



Victorian Certificate of Education 2005

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

HISTORY: Australian History

Written examination

Monday 7 November 2005

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
Α	1	1	20
В	1	1	20
С	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 unauthorised electronic devices into the examination room.

SECTION A

Instructions for Section A

2

Answer either **a.** or **b.** for Question 1. The question is based on Unit 3 Outcome 1: A new land: Port Phillip District/Colony of Victoria 1830–1860.

Question 1

Analyse and answer the questions which follow **one** of the following documents (Document A or Document B).

EITHER

Document A

a. 'In the case of the ... Aborigines, it is difficult to conceive* that any other result than a gradual extinction of [the] race could be the ultimate consequence of their peculiar habits and mode of life. But the presence and example of civilization, and [the] introduction of the habits, and vices ... of the European, has connected[†] what may have been a gradual decline, into a rapid fall.

With regard to the Port Phillip natives, it is unquestionable that the admission of a partial and temporary change in food and clothing even, has entailed most fatal results in numerous instances.'

* think [†] pushed

Charles La Trobe, Superintendent of Port Phillip, in Appendix to the Report from the Select Committee on the Aborigines and the Protectorate, 1848

i. Identify **two** reasons given by La Trobe for the rapid decline of the Aboriginal population. Support your answer using words and phrases from the document.

2 marks

ii. Explain what La Trobe meant by the phrase 'their peculiar habits and mode of life'. Support your answer with evidence from your study of the Port Phillip District/Colony of Victoria.

iii. Briefly describe **two** specific examples of European influence which helped to hasten the decline of the Aboriginal population. Explain the reasons for the impact of each example.



iv. To what extent do you agree with La Trobe's view that the extinction of the Aboriginal population was inevitable? Support your response with specific evidence from your study of the Port Phillip District/Colony of Victoria from the period 1830–1860.

4

8 marks

5

OR

Document B

b. 'The society which developed in Port Phillip before 1851 was largely a product and reflection of early Victorian Britain . . . The District was bred of hope, but it was also bred of a preoccupation* with money, profit, acquisition and self advancement. The horizons of the hopes of the people of Port Phillip depended largely on their background. For some the aim was to make enough money to return 'Home' to Britain to higher status and a better lifestyle. Those from lower socio-economic levels were more likely to shake the mud and coal dust of Britain permanently from their feet . . . **Port Phillip society reflected its British parent but without the extremes of status and wealth.**'

* strong interest in

Garden, Don, Victoria: A History, Thomas Nelson, 1984

i. Explain in your own words **one** essential point that the writer is making about ideas underpinning the settlement of Port Phillip.

2 marks

ii. To what extent do you agree with the statement bolded in the extract? Provide specific evidence from outside the extract to support your view.

4 marks

iii. Identify and explain **two** examples of individuals or groups whose hopes and motivations were 'bred of a preoccupation with money, profit, acquisition and self advancement'.

6

6 marks

iv. To what extent had the colonists' visions about the future of the colony changed by the late 1850s and why?

8 marks Total 20 marks

END OF SECTION A

Instructions for Section B

Answer the following questions relating to Unit 3, Outcome 2: Nation, race and citizen 1888–1914. In each case you must support your views with specific information and evidence.

Question 2

a. Identify and explain **two** specific ideas which helped to shape the formation of the new nation in the late 19th century.

4 marks

b. How did the framers of the federation view the concept of Australian citizenship? Support your answer with reference to some groups that were included and excluded.

To what extent had the hopes and fears of those who shaped the new nation been realised by 1914? Refer in your answer to several individuals and/or groups and to specific legislation. c. 10 marks

Total 20 marks

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Working space

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 cohesion of Australian society was significantly redefined by the experience of World War I.' To what extent do you agree?

OR

b. 'Despite short-term upheavals, Australian society did not change significantly as a result of the Great Depression.'

To what extent do you agree?

OR

c. 'Australian people drew together and responded positively to the crisis of World War II.' To what extent do you agree?

Total 20 marks

Either a., b. or c.



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.** This question is based on Unit 4, Outcome 2: Debating Australia's future 1960–2000.

Question 4

Analyse **one** of the documents, images, commentaries or quotations in the insert relating to 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 that you have studied, at that particular point in time.
- 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.

4 + 8 + 8 = 20 marks

Either A., B., C. or D.

A script book is available from the supervisor if you need extra paper to complete your answer. Please ensure you write your **student number** in the space provided on the front cover of the script book. At the end of the examination, place the script book inside the front cover of this question and answer book.

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

HOWSON HITS BLACK POWER SIGN

CANBERRA, Friday. The Federal Minister for Aborigines, Mr Howson, tonight attacked a protest on Aboriginal land rights being staged outside Parliament House by members of the Black Power movement.

He said in a statement that there was a disturbing undertone in the use by the protesters of a sign reading 'Aboriginal Embassy'. This implied another sovereign State or separate development of the Aboriginal race in Australia. It cut across the Government's expressed objection to separate development and was kindred to apartheid.*

The chairman of the Council for Aboriginal Affairs, Dr H C Coombs, said he would like to see Aborigines manage their own affairs. He told a conference organised by the National Council of Aboriginal and Island Women in Canberra that Aborigines should not lose confidence in their own race.

OR

Sydney Morning Herald, 29 January 1972

* system of extreme segregation practised in South Africa



B. Attitudes to the Vietnam War

'A Murky* Shadow' (Collette) *The Australian*, 14 June 1965 * dark and gloomy

C. Attitudes to the environment



"NO AMOUNT OF MONEY WILL EVER COMPENSATE PER THE LOSS OF THAT BEAUTIFUL DAM !!

Geoff Hook, The Sun News Pictorial, 5 July 1983

OR

D. Attitudes to immigration

It's the Yellow Peril Again

The new wave of Vietnamese refugees heading for Darwin . . . is a flotilla* of political trouble. No matter what demands are made by Northern Territorians . . . there is one all important point. What Australian politician from any political party will be the first man to order the turning around of a refugee boat? Who could possibly take that decision?

Despite any consideration about the relative prosperity of some of the newer refugees, they are, patently, people fleeing from a government because of its policies – refugees in the truest sense. Is there an Australian federal leader prepared to risk the national and international outcry by sending out the navy physically to turn back the fleet of small boats?

... There is a good degree, however, of the old 'yellow peril' fears being exhibited in Darwin ... that old Australian catchery against the Asian hordes.

Bruce Wilson, The Courier Mail, Brisbane, 29 November 1977

* fleet of small boats