

2017 VCE Australian History examination report

General comments

The 2017 Australian History examination assessed student achievement in the key knowledge and skills indicated in the *VCE History Study Design 2016–2020: Australian History*. The examination consisted of four sections corresponding with the four Areas of Study, and students were required to answer each section.

Student responses to the analysis and explanation of the sources provided in Sections A and C were generally good and students demonstrated familiarity with the demands of the questions. Higher-scoring responses to the four ten-mark questions in the examination were clear, direct and focused, and touched on some of the complexity of the historical material available. In these responses, evidence was clearly identified, attributed and used to support a coherent answer. Higher-scoring essays in Section B displayed similar qualities, and demonstrated the use of a range of evidence, a strong sense of chronology where appropriate, and an ability to sustain a discussion within the parameters of the question. These responses also displayed an awareness of the need to use precise or qualified language that conveyed their understanding of historical thinking concepts, such as historical perspectives or change and continuity.

Students were able to score more highly when they were able to organise their time so that they answered each section of the examination evenly and fully. Most student responses stayed within the answer lines provided for the answer, though many students also used the blank spaces underneath (while staying on the same page) or the extra space available at the end of the booklet.

Almost all students answered only one of the options in Section C, as was required, and attempted all appropriate questions, suggesting a clear familiarity with the layout of the examination and the demands of each section.

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 1a.

Marks	0	1	2	3	4	Average
%	1	3	20	34	42	3.1

Student responses needed to identify what Sources 2 and 3 revealed about the traditional Aboriginal way of life and land management practices in the Port Phillip District. The sketch by William Thomas' 'informant' dates from around 1840, while the journal extracts by George Augustus Robinson were from 1841. There was no need to refer to any other information or sources, though broader knowledge of traditional Aboriginal life and land management practices would have made it easier for students to analyse the two sources.

Most responses discussed the two sources separately, though some noted common features of both. For Source 2, responses identified the image (and its description by Thomas) as a depiction of a 'regular village', suggesting the permanence of the dwellings and the communal life that existed. Some even noted the phrase 'to catch fish' in the handwriting in the top half of the image. There were obvious parallels in Source 3, as students discussed the eel traps (including the ingenuity and the scale of the traps), as well as Robinson's use of the words 'home', 'resided' and 'huts'. Lower-scoring responses tended to refer to only one source or simply ignored the sources altogether, preferring to describe traditional Aboriginal life in broad terms.

Question 1b.

Marks	0	1	2	3	4	5	6	Average
%	1	3	10	20	28	22	17	4.1

Students were asked to explain how Sources 2 and 3 challenged the European understanding about land as expressed in Source 1. Most students did this well, identifying specific elements of the European understanding expressed in the Griffith extract (such as the ideas of 'improvement', 'production', 'industry' and 'civilisation' and how, according to Griffith, the Aborigines had 'forfeited' their rights to the land) before moving on to explain how Sources 2 and 3 directly contested the claims made by Griffith. High-scoring answers referred to all three sources, even though this did require some repetition of the material required in Question 1a. These responses referred explicitly to the sources required, quoting them to support their explanation. Some responses referred to other historical sources to provide added context, though this was not necessary to achieve full marks.

Question 1c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	4	1	3	7	9	14	19	17	14	8	4	5.9

Students were asked to analyse the outcomes for Aboriginal communities of European pastoralist expansion, referring to the sources provided and other evidence. High-scoring responses fulfilled the demands of the question by identifying a number of separate outcomes, supporting each with evidence and often commenting on the relationship between them. Brief reference to the sources provided usually led to a discussion about dispossession, the destruction of food sources and the environmental damage linked to pastoralism. Other outcomes that were discussed included frontier violence and the impact of disease. Some students went on to acknowledge some of the opportunities that work in the pastoral industry offered, particularly during the early years of the gold rushes when labour was in demand and good wages were offered. Low-scoring responses

typically provided a general description of varying quality and often ignored the parameter of 'pastoralist expansion' contained in the question, usually drifting to the impacts of the gold rushes.

The following student response establishes a direct and relevant focus, uses a wide range of specific evidence and maintains an effective sequence of ideas. The response conveys a clear understanding, although the expression could sometimes be clearer and the use of evidence more effective.

The outcomes for Aboriginal communities as a consequence of European pastoralist expansion were largely detrimental.

Indigenous Australians utilised intricate land management techniques such as what historian Helen Doyle termed 'fire-stick farming' or the construction of 'large weir[s]' as evoked by Aboriginal Protector George Robinson. While, as evoked by historian Stephen Pyne, 'in the Aborigine, Australian fire had found a significant ally', Europeans saw 'fire as a threat to their property' according to historian Richard Broome, and restricted its use, and so, as Broome further wrote, 'Aboriginal land management techniques largely ended', as pastoralist expansion brought what historian Henry Reynolds called 'the revolutionary concept of private property'. This led to the construction of fences that can be seen in the background of artwork like S.T Gill's colour lithograph 'A Scene at the Door', restricting indigenous land management, a significant outcome for Aborigines.

With this, as reflected by Robinson, Aborigines' 'ordinary means of subsistence disappeared', due to trampling by European livestock of their traditional Yam daisy subsistence. Another consequence then, as evoked by historian Annette Hamilton, was that 'they moved to the whites ... in order to get food', as can be seen also in S.T Gill's 'A Scene at the Door', depicting an Indigenous family dependant on a white settler's family.

In addition to the traditional Indigenous lifestyle being restricted, widespread deaths were perhaps the worst outcomes for Aborigines. In what Henry Reynolds called the merging of 'diametrically opposed societies', 'anger about European possessiveness' fuelled some conflict. However, historian Richard Broome contends Aborigines were the main victims of this, with up to 10% of the pre-contact population being killed by settlers in incidents such as the 1838 Myall Creek Massacre. Moreover, venereal disease and smallpox is thought to have wreaked havoc on what Broome called a 'disease inexperienced Indigenous population'.

Pastoralist expansion then, had largely detrimental outcomes for Aborigines, including loss of traditional lifestyle and deaths.

Section B

Question chosen	none	2	3
%	2	35	63

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	5	2	2	2	2	2	3	2	5	5	5	6	9	8	11	10	7	6	6	2	2	11.5

Students were required to write an essay on either Question 2 or Question 3.

Most students demonstrated that they were familiar with the style of essay writing demanded by the assessment criteria. There were many very good essays that addressed the question in an introduction and established a relevant sequence of well-constructed and coherent paragraphs, each making use of a range of evidence, including primary sources, perspectives from time and historical interpretations. Many students also displayed detailed knowledge and an ability to use

specific examples and direct quotes from their reading. Higher-scoring responses not only contained more detail and developed a more complex or wide-ranging argument but also recognised the specific terms and parameters of the question. Mid-range responses often displayed good knowledge of the Area of Study but presented what appeared to be prepared answers that included material that was not directly relevant to the question.

Question 2 asked students to measure the extent that the vision of the new nation as a ‘social laboratory’ was reflected in the Constitution, and in legislative and judicial decisions passed after Federation, up to 1914. There were a variety of arguments put forward. Many responses pointed to the democratic provisions of the Constitution and the Franchise Act, then followed with work and welfare legislation, incorporating the visions of ‘White Australia’ and ‘working man’s paradise’ as further examples of the intention to build an innovative, progressive society. Other responses argued that the idea of a ‘social laboratory’ was certainly present but other visions were also important, perhaps more important. The future of Australia as a ‘British’ nation was also sometimes included as one of these competing visions.

Students need to be aware that they should attempt to address or at least acknowledge the elements within a question. Some responses did not make any reference to the Constitution or the Harvester Judgment, preferring to limit the discussion to legislation. Many responses also included a discussion of the extent to which the vision of Australia as a ‘social laboratory’ had become reality by 1914. This included potentially relevant material, but the discussion had to be carefully worded or integrated into the argument. Students should be reminded that while detailed preparation of material is essential, the inclusion of memorised passages could limit the overall success of the response, as essays need to be directed by the topic.

Question 3 asked students to measure the extent to which World War I significantly added to or disrupted the visions underpinning the new nation. This was the more popular question in Section B and it generated a wide range of arguments. While no time period was specified, many students rightly assumed that material from the years 1890–1920 was available for use, though most responses focused on the post-Federation period. Many responses built a strong case for disruption, establishing the visions of the pre-war period and contrasting those with the political, economic and social consequences of World War I. There were a large number of responses that provided some challenge to this idea, usually concerning the Anzac legend, pride in the achievements of the Australian Imperial Force, growing independence from Britain and pensions for returning soldiers. These responses argued that these were significant additions to the visions of the new nation.

The following high-scoring student response establishes a direct and relevant argument, and follows a clear sequence of ideas established in topic sentences, each supported by explanation and evidence. Each body paragraph concludes in an assured and decisive manner.

Australia’s participation in World War One undeniably affected the visions it had established since its federation 14 years earlier. The egalitarian vision of a “workingman’s paradise” was disrupted by the wars policy of regulation and conformity. However, Australia’s visions of obtaining and pursuing an ethnically “White Australia” was added to by the first world war. Likewise, the vision of a unique ‘Australian identity’ was expanded and consolidated by war and war time rhetoric.

The egalitarian vision of a ‘workingman’s paradise’ that had been largely confirmed by 1914, was greatly challenged by the restrictive and decisive elements of war. Before the war, the ideal “had been largely achieved, albeit only for white man”. The Conciliation and Arbitration Act of 1904 was a testament to the achievement of this vision before war, as the establishment of a court of appeal for industrial disputes was, in the opinion of historian Paul Kelly, a “heroic effort by the government to create a system of social and political fairness”. The conscription debates of the war in 1916 and 1917 however undermined the legitimacy of this vision. As historian Russel Ward notes “labour parliamentarians” became “hopelessly divided” over conscription, a

debate that resulted in the split of the Australian Labour Party (ALP). This division impacted upon the workingman's paradise because it reflected how the working class, who the ALP represented, became divided by the war. Further divisions arose between the government and workers following the repressive repercussions of the War Precaution Act (1914). Strikes broke out in NSW in 1917 regarding workforce regulation, strikes that amassed over 14% of the entire NSW workforce. Sarah Mirams' assessment that workers had 'lost faith in the system of arbitration during the war reflects how the vision of a workingman's paradise had been unquestionably undermined by war.

The vision of a 'White Australia' was contrastingly strengthened by war. Founded upon the ideals of European supremacy and the superiority of the White race, the vision was reinforced by the policy of interment during World War One. The government's effort to incarcerate 6500 'enemy aliens', overwhelmingly of foreign descent, during war, 4500 of which were living in Australia before 1914, reflects how war "hardened prejudices" (Broome). The government's interment played upon the majority British-European community's fears of invasion by foreign ethnicities. It is in this light that Historian Bart Ziino believes war "reaffirmed White Australia" by refining the definition of culturally unacceptable races from non-European to "non-British".

Australia's vision of a uniquely 'Australian' identity was enhanced by the concept of the ANZAC digger. Prior to war, this vision had been established via Australian literature and the artwork of the Heidelberg School. These movements sought to idealise the Australian landscape and social values, a romanticism seen vividly in Robert's painting 'the shearing of the lambs'. This vision evolved during war, largely due to the reporting of Australian military exploits in battle. Official War Historian C.W Bean wrote home throughout to tell the public of the "heroic" diggers who were "true to the idea of Australian manhood". Despite the somewhat exaggerated nature of Bean's narrative, exaggeration deemed the 'ANZAC myth' by Historian E. M. Andrews, the ideal galvanised within the Australian public. This galvanisation was seen vividly in how, by 1918, all most all towns had planned to honour their brave diggers in war memorials.

All considered, war did, to a large extent add to and disrupt the visions underpinning the new nation. Visions of a 'White Australia' and an 'Australian Identity' were added to and consolidated, whilst the vision of a 'workingman's paradise' was decisively disrupted by war.

Section C

Question chosen	none	4	5
%	0	37	63

Part a.

Marks	0	1	2	3	4	Average
%	1	3	19	35	42	3.2

Part b.

Marks	0	1	2	3	4	5	6	Average
%	2	1	6	28	32	20	12	3.9

Part c.

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	4	2	4	9	12	16	16	15	11	7	4	5

Section C asked students to answer either Question 4 (using Sources 4 and 5) or Question 5 (using Sources 6 and 7). Very few students attempted both Question 4 and Question 5.

Both Questions 4a. and 5a. were handled very well. Responses to Question 4a. noted that the unemployed experienced great hardship during the Great Depression, pointing to the basic living conditions of the 'susso' workers in Source 4 and the implied separation from families as well as the desperation of the homeless depicted in Source 5 and the violent conflict with police and government. The key phrase that should have directed student responses was 'experiences of the unemployed'. Responses to Question 5a. noted that Source 6 revealed that the change in women's roles in the workplace was not only provided by government munitions factories but was also the result of economic necessity. It was difficult, dangerous work but comparatively well paid. Source 7 revealed that men initially accepted women's roles in the workplace, while they were confined to traditional roles, but when women became competitors with men in the workplace the changes were resisted. In both Questions 4a. and 5a. students needed only to discuss the sources provided and there was no need to supply any extra material. Low-scoring answers typically discussed only one of the two sources available or made no reference to the sources at all.

Questions 4b. and 5b. asked students to use the sources and their own knowledge to explain an aspect of the Area of Study. Most students handled these questions reasonably well, referring to both sources and then providing extra information and examples. Responses to Question 4b. often expanded on the answer to Question 4a., giving more detail about the unemployment experienced during the Great Depression, the consequences for families and communities, and in some responses, even the possible benefits for certain sections of society. Responses to Question 5b. tended to divide their answer into a discussion of the perceived threats and then the benefits of women in the workplace during World War II, drawing on the sources and providing extra contextual material from their own knowledge. Low-scoring responses typically limited their discussion to the sources only or ignored the parameters of the questions, discussing political consequences of the Great Depression in Question 4b. or the more general role of women in Australian society during World War II in Question 5b.

Question 4c. was generally well handled, as responses moved from a brief acknowledgment of the conflict discussed in Source 5 to broader political and social divisions that emerged during the Great Depression. High-scoring answers also discussed examples of generosity and cooperation as Australians worked together to alleviate the suffering. Question 5c. required students to refer to Sources 6 and 7 in evaluating the extent that changes in the role of women threatened the cohesion of society. High-scoring answers often started by establishing the changes that women experienced during the war and then discussed how responses to women's working contributions were affected by the state of the war and the perceived level of threat. Other responses focused on the unity generated by wartime conditions or suggested that other factors were much greater threats to cohesion.

The following response to Question 4c. scored reasonably well because it established a clear line of argument supported by a range of evidence, though there is no reference to the sources as directed by the question. It is simply structured but effective in providing some detail and a little complexity.

The cohesion of Australian society was certainly threatened to some degree during the Depression due to the rise of extremist groups, women, foreigners and the breakup of families. However, ultimately, the cohesion of society remained intact as people supported one another and charity work brought people together.

The cohesion of Australian society was threatened during the crisis of the depression as politics caused a "loss of confidence" (Engwerda) in the economy. The split of the Australian Labour Party after "furious debate" (Engwerda) and the rise of extremist groups, both left wing such as the Communist Party of Australia and right winged such as the New Guard led to a threatening of cohesion. Both sides of the spectrum were angered as they saw that the "current political system had failed to deal with the economic crisis" (Mirams). Additionally, relationships within families became "increasingly strained" (Lowenstein) as "men took to the bush to scrape a

living” (Mirams) or “fathers deserted their families and went to live on the track” (Lowenstein) due to the shame of being unemployed. Frank O’Brien killed his three children, his wife and then committed suicide as he feared he would never find work again. Thus cohesion was definitely tested. “Women workers were resented and publicly reviled” (Mirams) and “European migrants became scapegoats” (Mirams) for unemployment as due to their cheaper labour they were more likely to keep their jobs. Thus, there was a large degree of cohesion in Australian society that was threatened due to the Depression.

However, overwhelmingly the Depression created unity and enhanced cohesion amongst society as “people helped each other” (Potts). Families came together “passing on clothes, evading the landlord and taking in relatives” (Lowenstein). Additionally, the government set up “the susso” and provided work relief including “improving infrastructure like roads, bridges and public buildings” (Engwerda) in return for food coupons. The Unemployed Workers Movement and other similar groups “ran soup kitchens” and “helped bolster the morale of the unemployed” (Mirams). Thus it “was a time of great generosity” (Potts) where the “sense of community was strong” (Lowenstein) as people found joy in “dances, singalongs, movies and radio” (Potts). Others became united in sport, and one man describes his “greatest happiness” during the Depression “was winning a cricket premiership in 1934” (Potts). Thus people came together in unity.

The following student response also scored reasonably well as it followed the directions of the question, added quite specific information on the changes to the role of women and then suggested that there were other factors that threatened social cohesion.

Arguably the changing role of women moderately threatened the cohesion of society, however disunity was also a product of imposed regulations and the treatment of foreigners.

Changes in the roles of women was opposed by male unionists and the government to a degree, disrupting cohesion as it was perceived to threaten ‘male masculinity’ as indicated by source 7. Women, however, suffered with managing industrial work whilst caring for their families, as shown in source 6, and thus were limited in their ability to fully contribute. Despite this Marilyn Lake outlines how cohesion was threatened because when women demanded more manely roles and put on uniforms they were ridiculed and condemned! Despite this by 1943 16,000 women were serving in the WAAAF alongside 145,000 women assuming munition factory roles throughout the duration of the war. However cohesion was further threatened by other contributing factors. The 1939 National Security Act allowed the introduction of numerous regulations on the home front. Such includes rationing which ‘caused discontent’ (Disher), and this saw a rejection of this imposed regulation through black markets. Souter outlines very few Australians did not make a purchase on the black market.’ Alongside this the arrival of American troops threatened cohesion as Australian males felt they monopolised the female company. This saw violent outbursts such as the November 1942 battle of Brisbane. Hence while Macintyre argues that ‘sufficient unity was created’, Historian Durian Smith indicates how cohesion was threatened as ‘established norms were turned upside down’.

Thus, whilst the changing roles of women contributed to threatening cohesion, it was the product of a combination of other influential factors.

Section D

Question chosen	none	6	7	8	9	10
%	5	40	26	11	17	<1

Marks	0	1	2	3	4	5	6	7	8	9	10	Average
%	8	2	4	9	13	13	15	14	12	7	3	5

Section D asked students to answer two of the five questions listed. Once again, higher-scoring responses addressed the question directly and established a point of view that was argued consistently in a sequential, sustained discussion. Low-scoring responses tended to provide simple conclusions without any supporting evidence or they often ignored the question and students wrote generally on the topic.

Question 6 – Australia’s involvement in the Vietnam War

This question asked students to explain how the Anti-Conscription movement contributed to change in Australia’s involvement in the Vietnam War. This was the most popular question in this section and the majority of responses suggested links between the Anti-Conscription movement, increasing public dissatisfaction and the eventual withdrawal of Australian troops. High-scoring responses acknowledged the government’s handling of conscientious objectors and the use of conscripts in Vietnam as factors that also contributed to Australians’ questioning of the commitment. Discussion of the impact of the American withdrawal, the televised nature of the war and the publication of war atrocities also featured in high-scoring responses, with the highest-scoring responses drawing connections between the range of possible causes and the government’s decision to withdraw troops. Some responses also recognised the lack of influence of the Anti-Conscription movement.

The following student response scored reasonably well because of the strength of its detail and its recognition of a range of causes. Students should avoid responding in a narrative style. Responses needed to explain how the Anti-Conscription movement changed Australia’s involvement in the war.

The Anti Conscription movement would largely contribute to Australia’s involvement in the Vietnam war however, the change in US policy and the events of the war also changed Australia’s involvement. The Youth Campaign against conscription (YCAC) established on the 19th November 1964 just after Menzies announced conscription on the 10th would protest against involvement by marching and burning conscription ballots. The Save our Sons (SOS) formed in May 1965 by Pat Ashcroft, Jean Maclean and Joyce Golgarth would protest against the “conscription of our sons for slaughter in Vietnam” (SOS Michael Caulfield). The Australian Newspaper saw on the 30th April 1965 “The Menzies government has made a reckless decision on Vietnam which this nation may live to regret” and would also oppose the war. The Labor party would say “we oppose it firmly and completely” (Arthur Calwell) and would fight the Liberal governments decisions on Vietnam. Along with Draft resisters and trade Unions these Anti-Conscription groups would help swing opinion of involvement in the war from 56% wanting involvement while only 28% didn’t in Sep 1965 to 55% wanting to withdraw from Vietnam and 40% wanting to stay. They would do this through protests such as the Moratorium on the 8th May 1970 where over 200,000 people would protest against involvement. Along with the Tet Offensive on the 31st Jan-1st Feb 1968, the My Lai massacre on the 16th March 1968 and the Battle of Long Tan on the 18 August 1966, would lead to “confidence in American tactics and strategy would be undermined by evidence that it is ineffectual in practice and mistaken in theory” (The Age). The US’s decision of a Vietnamization policy on the 8th June 1969 would also lead to Australia’s partial withdrawal in April 1970 as Australia largely went into the war for

America. Although the Anti-Conscription groups changed opinion there were also other factors that changed opinion.

Question 7 – Aboriginal land rights

Question 7 asked students to explain how concerns about economic development and the loss of individual property rights contributed to debates about Aboriginal land rights. Most students recognised that this question drew on knowledge about the fears and anxieties some Australians expressed about Aboriginal demands for land rights. Mining and pastoral interests, various State governments and sections of the media were used as examples of those groups that resisted Aboriginal demands. High-scoring responses also acknowledged other factors that contributed to the debates, such as a desire for justice for Aboriginal and Torres Strait Islander peoples, the growth of Aboriginal nationalism, and increasing concern about recognition and reconciliation. Students with high-scoring responses usually supported their explanation with specific evidence, including perspectives on historical interpretations of the debates, especially debates related to the Mabo and Wik decisions and the resultant federal legislation. Low-scoring responses tended to rely on general assertion, without specific detail or examples.

The following student response scored quite well because it began with a direct response to the question, followed by a number of specific references to the Mabo and Wik decisions. There was also some acknowledgment of not only economic and property concerns but also the way these fears were manipulated. The conclusion, with an Aboriginal perspective, was also effective as a way of highlighting the student's understanding of the nature of the debate.

In opposition or in hesitation to affording Aboriginal Torres Strait Islander land rights were concerns of economic development and loss of individual property rights. Particularly mining and pastoralist companies feared their ability to operate and generate wealth would be infringed if rights to land were granted to Aboriginal People. Public figures such as Director of Western Mining Hugh Morgan were the largest opponents to the Native Title Act, claiming the Mabo decision questioned "the framework of property rights". This is largely why Keating described the Native Title Act as a "compromise", as when drafting the bill he had to accommodate for these concerns and appease such powerful figures as Hugh Morgan. Often as a fear mongering tool used by such powerful figures, debates surrounding the infringement of individual property rights were espoused. Hoax letters claiming Aboriginal people could enter property at their will were distributed in South Australia and explanations that Native Title could extinguish free hold land were rumoured around the country. Robert Tickner however dismissed such ideas as "pure bunkum" as Aboriginal land rights would never result in the loss of individual property rights. Such fears were further exacerbated following the Wik decision when the principle of co-existence was introduced and it was established Native Title and pastoral leases could co-exist. Fears from the Australian people and business regarding economic development and right to property dominated the discourse of Aboriginal land rights however Yunipingu expressed "land rights are for the blackfella...land ownership is for the Whitefella" – outlining how Aboriginal people primarily wanted their rights recognised.

Question 8 – Equality for women

Question 8 asked students to explain how the movement for equality for women was influenced by the white middle class. High-scoring responses outlined the specific demands for equality for women, the strategies that were employed and the specific role that white middle class women played in the various reforms. Other high-scoring responses broadened the discussion to include other influences (such as increased access to higher education or economic opportunities) or acknowledged those who were excluded from the movement for change, such as migrant women.

The student response below scored well because it was a straightforward response with specific detail and a decisive conclusion.

White middle class women were seen as a clear catalyst for change in the late 20th century movement for women's equality.

The American Civil Rights Movement, Vietnam war protests and the Aboriginal activists all helped to set the scene for Australia's revolutionary women's movement. Australian women wanted 5 clear changes: the right to abortion on demand, the 24/7 childcare, the right to contraception, the adjournment of discrimination towards them and equal pay. The Women's Electoral Lobby (WEL) was established in Melbourne and Sydney just prior to the 1972 election which consisted of middle-class women whose aim was to influence politicians. They used methods such as demonstrations, media and petitions. The success of the WEL included the achievement of fault free divorce and an adult minimum wage. The Women's Liberation movement was another activist group who believed that 'by united action we can achieve our aims'. They established the International Women's Day March to raise awareness for domestic violence. Numerous white female authors also wrote on the issue with one being Betty Freidman who believed that a 'women's primary function is to breed and raise children' and that women should take a more active role in society. Kate Millett wrote 'Sexual Politics' which labelled that patriarchy is fundamental to women's oppression. Marilyn Lake suggested that Millett's writings exposed misogyny at the deepest level. Another author was Germaine Greer who wrote the Female Eunuch encouraging women to be less passive and more active in society. The Bar Room suffragettes were again two middle-class white woman who chained themselves to a rail in the Regatta Hotel to raise awareness to the fact that women were not allowed in public bars at pubs. The Sexual Discrimination Act 1984 was enacted to protect the rights of women and to allow them to be able to make complaints to the Human Rights Commission. The Equal Opportunity Act 1988 replaced the previous act and entailed that tertiary institutions and workplaces had to further include women. Marilyn Lake believed that it took strong and courageous women to achieve such a movement and that without the influence of white middle-class women equality would not have been reached.

Question 9 – New patterns of immigration

Question 9 asked students to explain the reasons for the demands for change in Australian immigration patterns up to, and including, the resettlement of Indo-Chinese refugees. High-scoring responses contained their explanation in line with the time frame suggested by the question (most finishing with the Fraser government's policy of resettlement from 1976 to 1983). Reasons for the demands for change ranged from the call for the end of the White Australia Policy on the basis of justice and international condemnation, to a consideration of Australia's increasing business and trading relationships with Asia leading to the humanitarian concerns following the Vietnam War, including pressure from the United States to accept a fair share of refugees. High-scoring responses also identified specific groups and individuals who argued for changes to immigration patterns. Low-scoring responses lacked the sense of development of the various demands over time or weakened the relevance of their discussion by including material up to the year 2000.

Question 10 – A global economy

Question 10 asked students to explain the extent to which change was achieved by the emergence of enterprise bargaining in 1991 and Australian Workplace Agreements in 1996. Very few students responded to this question. High-scoring responses would have identified the specific changes that occurred and acknowledged any continuities that remained after these two developments.