

2015 VCE History: Australian History examination report

General comments

While there was a considerable variation in the quality of student responses to the 2015 History: Australian History examination, there were many very talented students who were able to demonstrate accurate and detailed knowledge and support their answers with relevant and effective evidence. This evidence often included precise factual information as well as a variety of perspectives from the time and from later historical accounts. The higher-scoring students not only provided this information and referred to accounts, but used these sources as evidence to support their explanation, evaluation or analysis. They also knew the difference between those terms, responding in a style appropriate to the question.

Students' responses were more convincing when they were able to use language precisely, qualifying their assertions appropriately to reflect the complexity of the subject. High-scoring students also managed their time well, ensuring that they covered all sections of the paper with sufficient detail to develop complex responses when required. They also allocated their time appropriately within each section of the exam, paying attention to the various questions or components of each task.

Some characteristics of low-scoring responses included lapses into narrative or summary, vague or incorrect information, and prepared answers that either ignored the question or simply agreed with a statement when the question demanded an evaluation. Many students also answered the questions on both documents in Section A (receiving marks for only one set of answers), leaving themselves too little time to complete the paper. It is strongly recommended that teachers and students familiarise themselves with the layout of the examination paper prior to the examination.

Specific information

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

This report provides sample answers or 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 chosen	none	1	2
%	0	31	69

Students were required to answer questions related to Document A or Document B.

Document A

Question 1a.

Marks	0	1	2	Average
%	3	9	88	1.9

Students were required to identify two activities being undertaken in Document A, a lithograph by ST Gill. Most students were able to identify two of a wide range of 'activities', including coach driving, travelling, strolling, crossing the river, riding a horse or even observing the town. Single-word responses such as 'horses' were not awarded marks.

Question 1b.

Marks	0	1	2	3	4	Average
%	1	1	16	26	56	3.4

This question required students to identify and explain two pieces of evidence from the Gill lithograph that demonstrated that Melbourne was transforming in the 1850s.

Possible answers included:

- The large number of ships, explained by the huge increase in population, trade and immigration.
- The smoke from the chimneys, explained by the growth of manufacturing as a result of the growth in population and the demand for local production, further supported by the wealth produced by gold.
- The physical extent of the building depicted in the image, explained by both population increase and prosperity.

Question 1c.

Marks	0	1	2	3	4	5	6	Average
%	2	4	19	35	22	12	5	3.3

Responses needed to explain to what extent immigration during the gold rush changed Melbourne and Victoria up to 1860. High-scoring responses specifically addressed both the scale of immigration and the nature of the 1850s immigrants (usually related to the higher levels of literacy or skill, the wider range of origins and the higher expectations). They also included consideration of both Melbourne and Victoria.

There were a number of ways students could have explored this question. Typically, responses mentioned the changes in Melbourne's physical characteristics, but others acknowledged the social, economic, political and environmental changes experienced across Victoria. Some students also pointed to certain continuities or even suggested that the wealth dug from the soil was the decisive factor in producing change. High-scoring responses maintained a clear focus and used their examples directly. Low-scoring responses provided general descriptions rather than the

evaluation required by the question, often providing examples from before the 1850s or narrowing their discussion of immigration to the Chinese. Students should have practice dealing with specific date ranges across the Area of Study.

Question 1d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	6	6	16	21	22	14	8	5	3	3.6

Students were required to evaluate the extent to which the hopes and visions held by immigrants to Victoria had been achieved by 1860. High-scoring responses often distinguished between hopes and visions by establishing initial hopes of becoming rich through gold, either directly by finding gold or through related industries and services. After establishing the importance of material advancement and security as a key motive for migration, high-scoring responses were able to analyse how these hopes soon evolved into ideas of social, political and economic reform. They were then able to provide an evaluation of achievement by 1860. The successful linking of hopes and visions to levels of achievement was an important characteristic of high-scoring answers. Several individual examples of gold-rush migrants were used as evidence (such as Peter Papineau, Peter Lalor, James Galloway), all of whom could be linked to later campaigns such as unlocking the land, manhood suffrage or the eight-hour work day. Some even challenged the extent of these reforms, qualifying some of the grand claims about these achievements. Many students also used the perspectives of Geoffrey Serle and Richard Broome as evidence in supporting their points of view.

Low-scoring responses tended to make broad statements about the motives of the migrants and the level of success without effectively linking the two. Some narrowed their discussion to a specific group of migrants, typically discussing only the experience of Chinese miners. The inclusion of the Chinese experience on the goldfields was certainly worthwhile, but high-scoring responses used this example to broaden their discussion of the total cohort of gold migrants, often making the point that racial vilification was a significant negative consequence of the gold rushes.

The following is an example of a mid- to high-scoring response. This response includes a range of hopes and visions, and supports the evaluation with specific evidence from contemporary accounts, specific information and Geoffrey Serle.

To a large extent, the hopes and visions of gold rush immigrants were achieved by 1860. Many immigrants came in search of an escape from the oppressive and strict class society of Europe, believing Victoria offered them a chance of increasing their wealth, freed an opportunity. Such hopes were displayed by many former chartists, such as Gavin Duffy, who declared the goldfields were 'a new and better America'. Thus, the egalitarian spirit born on the goldfield allowed many to achieve this hope of freedom through democracy. R. Caldwell, a digger in Ballarat, described how 'no digger touches his hat to another'. Reverend Merewether echoing this by declaring 'brawn and muscle were the new aristocracy'. In this way, the egalitarian spirit of the goldfields, 'where luck and hard work determined status,' (G. Serle), propagated the fulfilment of greater freedom, with the Eureka Stockade of 1854 and the following 1855 Gold Commission report giving miners universal suffrage with the miners right. Thus, the Chartist immigrants had achieved their vision of egalitarian democracy, moreover, the creation of the Victorian land league which demanded 'free choice of land', led to the 1860 Nicholson land act, allowing those immigrants who had sought greater freedom through land 'selection of open spaces'. On top of this, the opening of the Melbourne University in 1853, with judge Edmund Barry declaring 'all shall be admitted', along with the 1856 State Library where Governor Hotham declared 'working men shall find comfort' allowed many immigrants to gain opportunity educationally. However, for the Chinese their hopes of inclusion and prosperity were not achieved with the 1857 Buckland river attack illustrating their struggle.

Document B**Question 2a.**

Marks	0	1	2	Average
%	1	7	92	1.9

Students were required to identify two of Batman's intentions from his letter to Governor Arthur. These included his intention to purchase land, to settle among the Aboriginal people and to pay an annual tribute as 'compensation for the enjoyment of the land'. Most students had little difficulty with this question.

Question 2b.

Marks	0	1	2	3	4	Average
%	1	0	6	13	81	3.7

Students easily identified two pieces of evidence that indicated that the Aboriginal 'chiefs' understood, and were willing participants in, Batman's proposal. One mark was awarded for identifying the evidence, and one mark for the brief explanation of how it conveyed understanding or willingness. Correct answers included the marking of the trees (or boundaries) with 'their own native marks' to signify compliance, or the conferring on Batman of 'their own private mark'; Batman also emphasised the presence of 'interpreters' to imply understanding and how the Aboriginal chiefs 'executed each of the deeds'; and finally, Batman claimed that the Aboriginal elders gave him soil, signifying their agreement in this 'purchase'.

Question 2c.

Marks	0	1	2	3	4	5	6	Average
%	4	5	13	24	27	20	8	3.6

Students needed to discuss the extent to which this exchange was typical of the manner in which European settlers acquired land. Most students were able to assert that Batman's negotiation with the Aboriginal peoples he met was not typical, with some acknowledging that Batman's 'treaty' is the only document of its kind in Australia's history. A few students discussed the integrity of Batman's intentions before comparing this with other ways Europeans claimed land. These included: Governor Bourke's proclamation of Crown Land (nullifying Batman's 'treaty'); the purchase or leasing of land from the government; the simple occupation of large runs by squatters, justified by either the doctrine of improvement or by settler perceptions of 'wasteland' (often referred to as *terra nullius*). High-scoring responses referred to individual squatters, such as Black, Hull or Griffith, and quoted their justifications as evidence of Europeans 'acquiring land'. Most high-scoring responses also mentioned the presence of violence as a means of advancing European ambitions to acquire land, especially after they had encountered Aboriginal resistance. Low- and mid-range responses tended to move from an acknowledgment of Batman's negotiation to a general discussion about relationships between Europeans and Victoria's Indigenous peoples. This again emphasises the need for students to pay close attention to the parameters of each question.

Question 2d.

Marks	0	1	2	3	4	5	6	7	8	Average
%	2	1	4	10	16	18	22	18	10	5.3

High-scoring responses provided a range of points of view, maintained a clear focus on the evaluation demanded by the question and supported this with a range of evidence from the period and from historians' accounts. They also showed an awareness of a range of impacts and their relationship. Responses that argued that loss of land had the 'most harmful' impact on the Aboriginal people were often fluent and sequential as they explained the consequences of dispossession, including: changes to traditional diet and subsequent reliance on inferior European substitutes as well as loss of access to traditional water sources; loss of access to sacred places associated with ritual, ceremony and spiritual identity; interference with traditional boundaries and the resultant increase in inter-tribal fighting; frontier violence between Aboriginal people and Europeans as they fought for ownership of the land. Responses that argued that disease was the 'most harmful' impact also scored highly. The environmental changes brought by the Europeans also figured in student responses as they acknowledged the growth of towns, the imposition of private property (fences, houses) and the impact of large numbers of sheep and cattle. The devastation to the natural environment caused by gold mining was also mentioned.

The following is a high-scoring response that maintains relevance, uses a range of historical perspectives and uses specific information to support the evaluation.

The loss of land had a significant harmful impact on the Aboriginal people in the Port Phillip District up to 1860, nevertheless other influences also negatively impacted Aborigines. The taking of their land made it hard for Aborigines to gain food or live traditional lives, Missionary George Langhorne noting that due to loss of land the Aborigines 'were deprived of the kangaroo, their principle food'. Furthermore, Macintyre discusses how Aborigines were no longer able to access traditional vegetables such as murnongs which were hidden and ripped up by the hooves of cattle. Historian Critchett asserts that they were deprived of their water sources which were polluted by farmers and lost 'elaborate stone-fish traps' lessening their food. Broome discusses how traditional practices at sacred sites could no longer take place, having a devastating cultural effect on Aborigines, whilst they were also forced to relocate to the tribal areas of other clans sparking intertribal violence (Hamilton). Nevertheless, Historian Richard Broome suggests that diseases such as venereal diseases, influenza, small pox and tuberculosis had the most harmful impact leading to 5,000 out of the 8,000 deaths of Aborigines up until 1850. Violence and massacres also had a devastating effect as Aborigines were killed 'indiscriminately and disproportionately' (Reynolds), accounting for about 10% of deaths (Broome). Therefore loss of land had a catastrophic effect on Aborigines, nevertheless, as did other influences.

Section B

High-scoring students demonstrated relevant and specific knowledge, stayed within the parameters of the questions and organised their material in a logical and sequential manner. Low-scoring students often drifted from the terms of the questions, failed to apply the knowledge in an appropriate manner or did not demonstrate the required knowledge.

Question 3a.

Marks	0	1	2	3	4	Average
%	18	11	25	17	29	2.3

High-scoring responses immediately identified two arguments against the proposed Federation and offered some explanation. These included the arguments of:

- the smaller colonies who thought their interests would be overshadowed by Victoria and New South Wales
- the larger colonies who thought that they would be held to ransom by the power of the proposed Senate (powers that were later craftily qualified by the writers of the Constitution)
- some in New South Wales who thought that Sydney should be the capital and who wanted to maintain their status as Australia's 'first' colony
- those who thought they would be disadvantaged by whatever economic policy was adopted in regard to trade (voiced by both free-traders and protectionists)
- those from Western Australia who feared they would be defeated by distance and be irrelevant in the new Federation
- those who wanted to remain close to Britain and thought that the Federation would distance Australia from the 'mother country'
- Queensland sugar growers who feared the loss of cheap labour
- those who feared the loss of state autonomy.

As a part of the explanation, some students went on to discuss how these arguments were countered or resolved.

A large number of students did not answer this question. Students are reminded to attempt every question and should be provided with strategies they can use in order to approach a question they feel they cannot answer.

Question 3b.

Marks	0	1	2	3	4	5	6	Average
%	12	8	14	20	21	15	10	3.2

Most students provided thoughtful responses to this question, initially establishing how nationalist themes in art, writing and symbols promoted a vision of nationhood and then nominating other processes that enhanced national identity. There were many who discussed the artists of the Heidelberg School (often specifying individual works) and the writers of *The Bulletin* (such as Henry Lawson and AB Paterson), identifying specific nationalist themes related to the qualities of the male bush worker or the celebration of the Australian landscape. The uniqueness of Australian flora and fauna was also discussed, mostly in terms of decorating motifs on furniture and household objects. High-scoring responses provided a combination of rich detail and a breadth of examples, as well as acknowledging that these were not the only expressions of nationhood.

To broaden the discussion beyond the cultural influences specified in the question, students mentioned:

- pride in sporting prowess
- ideas of racial superiority and the concept of a 'White Australia'
- the images of Australia as a 'workingman's paradise' (supported by references to the growth of unionism and the formation of the ALP) or as a 'social laboratory' (supported by evidence related to the extension of suffrage to women)
- references to legislation, legal judgment or administrative processes.

Some students incorporated recognition of Australia as a British country to challenge the assertions about national independence.

Question 3c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	16	6	7	8	10	12	12	12	8	6	3	4.5

Some students did not respond to this question. High-scoring responses discussed the economic and industrial issues that were prominent in the 1890s, including the various strikes (ideas of ‘freedom of contract’, disputes over collective bargaining, ‘new unionism’, government and employer responses to the strikes, the formation of the ALP) as well as broader economic issues (reliance on primary production and the ‘Federation drought’; the vulnerability of the poor, unemployed, aged or sick; competition with ‘cheap’ labour). It was important to acknowledge that the experience of the Depression fuelled the desires for better living standards and a more secure economy. These responses then went on to evaluate the extent of resolution of these issues, referring to the legislation of the new Commonwealth and also to legal judgments (such as the Harvester Judgement) or administrative processes (such as the dictation test). High-scoring students’ knowledge of the legislation was very specific, and these students were often able to quote historians’ assessments of the value or significance of a range of Acts. The highest-scoring students were also able to point to varying degrees of success, while mid-range students discussed legislation as the ‘solution’ without any sense of complexity. High-scoring students also maintained focus on economic and industrial issues, or at least were able to argue their case successfully if they moved to other issues that may or may not be considered ‘economic’ (the prosecution of a ‘White Australia’ was linked to supposed economic gains rather than racial control). Low-scoring students drifted into a general discussion about legislation and what was achieved in absolute terms. There were many low-scoring responses that ignored the reference to the 1890s and merely listed legislation and discussed the various Acts in a general sense.

The following is a high-scoring response that establishes and maintains a clear and relevant point of view, uses a range of specific information as evidence and provides a clear and logical conclusion.

“After the bitter strikes of the 1890s, industrial harmony was high on the agenda for the new government” (Mirams). Legislation was pivotal in resolving these issues and addressing the concerns that underpinned them: worker’s rights and coloured labour. Workers from this time demanded “safer conditions, better pay and less hours” (Mirams) and coloured labour was viewed as a “significant social and economic threat” (Mirams) to achieving a working man’s paradise. “The Coloured labour issue” (Barton) was addressed through the Pacific Islander labourers Act of 1901. This act saw the deportation of Pacific Islander workers from Australia and the prevention of any others from migrating to work. This helped ensure that the white working man was not threatened by cheaper, coloured labour. The Arbitration and Conciliation Act of 1904 further enforced the importance of resolving industrial relations issues and protecting workers. Deakin considered it necessary to “prevent workplace issues...from becoming magnified” as it gave employees an independent mechanism for having their disputes heard, thus helping prevent further strikes. Pressure from unionists was vital in seeing this legislation passed and ensuring these protections and benefits belonged only to the white union member. Furthermore, after the 1890s, “unionists saw the importance of having political representation” (Mirams) and thus the Labor Party became a symbolic representation of the importance of preserving workers rights to the new nation and the practical implementation of these rights. Economic issues, such as that of those who were too old or sick to work, were also addressed between 1901 and 1914. The Old Age and Invalid Pension Act of 1908 gave financial assistance to retired workers and thus their families. This was considered pivotal in “strengthening the link between society and its politicians” (Mirams). In a similar way, the Maternity Allowance of 1912 played a small role in resolving economic issues. It provided white mothers – married and unmarried – with five pounds for every white child they had – to “support Australia’s citizens at a time when it was most needed” (Mirams). Overall, industrial relations issues were resolved to a large extent between 1901 and 1914. Economic issues were resolved to a lesser extent however the new nation took significant action to address the concerns held prior to the 1890s and develop into a ‘working man’s paradise’.

Section C

Question chosen	none	4	5	6
%	2	56	23	20

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

There were many very good responses in this section. Most students were able to address the question in an introduction, and establish a relevant sequence of well-constructed paragraphs that each used a range of evidence from both contemporary accounts and historians' perspectives. Many students also displayed a great depth of knowledge and an ability to remember a large number of specific details and exact quotes from their reading. Higher-scoring students' responses contained more detail and maintained a relevant thread of argument, but also recognised the specific terms and parameters of the question, tailoring their knowledge to a complex discussion of the question. Mid-range responses often displayed an excellent knowledge of the Area of Study but students wrote as much as they knew without applying it to the question. It also seemed that some students had prepared answers in readiness for particular questions and presented them irrespective of the question being asked.

High-scoring responses on the Great War assessed the initial impact of news from Gallipoli and balanced this with a consideration of the consequences of the casualties and the doubts raised by the evacuation, then pointed to the emergence of the Anzac legend and the observance of Anzac Day. This was then contextualised with the early enthusiasm for the War in 1914 and the growing divisions around equality of sacrifice, conscription and industrial disputes. These responses incorporated a number of historians' perspectives as well as material from the period to support their analysis of both unity and division. Mid-range responses contained information on the above but either drifted into narrative summary or wrote prepared essays on division, without discussion of the impact of Gallipoli.

The following is an example of a high-scoring response that maintains a close focus on the question, provides an interesting and relevant argument, and uses a good range of sources and information as evidence.

The ANZAC landing at Gallipoli was an instrumental point in WWI. Indeed, in some respects it united Australians, but in others it only led to divisions. It is also worth noting that Australian society prior to the 25 April 1915 was somewhat united, and that the ANZAC legend did little to help ameliorate those that were already fractured from society.

*Prior to 25 April 1915, Australian society was fairly united in response to the war. Majority of the population had been united in a sense of patriotic fervour to the announcement of war in 1914, and this was reflected by both sides of the political spectrum as per Andrew Fisher's remarks that Australia would 'defend [the Empire] to our last men and our last shilling!' In a similar vein, the clergy responded to the war with 'as much enthusiasm as any other Australians' (Michael McKernan), albeit the leaders of the different denominations did so for different reasons. The general population ostensibly responded with much patriotic zeal as well, and in the first five months of war alone 52,561 men enlisted into the AIF. However, despite Sir Munro-Ferguson's claims that there was 'entire unanimity in support' of the war, there were some voices of dissent. This came in the form of workers predominantly, when Leftist magazines such as *Direct Action* or *The Bulletin* warned of the consequences workers would face as a result in the war. The latter predicted that 'thousands of workers' would be 'thrown out of work', and this was proven correct when in August 1914, unemployment figures in NSW alone rose from 13500 to 29313. Cartoonist Syd Nicholl's 'War! What for?' further purported such sentiment in predicting that workers would only suffer as a result of the war. Similarly, some Irish Catholics felt discontent, like*

Catholic Archbishop Daniel Mannix described WW1 as 'an ordinary and sordid trade war.' In this way, whilst Australian society was somewhat united prior to the ANZAC landing, workers and Catholics were divided.

The news of the ANZAC landing intensified unifications in some areas, but also led to new divisions. This came mostly as a result of, as emphasised by historian CEW Bean and Ellis Ashmead-Bartlett's glowing 'race of athletes' report. This new report was instrumental in raising and reinvigorating a united sense of patriotic fervour and enthusiasm for the war, where in June of 1915 enlistments sky-rocketed to 30,000 a month - the peak of the war. Indeed, as Michael McKernan puts it, it was 'the baptism of fire at Gallipoli, not Federation at 1901, which heralded the birth of the new nation.' And yet, the ANZAC legend also led to some divisions. For some British loyalists, it came as a reason to further support the Imperial motherland. Conversely, some nationalists in particular felt that the report warranted more patriotic feelings for Australia as a separate entity from Britain, especially given Ashmead-Bartlett's words that the diggers were 'equal or arguably superior to' their British counterparts. Furthermore, the ANZAC legend intensified tensions between 'patriots' and 'shirkers', who were victimised because brave men were dying at Gallipoli. This was exemplified in the Women's Nationalist League's sadistic 'white feather' campaign, and ultimately culminated in the 'bitter and hostile' (Susan Johnstone) conscription debate. Indeed, the ANZAC landing was unifying in some respects but divisive in others.

The ANZAC legend did little to ameliorate the dissent of workers and Irish Catholics; those already fractured from the rest of society prior to the landing at Gallipoli. Indeed, Ashmead-Bartlett's report could not stop 'the horror of [casualty] lists' (Michael McKernan) nor could it prevent the controlled length of the war and agitations over the inequality of sacrifice. The working classes only become more antagonistic, particularly following the conscription debate- the Trade Unions were some of its most vocal opponents- and the introduction of sport curtailment in 1917. In regards to the latter, many workers viewed it as the work of 'patriots who suggested prohibitions in regards to all things but those affecting themselves' (Melbourne Trades Employee). Historian Manning Clark especially emphasises the growing division between workers and society with measures such as the War Precaution Act 1914, it was felt as if Billy Hughes and the ALP had betrayed their egalitarian, labour-based ideals. The ANZAC legend did little to unite the workers with the rest of society in this regard. This culminated in 76,000 on strike in NSW, 1917. Similarly, Irish Catholics felt increasingly marginalised by society given their generally anti-conscription stance. The fact that they were also incidentally working class, as well as the Easter 1916 Sinn Fein revolt, led to a 'double alienation' (McKernan) at the hands of Protestants. This was seen with Herbert Brookes' sadistic Citizens' Loyalist League which aimed to 'counteract the disloyalty of Catholics'. In this way, the ANZAC landing in Gallipoli did little to help ameliorate those already at the fringe of society prior to the event.

Ultimately, the ANZAC legend, although unifying in some areas, only led to more divisions in others. Most importantly, in such a contentious period it is essential to note how little it helped reunite those already divided from society prior to the ANZAC landing.

High-scoring responses on the Depression maintained focus on the social experiences of Australians, identifying a range of hardships that were endured, then balancing negative experiences with examples of positive and uplifting experiences, leading to an evaluation of whether these experiences assisted social cohesion. Most responses were able to detail the hardships of the Depression quite well, pointing to various examples of social and economic dislocation (unemployment, poverty, homelessness, family separation, poor living conditions in terms of housing food and education), using Lowenstein and McCalman as their principal sources. Some included the failure of government and consequent loss of faith in a political solution. High-scoring responses provided details of positive and uplifting experiences, usually including evidence of charity work, community support and generosity as well as sport and entertainment (there was considerable enthusiasm for Donald Bradman and Phar Lap as a relief for despair). This was then followed by conclusions involving social cohesion or division. High-scoring responses acknowledged the difficulty of arriving at firm conclusions or made the point about different representations of the experience of the Depression, referring to Potts's work on the 'myth' of the Depression. Mid-range responses did not maintain this sequence or wrote a prepared

essay on division, often detailing the economic causes of the Depression or narrating the political conflicts and failures.

The following is a strong paragraph taken from a high-scoring response on the Depression. Following a lengthy analysis of the economic hardships and divisions caused by the Depression, this paragraph provides many specific examples of positive experiences from a range of sources.

Despite such intense division, many believe that they shared in positive experiences during economic hardships. Potts writes that survivors would ask: “where was the happiness and comradeship we had in the 1930s?” Others believe that “everyone accepted it and everyone helped each other”(Potts). Often, times of economic hardship drove people to find more positive experiences: “we were glad to have time off though we were as poor as church mice” (Potts). Lowenstein writes that “children played together more... husbands and wives were supportive in hard times and shared joy in solutions”. Survivors recall that they “simply had to get out and do something” (Potts) as many attended singalongs and films as a means of escaping from economic hardships. The Unemployed Workers Movement was also pivotal in providing positivity and thus building cohesion. Mirams writes that “despite being largely anti-women and anti-equal pay” the movement “provided physical and moral support” including “training, food banks and soup kitchens”. Tensions between genders would also ease with one survivor recalling “my dear wife got us through the Depression” (Lowenstein). Potts writes that “one of the great life rafts against the flood of economic difficulties was being part of a good family” while Lowenstein reflects that “some survived only on the good will of those around them”. It is clear that economic hardship, whilst initially being divisive, offered many opportunities for people to uplift each other and assist in building cohesion in spite of incredible suffering.

Most students who wrote on World War II established a broad agreement with the proposition that it was the Curtin government’s response to the threat of Japanese invasion that brought about change. While it was possible to argue this point convincingly, as many students did, some higher-scoring responses pointed to changes that were already occurring before December 1941. These included increased government regulation as Australia moved to an ‘all-in’ war footing throughout 1941 (price controls, increased taxation, petrol rationing), the establishment of Women’s Auxiliary branches of the armed services to release men for combat duty and increasing numbers of women in factory employment. Students were then able to expand on the transformation of the home front from 1942, initially discussing the Curtin government’s responses and their consequences. This discussion included: government controls over finance, production and labour; the rapid expansion of numbers in the militia, munitions production and construction; rationing; the Commonwealth’s collection of income tax; the entrance of more women into the workforce, encouraged by higher wages in certain industries; the recruitment and increased recognition of Indigenous Australians; the fall of Singapore, the perception of Churchill’s betrayal and the ratification of the Statute of Westminster Adoption Act in 1942; and Curtin’s turn to America, followed by the significant presence of American servicemen in Australia. From this wide range of content, high-scoring responses explicitly linked these changes to the actions of the Curtin government or made an alternative argument that these changes were produced by factors other than government initiative. It was also possible to argue convincingly that many of these changes were only ‘for the duration’ and that Australian society proved remarkably resistant to change. Pressures for women to return to the domestic sphere or continued racism and exclusion towards Indigenous Australians were used effectively as examples.

Section D

Representation chosen	none	A.	B.	C.	D.
%	2	13	69	3	13

Identification

Marks	0	1	2	3	4	Average
%	4	4	21	35	35	2.9

Evaluation

Marks	0	1	2	3	4	5	6	7	8	Average
%	5	8	14	16	15	13	13	10	7	4.1

Analysis

Marks	0	1	2	3	4	5	6	7	8	Average
%	10	5	9	10	13	14	16	13	9	4.4

High-scoring responses addressed all three components of the question, giving appropriate attention to each part. Mid-range responses often identified the attitudes reflected in the document but then made reference to only one of the two points in time. This was particularly common in the discussions about immigration. Low-scoring responses sometimes missed one of the components or addressed them superficially. The allocation of marks should guide the structure of student responses. Many responses provided lengthy descriptions of the period between the two points in time. This was particularly common in discussions about the Australian military involvement in Vietnam.

Most responses were able to identify the attitudes of the various documents, referring to specific elements of the images or text that expressed those attitudes. The evaluation of the documents' contexts varied substantially. High-scoring answers gave a range of examples and evidence from the same point in time as well as historians' perspectives to reflect the complex nature of each debate. The analysis of changing attitudes was similarly uneven to the first evaluation, with high-scoring responses clearly identifying the attitudes at the other point in time and offering some explanation for the change. These answers often referred to the contested nature of the explanations for change.

A. Attitudes to Indigenous rights

The ACSPA campaign leaflet clearly supported the 'Yes' vote in the 1967 referendum, appealing to the conscience of individual Australians, 'AND YOU', as well as quoting the United Nations Declaration on Human Rights to emphasise a 'spirit of brotherhood' and the rights of Australian Aborigines to be recognised as 'free and equal'. Some responses acknowledged the inclusion of Indigenous art as further expression of this recognition. High-scoring responses recognised the widespread acceptance of this point of view, acknowledged the bipartisan approach of the major political forces and supported this with a wide range of specific examples from the period, before moving on to acknowledge the small minority of people who advocated a 'No' vote. They then moved on to discuss the 1972 Tent Embassy, explaining the issues involved and why this debate was more divisive.

B. Attitudes to the Vietnam War

Most students had little difficulty in establishing that the ASIO photograph of the September Moratorium march in Canberra in 1970 captured the desire for 'Peace Now', as well as the demands for a withdrawal of both Australian troops and support for the 'Saigon regime'. A few students also commented on the fact that this was an ASIO photograph, indicating a degree of concern about the activities of the protestors. Most students were able to recognise how the presence of Australian troops in Vietnam divided Australian society. Higher-scoring responses gave specific evidence of the range of attitudes contained within the protest movement and the range of issues that it encapsulated. The evidence included: opinion polls; Jim Cairns' direct appeal for peace and his condemnation of the war as an 'atrocious'; Whitlam's parliamentary appeal to 'save lives'; specific individuals who comprised the movement or at least experienced the Moratorium; a range of opinions from the media. They then went on to acknowledge the support for a continued troop presence, quoting Gorton's speech from April 1970 or anti-communist material from the DLP. Mid-range responses only quoted Billy Snedden or Henry Bolte, which was partly relevant in that it was a strategic attempt to discredit the Moratorium movement but not directly related to the debate about the military presence in Vietnam. Mid-range answers also did not give enough attention to this point in time, allocating much more detail to 1965 and the reasons for change. The high-scoring answers explained the contested discussion around reasons for change, identifying specific and contrasting points of view.

The following is an extract from a high-scoring response. Here the response provides a clear, sequential and well-supported explanation of possible reasons for the change in the nature of the debate between 1965 and 1970.

Escalation of the war is perhaps the chief contributor to the anti-war attitudes in 1970. Only beginning with the 800 troops, this was increased to 8000 by 1968. The main factor in this increase was the Clifford-Taylor mission, where two US diplomats were sent to apply pressure on the Australian Government and resulted in the "Cheerful confidence in the months following the election being replaced with the doubts, hesitancy and confusion," (Edwards). The commencement of bombing campaigns in Laos and Cambodia by the US also contributed to the escalation of the war. With the increased troop involvement, this invariably resulted in the over-representation of conscripts in the body count, with 200 out of the 521 killed in action being conscripts. While there had been protesting surrounding overseas conscription before the war, this only intensified it, however support for conscription itself never fell below 50% in 1970. Issues surrounding the unfair nature of the selection ballot and the idea of having soldiers "drawn from our voteless 20 year olds" (Calwell) caused great protest especially when the Domino Theory was labelled irrelevant by Holt in 1967, causing questions to be raised about the necessity of conscription and the war itself.

With the ubiquitous TV coverage, events such as the TET offensive were broadcast to homes across Australia. This was when the Viet Cong attacked the Allies during the TET holiday and served to expose the lies of an imminent US victory that the government had been saying. As Australia had only just pledged to "go all the way with LBJ" (Holt), this political failure certainly impacted Australians and "changed public perception of the war," (Pemberton). Horror and atrocities such as the My Lai Massacre where US troops systematically eliminated a Vietnamese Village and Eddie Adams' iconic photo of General Loan executing a Viet Cong soldier "imbued Australian protesters with the spirit of insurrection" (Ham), and hence further developed the anti-war attitudes.

C. Attitudes to the environment

The photograph of the banner installation and welcoming party on the Franklin River in January 1983 shows a group of people opposed to the building of the proposed Franklin Dam. The banners express not only the global and heritage value of the river but also acknowledge the Aboriginal ownership of the land. Higher-scoring answers were able to draw on a range of sources to evaluate this image. They explained the views of the Tasmanian state government and the HEC

(and many Tasmanian residents), contrasting them with the strong local, national and international protests, including the listing of the Gordon River as a World Heritage Site, the intervention of the Hawke federal government and the leadership of Bob Brown and the well-organised environment movement. These responses then used the success of the environment campaign as a contrast with its failure to prevent the flooding of Lake Pedder, identifying the strength of economic priorities over the environment and the lack of popular awareness and media support.

D. Attitudes to immigration

The Nicholson cartoon from *The Age*, 1979, is critical of those Australians who were indifferent to the plight of Vietnamese 'boat people' and the dangers they faced in their journey to Australia. There is a clear moral appeal to Australians' sense of compassion; Nicholson seeks to get Australians to open their eyes and their hearts to the suffering that is close by. Higher-scoring responses explained the complexity of Australians' attitudes to immigration at this time, including: prime minister Fraser's recognition of a moral obligation to accept refugees from Vietnam and the willingness of the Australian Government to increase the refugee intake, despite public opinion polls indicating the Australian public's fear and resistance; the opinions of anti-immigrant groups and the demands for 'jobs, not refugees'; and the growth of multiculturalism and its increasing acceptance in the Australian community. However, following this, many responses expressed only a vague sense of the other point in time and could not offer much in way of explanation of the difference. Students had difficulty explaining the gradual dismantling of the 'White Australia Policy' and the move from assimilation to multiculturalism.