

STUDENT NUMBER Letter

HISTORY: AUSTRALIAN HISTORY

Written examination

Thursday 14 November 2019

Reading time: 11.45 am to 12.00 noon (15 minutes)

Writing time: 12.00 noon to 2.00 pm (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	2	1	20
C	2	1	20
D	5	2	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 24 pages, including **assessment criteria for Section B** on page 24
- Detachable insert for Sections A and C 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.

At the end of the examination

- You may keep the detached insert.

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**

This section is based on 'The reshaping of the Port Phillip District/Victoria 1834–1860'.
Please remove the insert from the centre of this book during reading time.
Refer to Sources 1, 2 and 3 on pages 1 and 2 of the insert when responding to Question 1.
Answer **all** questions in the spaces provided.

Question 1 (20 marks)

- a. Using Source 1, describe the attitude expressed by Gellibrand towards the ability of Aboriginal people to adapt to the land use practices of the Europeans. 4 marks

- b. Using Source 2 and Source 3, and your own knowledge, explain how British settlers' views of land use differed from those of Aboriginal people in the Port Phillip District/Victoria up to 1860.

6 marks

**END OF SECTION A
TURN OVER**

SECTION B**Instructions for Section B**

This section is based on ‘Making a people and a nation 1890–1920’.

Write an essay on **one** of the following questions in the space provided.

Your response will be assessed according to the assessment criteria set out on page 24.

Question 2 (20 marks)

‘The combination of tariffs, defence and the restriction of non-European immigration provided the main stimulus for Federation.’

To what extent do you agree?

OR

Question 3 (20 marks)

‘There was scarcely an aspect of Australian life that was not changed by World War I in the period 1914–1920.’

To what extent do you agree?

Question no.

SECTION C**Instructions for Section C**

This section is based on ‘Crises that tested the nation 1929–1945’.

Answer **either** Question 4 **or** Question 5 in the spaces provided.

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

Refer to Sources 4, 5 and 6 on pages 2 and 3 of the insert if you choose to respond to Question 4.

Refer to Sources 7, 8 and 9 on page 4 of the insert if you choose to respond to Question 5.

Question 4 (20 marks)

a. Outline the causes of the Great Depression suggested in Source 4 and Source 5.

4 marks

b. Using Source 6 and your own knowledge, explain the dilemma faced by governments in managing the crisis of the Great Depression.

6 marks

OR

Do not attempt Question 5 if you have completed Question 4.

Question 5 (20 marks)

- a.** Using Source 7, explain how some Australians responded to residents of non-British origin during the early years of World War II.

4 marks

- b. Using Source 8 and Source 9, and your own knowledge, explain the attempts made by women and by Aboriginal people to contribute to the war effort.

6 marks

- c. Evaluate the extent to which the Australian Government and people successfully managed the crisis of World War II as the threat to Australia increased. Use evidence to support your response.

10 marks

SECTION D**Instructions for Section D**

This section is based on 'Voices for change 1965–2000'.
Answer **two** of the following questions in the spaces provided.

Question 6 (10 marks)

Australia's involvement in the Vietnam War

To what extent was Australia's withdrawal from the Vietnam War influenced by Australian protest groups? Use evidence to support your response.

Question 7 (10 marks)

Aboriginal land rights

To what extent was significant change achieved through the Mabo and Wik decisions? Use evidence to support your response.

Question 8 (10 marks)

Equality for women

To what extent were activist groups, such as the Women's Electoral Lobby (WEL), influential in achieving change in equality for women? Use evidence to support your response.

Question 9 (10 marks)

New patterns of immigration

To what extent did humanitarian concerns contribute to debates about new patterns of immigration? Use evidence to support your response.

Question 10 (10 marks)

A global economy

To what extent was the oil crisis of 1973 influential in drawing Australia into the global economy? Use evidence to support your response.

Question no.

Question no.

END OF SECTION D
TURN OVER

Assessment criteria for Section B

The essay in Section B will be assessed against the following criteria:

- construction of a coherent and relevant historical argument that addresses the specific demands of the essay question
- demonstration of historical knowledge that is accurate and appropriate for the essay question
- use of historical thinking concepts
- use of primary sources and historical interpretations as evidence

END OF QUESTION AND ANSWER BOOK



Insert for Sections A and C

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

SECTION A

Source 1

Extract from a memorandum written by JT Gellibrand about a trip to the Port Phillip District in January–February 1836

JT Gellibrand was an English-born lawyer and explorer. In the following extract, he is writing about Aboriginal people he observed in the Port Phillip District.

From the general appearance of the country I am persuaded that they must exert themselves considerably in obtaining subsistence ... from their extreme partiality¹ to bread and potatoes I feel not the slightest doubt but they may be all brought to habits of Industry² and Civilization when the mode of obtaining potatoes and wheat is practically brought before them ... if only a few can be induced to dig—then to plant—afterwards to protect and finally to reap the fruits of their labours it will induce others to follow their example and by the white people respecting their properties it will teach them to respect the property of others.

Source: JT Gellibrand, 'Joseph Tice Gellibrand, Memorandum of a trip to Port Phillip. January-February 1836', in TF Bride, *Letters from Victorian Pioneers*, Lloyd O'Neil Pty Ltd, South Yarra, 1983, p. 31

¹**partiality** – liking, fondness

²**Industry** – hard work

Source 2

Painting showing the Spring Creek, or Mopor, Aboriginal group of the Gunditjmarra people near the Minjah Station farmhouse in the Western District of Victoria, 1856



Source: R Dowling, *Minjah, in the Old Time*, 1856; Warnambool Art Gallery; in G Dutton, *White on Black: The Australian Aborigine Portrayed in Art*, The Macmillan Company of Australia Pty Ltd, South Melbourne, 1974

SECTION A – continued
TURN OVER

Source 3

Comments on Aboriginal and European understandings of the land

... Aborigines' understanding of the land is inseparable¹ from their kinship relations, their spiritual life and their economy. Aboriginal knowledge – of their ancestors and the way they created the land, of their rights and obligations to others and of the ways to produce a rich and secure living from the land – all forms part of a unified knowledge network. This knowledge network links people and land so intimately that the land owns the Aborigines as much as they are guardians of the land.

The Europeans, by contrast, brought their ideas with them from outside. They wanted to achieve economic 'progress' by bringing the new land into the British Empire and re-shaping its environment so that it would produce goods needed by the mother country and by the new settler population. These ideas implied attitudes towards the environment, and ways of using the environment, that were very different from the Aborigines'.

Source: B Butcher and D Turnbull, 'Aborigines, Europeans and the Environment', in V Burgmann and J Lee (eds), *A Most Valuable Acquisition: A People's History of Australia since 1788*, McPhee Gribble/Penguin Books, Fitzroy, 1988, p. 13

¹**inseparable** – not able to be separated

SECTION C

Refer to Sources 4, 5 and 6 if you choose to respond to Question 4.

Source 4

Comments on the background to the Great Depression

The Great Depression was born of a great delusion¹ – the Midas myth² of a bubble of boundless prosperity that could never burst. Australians, imbued with³ the hopes of a vibrant young society, would be swept up in the fantasy more than most. By the fateful year of 1929 their recently formed Federation [of Australian states] ... ranked as the most credit-addicted, debt-ridden country⁴ on earth, next only to Germany ...

...

What was all that borrowed money being used for? Much of it had been poured into urban development ... The giant bridge taking shape above Sydney Harbour was the outstanding testament to such unrestrained expenditure ... Such projects employed tens of thousands of workers whose incomes were wholly dependent on regular injections of loan money. Their pay packets, in turn, created jobs for many thousands more. When the financial axe fell in London, those necks would be first on the line.

Source: G Stone, *1932: A Hell of a Year*, Pan Macmillan Australia Pty Ltd, Sydney, 2005, pp. 1–3

¹**delusion** – false impression

²**Midas myth** – from Greek mythology; King Midas had the ability to turn everything he touched into gold

³**imbued with** – filled with

⁴**debt-ridden country** – country with very large debts

Source 5

Newspaper account of a statement by Sir Otto Niemeyer to the Conference of Premiers, Melbourne, 18 August 1930

The report of Sir Otto Niemeyer, of the Bank of England, upon the position of Australia as he sees it, must open the eyes of the people of the Commonwealth to the gravity¹ of the position which confronts its seven Governments and Parliaments. "It is a serious problem," Sir Otto states, "the practical solution of which is not rendered² any easier by the natural optimism of the Australian. So long as it is generally believed in Australia that there is an unlimited market abroad for Australian goods, and that something will turn up, it will be difficult to face the realities of the situation."

...

Put in a nutshell his advice to Australia is to get back as soon as possible to sound and economic conditions for all production.

Source: 'The Niemeyer Report', *The Examiner* (Launceston, Hobart), 22 August 1930

¹**gravity** – seriousness

²**rendered** – made

Source 6

Memories of Jack Lang, Premier of New South Wales, 1925–1927 and 1930–1932

Mr Scullin¹ didn't know what to do! He knew as much about it as Mr Bruce² knew or the bankers knew. I suppose you would say he [Scullin] did the best he could. He had some very able men, and in a bright moment they decided to ask advice from the head of the financial world, the Bank of England.

...

It didn't concern these representatives of the Bank of England, it didn't concern them that the unemployed were starving then and they'd have to continue to starve! 'We'd been running the country on a champagne income when we should have been cadging round³ for a small beer,' they said. Once we got these silly ideas out of our heads, we'd become respectable with the bondholders⁴, we'd be able to pay our interest and then we could borrow more money. And without borrowing more money we couldn't put our unemployed to work ...

Source: J Lang, 'John Thomas Lang, the Big Feller', in W Lowenstein, *Weevils in the Flour: An oral record of the 1930s depression in Australia*, Scribe Publications Pty Ltd, Newham, 1989, pp. 90 and 91

¹**Mr Scullin** – James Scullin, Prime Minister of Australia, 1929–1932

²**Mr Bruce** – Stanley Bruce, Prime Minister of Australia, 1923–1929

³**cadging round** – trying to raise money

⁴**bondholders** – those who loaned money to the government

Refer to Sources 7, 8 and 9 if you choose to respond to Question 5.

Source 7

One historian's description of the experiences of people of non-British origin in Melbourne during World War II

With Italy in the war, two young soldiers felt justified in throwing a brick through the windows of a fish shop-owner in Swan Street, a Mr C. Nicoli, before bashing him with a chair. And real Italians like Mr Antonio Sesso, a Swan Street fruiterer who had been in Australia for twenty years, also had windows smashed. *Monica Rinoldi's* father, a second generation Australian of Italian-speaking Swiss descent, received insulting letters: [Monica said] 'It hurt my father, I remember'.

Source: J McCalman, *Struggletown: Public and Private Life in Richmond, 1900–1965*, Hyland House, South Melbourne, 1998, p. 220

Source 8

One historian's interpretation of the experiences of women in the early phase of Australia's involvement in World War II

... the desire to help was every bit as strong amongst many women. But the government, with the support of thousands of Australians, could still see no role for women beyond traditional comforts work¹. Many women rejected this feminine, caring role and demanded work that would employ a wider range of skills ...
Women ... formed themselves into units and practised useful war skills in the hope that the government would eventually relent² and would make use of them.

Source: M McKernan, *All In! Australia During the Second World War*, Thomas Nelson Australia, Melbourne, 1983, pp. 49 and 50

¹**traditional comforts work** – usual wartime effort to provide supplementary items to those fighting, for example, hand-knitted socks

²**relent** – change its mind

Source 9

One historian's interpretation of the recruitment policies of the Second Australian Imperial Force (AIF)

Despite the urgent appeals for recruits to join the AIF, this same policy of maintaining a white stronghold against invasion by another race had already resulted in the Australian army obstructing¹ the enlistment of Aboriginal volunteers. Although there was provision for medical officers to permit persons with an acceptable degree of European descent to join the army, only small numbers had been passed as suitable ... However, faced with a desperate need for manpower following the fall of Singapore and the subsequent bombing of Darwin, though the official policy did not change, the army began to relax its attitude to the entry of Aborigines and comparatively large numbers started to enlist.

Source: R Campbell, *Heroes & Lovers: A question of national identity*, Allen & Unwin Australia Pty Ltd, North Sydney, 1989, p. 110

¹**obstructing** – blocking or preventing

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