise of One Nation (1996) reflect differing Australian attitudes towards immigration? Use evidence to support your response.

**OR**

**Question 10** (15 marks)

**A global economy**

To what extent were changes in Australian internal economic policy, such as the privatisation of government-owned assets, the management of wage growth and cuts in farm subsidies, effective in strengthening the Australian economy? Use evidence to support your response.



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

TURN OVER

**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

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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 newspaper article published in 1850, which includes copies of daguerreotypes<sup>1</sup> taken by Douglas T Kilburn and a report about the circumstances of the taking of these photographs



Mr. Kilburn had much difficulty in prevailing upon any individual to sit<sup>2</sup>, from some superstitious fear that they possess, imagining that it would subject them to some misfortune. He lost no opportunity in persuading them, by small bribes, when they wandered into Port Phillip, usually for the purpose of begging; but, in return, they appeared always willing to render any assistance in chopping wood, &c<sup>3</sup>. At length, Mr. Kilburn succeeded; and the result is here presented to the reader.

Source: *The Illustrated London News*, 26 January 1850, p. 53

<sup>1</sup>**daguerreotypes** – a type of photograph

<sup>2</sup>**sit** – pose

<sup>3</sup>**&c** – and so on

#### Source 2

Commentary on the development of the Port Phillip District/Victoria by 1849

Some twelve years ago, the land on which a city now stands was a wilderness—a wilderness inhabited by innumerable tribes of savages; and where, also, the sportive<sup>1</sup> kangaroo, emu, and wild dog appeared in such numbers as to oppose a barrier to the inroads of civilization. What a change has taken place since that period! What has not been achieved in this once barbarous<sup>2</sup> region by England's indomitable<sup>3</sup> and noble spirit of enterprise!

Source: JB Clutterbuck, 'Port Phillip in 1849', in *The Illustrated London News*, 26 January 1850, p. 53

<sup>1</sup>**sportive** – good for hunting/sport

<sup>2</sup>**barbarous** – primitive and uncivilised

<sup>3</sup>**indomitable** – determined

**Source 3**

One historian's interpretation of migration to the Port Phillip District/Victoria

There are dozens of reasons why men migrated—for example the current medical convention that the warm Australian climate was suitable for those stricken with tuberculosis<sup>1</sup> was of incalculable benefit to Australia. But ... the dominant one [reason] nearly always was the belief that one would do better in material terms than by staying at home ... From 1853 on ... migrants were attracted ... by the opportunities in a quickly developing community which gold had made highly prosperous.

Material opportunity was the main attraction, and in particular the prospect of boundless tracts of land ... The attraction of having greater political rights in a colony was also an encouragement to migration, although no doubt this was a sentiment which most sensed very vaguely ...

...

The great ambition of the migrant was independence, being his own boss, self-employed, no longer a wage-slave.

Source: G Serle, 'The Gold Generation', *The Victorian Historical Magazine*, volume 41, issue 159, February 1970, pp. 268 and 269

<sup>1</sup>**stricken with tuberculosis** – suffering from an infectious disease of the lungs

**SECTION C**

*Refer to Sources 4, 5 and 6 if you choose to respond to Question 4.*

**Source 4**

Extract from a newspaper article on government spending on public works, published in 1929

The advice of the president of the Economic Council (Mr. R. B. Lemon) that governments should practise sound economy by keeping up their spending in times of stress was warmly applauded yesterday by the Post-Master General (Mr. Gibson) and the chairman of the Development and Migration Committee (Mr. Gepp).

“If people took fright, and expenditure on public works was curtailed<sup>1</sup> the country would soon go to the dogs<sup>2</sup> and there would be alternating fat and lean times,” Mr. Gibson said ... Mr. Gepp said that Professor Copland<sup>3</sup> had advocated a long range planning of public works to promote the stability of business conditions ... Projects should be prepared so that they could be undertaken when a trade depression developed ...

Source: *The Sun*, 20 April 1929, in C Baker, *Depressions: 1890s, 1930s: A Social History*, Oxford University Press, Melbourne, 1982, pp. 52 and 53

<sup>1</sup>**curtailed** – cut back

<sup>2</sup>**go to the dogs** – be ruined

<sup>3</sup>**Professor Copland** – a member of the Faculty of Economics, University of Melbourne, 1924–1939

**Source 5**

Commentary on the Great Depression from an exhibition in 2010

For men who faced constant rejection by employers in the inner city, they had no choice but to pack a swag (or ‘matilda’)<sup>1</sup> and travel to country areas in search of work. Swagmen were entitled to receive food-ration coupons at country police stations if they could produce a traveller’s ration card showing that they had travelled at least 50 miles (80 kilometres) during the week. If not, they went hungry or had to cadge<sup>2</sup> for food. The traveller’s ration card was established by Governments to discourage unemployed men from forming hobo<sup>3</sup> camps in country towns. As a result, ‘Swaggies’ trekked vast distances ...

Source: A Stevens, ‘Skint! Making do in the Great Depression’, Museum of Sydney, <[www.sydneylivingmuseums.com.au](http://www.sydneylivingmuseums.com.au)>

<sup>1</sup>**swag (or ‘matilda’)** – rolled-up blanket containing possessions

<sup>2</sup>**cadge** – beg

<sup>3</sup>**hobo** – homeless person

**Source 6**

Extracts from the minutes of meetings of a country RSL sub-branch

RSL stands for the Returned and Services League of Australia, established in 1916 to support those who had served in the defence forces.

<b>1930</b>	9 Sept	Grant of £10 for the relief of unemployed Diggers.
	11 Nov	Provide half the wage of two unemployed Diggers for the rest of the year if the local Council will provide the other half.
<b>1931</b>	3 Nov	Members unable to pay their subscription will be made financial and treated as guests at all functions.
<b>1932</b>	12 Jul	Truckload of firewood sent to Williamstown RSL unemployed.
<b>1934</b>	9 Jan	Members to cut firewood for unemployed Diggers in Melbourne.

Source: JF Power (ed.), *Sixty Years, Traralgon RSL sub-branch 1927–1987*, Traralgon, 1987, in ‘Timeline of the RSL – 1930s’, p. 4, <[www.servingaustralia.info/education](http://www.servingaustralia.info/education)>

Refer to Sources 7, 8 and 9 if you choose to respond to Question 5.

### Source 7

Extract from a newspaper article reporting on an address given by Archbishop Daniel Mannix, Roman Catholic Archbishop of Melbourne, 1917–1963

The Roman Catholic Archbishop of Melbourne, Dr. Mannix, said to-day that he would regard with deep suspicion and grave concern any Government policy that would draw young mothers away from their homes and children and embark upon the large-scale provision of nurseries and creches for children. The place of young married women with children was the home and not the munition factory or any war service department, he continued. If women had to face war work it was a regrettable necessity, but surely the last women to be called on or to be accepted for any [war] work that would take them away from their homes were young married women with families.

Source: 'Mothers and War Work: Dr. Mannix's View', *Sydney Morning Herald*, 21 July 1942, p. 6

### Source 8

Publicity photograph taken in 1944 provided by the Department of Information

This photograph shows queues of women waiting to buy meat at a butcher's shop before their coupons expire.



Source: Australian War Memorial Collection, C254363

### Source 9

One historian's interpretation of changes occurring during World War II

In early 1942 the Manpower Directorate, also responsible for 'womanpower', was formed under the Department of Labour and National Service to juggle and restructure civilian and military labour. The Directorate expanded quickly ... Armed forces' requirements were given priority, followed by the intensive labour requirements of the munitions industries and defence construction ...

In effect, the Manpower Directorate imposed industrial conscription ... it was possible to dodge the authorities by providing false information or by using personal connections. Even though such channels could be used more fully by the middle class, by early 1943 Manpower was mounting raids in working-class localities to snare evaders.

Source: K Darian-Smith, *On the Home Front: Melbourne in Wartime 1939–1945*, Oxford University Press, South Melbourne, 1990, pp. 51 and 52

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