



**Victorian Certificate of Education
2003**

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER

Letter

Figures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Words	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**HISTORY: Australian History
Written examination**

Wednesday 12 November 2003

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

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Percentage of marks</i>	<i>Suggested times (minutes)</i>
A	2	2	42	50
B	1	1	28	30
C	3	1	30	40
			Total 100	120

- 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 20 pages, including **Assessment criteria** on page 20. There is a detachable insert for Section B 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 electronic communication devices into the examination room.

SECTION A

Instructions for Section A
Answer either **a.**, **b.** or **c.** for **both** Question 1 and Question 2.

Question 1

In an extended response, answer **one** of the following questions based on ‘Everyday life in the twentieth century: 1901–1945’ (approximately 300–350 words).

a. How important was a sense of duty in determining the way that people reacted to the event that you have studied?

OR

b. How useful as historical evidence are memories and observations of the event you have studied, if they were not recorded until decades after the event?

Answer with reference to representations relating to the people and event that you have studied.

OR

c. To what extent were traditional roles changed as a result of the major event that you have studied?

(Mark in the box whether you are answering **a.**, **b.** or **c.**)

Question 2

In an extended response, answer **one** of the following questions based on ‘Towards a changing society: 1945–present’ (approximately 300–350 words).

- a. Do representations of debates or divisions always offer solutions?

Answer with reference to written or visual representations of the debate or division you have studied.

OR

- b. To what extent were positions on a particular debate or division motivated by resistance to change?

Answer with reference to the debate or division you have studied.

OR

- c. Why did the event, issue or campaign that you have studied cause such debate and division in Australian society?

(Mark in the box whether you are answering **a.**, **b.** or **c.**)

SECTION B**Instructions for Section B**

Remove the insert from the centre of this book before answering this section.
Analyse one of the representations **A.**, **B.**, **C.**, **D.**, **E.**, **F.**, **G.** or **H.**

Question 3

Analyse **one** of the representations in the insert in the light of the significant economic, social, cultural or political trend, movement or event you studied, from the area of study 'From colony to nation: 1850–1901' (approximately 350–500 words).

Your response should include

- identification of the ideas and values reflected in the representation and
- evaluation of the degree to which the representation reflects the prevailing events, ideas and values related to the trend, movement or event you have studied.

Rough work only

(Mark in the box whether you are analysing representation **A.**, **B.**, **C.**, **D.**, **E.**, **F.**, **G.** or **H.**)

SECTION C**Instructions for Section C**

In essay form, answer **one** of the following questions based on 'The colonial experience to 1850' (500–600 words).

Question 4

'The breakdown of Aboriginal societies was an accidental consequence of European contact.'

How far do you agree? Answer with reference to the colony, district or settlement that you have studied.

OR

Question 5

'Europeans who came to the colonies tried to construct what they saw as a better life than the one they had left behind.'

How far do you agree? Answer with reference to the colony, district or settlement that you have studied.

OR

Question 6

'The nature of the society that developed in the colonies was shaped more by the colonists' British origins than by the needs and conditions of life in Australia.'

How far do you agree? Answer with reference to the colony, district or settlement that you have studied.

Rough work only

(Mark in the box whether you are answering Question **4**, **5** or **6**.)

Rough work only

Assessment criteria

The examination will address all of the criteria. All students will be examined against each criterion.

Section A

Question 1

1. development of a response relevant to Question 1
2. knowledge of aspects of everyday life in the period 1901–1945
3. understanding of a major event in the period 1901–1945

Question 2

4. development of a response relevant to Question 2
5. knowledge of an event, issue or campaign which created debate or division in Australian society in the period 1945 to the present
6. understanding of the debate or division in the period from 1945 to the present

Section B

7. knowledge of aspects of a significant trend, movement or event in Australia from 1850–1901
8. analysis of the representation
9. evaluation of the representation in the context of the trend, movement or event
10. use of evidence to support the analysis

Section C

11. knowledge of aspects of the colonial experience to 1850
12. development of an argument relevant to the question
13. use of historical concepts related to the colonial experience to 1850
14. use of evidence to support an argument and a conclusion
15. understanding of historical sources and/or historians' approaches

END OF QUESTION AND ANSWER BOOK

Insert for Section B

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

Make sure that you have read the instructions at the top of page 8 before you begin to analyse your chosen representation.

A. Gold rushes



'Unlucky miners that never returned, 1853' by S T Gill.

B. Cultural expressions of national identity

Tuesday, the 3rd March, 1885, will be for ever a red-letter day in the history of New South Wales – the day on which this colony, not yet a hundred years old, put forth its claims to be recognised as an integral portion of the British Empire . . . That day marks an entirely new departure as regards the relations between the old country and her colonies. Hitherto the colonies have been regarded by many politicians as a drag upon the home country; and statesmen have been heard to say that the colonies of England were a source of weakness to her, and not of strength. The fallacy of such statements was demonstrated beyond dispute by the events of yesterday . . . when the chosen troops of New South Wales, the picked men of the colony, embarked for the purpose of assisting the British arms in the Soudan . . .

. . . our men have the proud pre-eminence – in the matter of which every good and true man in the other colonies will envy them – of being the first selected to strike a blow for the old country in her hour of need in Africa.

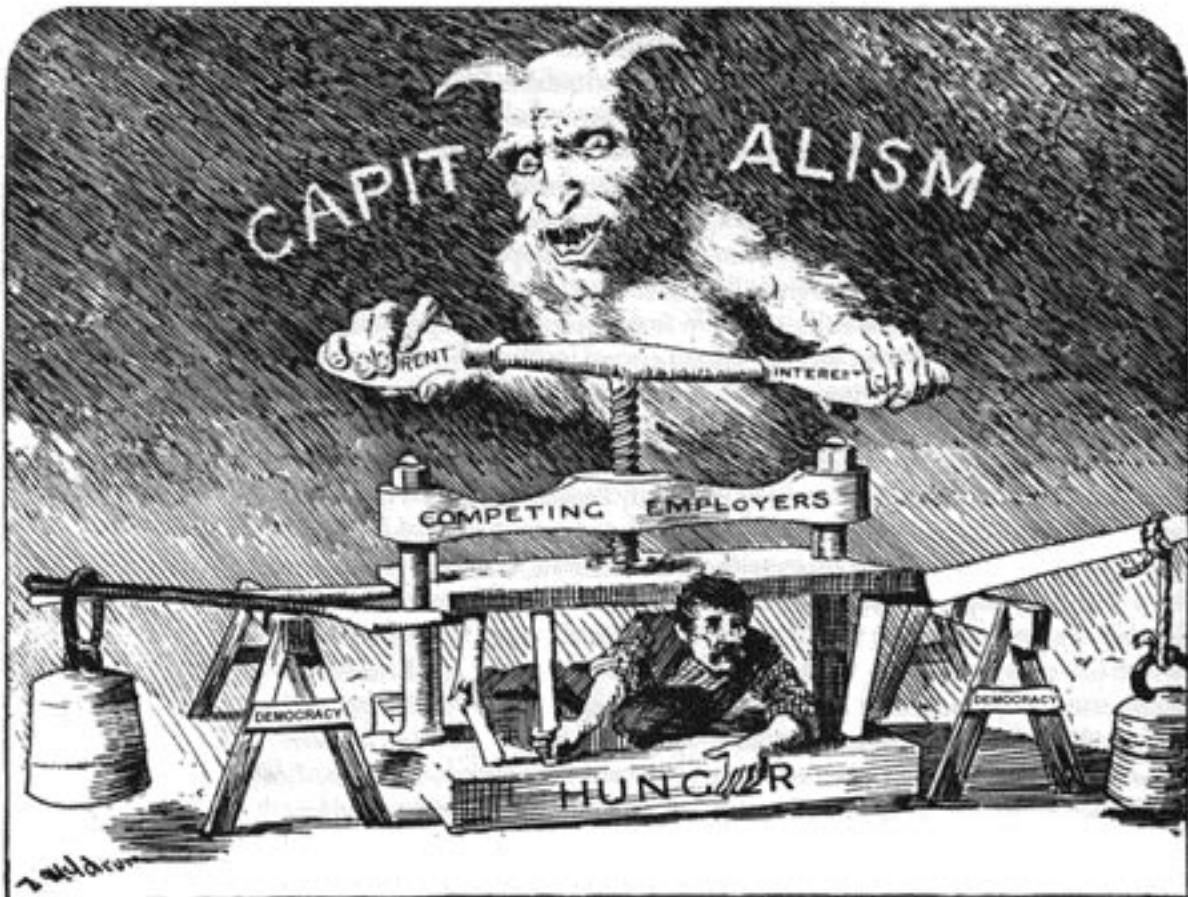
Sydney Morning Herald, 4 March 1885.

C. Environmental impact of settlement

I have here a perfect mass of evidence which I shall be prepared to quote, if the necessity should arise, with regard to the results of irrigation in this colony. I need now, however, only to take the case of the gentleman who is the pioneer of irrigation in the Murray district, and whose practical work has done more than volumes of reports and commentaries to prove the success of irrigation. I refer to Mr. John Garden, of Cohuna, who has been irrigating since 1882. I will give the results in one or two sentences. When, at Cohuna, unirrigated crops, in 1882, yielded 2 bushels to the acre, he obtained 21 bushels. In 1883 he obtained 20 bushels as against 12 bushels on unirrigated land. In the next year he could get no water to irrigate. The consequence was a total failure of his crop, and he estimated his loss at 1,800 [pounds] from the want of irrigation. Last year, when his neighbours got only about 10 bushels to the acre, he obtained 22 bushels by irrigation.

Alfred Deakin, introducing the 1886 Water Supply and Irrigation Bill, Victorian Parliamentary Debates, June 1886.

D. Capital and labour relations



CAPITALISM: OUR INDUSTRIAL SYSTEM.

Cartoon by Duncan Meldrum published in *Champion*, September 1895.

E. Urbanisation

East Collingwood . . . is a complete magnet of attraction for fever and death. Sanitary regulations are utterly ignored within its boundaries; the streets are seldom cleaned . . . The backyards . . . are seldom, if ever, examined by an inspector of nuisances. In some of them the keeping of swine is quite common . . . If once the . . . disease of smallpox fixes itself in East Collingwood, there will be no stamping out possible, and it will throw out branch lines of easy communication with the more aristocratic dwellings of East Melbourne, and the middle class homes of Fitzroy. If the East Collingwood councillors be remiss, careless or incapable, then the government ought to put them on one side, and perform the necessary work, so that the valuable lives of our working classes may not be sacrificed.

The Melbourne Herald, 1869 (article following a suspected case of smallpox in Collingwood).

F. Federation

*We're a land that claims no blood-stained roll
of war on land and sea,
But its name shines fair on History's scroll
as the Home of the Frank and Free!
Its sons have proved, through fire and flood,
Brave, Steadfast, Staunch and True;
Right worthy they of their British blood
and the Land of the Kangaroo.*

*We've a land that laughs in sunshine strong,
and ripples with harvest corn
That has never felt a tyrant's thong,
nor suffered a despot's scorn!
We hold our own! We rule our own!
shoulder to shoulder stand
For Right and Might, by Britain's Throne,
and the dear old Motherland!*

*We've a land that gleams with treasures vast
of gold and silver store;
But we proudly deem our wealth is cast
in our sons and daughters more.
But though our Austral Land is one,
and one our tongue and lore,
We're barred apart, though one in heart,
by the curse of the Customs' door.*

*Say! shall Australians stand apart beneath
the Austral Cross
And let dividing rancours start the feuds of
Strife and Loss?
It cannot be! it shall not be! divided we
must fall!
United shall Australia be,
For Strength, and Peace, and all!*

From 'Songs of Union' produced by the Australian Federation League and published in *The Argus*, Melbourne, June 1898.

G. Aborigines and government policy

The number of pure blacks is very small indeed—then why not let them spend the last of their days in peace? Let us provide them with the comforts—yea, even the luxuries of this life and above all see that they are taught a little of that life beyond the grave. I do not hesitate to say that notwithstanding the liberal annual vote by Parliament, these poor people are without the necessaries of life. They are affectionate, grateful and teachable people and feel the cruel treatment they receive most keenly.

Ann Bon in a letter to the Chief Secretary of Victoria, May 1882. (Ann Bon was a pastoralist and member of the ‘Central Board to Watch over the Interests of the Aborigines of the Colony of Victoria’.)

H. Women’s suffrage

LEAFLET No. 1]

WOMEN’S SUFFRAGE.

Are Women Citizens ?
Yes ! when they are required to pay taxes.
No ! when they ask to vote.

Does Law concern Women?
Yes ! when they are required to obey it.
No ! when they ask to have a voice in the representation of the country.

Is Direct Representation desirable for the interests of the people?
Yes ! if the people to be represented are men.
No ! if the people to be represented are women.

All who believe that this state of things is neither just towards women nor advantageous to men are invited to become members of “The Victorian Women’s Suffrage Society.”

PLATFORM.
To obtain the same Political Privileges for Women as are now possessed by Male Voters ...

ELIZTH. H. RENNICK,
Hon. Sec. and Treas.

“AJMERE,” SHIPLEY STREET,
SOUTH YARRA.

N.B.—Subscriptions received by Miss O’Riordan, Ladies’ Club, Collins-street East, and Mile Taylor, 86 Russell-street.

Leaflet issued by the Victorian Women’s Suffrage Organisation, 1894.