

STUDENT NUMBER           Letter

# HISTORY: Australian History

## Written examination

Thursday 13 November 2014

Reading time: 3.00 pm to 3.15 pm (15 minutes)

Writing time: 3.15 pm to 5.15 pm (2 hours)

### QUESTION AND ANSWER BOOK

#### Structure of book

| Section | Number of questions | Number of questions to be answered | Number of marks |
|---------|---------------------|------------------------------------|-----------------|
| A       | 2                   | 1                                  | 20              |
| B       | 1                   | 1                                  | 20              |
| C       | 3                   | 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 22 pages. There is a detachable insert for Sections A and D in the centrefold.
- Additional space is available at the end of the book if you need extra paper to complete an answer.

#### Instructions

- Detach the insert from the centre of this book during reading time.
- Write your **student number** in the space provided above on this page.
- All written responses must be in English.

**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**

Section A is based on Unit 3 Outcome 1: A new land: Port Phillip District/colony of Victoria 1830–1860.

This section contains two documents – Document A and Document B. You will find these documents on pages 1 and 2 of the insert. **Select either Document A or Document B.** If you select Document A, answer all parts of Question 1. If you select Document B, answer all parts of Question 2.

**Question 1** (20 marks)

Refer to Document A on page 1 of the insert.

- a. Identify from the document **two** cultural groups depicted by Samuel Charles Brees. 2 marks

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- b. Using examples from the document and your own knowledge, explain **two** factors motivating those who came to the Port Phillip District/colony of Victoria. 4 marks

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c. Explain the political consequences of the diverse backgrounds and aspirations of immigrants to the Port Phillip District/colony of Victoria up to 1860.

Use evidence to support your response.

6 marks

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d. Evaluate the extent to which increasing prosperity transformed the Port Phillip District/colony of Victoria up to 1860.

Use evidence to support your response.

8 marks

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**OR**

*Do not attempt Question 2 if you have completed Question 1.*

**Question 2** (20 marks)

Refer to Document B on page 2 of the insert.

- a.** Identify from the document **two** examples of Aborigines adopting European customs/habits. 2 marks

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- b.** Using examples from the document, explain why Edward Bell considers that the ‘usefulness’ of Aborigines has increased. 4 marks

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- c. Explain the impact of the land-use practices of European settlers on the Aboriginal way of life in the Port Phillip District/colony of Victoria up to 1860.

Use evidence to support your response.

6 marks

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**d.** Evaluate the extent to which Edward Bell's report reflects the attitudes of European settlers towards Aboriginal people in the Port Phillip District/colony of Victoria up to 1860.

Use evidence to support your response.

8 marks

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**END OF SECTION A  
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**SECTION B**

**Instructions for Section B**

Section B is based on Unit 3 Outcome 2: Nation, race and citizen 1888–1914.

Answer all parts of this section. You must support your views with specific information and evidence.

**Question 3 (20 marks)**

- a. Identify and explain **two** pieces of legislation enacted after Federation that excluded specific groups from citizenship in the new nation.

4 marks

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- b. Discuss to what extent women shared in the benefits and responsibilities acquired after Federation up to 1914.

Use evidence to support your response.

6 marks

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**SECTION C**

**Instructions for Section C**

Section C is based on Unit 4 Outcome 1: Testing the new nation 1914–1950.  
In essay form, answer Question 4, Question 5 **or** Question 6.

**Question 4 (20 marks)**

‘Australians responded with enthusiasm to the outbreak of World War I, but this enthusiasm was not maintained.’

To what extent do you agree with this statement?

**OR**

**Question 5 (20 marks)**

‘The Depression caused deep social and economic wounds in all levels of Australian society.’

To what extent do you agree with this statement?

**OR**

**Question 6 (20 marks)**

‘The threat to Australia during World War II resulted in a unified mobilisation of the nation.’

To what extent do you agree with this statement?

**Question No.**

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**SECTION D**

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| <p><b>Instructions for Section D</b></p> <p>Section D is based on Unit 4 Outcome 2: Debating Australia’s future 1960–2000.<br/>         This section contains four representations – <b>A.</b>, <b>B.</b>, <b>C.</b> and <b>D.</b> You will find these representations on pages 3 and 4 of the insert. Select <b>one</b> representation.</p> |
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**Question 7** (20 marks)

Refer to pages 3 and 4 of the insert.

Analyse **one** of the representations in the insert.

Your response should include:

- identification of the attitudes reflected in the representation. Use evidence from the representation to support your comments. 4 marks
  
- evaluation of the degree to which the representation reflects attitudes about the issues that you have studied at that particular point in time. 8 marks
  
- analysis of changing attitudes in relation to this issue. To support your comments, use evidence from the other point in time that you have studied. 8 marks

**A., B., C. or D.**

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### Insert for Sections A and D

**Please remove the insert from the centre of this book.**

The insert is to be used for:

- Section A: Question 1, Document A **or** Question 2, Document B
- Section D, Question 7: Representation A., B., C. **or** D.

## SECTION A

Section A is based on Unit 3 Outcome 1: A new land: Port Phillip District/colony of Victoria 1830–1860.  
Choose either Question 1 **or** Question 2.

### Question 1, Document A



Watercolour view of Flemington by Samuel Charles Brees, c. 1856

Source: Samuel Charles Brees, *Flemington Melbourne*, c. 1856, State Library of Victoria

**OR**

**TURN OVER**

**Question 2, Document B**

Their usefulness<sup>1</sup> to the white population has been very much increased during the present dearth<sup>2</sup> of labor, produced by the attractions of the Gold Fields. There is scarcely a station which the natives are in the habit of frequenting, where they have not been more or less employed. The system of turning sheep adrift, and herding them like cattle, which has been forced upon the settlers to a great degree, by the impossibility of procuring<sup>3</sup> shepherds, is one for which their knowledge of the country, and facility in tracking, renders<sup>4</sup> them peculiarly adapted, and they have been found of great service in this way.

They appear to be gradually acquiring a knowledge of the value of money, and have been temporarily engaged at rates of wages which, in ordinary times, would be considered high for emigrant labor. Their migratory propensities<sup>5</sup> are not, however, diminished, and even those who have been longest employed on stations, and appear to have acquired a degree of European civilization in dress and habits of living, are not to be debarred<sup>6</sup> the luxury of occasionally throwing off the restraints of civilized life and visiting their accustomed haunts, and joining in the sports and savage (though generally harmless) warfare of their respective tribes. Very few of them have engaged in the search for Gold.

Source: Edward Bell, Commissioner of Crown Lands, Wimmera District, 10 January 1853, 'Aborigines' (report), in *Victoria, Votes and Proceedings of the Legislative Council, During the Session, 1853-4*, vol. III, p. 63

<sup>1</sup>**Their usefulness** – Aborigines' usefulness

<sup>2</sup>**dearth** – shortage

<sup>3</sup>**procuring** – hiring

<sup>4</sup>**renders** – makes

<sup>5</sup>**propensities** – tendencies

<sup>6</sup>**debarred** – denied



## SECTION D

### Question 7

Section D is based on Unit 4 Outcome 2: Debating Australia's future 1960–2000.

Choose **one** of the representations (**A.**, **B.**, **C.** or **D.**) to answer Question 7. Make sure that you read the instructions on page 16 of the question and answer book before you begin to analyse the representation that you have chosen.

#### A. Attitudes to Indigenous rights



Ken Middleton, 'We want land not handouts' placard at the Tent Embassy land rights demonstration, Parliament House, Canberra, 30 July 1972

Source: National Library of Australia, vn3256026, Digital Collections, Pictures

OR

#### B. Attitudes to the Vietnam War



Ern McQuillan, Union of Australian Women in the May Day parade protest the war in Vietnam, Sydney, 1965

Source: National Library of Australia, vn4395009, Digital Collections, Pictures

OR

TURN OVER

**C. Attitudes to the environment****MESSAGE FROM THE PRESIDENT**

The preservation of Lake Pedder is an issue of national significance which goes much deeper than the conservation of landscape or the preservation of habitat. I recognise that both these aspects of conservation are of profound importance and would on their own constitute strong arguments in favour of holding the water level in the Gordon scheme at its present level. The issue has however a deep moral aspect which reflects very seriously on the priority we as a community place on unique and irreplaceable natural phenomena which have evolved over the long course of the earth's history.

The VNPA to a man must be shocked and saddened at the unrelenting attitude of the Tasmanian Government and the apparent indifference of the Federal Government. We are powerless as we watch the waters flow and spread over Lake Pedder to obliterate forever this irreplaceable gem within the wilderness of Tasmania. We join with all Australian conservationists in condemning the actions of those who would cause the unnecessary destruction of Lake Pedder.

Source: Malcolm Calder, *Victorian National Parks Association News Letter*, no. 87, April 1972, p. 2

**OR**

**D. Attitudes to immigration**

... the Government has reviewed the operation of immigration policy affecting non-European people, taking into account the experience and changing circumstances of recent years ...

The Government has now decided upon two further measures which the House will recognise as important but as not departing from the fundamental principles of our immigration policy. First, it has been decided that non-European people who are already here under temporary permits but are likely to be here indefinitely, should not have to wait 15 years before applying for resident status and for Australian citizenship, but should be able to apply after five years' residence ...

The second decision is that applications for entry by well qualified people wishing to settle in Australia will be considered on the basis of their suitability as settlers, their ability to integrate readily, and their possession of qualifications which are in fact positively useful to Australia ...

Our primary aim in immigration is a generally integrated and predominantly homogeneous population. A positive element in the latest changes is that which will admit selected non-Europeans capable of becoming Australians and joining in our national development.

Source: Australia, House of Representatives 1966, *Hansard*, Immigration Ministerial Statement, Hubert Opperman (Member for Corio, Minister for Immigration) vols. H. of R. 50 and 51, 9 March 1966, pp. 68-69

**END OF INSERT FOR SECTIONS A AND D**