

Australian History

Written examination – November

Introduction

The examination criteria and description were published in the *VCAA History Assessment Handbook 2005*.

The structure and format of the examination for Australian History in 2005 has been changed from 2004. The examination will be organised into four sections, one for each of the four outcomes. Each section is worth 20 marks. All questions are compulsory. There will be a choice within the question set for Section A and the question set for Section D.

Section A will require students to analyse one of two documents, images, or commentaries. Section B will consist of a set of two or three questions. Section C will be an essay; there will be one essay topic for each of the three challenges to the nation set for study. Section D will be an extended response to one of four documents, images or commentary.

As in past examinations the examination paper will be in the form of a question and answer book.

The following sample examination provides an indication of the type of questions and the length of responses teachers and students can expect on the Australian History examination in November 2005.



Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures

Words

HISTORY: Australian History

Written examination

Day Date 2005

Reading time: *.** to *.** (15 minutes)

Writing time: *.** to *.** (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

Section	Number of questions	Number of questions to be answered	Number of marks
A	1	1	20
B	1	1	20
C	1	1	20
D	1	1	20
			Total 80

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 17 pages. There is a detachable insert for Section D in the centrefold.
- A script book is available from the supervisor if required.

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, and on the front cover of any script book used.
- All written responses must be in English.

At the end of the examination

- If a script book is used, place it inside the front cover of this question and answer book.

Students are NOT permitted to bring mobile phones and/or any other electronic communication devices into the examination room.

- b. ‘In ten years (1851–1861), gold had transformed Victoria from a minor pastoral settlement to the most celebrated British colony. Her population of 540,000 accounted for 46 percent of those in the Australian colonies . . . A sense of modernity, of being in the van (lead) of progress, tinged the Victorian outlook . . . Public buildings were erected on a grand extravagant scale, while the banks and mercantile houses vied with each other in building imposing palaces fronted with ornate cornices, columns and capitals; but here and there a crazy corrugated-iron or weatherboard shanty remained in the centre of the city . . . **This was certainly a society in which material values were almost unchallenged and the speculative instinct was almost unbridled.** These migrants came from a society in which the spirit of competitive endeavour . . . was deeply instilled.’

Serle, G., *The Golden Age*, 1963

- i. Briefly explain the central point that Serle is making about the impact of gold on Victoria. Support your answer with two brief quotations from the extract.

4 marks

SECTION C**Instructions for Section C**

In essay form answer either **a.**, **b.**, or **c.** for Question 3. This question is based on Unit 4, Outcome 1: Testing the new nation 1914–1950.

Question 3

- a.** ‘The unity of Australian society was severely challenged by the experience of World War I.’
How far do you agree?

OR

- b.** Evaluate the extent to which social cohesion helped Australian people to deal with the stresses of the Great Depression.
How far do you agree?

OR

- c.** ‘When Australia was under threat during World War II, old differences were put aside and the nation embarked upon a unified effort.’
How far do you agree?

20 marks

SECTION D**Instructions for Section D**

Remove the insert from the centre of this book before answering this section.

Analyse **one** of the representations, **A.**, **B.**, **C.** or **D.**

Question 4

Analyse **one** of the representations in the insert in the light of the set of changing attitudes you studied from Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Your response should include

- identification of the attitudes reflected in the representation. Use evidence from the representation to support your comments.
- evaluation of the degree to which the representation reflects attitudes about the issue you studied at that particular point of time.
- analysis of changing attitudes towards this issue. Use evidence from the other point in time that you have studied to support your comments.

4 + 8 + 8 = 20 marks

Insert for Section D

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

Make sure that you read the instructions at the top of page 15 before you begin to analyse your Unit 4, Outcome 2 chosen representation.

A. Attitudes to Indigenous rights

No Vote Fear On Rights Issue

“I am not at all confident Australians will vote Yes in the coming referendum on Aborigines’ rights,” the president of the Aborigines Advancement League (Mr Bill Onus) said last night. Mr Onus . . . was officially opening the league’s campaign for the May 27 referendum.

“Australians in general are apathetic towards the Aborigines’ problems,” he said. “Although they agree on the morality of full rights for the Aborigines, they do not feel inclined to do anything about it.”

Mr Onus said it had been suggested that the Aborigines’ referendum was strictly a political issue . . .

“But this is not a question of politics. It is a fundamental question of human rights, the case of one man being equal to the other” . . .

“It is essential that the public be told clearly of the moral and social consequences of the referendum where it affects the Aborigines,” he said.

Mr Onus said Australians must vote to give the Aborigine full citizenship rights. It was a basic question of human rights.

“The referendum must be passed,” he said. “The image of Australia throughout the world is at stake. If it is not passed, Australia will be held up to ridicule.”

Article in *The Age*, 11 April 1967

B. Attitudes to the Vietnam War



Photo of Melbourne Moratorium, 8 May 1970

C. Attitudes to the environment

In the south-west, shock and anger ...

from ALAN ATTWOOD of the Melbourne Age

STRAHAN, Tasmania:—Kevin Bailey flinched suddenly as if someone had just hit him. He clutched the cabin door of his front-end loader, ‘That’s bad. That’s bad,’ he said. ‘It’s a real bastard. I wasn’t expecting this.’

He had just heard news of the High Court decision stopping work on the Franklin dam. For Mr Bailey, a contractor employed by the Hydro-Electric Commission on the dam works, the news meant the end of a job he had thought would last him ten years.

Further down the road, in a truck owned by Mr Bailey, Geoff Joseph had also heard the news on Queenstown’s radio. ‘The bastards,’ he said. ‘The bastards.’

Kevin Bailey said: ‘I’ll just try to go on with the day’s work. It won’t be until I sit down for dinner tonight that I’ll know what it means.’ But as he looked at his mate, sharing his shock and anger, he said to him: ‘I’ll tell you what – it doesn’t make you feel like working.’

But they did work on a private job, moving some sand and dirt in Strahan. They worked because for many men in Strahan and nearby Queenstown, work will be very scarce now.

In Strahan, population about 450, at least a dozen men who never before had worked get jobs on the dam. On Monday all the dam workers will report for work as normal. Some expect to be laid off immediately. Others think there may be a month’s work clearing up, then . . . uncertainty.

‘I’ll sit around if Bob Hawke wants to put me on the dole,’ Geoff Joseph said. ‘I’m not going to look for a job. I’ve got a job, a good job, and Hawke’s now put me out of it. I think I’ll send all my bills to him.’

The Advertiser (Adelaide), 2 July 1983

D. Attitudes to immigration



Discussion relating to the relaxing of the White Australian Policy

‘We should let in some Chinese refugees. Of course only those of good background, educated, English-speaking, well-off and dying of hunger.’

Cartoon by George Molnar, *Sydney Morning Herald*, (1960s)