

STUDENT NUMBER           Letter

# HISTORY: Australian History

## Written examination

Friday 13 November 2015

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

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
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 correction fluid/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 **two** activities being undertaken in the document. 2 marks

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- b. Identify and explain **two** pieces of evidence, from the document, that demonstrate that Melbourne was transforming in the 1850s. 4 marks

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- c.** To what extent did immigration during the gold rush change Melbourne and Victoria up to 1860?

Use evidence to support your response.

6 marks

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- d. Evaluate the extent to which hopes and visions held by immigrants to Victoria in the 1850s had been achieved by 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** intentions stated by Batman in reaching agreement with the Aboriginal people of the Port Phillip District. 2 marks

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- b. Identify and explain **two** pieces of evidence that Batman claims demonstrate that the Aboriginal 'chiefs' understood, and were willing participants in, his proposal. 4 marks

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- c. To what extent was this exchange between European settlers and Aboriginal people typical of the manner in which European settlers acquired land in the Port Phillip District/colony of Victoria up to 1860?

Use evidence to support your response.

6 marks

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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** arguments made **against** the proposed Federation of the Australian colonies between 1888 and 1900.

4 marks

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- b.** Discuss to what extent the emergence of nationalist themes in areas such as art, writing and symbols promoted a vision of nationhood between 1888 and 1914.

Use evidence to support your response.

6 marks

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- c. To what extent were the economic and industrial relations issues, which were prominent in the colonies in the 1890s, resolved in Australia between 1901 and 1914?

Use evidence to support your response.

10 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)

‘During the course of World War I, Australians were united by the actions of the ANZAC forces at Gallipoli.’

To what extent do you agree with this statement?

**OR**

**Question 5** (20 marks)

‘Despite much economic hardship, the period of the Depression provided some positive and uplifting experiences that assisted social cohesion.’

To what extent do you agree with this statement?

**OR**

**Question 6** (20 marks)

‘During World War II, the response of Prime Minister John Curtin and his government to the threat of Japanese invasion challenged old certainties and brought about change.’

To what extent do you agree with this statement?

**Question No.**

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**SECTION C – continued**  
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**SECTION D**

**Instructions for Section D**

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

This section contains four representations – **A.**, **B.**, **C.** and **D.** You will find these representations on pages 3 and 4 of the insert. Select **one** representation.

**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



Source: ST Gill, *City of Melbourne from base of Emerald Hill 1855*, lithograph, 15 × 20.5 cm; State Library of Victoria

**OR**

**TURN OVER**

**Question 2, Document B**

Letter from John Batman to Governor Arthur, the Lieutenant-Governor of Van Diemens Land  
Hobart Town, 25 June 1835

I joined this tribe about twelve o'clock, and staid<sup>1</sup> with them until about twelve o'clock the next day, during which time I fully explained to them that the object of my visit was to purchase from them a tract<sup>2</sup> of their country, that I intended to settle amongst them ... and I also proposed to pay them an annual tribute<sup>3</sup> as a compensation for the enjoyment of the land.

The chiefs appeared most fully to comprehend my proposals ... I then explained to them the boundaries of the land which I wished to purchase, and which are defined by hills, to which they have affixed<sup>4</sup> native names ...

On the next day the chiefs proceeded with me to the boundaries, and they marked, with their own native marks, the trees at the corners of the boundaries, and they also gave me their own private mark, which is kept sacred by them ...

After the boundaries had been thus marked and described, I filled up as accurately as I could define it, the land agreed to be purchased by me from the chiefs, and the deed<sup>5</sup>, when thus filled up, was most carefully read over and explained to them by the two interpreters, so that they most fully comprehended its purport<sup>6</sup> and effect. I then filled up two other parts of the deed so as to make it in triplicate<sup>7</sup>, and the three principal chiefs and five of the subordinate chiefs then executed each of the deeds, each part being separately read over, and they each delivered to me a piece of the soil for the purpose of putting me in possession thereof, I understanding that it was a form by which they delivered to me the tract of land.

Source: J Bonwick, *John Batman, the Founder of Victoria*, Samuel Mullen, Melbourne, 1867, pp. 24 and 25

<sup>1</sup>**staid** – stayed

<sup>2</sup>**tract** – section

<sup>3</sup>**tribute** – payment

<sup>4</sup>**affixed** – attached

<sup>5</sup>**deed** – legal document

<sup>6</sup>**purport** – meaning

<sup>7</sup>**triplicate** – a set of three copies



## 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



ACSPA campaign leaflet, c. 1967

Source: National Library of Australia, FCAATSI, Christophers papers, MS 7992

OR

#### B. Attitudes to the Vietnam War



ASIO (Australian Security Intelligence Organisation) photograph of Moratorium March in Canberra, 18 September 1970

Source: National Archives of Australia, A9626, 112, 2002/05136900

OR

TURN OVER

**C. Attitudes to the environment**

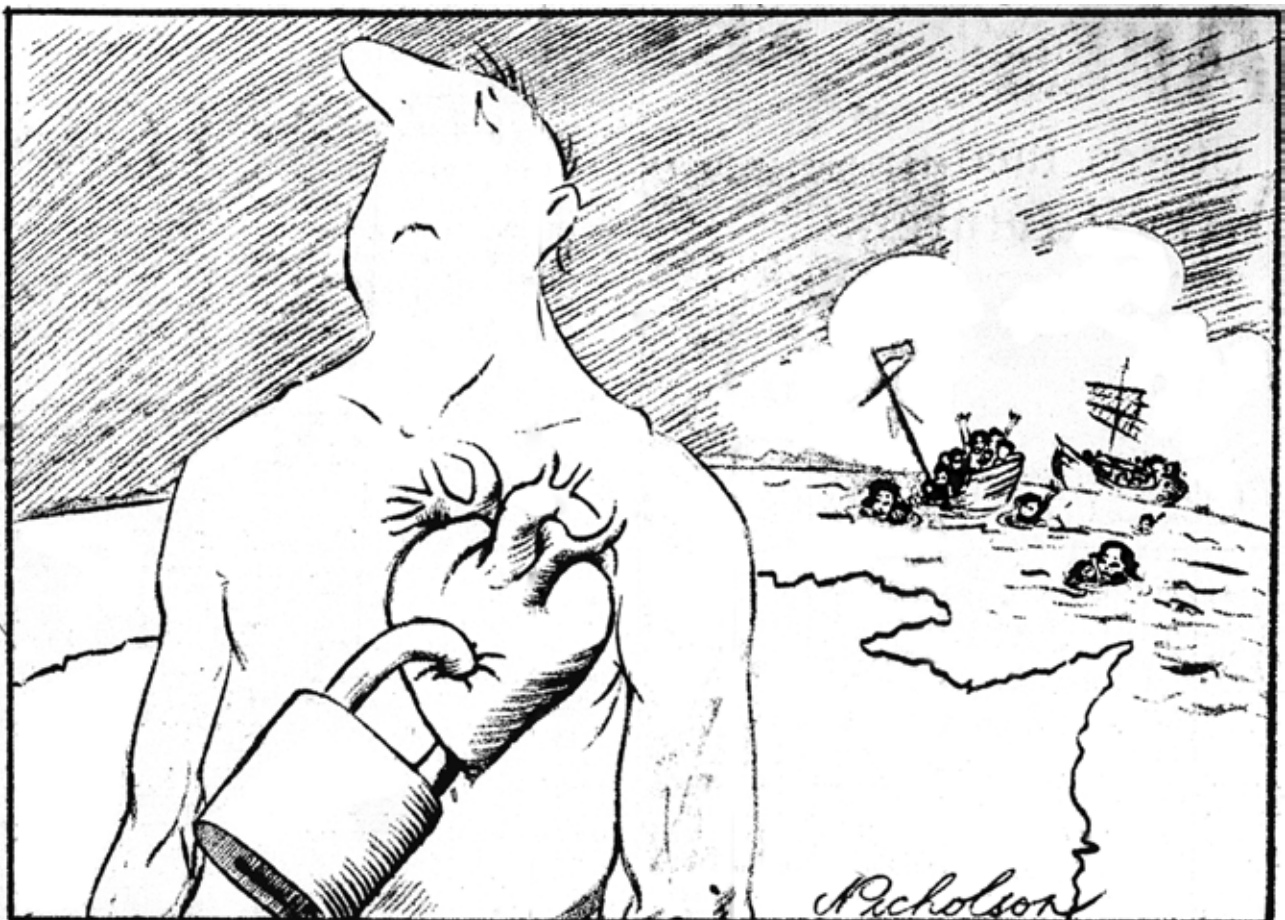


Photograph: Jerry De Cryse

Photograph of banner installation and welcoming party, January 1983  
Source: Alice Hungerford, *UpRiver: Untold stories of the Franklin River activists*, UpRiver Mob, 2013, p. viii

OR

**D. Attitudes to immigration**



Cartoon by Peter Nicholson; [www.nicholsoncartoons.com.au](http://www.nicholsoncartoons.com.au)  
Source: *The Age*, 6 June 1979